

**THE IMPACT OF EXPLICIT LISTENING STRATEGY TRAINING ON
ELEMENTARY LEVEL STUDENTS' LISTENING COMPREHENSION**



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**THE IMPACT OF EXPLICIT LISTENING STRATEGY TRAINING ON
ELEMENTARY LEVEL STUDENTS' LISTENING COMPREHENSION**

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Eda ASLAN

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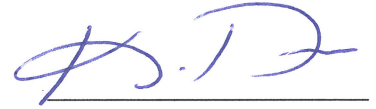
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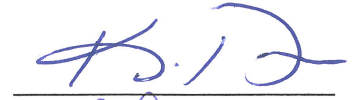
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ABSTRACT

THE IMPACT OF EXPLICIT LISTENING STRATEGY TRAINING ON ELEMENTARY LEVEL STUDENTS' LISTENING COMPREHENSION

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In the field of foreign language (FL) teaching, listening has recently been paid an increasing attention. Being an important part in receptive skills, it also plays a huge role in producing the language verbally which puts it in the center of English as a foreign language courses. This fact results in looking for proper strategies to develop listening comprehension skills of foreign language learners. This study was carried out with a group of elementary level preparatory school students at a state university in Turkey. The aim of the study was to assess the efficiency of the Explicit Listening Strategy Training (ELST) on elementary level students' listening comprehension skills. To provide complete information and strengthen evaluation conclusions, mixed methods were applied in the research. The combination of qualitative and quantitative methods provided two types of data: quantitative which were gathered through pre- and post-listening tests and closed-item questionnaires and qualitative which were collected through Focus Group Interview (FGI) and Think Aloud Protocol (TAP).

Keywords: Listening Comprehension, Explicit Listening Strategy Training

ÖZ

AÇIK DİNLEME STRATEJİ EĞİTİMİNİN BAŞLANGIÇ SEVİYESİNDEKİ ÖĞRENCİLERİN DİNLEME ALGISINA ETKİSİ

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Son zamanlarda, yabancı dil eğitimi alanında dinleme becerisine karşı artan bir ilgi gözlenmektedir. Algısal becerilerin önemli bir parçası olan dinlemenin, dilin sözlü olarak üretilmesinde de büyük bir rolü vardır ve bu da dinleme becerisini, İngilizcenin yabancı dil olarak öğretildiği yerlerin merkezine taşımıştır. Bu durum, İngilizceyi yabancı dil olarak öğrenen öğrencilerin dinleme becerisini geliştirmek amacıyla belirli stratejiler geliştirme arayışına girmesi ile sonuçlanmaktadır. Bu çalışma, Türkiye'de bir devlet üniversitesinde bulunan, bir grup başlangıç seviyesi, hazırlık okulu öğrencisi ile gerçekleştirilmiştir. Bu araştırmanın amacı başlangıç seviyesinde bulunan öğrencilere uygulanan açık dinleme strateji eğitiminin etkisini ölçmektir. Araştırma ile eksiksiz bilgi vermek ve değerlendirme sonuçlarını güçlendirmek için karma yöntemli metot kullanılmıştır. Niteliksel ve niceliksel yöntemlerin kombinasyonu, iki tür veri sağlamıştır: niceliksel veriler eğitimden önce ve sonra uygulanan test ve eğitimden önce ve sonra uygulanan kapalı uçlu anket ile toplanmıştır, niteliksel veriler ise odak grup görüşmeleri ve sesli düşünme protokolü ile toplanmıştır.

Anahtar kelimeler: Dinleme - Algılama, Açık Dinleme Strateji Eğitimi



To my lovely parents Zuhal Aslan and Yılmaz Aslan

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
ESL	English as a Second Language
EFL	English as a Foreign Language
L2	Second language
SLA	Second Language Acquisition
LLS	Language Learning Strategies
ELST	Explicit Listening Strategy Training
LCT	Listening Comprehension Test
LSUQ	Listening Strategy Use Questionnaire
FGI	Focus Group Interview
TAP	Think Aloud Protocol
SPSS	Statistical Package for the Social Sciences

Chapter 1

Introduction

With globalization, people from a great variety of cultures become closer. They are working together in different fields such as technology, science, art, literature, medicine, law, economy, and politics. Under these conditions, they need a commonly held language, such as English, German, and Spanish. Among these languages, English is the most common one. As we live in a globalized information age, there are many technological advances that make it possible for people to communicate easily. In order to be part of this global community, English listening comprehension has taken on increased importance for ESL/EFL learners, since failing to comprehend spoken English may cause no understanding or misunderstanding which in turn leads to a breakdown in communication (Chen, 2009).

Language learning is not just about the capability of the learner. There is a fact that there are some people who are more skilled to comprehend the target language and apply it properly, but it does not mean that all the skilled people are aware of their attitude to language learning. It is observed that Turkish undergraduate students have been experiencing many challenges regarding the application of language skills in their ESL and EFL classes. Most of the learners lack the study skills and strategies needed to cope with diverse learning tasks, assignments and exams. Thus, in order to maximize language learners potential and contribute to their autonomy, they need training in learning strategies. It is vital for second language learners to consider the way they learn the language to make it easier. As people get more aware of the importance of language learning strategies and styles, there is an increasing interest in researching in this field.

According to Oxford (1990), language learning strategies are specific actions taken by the learner to make learning, easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations. Rubin (1987) states that language learning strategies contribute to the development of the language

system which the learner constructs and affect learning directly. By encouraging second language learners to develop learning strategies, it is possible to make it easier for them to overcome the difficulties in language during the classes. It may help them to have effective study out of the class too.

In the field of ELT, year in and year out, the skill of listening was considered as a passive skill and was rarely seen as worthy of serious research or pedagogical attention (Berne, 2004). It was thought to be a passive skill, in which the learners mostly rely on teacher's instruction. Most of the learners and teachers were unaware of the fact that the learner must be active in listening process. Teaching listening was thought to be very easy by the teachers. All they did was to play the recording, ask students to complete the task and check the answers. Although frequently neglected, listening has had a place in the language classroom for about 50 years (Vandergrift & Goh, 2012). In the process of time, it attains more importance and interest. As Buck (2001) also states, listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that process works. Listening skill is one of the input resources of a foreign language. Krashen (1982) states that people will never acquire that language without access to comprehensible input in a language. It has been revealed by many researchers that listening is the input of language. For example, Hunsaker (1990) states that an estimated 80 percent of what we know is acquired through listening. O'Malley, Chamot and Kupper (1989) also mention that listening is the cornerstone of many second language acquisition theories. According to Young (1997), listeners need to be active processors of information.

As listening is an active process and the listener needs to combine the background knowledge and linguistic knowledge, it is not so easy for second language learners to comprehend the input. If the language learners do not use some strategies, as Goh (2000) states, it is not unusual for them to stop and give up on their listening tasks, often when they encounter unfamiliar words, claiming that they have understood nothing. The language learner needs to comprehend the spoken discourse which can be defined as oral input in order to produce the target language. To cope with these problems, language learning strategies and using them effectively is an

essential issue. So it is obvious that it is quite important for a second language learner to learn how to listen and use the appropriate strategy during the listening process in order to comprehend the oral input. As it is essential to apply the some strategies into the instruction of listening skill and help learners to acquire these strategies to ease the listening comprehension, this study aims to assess the efficiency of ELST on elementary level students' listening comprehension skill and to reveal how frequently learners use listening strategies before/after the strategy training.

1.1 Statement of the Problem

Listening is one of the most important skills in language learning and teaching. Feyten (1991) states that in daily communication, people allot 45% of time in listening, 30% on speaking, 16% on reading, and only 9% on writing. According to Mendelsohn (2001), listening is the least understood procedure in language acquisition, in spite of the fact it plays an essential role in language development and communicative skills. Most students that learn English as a Foreign Language (EFL) in universities and preparatory classes across Turkey frequently face difficulties in listening comprehension skill. As listening comprehension is a crucial element for successful English language learning, the language learners need to know how to listen and they are required to cope with different kinds of complex tasks. For example, they need to discriminate between sounds and interpret stress and intonation. There are some mental processes for listeners to comprehend the spoken discourse that they listen to. These mental processes that listeners use to understand spoken English can be broadly described as listening comprehension strategies (Coşkun, 2010). Most learners are unaware of listening strategies. There are many researchers that believe the efficiency of explicit strategy training in language learning and teaching. For example, According to O'Malley and Chamot (1990), implementing explicit strategy training by informing the students about the aim and the importance of strategy use provides language learners with a life-long strategy use. In this way, the EFL and ESL learners may transfer the strategies to new tasks beyond the classroom.

With the current approaches on listening, listening has been paid more attention in second language teaching and learning. Recently, there has been an increase in number of the studies that aim to investigate the impacts of listening strategy training on language learners' listening performance. (e.g. Rasouli, Mollakhan & Karbalaei, 2013; Chen, 2015; Vafaeeseresht, 2014, etc.). There are participants from both EFL and ESL learners in these studies. Most of these studies have proved the effect of explicit strategy training on students' listening comprehension skill. However, the majority of these studies gathered data by using only quantitative data collection tools, such as pre- and post-tests, which examine the effect of the strategy instruction. There are not many empirical studies that aim to reveal language learners' listening strategy use and the overall impact of ELST. This study aims to fill the gap in the literature by employing both qualitative and quantitative data to see the impact of explicit listening strategy training on elementary level students' listening comprehension level and to investigate the overall impact of this training. It also aims to reveal how frequently the language learners use listening strategies before/after the listening strategy training.

1.2 Purpose of the Study

The interest in and importance given to learning strategy training in second and foreign language learning have grown rapidly in recent years. Research studies on second/foreign language (L2) learning have turned their focus toward learning to learn approach that is a process of acquiring, understanding and using a variety of strategies to improve one's ability to attain and apply knowledge. As a process of education, learning to learn involves explicit instruction of learning strategies, conscious training in the classroom, explicit learning of skills, attitudes, approaches to knowledge.

The current study has adapted the mixed-method research design and collected and analyzed both quantitative and qualitative data. The quantitative data were gathered through pre- and post- Listening Comprehension Test (LCT) and Listening Strategy Use Questionnaire (LSUQ), and qualitative data were collected through Focus Group Interviews (FGI) and Think Aloud Protocol (TAP). By analyzing the

results of pre- and post- LCT, this research investigates the impact of the ELST on elementary level students' listening comprehension scores. By analyzing the results of LSUQ, it also aims to explore the frequency level of strategy use of the students before/after the ELST. The qualitative data instrument of FGI is utilized to explore the students' self-reported strategy use and the overall impact of ELST. By analyzing the data of TAP, the researcher aims to investigate what actual strategies use the students while listening.

1.3 Research Questions

This study investigates the following research questions:

The central question:

- What impact does ELST have on the students' L2 listening development?

To investigate this central question, I relied on two sets of qualitative and quantitative paradigms. To this end the following questions were sought:

Quantitative Measures

1. To what extent does the ELST affect students' listening comprehension skills?
2. How frequently do learners use listening strategies before/after the ELST?
3. Which of the three main strategies has the most impact on the post LCT scores?

Qualitative Evidence

4. What are the students' self-reported strategy use and overall impact of ELST?
5. What actual strategies do the students report that they use while listening?

1.4 Significance of the study

A number of studies have investigated and explored the impact of ELST on students' listening comprehension performance using a variety of techniques, such as

classroom observations, interviews, pre- and post-tests, and detailed questionnaires. Nevertheless, not many studies have examined this impact by utilizing both qualitative and quantitative methods. However, this study examined the impact of explicit listening strategy training more detailed by combining both quantitative and qualitative methods. The results of the study may offer new insights to learners, researchers and teachers in that they become more aware of the effect of ELST in language learning and teaching.

This research also provides empirical evidence about the learners' listening strategy use before/after the ELST. By analyzing the FGI and TAP, this study explores the self-reported and actual strategy use and the overall impact of ELST.

1.5 Definitions

English as a Foreign Language (EFL): English is learned as a language that will not be used on a daily basis. The learner probably will not have the need to use English within an English speaking culture (Clement, 2007).

English as a Second Language (ESL): The practice and theory of learning and teaching English for use in countries where it is used by some people, but where other languages are also spoken (Collins English Dictionary)

Language Learning Strategies: Language learning strategies are specific actions and transferable to new situations that are used by the learners to do easy, faster, enjoyable, self-directed, effective learning Oxford (1990:8).

Listening Strategies: Listening strategies refer to skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input" (Ho, 2006:25)

Chapter 2

Literature Review

2.1 L2 Listening

2.1.1 L2 Listening skill. English language learning in EFL settings takes place mainly in the classroom and it does not have a major role in the community (Ellis, 1997). The English language is mostly employed as a tool for external communication and for professional fulfillment (Littlewood, 1984). While in an ESL environment there are many opportunities for language acquisition beyond the classroom, in most EFL contexts, there is insufficient exposure to the target language outside of the teaching setting and there are limited opportunities for interaction and feedback (Abbot & Wingard, 1992). Brown (2000) advocates that EFL learners have few immediate opportunities to use the language (p. 193), which places them at a distinct disadvantage compared to ESL learners. In this context, listening plays a vital role in both EFL and ESL classes as it is the most frequently used skill in the classroom and in daily life (Yang, 1996).

Reading and listening skills play an important role in foreign language learning, as the learners are exposed to the target language through these two receptive skills. According to Krashen (1985), this exposure leads to language acquisition. Rost (1994) also highlighted the importance of listening in the language classroom as the supplier of the input for students. Chastain (1971) stated that the goal of listening comprehension is to comprehend the language at normal speed in an automatic condition.

Listening is the ability to identify and understand the message of the speaker to respond to it. As a means of communication, listening comprehension plays an important role in people's everyday lives (Sobouti and Amiri, 2014). Nadig (2013) states that listening comprehension involves various processes of understanding spoken language and making sense of it. These processes consist of knowing speech sounds, comprehending the meaning of individual words, and understanding the

syntax of sentences. It is not just about hearing sounds. It is a complex active process of interpretation where listeners match what they hear with what they already know (Rost, 2002). Murphy (1991) also states that listening comprehension is an interactive, interpretative process in which listeners engage in dynamic construction of meaning.

In first language acquisition, we develop our listening skills implicitly. However, it is more challenging and complex for EFL and ESL learners. It is one of the most important elements of a communication process for EFL and ESL learners. For most of the people being an effective user in second language acquisition is measured by the ability to be able to write and speak in that language. However, it is seen that listening is an essential part in second language acquisition after 1960s. Nation and Newton (2009) assume that listening is the way of learning a language (p. 38). According to Mendelsohn (1994), listening is the skill most used during communication because it takes up 40%-50% of the total time of a conversation. Gilman and Moody (1984) support this idea and agree that adults spend 40-50% of communication time in listening. It means that language learning depends on listening because most learners spend more time in listening to the foreign language than in producing it themselves (Celce-Murcia & Olshtain, 2000, p. 102). In other words, the listening comprehension skill enables language learners to acquire the target language and communicate in this language. It is also observed by the researcher of this study that students with high level of listening comprehension skills are participate in class actively and effectively. According to Berne (2004), listening is the first encounter with the target language in their language learning journey for non-native English speakers. Graham, Santos and Francis - Brophy (2014) state that because of being the least explicit of four language skills, listening is probably the most difficult skill to learn. Despite this, we generally take the importance of listening for granted, and it is arguably the least understood and most overlooked of four languages (Nation & Newton, 2009). Vandergrift (2004) supports this idea and states that listening is the least explicit skill and, consequently, the most difficult one to be taught or learnt.

In the past, listening was thought to be a passive skill. Richards (2008) states that earlier views of listening showed it as the mastery of discrete skills or micro skills, such as recognizing reduced forms of words, recognizing cohesive devices in texts, and identifying key words in a text, and that these skills should form the focus of teaching. In spite of the fact that the listening skill is a key to facilitate second language learning, its importance has been neglected for many years. Because of the fact that listening was thought to be a passive skill, the main approach towards listening skill was the models of behaviorist approach which supports the idea of listening to repeat. Field (1998) states that the pedagogy of listening instruction was mainly based on testing learners' abilities to listen to oral discourse and then answering the comprehension question, without instruction in skills or strategies for completing such tasks. Mendelsohn (2006) confirmed this idea by stating that much of what is traditionally misnamed teaching listening should be called testing listening (p. 75), because teaching a skill requires to teach students how to do it. Just testing can not be a way of teaching. Because of that the required importance and attention have not been paid to listening instruction. However, there have been some changes regarding the listening learning and teaching over the past 40 years. Richards (2008) supports this idea by stating that the teaching of listening has attracted a greater level of interest in recent years than it did in the past. Vandergrift (1999) also states that it is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance. It means that listening requires an active attention instead of a passive reception. Nowadays, listening skill is thought to be an active process, which is crucial to L2 acquisition and deserves instruction as well as systematic improvement (Sobouti & Amiri, 2014). Thus, the common approach towards listening has been 'real-life listening in real time', which involves communicative tasks (Morley, 1999). Vandergrift (2004) states that it is a fact that listening approach is expanding from a focus on the product of listening (i.e., listening to learn) to a focus on the process (i.e., learning to listen). Brown (2001) also states that through listening, language learners internalize linguistic

information without which they cannot produce language. Because of that listening is a fundamental and vital skill in the acquisition of languages (Nunan, 2002).

As listening is a crucial skill in language learning, this skill needs to be more integrated into the curriculum. Because of the neglect of the listening skill in our language classes, the learners still have difficulty in understanding the spoken language. In order to help students to improve their listening comprehension skills, they need to be taught how to listen actively and the student-centered listening instruction should be implemented into the classroom instead of test-centered teaching methods. Vandergrift (2007) also supports this idea and states that students, who learn to control their listening processes can enhance their comprehension.

2.1.2 Challenges in L2 listening. Listening in a second and foreign language is challenging for a number of causes. According to Vandergrift and Goh (2012), the learners have challenges in listening comprehension because of the types of listening instruction. Vandergrift categorized the listening instruction into three approaches, which are text-oriented, communication-oriented and learner-oriented, and stated the challenges of the learners according to these listening instructions: In a text-oriented listening instruction, the learners of FL are not taught the listening as a language skill, their comprehension is measured informally and the listening passages are generally intensive and do not reflect the linguistic features of spoken texts. In a communication-oriented listening instruction, the importance of listening was often taken granted and in thematic lessons that integrate the four language skills and it is also neglected in oral communication activities as the main focus is generally on speaking skill. In a learner-oriented listening instruction, the students learn about the listening strategies, but they generally do not practice the use of these strategies and the learners lack a variety of structural support that could help them in their general improvement of listening comprehension skills. Almost all ELF and ESL learners face difficulties while listening to the target language. There are many causes of these difficulties. Bloomfield, Wayland, Rhoades, Blodgett, Linck and Ross (2010) examine these causes under three categories, which are characteristics of the listener, characteristics of the passage, and characteristics of the test-taking conditions. According to Boyle (1984), the most important factor that causes the challenges that

learners have in listening comprehension is the lack of practice. He also mentioned about some other factors such as linguistic understanding, background knowledge and motivation.

Individual differences provide an understanding of the variability in human skills that help predict performance in such higher-level tasks as listening comprehension (Fay & Buchweitz, 2014). The characteristics of the listener effects the L2 listening comprehension in terms of working memory, L2 proficiency, exposure to L2, metacognitive strategies and anxiety. The term ‘working memory’ refers to a brain system that provides temporary storage and manipulation of the information necessary for such complex cognitive tasks as language comprehension, learning, and reasoning (Baddeley & Hitch, 1999). In general, individuals with higher working memory capacity perform better on these tasks than individuals with lower capacity (Tomitch, 2003; Fortkamp, 2000).

As for the L2 proficiency level vocabulary knowledge is the most important element that influences the comprehension of a spoken language. There should be a correspondence between the vocabulary knowledge of the listener and vocabulary of the listening passage. According to Nation (2001), the listener needs to have an adequate vocabulary to understand a passage in another language.

The anxiety of the listener has also an influence on the listening comprehension. According to Gönen (2009), the learners may feel anxious while listening in the target language due to many factors such as the authenticity of the listening text, incomprehensibility of the listening material and some external environmental factors like noise and inaudibility.

According to Brown (1994) there are some passage-based factors that influence the L2 listening comprehension of learners and he suggests that spoken language has 8 characteristics, which are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress-rhythm-intonation and interaction.

According to Yagang (1994), there are four factors that lie behind the

challenges in listening, which are the message, the speaker, the listener and the physical setting. On the other hand, Higging (1995) states that the EFL and ESL learners have some difficulties in L2 listening because of the speech rate, vocabulary and pronunciation. Goh (2000) revealed in her study that learners may have problems with recognizing word forms and following the conversation. She also pointed out that the learners may also not have sufficient time to turn perceived form into an appropriate message. In other words, they may miss the remaining parts while trying to figure out one part. Chen (2009) states that the most commonly identified problems in listening comprehension were fast speech rate and unfamiliar words and there is a tendency for the majority of the learners to falsely assume or blame their listening problems on external factors related to the text or task, rather than internal factors such as their anxiety, background knowledge, language proficiency or their approach to listening. Renukadevi (2014) examined the challenges in five categories, which are lack of struggle to comprehend the text while listening, unsuccess to develop vocabulary, pronunciation, concentration problem and distraction by the physical setting.

To sum up, there are different views on challenges in listening. These factors are considered to be the characteristics of listening, which make the listening process challenging for EFL and ESL learners.

2.1.3 Listening processes. Second language (L2) listening comprehension is a complex process, crucial in the development of second language competence (Vandergrift, 2003) and as Vandergrift (2004) states it is probably the least explicit of four language skills, making it most difficult to learn. Buck (2001) states that listening comprehension involves the continuing construction of an interpretation of the spoken input, and the ability to adjust the interpretation in response to new information is especially crucial in the L2 listening. There are different views on how this knowledge is transferred to incoming sound. Among them, top-down and bottom-up processes are the most important ones. After the development of communicative approaches on language learning and teaching, the terms of top-down and bottom-up processes gained an interest and importance, which requires for a language learner to use the prior knowledge to comprehend the oral input. Both

bottom-up and top-down processing has an essential role in listening comprehension. According to Anderson and Lynch (1988) bottom-up processing is as “listener as tape-recorder” (p.9) that involves decoding or text-based processes, while top-down processing relates to the “listener as active model builder” (p.11) and involves knowledge-based processes. Listening is a process in which the learner both understands the words and considers the situation and the purpose in order to comprehend it. It is required to make a meaning of words and understand them to react what is heard in order to keep the conversation going on. According to Vandergrift (2003), listeners use both bottom-up processors (linguistic knowledge) and top-down processes (prior knowledge) to comprehend. As Rost (2011) states, the analogy of bottom-up processing is very useful when employed in conjunction with the notion of top-down processing in that it implies that language understanding involves parallel and complementary processes. Vandergrift (2004) suggests that in order to be a successful listener, the integration of bottom-up and top-down processes is required.

2.1.3.1. Top-down processing. The theoretical framework of the top-down approach is the schema theory according to which readers have some background knowledge that they can benefit from when interacting with the listening text. Flowerdew and Miller (2005) mentions that the top-down method was developed when researchers considered the fact that experimental subjects are unable to identify truncated sounds in isolation from the words. The term of top-down processing is used to describe the cognitive processes of L2 listening and reading. The top-down processing involves seeing the whole picture. Vandergrift (2007) points out that top-down processing which is essential in extracting meaning from contextual and contextual clues in order to compensate for comprehension failure. It is important for the listeners to benefit from their background knowledge and benefit from his content, textual and linguistic schema. Therefore, activating listener’s schema is important and it might be done through pre-listening activities. This helps the listener to make some predictions about the listening text to comprehend the difficult parts of the spoken discourse. The top-down process in listening comprehension is when the listener uses his previous knowledge about the topic in order to interpret what is being said, so that he/she infers the meaning from contextual clues (Hedge, 2000).

Nation and Newton (2009) states that the listener uses what they know of the process communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language (Ghoneim, 2013). Through using this background knowledge, the listeners can develop the ability to interpret the information that they hear and they can predict what will come next. Top-down model of listening refers to the use of background knowledge in understanding the meaning of a message. With reference to Brown (1994), top-down techniques are more concerned with the activation of schemata, with deriving meaning, with global understanding and with the interpretation of a text. The background knowledge required for top-down processing. There are many possible elements of top down process. For instance, the listener may have knowledge of the content and context of the spoken discourse, type of the text or other information stored in long term memory as schema. (Vandergrift, 1997) Another theory underpinning the top-down model is metacognitive theory. Learners who have metacognitive awareness are conscious of their cognitive processes. These L2 learners can plan and choose appropriate strategies to use.

2.1.3.2. Bottom-up processing. Bottom-up processing proceeds from sounds to words to grammatical relations to lexical meanings, etc, to a final “message” (Brown, 1994). Bottom-up processing refers to using the incoming input as the basis for understanding the message (Richards, 2008). These are the processes the listener uses to assemble the message piece-by-piece from special stream, going from the parts to the whole (Nation & Newton, 2009). It means that the learners try to relate initial sounds of the word that they hear with existing vocabulary knowledge. During the bottom-up process, the linguistic knowledge is used by the listener to understand the meaning of the message. According to Siegel (2011), bottom-up processing comes about when listeners attend to linguistic features and decode each sound of word for semantic meaning.

Comprehension is seen as a process of decoding. Learners need a large vocabulary and a good working knowledge of sentence. Exercises such as dictation, cloze listening, and the use of multiple choice questions after a text, and similar

activities that require close and detailed recognition are some of the classroom activities. In bottom-up processing, the learners analyze the different morphosyntactic elements of the discourse from the phonemes of the language to the syllables, words, phrases and sentences that make up the discourse (Rasouli, Mollakhan & Karbalaei, 2013). Vandergrift (1997) claims that language learners build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message. Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning (Ghoneim, 2013).

2.2 Strategy Training

The interest in and importance given to learning strategy training in second and foreign language learning have grown rapidly in recent years. Research studies on second/foreign language (L2) learning have turned their focus toward learning to learn approach that is a process of acquiring, understanding, and using a variety of strategies to improve one's ability to attain and apply knowledge. As a process of education, learning to learn involves explicit instruction of learning strategies, conscious training in the classroom, explicit learning of skills, attitudes, approaches to knowledge. The Common European Framework (2001) suggests that “autonomous learning can be promoted if ‘learning to learn’ is regarded as an integral part of language learning, so that learners become increasingly aware of the way they learn, the options. Strategy training encourages learners to take responsibility for their learning. Awareness of learning strategies helps students become more autonomous, that is, more conscious of their own learning processes (Szabo & Scharle, 2000). Grabe (2011) defines strategies as “a set of abilities under conscious control of the reader” (p. 8). Oxford (stated in Carter & Nunan, 2001) argues that language learning environment has a great impact on strategy selection and she also notes that EFL students use strategies less frequently than ESL students. Students in the EFL contexts are not motivated to use learning strategies due to insufficient opportunity for authentic input and interaction in these settings (Palfreiman & Smith, 2003). Furthermore, they have no knowledge of how and where to use strategies, although they are willing to explore and expand their abilities

and strategies for successful language learning. Thus, learners need to be involved in strategy training which will enhance their ability to choose appropriate strategies that match their learning styles.

2.2.1. Language learning strategies. The researchers have started to investigate the LLS since the 1960's. As the language-oriented learning approaches turned into student-oriented approaches, LLS gained more importance in the field of second language learning and many researchers started to study on LLS after 1970's. The main aim of these studies was to explore 'what good language learners report they do to learn a second or foreign language, or, in some cases, are observed doing while learning a second or foreign language (Rubin & Wenden, 1987, p.19). Up to date, language learning strategies (LLS) has been defined by many researchers and educators dealing with this issue in various ways. Nevertheless, there is no compromise and regarding the definition of LLS. In accordance with these various definitions, there have been some conflicts on the definition of LLS. Despite the fact that there have been some conflicts on the definition of LLS, all researchers built consensus about the fact that LLS help the L2 learners to develop their language proficiency level.

Chamot (1987) defines the LLS as 'techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information' (p. 71). According to Rubin (1987), "LLS are the strategies which contribute to the development of the language system which the learner constructs and affects learning directly" (p. 22). Wenden and Rubin (1987) explains the LLS as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information" (p. 19). Oxford (1989) defines the LLS as 'behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable' (p.235). According to Oxford (1990), language learning strategies are specific actions taken by the learner to make learning, easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations. O'Malley and Chamot (1990) defines the LLS as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (p. 1). Oxford (1992) also

suggests that LLS are specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability” (p.18). According to Stern (1992), the LLS are “broadly conceived intentional directions and learning techniques” (p. 261). Richards and Platt (1992) explains the term as “intentional behavior or thoughts used by learners during learning so as to better help them understand, learn, or remember new information (p. 209) Cohen (1998) defines the LLS as “processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall and application of information about the language.” Cohen (2002) also suggests that the LLS are “learners’ conscious and semi-conscious thoughts and behaviors, having the explicit goal of improving the learner’s knowledge and understanding of the second language (i.e. language learning strategies), as well as strategies for using the language that has been learned or for getting around gaps in language proficiency (i.e., language use strategies)” (p. 51).

As there are different views on the definition of LLS, there is no consensus on the terminology regarding the term of ‘strategies.’ For example, Wenden and Rubin (1987) used the term ‘learner strategies’, while Oxford (1990) prefers the term of ‘language learning strategies’.

The studies on LLS resulted in the development of taxonomies of LLS. Many researchers in the field of language learning and teaching have categorized LLS in several ways. Being one of the most important researchers in the field of LLS, Rubin (1981) investigated the term of LLS in two categories, which are direct and indirect strategies. The direct strategies involve clarification, verification, monitoring, memorization, guessing, practice, and inductive and deductive reasoning. On the other hand, the indirect strategies consists of two subcategories, which are making practice opportunities and using production tricks, ie., communication strategies. O’Malley and Chamot (1990) developed a more detailed taxonomy and investigated the LLS in three dimensions, which are metacognitive strategies, cognitive strategies

and social/affective strategies. This taxonomy of LLS is approved by many researchers, who study in this field. This research also utilized the taxonomy of O'Malley and Chamot (1990), which is illustrated in the table below:

Table 1

O'Malley and Chamot's Taxonomy of LLS

LEARNER STRATEGY	DESCRIPTION
1) METACOGNITIVE STRATEGIES	
Planning	Previewing the organization of a learning task, proposing strategies for handling and upcoming task
Directed attention	Deciding in advance to attend to a learning task
Selective attention	Deciding in advance to attend to specific aspects of a learning task
Self-management	Understanding and arranging the conditions enabling one to learn
Self-monitoring	Checking, verifying, and correcting one's performance/comprehension
Problem identification	Explicitly identifying the central point needing resolution in a task or identifying an aspect of the task.
Self-evaluation	Checking outcomes of one's own performance
2) COGNITIVE STRATEGIES	
Repetition	Repeating a word or phrase while performing a language task
Resourcing	Using reference sources about the target language
Groupings	Ordering, classifying, or labeling materials used in a task
Note taking	Writing down key words in abbreviated form
Deduction/Induction	Consciously using rules to produce or understand the language
Substitution	Selecting alternative approaches to accomplish a task
Elaboration	Relating new information to prior knowledge
Summarization	Summarizing information mentally or by writing
Translation	Rendering ideas from one language to another
Transfer	Using previously acquired linguistic knowledge to accomplish a task
Inferencing	Using information to guess the meanings or usages of language items
3) SOCIAL AND AFFECTIVE STRATEGIES	
Questioning for clarification	Asking for clarification, explanation, or verification about the task or material, asking questions to the self.
Cooperation	Working together with peers to solve a problem
Self-talk	Reducing anxiety by using mental techniques
Self-reinforcement	Providing personal motivation when a task has been accomplished

Taken from taken from O'Malley and Chamot, 1990:137-139

The following studies categorized the LLS in a broader way with large number of sub-categories (Chesterfield & Chesterfield, 1985; Oxford, 1990; Ellis, 1994).

As it is seen, there has been a growing interest on the LLS recently. There are many researchers that mainly focus on the LLS. Vann and Abraham (1990) are two of the researchers, who studied in this field and investigated the successful and unsuccessful learners regarding the strategy use. Wong and Nunan (2011) also studied on the relationship between language learning strategies and autonomy. Majority of the studies (e.g. Wenden; 1982, O'Malley 1985 et al.) on LLS prove that there is a significant correlation between the use of LLS and language proficiency level or L2 learners.

2.2.2. L2 listening strategies. Mendelsohn (1995) states that LLS help L2 learners to overcome the difficulties in language learning. According to Nunan (1991), learning strategies are mental processes which learners employ to learn and use a language. There is a great deal of studies in the literature focusing on the language learning strategies. On the other hand, because of the fact that listening is a receptive skill, which is difficult to be observed, there is not many studies basically focusing on the listening comprehension strategies. Listening comprehension is now recognized as an active skill which requires the listener to select and interpret the information they receive in terms of what they already know; listeners select the input which is important for them and use their background knowledge to decode the speakers' intentions (Yükselci, 2003).

Listening strategies are mental processes that language learners are involved in order to understand the oral texts (Vandergrift, 1999). Listening strategies are essential for the decoding and internalizing of any information attained through oral communication (Liu, 2009). As Brown (1994) suggests, most foreign language learners are simply not aware of how to listen. In order to provide students an efficient listening comprehension, the use of different techniques and strategies is essential to get them understand the utterances of the speaker. The listeners develop some specific strategies to ease the comprehension while listening to language

materials. Some teaching professionals believe that a better understanding of the use of these strategies enables them to develop materials that suit the needs of their learners.

Zhang (2007) states that the Danish applied linguist Claus Færch divided listening strategies into two types, which are psycholinguistic and behavioral. Psycholinguistic strategies are unseen actions that are on the head (Faerch & Kasper, 1983). In this process, the learner utilizes some contextual clues or the background knowledge to comprehend the sound input. Conversely, behavioral strategies are observable actions. In this process, as they require negotiation with the speaker.

Nation and Newton (2009) suggest kinds of strategies for L2 learners to overcome the difficulties that the learners come across in listening comprehension. These strategies are communication strategies and learning strategies. Communication strategies refer to the strategies that facilitate comprehension and consist of predicting before listening, listening selectively, knowing how to interrupt politely. Learning strategies refer to the strategies that are used to comprehend the language forms, in the spoken discourse in the independent learning of the learners.

Many researchers (e.g. O'Malley & Chamot, 1990; Rost & Ross, 1991; Vandergrift, 1997) divided the listening strategies into three categories, which are metacognitive, cognitive, and socio-affective.

Metacognitive strategies are management techniques employed by learners to control their learning through planning, monitoring, evaluating, and modifying (Rubin, 1987). According to Vandergrift (1997), the metacognitive strategies involve Planning (Advanced Organization, Directed Attention, Selective Attention and Self-Management), Monitoring (Comprehension Monitoring, Auditory Monitoring and Double-Check Monitoring) and Evaluation (Performance Evaluation, Strategy Evaluation and Problem Identification). Wenden (1998) expresses that learners who use metacognitive strategies can learn faster and integrate the knowledge outstandingly, can be constant receivers and deal with all situations, have self-confidence to get help from partners, teachers, or family, and can observe and assess themselves. The listeners, who use metacognitive strategies, develop more schema,

as they utilize more internal factors in the listening process, and they are capable of questioning themselves. They involve themselves in the process of relating the new information to background knowledge, building practice opportunities, evaluating themselves. According to Vandergrift (1997), meta-cognitive strategies play a key role in selection processes of successful listeners. Metacognitive strategies are considered self-directed learning where students manage their own learning and monitor their own work (Garrison, 1997). According to O'Malley, Chamot and Kupper (1989), most commonly used meta-cognitive listening strategies are directed attention, selective attention, self-management, self-monitoring, self-evaluation and self-reinforcement. Oxford (1990) regards metacognitive strategies as steps that learners take to manage or regulate their learning, such as planning and arranging for learning tasks, setting goals and objectives, monitoring the learning process for errors, and evaluating process.

Rost (2007) states that cognitive strategies are mental processes, which require the learner to think about the target language and brain processing. According to Richards and Schmidt (2002), cognitive strategies are the learning strategies that operate directly on incoming information in ways that enhance learning. Cognitive strategies are strategies listeners use to manipulate the material to be listened to by understanding the linguistic input (Kassem, 2015). According to the Vandergrift's taxonomy (1997), the cognitive strategies includes Inferencing (Linguistic Inferencing, Voice and Paralinguistic Inferencing, Extralinguistic Inferencing and Between Parts Inferencing) and Elaboration (World Elaboration, Academic Elaboration, Questioning Elaboration, Creative Elaboration, Imagery, Summarization, Translation, Transfer, Repetition, Resourcing, Grouping, Note-taking, Deduction/Induction and Substitution). Gilakjani and Sabouri (2016) states that cognitive strategies are related to understanding and gathering input in short term memory or long-term memory for later use. First, the listener receives the information and interprets it as consecutive levels of formation and a process of decoding. Derry and Murphy (1986) describe cognitive strategies as problem-solving techniques that learners use for the acquisition of knowledge or skill. Cognitive strategies are mental processes and as Hedge (2000) states, they help learners to deal with presented information in different ways. Many researchers (e.g. Brown &

Palincsar, 1982; O'Malley & Chamot, 1990) suggest the idea that cognitive strategies consist of direct utilization or change of the learning materials. According to Goh (2008), most commonly used cognitive listening strategies are elaboration, prediction, conceptualization, fixation, reconstruction. They are discussed from the processes of bottom-up strategies and top-down strategies.

Social/Affective strategies provide opportunity for language learners to communicate with others and adjust feeling to promote the understanding. Social affective strategies include asking for clarification, positive self-talking, and confidence building (Chamot, 1995). Vandergrift (1997) investigates the social/affective strategies under four categories, which are questioning for Clarification, Cooperation, Lowering Anxiety, and Self-Encouragement. According to O'Malley and Chamot (1990), Social/affective strategies represent a broad range of activities that involve either interaction with another person or affective control in language learning.

According to Goh (2000), it is very important to teach listening strategies to students and before doing this, teachers should increase learners' knowledge of vocabulary, grammar, and phonology Rost (2001) states that the skills underlying listening have become more clearly defined and strategies contributing to effective listening are now better understood (p.21). Zhang and Goh (2006) highlighted that language learners who are aware of advantages of listening strategies may use these strategies for improving their comprehension and general listening proficiency level. Ho (2006) states that "listening strategies refer to skills or methods for listeners to directly or indirectly achieve the purpose of listening comprehension of the spoken input" (p. 25). It can be said that the students are required to be taught how to listen with efficient listening strategies by raising the awareness of mental processes in listening comprehension. Vandergrift (2003) states that language learners need to be taught how to listen without the pressure of 'getting it right' so that they learn to use effective listening strategies that are also applicable outside the classroom (p.426). According to Mendelsohn (1995), a strategy-based approach on teaching listening benefits learners in a various ways.

2.2.3 Listening strategy training. Along with the change in the approach to listening skills, the perception of listening strategy training has also changed. Vandergrift (2004) states that first was ‘the listening to repeat’ approach of the audio-lingual period, followed by the “question–answer approach. However, the new approach on the listening instruction consists of the approach of real-life listening in real time. To apply this approach to listening instruction, communicative tasks and interaction with native speakers are required.

Until recently, most research focused on discovering and categorizing the types of learning strategies used in language learning or the differences between strategy uses in successful language learners as compared to those of less successful learners (Chamot, 2005). The researchers have not met on a common ground about if learning and listening strategies should be actively taught to L2 learners or not. According to Thomson and Rubin (1996), there are three approaches in teaching strategy use: raising teacher awareness so that instructors can be more effective in teaching strategies, providing learners text-based instructional materials, and using media-based instruction.

Native speakers develop the listening process naturally, and this process is implicit, which grows automatically by using many strategies for comprehension implicitly. The uses of these strategies are also essential for listening comprehension in L2. However, the majority of the L2 learners are unaware that they use these strategies while listening in mother tongue and they do not try to use these strategies in L2 listening. Therefore, it is essential in L2 listening instruction to get the students use these strategies. According to White (2006), becoming a good listener in foreign language requires using listening strategies when their listening skills fail. According to Rubin (1994), listening strategies can be taught and do improve comprehension. On the other hand, Field (2003) suggests that to help listeners to develop strategies to ease the comprehension by completing the gaps in understanding, teachers should be aware how the learners arrived at answers, especially false answers.

Mendelsohn (1995) suggests the strategy-based approach in strategy listening instruction. The strategy-based approach mainly focuses on the concept of learner

independence. According to this approach, the learners are taught how to listen by applying the listening comprehension strategies. Mendelsohn (1994) also states some characteristics of strategy-based approach. He suggests that first of all, they should activate the learners' schemata; be authentic and require learners to respond as they might in the real world; and provide a large variety of exercises in different contexts.

Cohen (1998) offers Styles and Strategies-Based Instruction Model (SSBI), which is learner-oriented and combines styles and strategy training activities with everyday classroom language instruction. This approach adapts both explicit and implicit integration of LLS into the course program and involved five steps, which are strategy preparation, strategy awareness-raising, strategy training, strategy practice and personalization of strategies.

A lot of researchers (e.g. Chamot, 1995; Oxford, 2001) believe that it is essential to define the strategies that the learners already use before starting to strategy training. Through this, the researchers aim to reveal which strategies they should mainly focus on. Chamot (1995) states that after identifying the target strategies, the instructor will explain the importance of strategy use in terms of the target strategies, and then the instructor will model the use of these strategies through a listening task. After that, the learners are asked to reflect what they have learned, and they practice the strategies.

According to O'Malley and Chamot (1990), there are two implementation types of strategy training, which are explicit and embedded. During the explicit strategy training, the strategies are introduced to the learners and explained to learners explicitly. The teacher informs the students that the use of these strategies enhance their comprehension of listening skill and expresses the purpose of each strategy. After, the teacher models the target strategy, then provides provides opportunity for learners to practice through different controlled listening tasks. On the other hand, in embedded instruction, the teacher teaches the strategies by using various activities, which are related to strategies and provide the practice of strategies. During this strategy instruction, the learners are not told about the strategies and their benefits. There are many studies (e.g. Carrier, 2003; Ozeki, 2000)

that prove the benefits of explicit strategy training. Another methodological issue regarding the strategy instruction is whether the instruction should be separated from the classroom instruction or integrated with it. Zhang (2008) offers that integration of strategy instruction provides learners to practice the target strategies in an authentic environment. According to Oxford (2001), strategy instruction should be integrated into the general flow of a certain course. Chamot (2004) asserted that the language learners should be taught language learning strategies explicitly and the listening instruction should be integrated into the regular course work, rather than providing a separate strategy course.

There are many researchers that have investigated the impact of strategy training on students listening comprehension performance. For example, Coşkun (2010) studied the effectiveness of metacognitive strategy training in terms of listening performance of beginner level preparatory school students. There were both experimental and control group students in his study. He applied five weeks of metacognitive strategy training to the experimental group. At the end of the training, he conducted the same listening comprehension test to both experimental and control group, and compared the results. According to the data obtained, the experimental groups' score was higher than the experimental group.

Thompson and Rubin (1996) aimed to reveal the impact of systematic instruction strategy use on high-intermediate level learners' listening comprehension skills. There were both experimental and control groups in this study. The students were taught metacognitive and cognitive strategies. The results of the study explored that systematic instruction of metacognitive and cognitive strategies improved listening comprehension of the learners.

Vandergrift (2002) investigated the strategy use of elementary-level students after the listening strategy training program, which consists of the teaching of some specific strategies, such as listening for key words. The data collection tool of this study was a questionnaire, which aimed to gather data regarding the strategy use. The results of the study explored that even young learners are aware of the listening comprehension strategies and they use them frequently.

Teng (1998) is one of the researchers, who investigated the strategy use. He used two kinds of data collection instruments, which are listening comprehension test and listening strategies questionnaire. First, the students were conducted to listening comprehension test, and then they completed the questionnaire. According to results of the study, there is a positive relation between the strategy use and listening comprehension. The results showed that the effective listeners used more strategies than the ineffective learners.

Chen (2009) investigated the effectiveness of strategy training at a regular college EFL class in Taiwan. The participants of the study were from different levels of language proficiency. He applied an integrated listening strategy instruction and the participants were taught metacognitive, cognitive and social/affective strategies in 14-weeks of training. The researcher asked the students to keep reflective journals and gathered both qualitative and quantitative data by analyzing these journals. The results of the study suggested that integrated strategy training in an EFL listening classroom has positive effects for learners' understanding and use of listening strategies.

2.3 Summary

The literature review focused on previous research findings related to L2 listening comprehension skill, challenges in LS listening, listening processes, language learning strategies, L2 listening strategies and listening strategy training. The researcher presented the general findings along with comments of individual studies.

Chapter 3

Methodology

This chapter details the methodological approach with regards to the design of this study. Participants, universe, data collection procedure, and data analysis are explained in this part of the study.

3.1 Research Design

The purpose of this study is to explore the effect of ELST on elementary level students' listening comprehension skill and to identify the frequency level of listening strategy use before/after the strategy training.

The study has adapted the convergent parallel design, which is a type of mixed-method research design. Specifically, for quantitative part of the study, the time series of within group design has been used. For the qualitative part, triangulated design was used. The uses of both qualitative and quantitative methods provide better understanding to the research problem and question than either method by itself" (Creswell, 2014, p. 565) as it "focuses on understanding social phenomena from the perspective of the human participants in natural settings" (Ary, Jacobs & Sorensen, 2006, p. 22).

A pre- and post- LCT and pre- and post- LSUQ were implemented to gather quantitative data. FGI and TAP were selected to collect qualitative data.

3.2 Target Population and Participants

The study was carried out in a school of foreign languages at a state university. The university is located in Izmir, which is in the west part of Turkey. There are 15 faculties, 9 institutes, 5 high schools, 1 music conservatoire, 10 vocational schools of higher education, 6 departments and 34 research and application center in this university. Founded under a directorate from the university rector, this school of foreign languages reconstituted as the School of Foreign Languages later. The school has 173 instructors, other staff and nearly 4000 students

and it offers English preparatory classes to new students whose departments require compulsory preparatory language education. The duration of preparatory classes is 1 year. Students' language levels are determined by the Exemption Exam, which is given at the beginning of every academic year. They are grouped into 4 levels, which are elementary, pre-intermediate, intermediate and advanced. All students have 24 hours English lessons in a week.

The study consisted of 30 students enrolled in a School of Foreign Languages at a state university in İzmir. All participants in the study were EFL students from elementary level. Their weekly program is indicated in table 2.

Table 2

Weekly English Program of Participants

ELEMENTARY LEVEL	
COURSE NAME	WEEKLY COURSE HOURS
Use of English	6
Reading	6
Writing	6
Listening & Speaking	6

The range of the participants' ages was from 18 to 37. The average age of participants was 19. There were 18 male and 12 female participants in this study. All participants have been learning English for more than 5 years. The learner profile of ELST and FGI has been summarized in Table 3 below.

Table 3

Learner Profile of ELST and FGI

Age	Between 18 and 37
Gender	18 male and 12 female learners
First Language	Turkish
Current Level of English	Elementary
Previous Language Learning Background	More than 5 years

The 6 participants of the TAP were chosen according to the success rate of post LCT. In order to gather ideas from many perspectives of the participants, purposeful sampling was used for TAP. The strategy of maximal variation sampling was utilized. Thus, the researcher sampled the participants that differ on the success level according to the post LCT. The participants' profile of TAP is summarized in the table below.

Table 4

The participants' profile of TAP

Participant	Age	Gender	Current Language Level	Success Level of post LCT
Student 1 (S1)	18	Male	Elementary	High Success
Student 2 (S2)	18	Female	Elementary	High Success
Student 3 (S3)	19	Female	Elementary	Moderate Success
Student 4 (S4)	18	Male	Elementary	Moderate Success
Student 5 (S5)	18	Female	Elementary	Low Success
Student 6 (S6)	19	Male	Elementary	Low Success

3.3 Procedures

3.3.1. Sampling. The target population of the study included students at a state university in Izmir. For this research, convenience sampling techniques were used because one of the instructors at this university let the researcher conduct her study in her class. Therefore, the researcher conducted this study with the students of this class. Participants were chosen according to their convenient accessibility and proximity to the teachers. The convenience sampling technique is widely regarded as a fast, inexpensive, and easy method to obtain a representative sample of a population by many scholars. The ELST and FGI were conducted with 30 students.

For TAP, 6 of 30 participants were chosen according to the success rate of post LCT. In order gather idea from many perspectives of the participants, the purposeful sampling was used for TAP. The strategy of maximal variation sampling was utilized. Thus, the researcher sampled the participants that differ on the success level according to the post LCT.

3.3.2 Sources of data. The study incorporates mixed-methods design. Data collection methods used for the study comprised pre- and post-tests and pre- and post-questionnaire by means of which quantitative data were collected, and focus group interview and think aloud protocol through which qualitative data were gathered. To provide complete information and strengthen evaluation conclusions, mixed methods were integrated in the study as the major aim was to gain wider perspectives on the worth of the ELST in terms of developing students listening comprehension.

The combination of quantitative and qualitative methods provided two types of data; the first, displayed in numerals, were impartial and objective and the second reflected the students' self-reported and actual strategy use. The mixed method research design as a triangulation strategy was used to increase the validity of evaluation and research findings (Long, 2005). Through triangulating, the data collected by means of various methods were cross-validated and the findings were corroborated within a single study (Creswell, 2003).

The data collection tools have been summarized in the table 5 below.

Table 5

Summary of Data Collection Tools

Data Type	Instrument	Aim
Quantitative Data	LCT (pre and post)	to test the students' listening comprehension skills
	LSUQ (pre and post)	to measure the frequency of students' strategy use
Qualitative Data	TAP (after the ELST)	to identify the actual strategy use
	FGI (weekly)	to explore self-reports of strategy use and overall impact of ELST

3.3.2.1. Quantitative data instruments

3.3.2.1.1. *Listening strategy use questionnaire (LSUQ)*. In order to measure the frequency level of strategy use, the learners were asked to fill out the quantitative instrument of LSUQ. The LSUQ was adapted from Chen (2010). It consisted of 35 items. These strategies were categorized into three main categories, which are metacognitive, cognitive and social/affective strategies. The first category, metacognitive, consists of 16 items, the second category, cognitive, consists of 16 items and the third category, social/affective consists of 3 items. The pre and post LSUQ was compared to investigate the frequency level of strategy use before/after the ELST. In other words, the aim was to examine whether the training had an impact on students' strategy use through LSUQ.

The reason for using a closed-item questionnaire was to elicit clear and precise information by providing controlled questions (McDonough & McDonough, 1997). Furthermore, the use of such type of quantitative instrument increases the reliability and objectivity of the measurement (Mackey & Gass 2005; Richards, 2001). The likert-scale questionnaire, which was translated into participants' first language, was completed by all participants. Respondents were asked to indicate their agreements or disagreements on a scale, where '1' indicated 'almost never', '2' indicated 'seldom', '3' indicated 'sometimes', "4" indicated 'usually' and '5' indicated 'almost always'.

3.3.2.1.2 *Listening comprehension test (LCT)*. To assess the extent to which explicit listening strategy training contributed to the students' listening comprehension scores, the participants took the LCT both before and after the ELST. The LCT is designed to collect information about what students learned and what they need to master in the future (Graves, 2000). LCT is developed by the researcher to measure the impact of ELST on students' listening comprehension skill by using different sources (Depin & Witherby, 2013; Soars & Soars, 2011). After developing the test, the researcher discussed with the instructor of the class the level of LCT and applied the required simplifications. The LCT is also devised as a summative assessment method to "determine acquisition of course objectives" at the end of the

course (Brown, 2007, p. 454) and assess learning outcomes (Richards, 2001). The test is composed of three sections as each section includes one question type. See table 6 for a summary of the LCT's sections.

Table 6

Sections of LCT

Section	Tested part	Question Types	Number of the questions
One	Listening for specific info	Multiple choice questions	25
Two	Making Inferences	Gap filling questions	10
Three	Listening for gist	Multiple choice questions	10

The students are supposed to spend 30 minutes for completing the listening comprehension test.

3.3.2.2. Qualitative data instruments

3.3.2.2.1 Focus group interview (FGI). In order to refer to the students' own formulations about the topic under investigation and elicit in-depth information on specific questions (Bell, 2005; Richards, 2001), the researcher conducted 6 sessions of FGI, which are before the ELST, after each session of ELST and at the end of the ELST. Thus, the researcher conducted the FGI with different students in each session. By conducting the FGI in groups of 5, the researcher had an opportunity to discuss participants' self-reported strategy use and overall impact of listening strategy training with the entire students. The program of the FGI is indicated in table 7:

Table 7

The program of FGI

Sessions of FGI	Participants
Before the ELST	Group 1 (5 students)
After the 1st Session of ELST	Group 2 (5 students)
After the 2nd Session of ELST	Group 3 (5 students)
After the 3rd Session of ELST	Group 4 (5 students)
After the 4th Session of ELST	Group 5 (5 students)
After the ELST	Group 6 (5 students)

To gather qualitative data through FGI, the students were asked open-ended questions to reveal the overall impact of ELST, and they were also asked to report the strategies that they use. The interviews were audio recorded.

The focus groups were conducted in students' native language and all recordings were transcribed prior to analysis. The aim of the focus groups was to investigate participants' self-reported strategy use and to gather data regarding the overall impact of listening strategy training. The students were also asked some questions to learn about the overall impact of ELST and strategy use.

3.3.2.2 Think aloud protocol (TAP). TAP was conducted at the end of the ELST to reveal the actual strategies that students use while listening. As listening is a perceptive skill, it is not possible to observe the strategies that students use while listening. Because of that, the best way to find out whether students are using certain strategies during a listening comprehension task is through a self-reporting approach (Chamot, 2005).

TAP was carried out with 6 students. The students were chosen from different levels of listening comprehension according to the results of LCT. The data collection session took about 45 minutes. The students were given 3 different listening tasks, and were asked to perform the given task by thinking aloud and describe their feelings and tell the strategies that they use while working on the given task.

3.3.3 The Explicit Listening Strategy Training (ELST). The ELST program has been designed to improve learners' listening comprehension skills and equip the learners with listening strategies that can help learners cope with listening skill tasks.

The ELST was designed as a four-week listening strategy training program and took 4 weeks of class sessions. The participants of the study received the training in one session a week. The whole ELST program lasted for 4 teaching hours, with 50 minutes for each teaching hour. In the first session, the students were taught all strategies. The researcher presented the listening strategies as a whole and explained

how and when to use them. In the following sessions, the students practiced the strategies through different listening tasks. After each session, the FGI was conducted for the purpose of exploring self-reports of strategy use and overall impact of the ELST. Each week, 5 different participants attended the FGI. During FGI sessions, the students were asked some questions regarding the strategy use and their ideas about the ELST to collect data about the overall impact of ELST and strategy use. Each session took about 10 minutes. Out of class, the participants were assigned to complete different listening tasks for 25 minutes every week. See Table 8 for a summary of the components of the ELST:

Table 8

Components of ELST

ELST Components	Allocated Time
Week 1 - Strategic investment	50-min lesson
Week 2-3-4 - Practice of listening strategies	50-min lesson for each week
Individual study	25-min a week

During the program, in every training session the instructor modelled listening strategies which have been suggested from research studies to be appropriate for listening tasks. The strategy training consisted of three main categories of strategies, which are metacognitive, cognitive and social/affective. Table 9 shows the strategies taught in the training program in details.

Table 9

Strategies Taught during the ELST

Strategy	Definition	Example
Metacognitive Planning-Advanced Organization	Clarifying the objectives of an anticipated listening task and/or proposing strategies for handling it.	Before I start to listen, I quickly look over the instruction and find out more about the topic/task.
Planning - Directed Attention	Concentrating hard and avoiding distractions.	When my mind wanders, I recover my attention right away.

Table 9 (cont.d)

	Strategy	Definition	Example
	Planning - Selective Attention	Deciding in advance to attend to specific aspects of listening input or situational details that assist in understanding and/or task completion.	I listen to key words.
	Planning - Self-Management	Understanding the conditions that help one successfully accomplish listening tasks and arranging for the presence of those conditions.	I put everything aside and concentrate on what she is saying.
	Monitoring	Checking or modifying one's comprehension while listening.	I ask myself what I'm listening to or what I have understood while listening.
	Evaluation - Performance Evaluation	Judging one's overall execution of the task.	How close was I? (at the end of a think-aloud report)
Cognitive	Listen for Gist	Grasping the overall meaning of the text.	I listen for the main idea first then details.
	Listen for Details	Focusing on specific details.	I listen for the details of the information and piece them together.
	Inferencing	Using contextual, linguistic or visual clues to fill in missing information.	I use information from pictures or the speakers' expressions to guess the meaning.
	Prediction	Anticipating the content of the listening text before or during listening.	I predict or make hypotheses about the possible content according to the title, the instruction, and the questions.
	Summarization	Making a mental or written summary of the information while listening.	I try to remember the key words in abbreviations, symbols or visual forms.
	Elaboration - World Elaboration	Using knowledge gained from experience in the world.	Recognizing the names in sports helps you to know what sport they are talking about.
	Elaboration - Translation	Rendering ideas from one language to another in a relatively verbatim manner.	I translate. I'll say what she says in my mind, but in English.
	Elaboration - Note taking	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a listening task.	I write down some key words in abbreviations, symbols or visual forms.
Social/ Affective	Self-Encouragement	Encouraging oneself.	I try to calm down when I don't understand something.
	Lowering Anxiety	Reducing anxiety through the use of mental techniques that make one feel more competent to perform a listening task.	I think of something funny to calm me down. I take deep breaths.

Adapted from Vandergrift (1997) and Goh (2002)

3.3.4 Data collection procedures. The central focus of this study was to assess the impact of ELST on elementary level student's listening comprehension skill. Prior to the study, the researcher explained the aim of the study to the participants. All the participants were informed that the focus of the study was not to assess them, but to improve their listening comprehension skills.

In the first step the participants of the study were asked to fill out the pre LSUQ for the purpose of assessing the frequency of listening strategy use before the onset of the ELST. Secondly, in order to collect data about participants' listening comprehension skills, the participants took the pre-LCT. The test took approximately 35 minutes. The students were informed again that the results of the test would not affect their grades for the class. After that, the ELST program started. It took 4 weeks of class sessions. The participants of the study received the training in one session a week. The whole ELST program lasted for 4 teaching hours, with 50 minutes for each teaching hour. The strategy instruction sessions were conducted in the EFL classroom during the regular class time. As different researchers have developed different strategies, the mixed approach in teaching listening strategies was adapted by the researcher. In the first session, the students were taught all the target strategies. The researcher modeled and presented the listening strategies as a whole and explained how and when to use them. In the following sessions, the students practiced the strategies through different listening tasks. After each session, the FGI was conducted for the purpose of exploring self-reports of strategy use and overall impact of the ELST. Each week, 5 different participants attended the FGI. In this way, the researcher had the opportunity to talk to every student and gather deeper and more detailed data from the participants. During FGI sessions, the students were asked some questions to collect data about the overall impact of ELST and strategy use. Each session took about 10 minutes.

After completing the 4 weeks of training, the participants were asked to fill out the LSUQ again as a post questionnaire to reveal the frequency of strategy use after the ELST. After that, the post LCT was administered to the participants to assess their listening comprehension scores after the ELST.

At the end of the ELST, the TAP was conducted with 6 of the participants, in order to reveal the actual strategies that students use while listening. The students were given 3 different listening tasks and asked to think aloud before, while and after listening to the recording.

At the end, the gathered data was analyzed to respond the research questions of the study.

3.3.5. Data analysis procedures.

3.3.5.1 Quantitative data. In order to reveal the impact of ELST on students' listening comprehension skills, the researcher examined the differences on the LCT test scores before and after the ELST. As the learners, who took the pre- and post-LCT were the same students, the differences between the scores of pre- and post-test would be calculated with dependent t-test to see the impact of ELST. However, because of the fact the number of the participants was low and the success scores were not distributed normally, the analysis was completed by using the Wilcoxon Test, which is not parametric. Wilcoxon test is the nonparametric equivalent of dependent t-test.

To measure the frequency of strategy use of students' before and after the ELST, the researcher conducted the pre and post LSUQ. As the pre and post LSUQ was conducted with the same students, the differences between the strategy use before/after the ELST was calculated with Wilcoxon Test.

In order to reveal the main strategy that has the most impact on the scores of post LCT, the learners' success level has been determined in terms of listening performance through LCT. To determine this success level, the difference between the pre and post LCT scores has been calculated statistically. This difference shows how much the students have improved their pre-training scores. In other words, the average increase of students' post LCT scores has been calculated to determine the students' success level. To determine the strategy, which is mostly used by students, who are assumed as successful, the post LSUQ scores were taken into account and the most frequently used 10 strategies have been determined.

3.3.5.2 Qualitative data. The collected data from FGI and TAP was analyzed by identifying reoccurring themes and grouping them into categories which corresponded to the aims of the study. The six steps of inductive data analysis Creswell (2014) was followed by the researcher. The first step of analyzing the qualitative data consisted of converting audiotape recordings into text data. The audio records of TAP and FGI were converted into text data. Then the researcher read all of the transcriptions to get a general idea. After that, the researcher began coding the documents by identifying the text segments and categorizing the themes that have been described by the participants. Then the strategies that were self-reported by the participants were identified by the researcher. After that, the researcher discussed the identified themes and strategies with her advisor to ensure the reliability. Next, the qualitative findings were displayed in comparison tables and explained in the results part of the study. The obtained qualitative data analysis answered the fourth and the fifth research questions.

3.3.6 Validity and reliability. The questionnaire on listening strategy use was designed in accordance with the objectives of the present study. As there were three strategies to be measured in the questionnaire, which are metacognitive, cognitive and social affective, the Cronbach's Alpha Statistics (CAS) was utilized to check the reliability of each scale used in the questionnaire. According to the results of statistics, all scales in the questionnaire were found high internal consistency reliability coefficients. The results of the analysis are shown in the table below.

Table 10

Reliability Analysis of LSUQ

Strategy Type	Pre LSUQ	Post LSUQ
Metacognitive Strategies (16 items)	0,770	0,800
Cognitive Strategies (16 items)	0,817	0,788
Social/Affective Strategies (3 items)	0,551	0,650
Overall Strategies (35 items)	0,858	0,882

3.4 Limitations

There are four limitations that need to be addressed about the current study. The first limitation of the current study is the lack of comparison group. Because of the fact that there were no other available classes to be used as a control group, it may cause problems in generalizing the findings to a broader population. Secondly, this study has been carried out with only elementary level students. It is not possible to generalize the findings to all language proficiency levels. The third limitation of the study was sample size. Because of the insufficient availabilities, the researcher carried out the study with 30 participants. These issues limited the generalizability of the results. The last limitation of the study was absenteeism. Some of the participants did not attend the ELST sessions regularly. This might have an influence on the efficiency of the program

The data was collected from 30 students enrolled at a state university in Turkey. So, the results of the research are valid for non-native learners of English in the context of Turkey.

3.5 Delimitations

Delimitations help the researchers to determine the boundaries of studies. There are many factors that delimitate the studies, such as the sampling of participants, the research questions, variables of interest, theoretical perspectives, data collection measures. The first delimitation of the current study is that the researcher did not measure the participants' listening comprehension scores during the ELST. There are two reasons for this choice. The first one is that the learners would feel uncomfortable to be assessed constantly. The second reason is that there could be a familiarity with the questions in the test, which could decrease the reliability of the test.

Another delimitation is that the researcher chose to include pre- and post-test, closed-ended five-likert-scale, focus group interviews and think-aloud protocol. The measurement of observation was not applied in this research. The reasoning behind this decision is that including observation may not come up with accurate results, as listening is a receptive skill and it is difficult to observe. So it can also be said that

having additional methods could have a negative influence on the reliability of the data.



Chapter 4

Results

This chapter presents the results of the five research questions set forth in this mixed methods study. Data analysis of these questions is based on empirical evidence gathered during this study through different data collection instruments. The quantitative data were collected through LSUQ and LCT. Both measurements have been applied to participants both before and after the ELST. The LCT measured the impact of ELST on students' listening comprehension scores; the LSUQ measured how frequently the learners use listening strategies before/after the ELST. The aim of the FGI was to explore students' self-reported strategy use and overall impact of listening strategy training, and TAP aimed to investigate what actual strategies the students use before, while and after listening. The research questions of one, two and three were answered through quantitative data. The research questions of four and five were answered by using the findings of qualitative data. The findings of the research are indicated below.

4.1 Research Question 1: To what extent does the ELST affect students' listening comprehension skills?

Research question 1 aims to explore the impact of ELST on elementary level students' listening comprehension skills.

As the pre and post LCT was given to the same students, the units have been paired. Therefore, as the units are dependent, the differences between the scores of the students would be obtained by independent t-test. However, the non-parametric Wilcoxon test was preferred because of the small number of students and the fact that the students' achievement scores were not normally distributed. The results of the Wilcoxon test have been given in Table 11:

Table 11

The Averages of Listening Comprehension Scores Before/After the ELST

	N	Mean	Std. Deviation	Z	P
Specific Info – Pretest Score	30	11,9	5,208	4,677	0,0001
Specific Info – Posttest Score	30	18,63	4,65		
Inferencing-Pretest Score	30	3,6	2,268	4,645	0,0001
Inferencing-Posttest Score	30	6,8	2,172		
Gist Listening-Pretest Score	30	6,13	2,193	4,399	0,0001
Gist Listening-Posttest Score	30	8,77	1,87		
Overall – Pretest Score	30	21,63	8,536	4,765	0,0001
Overall – Posttest Score	30	34,2	7,766		

According to the results of the Wilcoxon Test, there has been an increase in post LCT scores at a statistically significant level regarding the listening for specific information part, when the scores have been compared with the pre LCT scores. According to this difference, the students' listening comprehension to answer the listening for specific information questions after the ELST was found higher than the listening comprehension skills to answer the listening for specific information questions before the ELST ($Z=4,677$ $p=,0001$). According to this result, it can be said that the ELST has a positive impact on students' listening comprehension skills regarding the listening for specific information part.

A statistically significant difference was identified on the students' listening comprehension skills regarding the inferencing part between the pre- and posttest scores. According to this difference, the students' listening comprehension skills to understand the inferencing after the ELST was found higher than the listening comprehension skills to understand the inferencing before the ELST ($Z=4,645$ $p=,0001$). According to this result, it can be said that the ELST has a positive impact on students' listening comprehension skills regarding the inferencing part.

A statistically significant difference was identified on the students' listening comprehension skills regarding the gist listening part between the pre- and posttest scores. According to this difference, the students' listening comprehension skills to

understand the gist listening after the ELST was found higher than the listening comprehension skills to understand the gist listening before the ELST ($Z=4,399$ $p=,0001$). According to this result, it can be said that the ELST has a positive impact on students' listening comprehension skills regarding the gist listening part.

When the test was evaluated as a whole, there was a statistically significant difference between the students' listening comprehension skills before and after the ELST. According to this difference, students' listening comprehension skills after the ELST were found higher than the students' listening comprehension skills before the ELST ($Z=4,765$ $p=,0001$). According to this result, it can be said that the ELST given to the students increased the students' listening comprehension skills.

4.2 Research Question 2: How frequently do learners use listening strategies before/after the ELST?

Research Question two measures the frequency level of self-reported listening strategy use before/after the ELST. The frequency of strategy use by students was measured both before and after the four weeks of training. Measurements were determined on a scale for Strategy use. The measurement consists of three parts, which are Metacognitive, Cognitive and Social/Affective. The probable effects of the four-week ELST on frequency of strategy use were explored.

First, the metacognitive part of the scale was analyzed. The scale was analyzed as a whole and the scale responses were handled and collected separately by Wilcoxon test before and after the ELST, to investigate whether the ELST given to the students increased the average strategy use frequency of the students. The total score values were divided by the number of questions and the prevalence rates of each students' strategy use before and after training were determined. The average of all items on the pre-training scale has been calculated as 3.38. The average of all the items on the post-training scale has been calculated as 3,688. According to the Wilcoxon test, the ELST given to students increased the frequency of strategy use at a statistically significant level. ($Z = -2,934$ $P =, 003$). The obtained results are given in table.

Table 12

The Frequency of Metacognitive Strategy Use Before/After the ELST

	N	Mean	Std. Deviation	Z	P
Overall-Pretest	30	3,3813	0,41176	-2,934	0,003
Overall-Posttest	30	3,6875	0,48662		

Second, after analyzing the strategy use as a whole, the means of the items in pre and post scales have been analyzed. According to the Wilcoxon test results, the most frequently used strategies before the ELST were defined as item 6 (planning-directed attention), 1 (planning-advanced organization), 7 (planning-selective attention), 10 (monitoring) and 4 (planning-directed attention). The least used strategies prior to the ELST were determined to be item 11 (monitoring), 16 (evaluation), 13 (monitoring), 14 (evaluation) and 9 (monitoring). The most commonly used strategies after the ELST were identified as item 1 (planning-advanced organization), 6 (planning-directed attention), 2 (planning-advanced organization), 7 (planning-selective attention) and 4 (planning-directed attention). The least used strategies are item 11 (monitoring), 16 (evaluation), 13 (monitoring), 15 (evaluation) and 14 (evaluation). The results of the analysis in item level were shown in table.

Table 13

Wilcoxon Test Results of Metacognitive Scale

Item	Before the ELST		Item	After the ELST		Z	P
	Mean	Std. Deviation		Mean	Std. Deviation		
Item 1	3,67	0,959	Item 1	4,3	0,702	3,275	0,001
Item 2	3,43	0,858	Item 2	4,13	0,9	2,92	0,003
Item 3	3,13	0,973	Item 3	3,3	0,988	0,635	0,526
Item 4	3,5	0,82	Item 4	3,8	0,714	2,065	0,039
Item 5	3,23	0,774	Item 5	3,6	0,968	2,202	0,028
Item 6	4,13	0,681	Item 6	4,23	0,858	1,000	0,317
Item 7	3,53	0,9	Item 7	4,1	0,803	2,366	0,018
Item 8	3,5	0,861	Item 8	3,7	1,022	0,876	0,381
Item 9	3,23	0,935	Item 9	3,8	0,847	2,674	0,007

Table 13 (cont.d)

Item	Before the ELST		Item	After the ELST		Z	P
	Mean	Std. Deviation		Mean	Std. Deviation		
Item 10	3,53	0,776	Item 10	3,8	0,925	1,385	0,166
Item 11	2,83	0,986	Item 11	3,03	1,351	0,757	0,449
Item 12	3,3	0,877	Item 12	3,73	1,048	2,351	0,019
Item 13	3,43	0,858	Item 13	3,53	0,9	0,617	0,537
Item 14	3,2	0,925	Item 14	3,37	1,033	0,863	0,388
Item 15	3,4	0,932	Item 15	3,33	1,124	0,104	0,917
Item 16	3,03	0,718	Item 16	3,23	1,165	0,81	0,418
Alpha=,77 Item Mean = 3,38			Alpha=,80 Item Mean = 3,688				
Item Variances=,755			Item Variances=,947				

As it has been shown in table above, after the ELST, all of the items in the scale increased, while Item 15, which involves the use of self-evaluation strategy, decreased.

Third, the strategies that were included in the metacognitive scale were examined for differences in the average frequencies of use before and after the ELST. According to the results, the maximum increase was realized in the strategy in item 2 (Planning- advanced organization), whereas the minimum increase was realized in items 6 (Planning- directed attention) and 13 (monitoring).

To sum up, The ELST given to students increased the use of metacognitive strategies by 0.31 units. This increase was found statistically significant.

Second, the cognitive part of the scale was analyzed. The scale was analyzed as a whole and the scale responses were handled and collected separately by Wilcoxon test before and after the ELST, to investigate whether the ELST given to the students increased the average strategy use frequency of the students. The total score values were divided by the number of questions and the prevalence rates of each students' strategy use before and after training were determined. The average of all the items on the pre-training scale was calculated as 3,131, and the average of the post-training scale was calculated as 3,4292. According to the Wilcoxon test, the ELST given to students increased the frequency of cognitive strategy use at a

statistically significant level ($Z=3,488$ $P=,0001$).The obtained results are given in table.

Table 14

The Frequency of Cognitive Strategy Use Before/After the ELST

	N	Mean	Std. Deviation	Z	P
Overall-Pre	30	3,1313	0,47382	3,488	0,0001
Overall-Post	30	3,4292	0,48738		

Second, after analyzing the strategy use as a whole, the means of the items in pre and post scales were analyzed. According to Wilcoxon test results, the most frequently used cognitive strategies before the ELST were defined as item 3 (inferencing), 4 (inferencing), 2 (inferencing), 8 (imagery) and 1 (listening for gist). The least used strategies prior to the ELST were determined to be Item 16 (note-taking), 13 (listen for details), 12 (translation), 14(repetition) and 10 (listen for details). The most commonly used strategies after the ELST were identified as Items of 2 (inferencing), 3 (inferencing), 8 (imagery), 9 (imagery) and 4 (inferencing). The least used strategies are the Items of 12 (translation), 13 (listen for details), 11 (translation), 16 (note-taking) and 10 (listen for details). The results of the analysis in item level have been shown in table.

Table 15

Wilcoxon Test Results of Cognitive Scale

Item	Before the ELST		Item	After the ELST		Z	P
	Mean	Std. Deviation		Mean	Std. Deviation		
Item 1	3,57	1,073	Item 1	3,33	1,155	1,119	0,263
Item 2	3,6	0,894	Item 2	4,17	0,874	2,685	0,007
Item 3	3,93	0,785	Item 3	4,13	0,86	1,255	0,21
Item 4	3,67	0,802	Item 4	3,77	0,898	0,655	0,513
Item 5	2,97	0,999	Item 5	3,4	1,221	1,796	0,073
Item 6	2,87	1,008	Item 6	3,33	1,124	2,045	0,041
Item 7	2,97	1,033	Item 7	3,37	0,89	1,789	0,074
Item 8	3,57	0,898	Item 8	4,07	0,64	2,042	0,041

Table 15 (cont.d)

Item	Before the ELST		Item	After the ELST		Z	P
	Mean	Std. Deviation		Mean	Std. Deviation		
Item 9	3,3	0,915	Item 9	3,8	0,887	2,579	0,01
Item 10	2,8	1,031	Item 10	3,1	1,062	1,468	0,142
Item 11	3,17	0,834	Item 11	3,03	1,066	0,498	0,619
Item 12	2,63	0,928	Item 12	2,6	1,07	0,276	0,783
Item 13	2,53	0,73	Item 13	2,93	0,98	1,823	0,068
Item 14	2,8	0,887	Item 14	3,17	1,02	1,39	0,165
Item 15	3,37	0,809	Item 15	3,57	0,817	1,039	0,299
Item 16	2,37	0,964	Item 16	3,1	1,185	3,365	0,001
Alpha=,817 Item Mean = 3,131			Alpha=,788 Item Mean = 3,429				
Item Variances=,841			Item Variances=,992				

As it is shown in table 15, the frequencies of strategy use of all cognitive items increased, while the frequency of item 1, (listen for gist) 11 (translation), and 12 (translation) decreased.

Third, strategies that were included in the cognitive scale were examined for differences in the average frequencies of use before and after the ELST. The maximum increase was realized in the strategy in item 16 (note-taking), whereas the minimum increase was realized in items 4 (inferencing).

To sum up, the ELST given to students increased the use of cognitive strategies by 0.301 units. This increase was found statistically significant.

Third, the social/affective part of the scale has been analyzed. The scale was analyzed as a whole and the scale responses were handled and collected separately by Wilcoxon test before and after the ELST, to investigate whether the ELST given to the students increased the average strategy use frequency of the students. The total score values were divided by the number of questions and the prevalence rates of each students' strategy use before and after training were determined. Whether there was a significant difference between the calculated scores was investigated by Wilcoxon test and no significant difference was found ($Z=-,715$ $p=,474$). Therefore,

there is no significant difference when the scale is taken as a whole as it is on the basis of the items in the scale. The obtained results appear in table.

Table 16

The Frequency of Social/Affective Strategy Use Before/After the ELST

	N	Mean	Std. Deviation	Z	P
Overall-Pre	30	3,3556	,64287		
Overall-Post	30	3,5111	,81524	-,715	,474

After analyzing the strategy use as a whole, the means of the items in pre and post scales have been analyzed. While the smallest mean of the items in the scale (which indicates the least used strategy) was 3,07 in Item 3 (Self-Encouragement), the highest mean of the items in the scale (which indicates the most used strategy) was 3,60 in item 2 (Cooperation) before the ELST. The smallest mean was found in Item 1 (Questioning for clarification) with a mean of 3,47 and the highest average was obtained in Item 3 (Self-Encouragement) with a mean of 3,57 after the ELST. The results of the analysis in item level are shown in table.

Table 17

Wilcoxon Test Results of Social/Affective Scale

Item	Before the ELST		Item	After the ELST		Z	P
	Mean	Std. Deviation		Mean	Std. Deviation		
Item1 -Pre	3,4	0,855	Item1 -Post	3,47	1,137	-0,188	0,851
Item2 -Pre	3,6	0,932	Item2 -Post	3,5	0,974	-0,423	0,672
Item3 -Pre	3,07	0,868	Item3 -Post	3,57	1,073	-1,622	0,105
Alpha=,551 Item Mean = 3,356		Alpha=,65 Item Mean = 3,511					
Item Variances=,785		Item Variances=1,13					

As it is shown in table 17, After the ELST, the frequencies of strategy use of all social/affective items increased, while the frequency of item 2 (Cooperation) decreased.

To sum up, whether the increases in item 1 and 3 were statistically significant was investigated by the Wilcoxon test. According to the Wilcoxon test, there was no significant increase in social/affective strategies scale.

In comparing the responses to the strategy usage scale, each scale was considered separately and the differences between the averages were examined. It was also investigated whether there is a significant difference between pre- and post-training scores of the responses given by the students to the scale as a whole. When the scale was considered as a whole, the responses to all three strategy use measures before training were collected and evaluated as the average pre-training strategy use score. Likewise, the responses to all three strategy use measures after training were collected and evaluated as the average post-training strategy use score. The Wilcoxon test was used to determine whether there was a meaningful difference in the frequency of strategy use among the students, and in other words, whether the ELST have an impact on the use of strategies by the students. According to the Wilcoxon test, there was a statistically significant difference in the frequency of strategy use of students. According to this difference, post-training strategy use frequency of students was higher than pre-training strategy use frequency ($Z=2,52$ $p=,012$). The obtained results are given in table 18.

Table 18

The Frequency of Overall Strategy Use Before/After the ELST

	N	Mean	Std. Deviation	Z	P
Total Strategy use before the ELST	30	3,2907	,36558		
Total Strategy use after the ELST	30	3,5433	,47815	2,520	,012

According to this result, it was determined that the ELST given to the students had an effect and that the students' frequency of strategy use significantly increased.

4.3 Research Question 3: Which of the three main strategies has the most impact on the scores of post LCT?

The analysis of the data gathered through LCT and LSUQ revealed that there has been a statistically significant increase in both students' listening comprehension scores and frequency of strategy use after the ELST. In order to reveal the main strategy that has the most impact on the scores of post ELST, learners' success level has been determined in terms of listening performance through LCT. To determine this success level, the difference between the pre and post LCT scores has been calculated statistically. This difference shows how much the students have improved their pre-training scores. In other words, the average increase of students' post LCT scores has been calculated to determine the students' success level. According to calculation, the average is 12.56 points. This calculation shows that students increased LCT scores averagely by 12, 56 points after the ELST. According to this calculation, the learners, who increased their scores 13 points or more, were assumed to be successful. In order to reveal the strategy that has the most impact on students' post LCT scores, the students who increased their scores 13 points and more, were based on. The number of these students constitutes 56.7% (17/30students) of the population. To determine the strategy, which is mostly used by students, who are assumed as successful, the post LSUQ scores were taken into account and the most frequently used 10 strategies have been determined. According to the results, the most commonly used strategies among the successful learners were the metacognitive strategies, which constitute 60% of first 10 strategies. Cognitive strategies followed the metacognitive strategies, which constitute the 30% of first 10 strategies, and lastly social/affective strategies constituted the 10% of first ten strategies. The findings revealed that the learners, who are assumed to be successful according to the scores of LCT, used metacognitive strategies two times more than cognitive strategies. Additionally, the total strategy use frequencies of all students were calculated and ranked. In the order of total strategy use, it was determined whether the first 17 students, who were above the average according to the increase scores of LCT, were the same students by taking the post LSUQ results into account. It has been revealed that 11/17 of the students were the same students, which is calculated as approximately 67% of them.

To sum up, it can be concluded that the metacognitive strategy use has the most impact on learners' improvement regarding the LCT scores.

4.4 Research Question 4: What are the students' self-reported strategy use and overall impact of listening strategy training?

The qualitative data was gathered to respond this research question through FGI. The researcher aimed to reveal the participants' self-reported strategy use and overall impact of listening strategy training with the entire students.

After analyzing the data, which were gathered through FGI, the participants' strategy use and the affectional elements have been determined. The concepts that have been explored through FGI are indicated in the table 19 below.

Table 19

The Emerging Themes in FGI

Before the ELST	During the ELST	After the ELST
Lack of Concentration	Developing Concentration	Becoming more concentrated
Listening Anxiety	Developing Confidence	Building Self-Confidence
Lack of Strategy Use	Using Listening Strategies	Becoming more strategic listeners
	Increase in Interest	More Interest
	Increase in Willingness	More Willingness
		Raising Awareness

The concepts and strategies that have been reported by the students during the sessions of FGI are going to be indicated below in three parts, which are before, during and after the ELST.

4.4.1 Themes emerging before the ELST. Before starting to the ELST, the pre LCT and the pre LSUQ were given to the participants. Then, the first FGI session was applied. The students are asked some questions:

1. How did you feel while answering the questions?

2. Did you use any strategy?
3. What do you think about the strategy use?

The reports of the participants have been analyzed by the researcher and the concepts that have been indicated with concrete examples below have been identified.

Lack of Concentration

During the first session of FGI, the participants of Group 1 expressed that they had problems about the concentration. One of the participants indicated: "Because of the fact that the test was very long and hard, I had difficulty in concentrating." Another student of group one stated: "I could not focus on the listening part while completing the gap-fill part, because it was too difficult for me." It was also declared by another student "I did not understand anything, that's why I could not concentrate and listen to the recording." So, the analysis of the FGI showed that the learners could not concentrate while listening before the ELST.

Listening Anxiety

The participants of Group one indicated in the first session they had the problem of listening anxiety. A student expressed "I became anxious while listening, because they were speaking too fast. I could not catch most of the parts. Another student added to his friend "I felt nervous, because I did not understand speakers." These statements show us that the learners felt anxious while listening because of different reasons before the ELST.

Lack of Strategy Use

When the students of group one were asked about the strategies and strategy use, all of them stated that they did not use any strategies. The first students indicated "I did not use any strategy, I just tried to understand." Similarly, two students of group one mentioned about the lack of strategy use "I did not use any strategy." Another student of group one responded the question about the strategy use in a same

way “As I do not know any strategy, I did not use.” The statement of the last student of group one was also an example that reveals the lack of strategy use:

“...While listening I just tried to understand the speaker, but I could not. I do not think that I used any strategy; even if I did, I am unaware of this. I do not know any strategy.”

The self-reports of group one reveal the fact that the learners couldn't concentrate while listening and they were distracted because of anxiety, and they did not use any strategies before the ELST.

4.4.2 Themes emerging during the ELST. According to the analysis of FGI, which were conducted during the ELST, the students have developed both the use of some strategies and some affectional elements. These elements and strategies have been explained with their concrete examples below.

Becoming Concentrated

According to the analysis of the data gathered during the ELST, it has been revealed that the learners started to develop concentration from the first week of the ELST.

In the second session of FGI, which was conducted after the first session of ELST, the FGI participants of group 2 self-reported that they were becoming concentrated. A student of group two reported “I am more concentrated when I use strategies. I pay more attention on the words that I listen.” Similarly, the second participant of group two expressed the development of concentration “As I know what to listen by using strategies, I can focus on the questions more.” Another proof for the development of the concentration was explained by another student of group 2:

“...Before learning these strategies, I used to lose my concentration if I miss any information. But now, I concentrate on the other question. Thanks to the high level of my concentration, I did not miss any information while listening.”

In the third session of FGI, which was conducted at the end of the second session of ELST with the students of group 3, the learners reported that they became more concentrated by using the strategies that they have learned. For example, one of the students of group three stated: “I have been focusing on the listening in a better way since I started using the strategies.” Similarly, another participant of group three expressed his idea: “I think that my concentration has increased. By using certain techniques, I get results easier.” The other three participants of group three mentioned also and said: “I do not have concentration problems anymore and my attention increases thanks to the strategies.”

In the following weeks of FGI during the ELST, the students kept on reporting the higher concentration. A student of group four indicated: “When I take notes, I focus better and I can pay attention.” Similarly, the second student of group four mentioned and said: “I gain concentration thanks to the strategies. I am more active in the classes and I become motivated.” After the last session of ELST, a student from group five stated: “Today, we’ve practiced the use of strategies. Thanks to the strategies, I could focus on the questions better and I answered the questions more concentrated.”

The findings of the analysis concluded that the learners developed concentration continuously until the end of ELST.

Developing Confidence

The analysis of the collected data showed that the learners started to develop confidence with the beginning of ELST. A participant of group two stated: “I get less anxious when I use the strategies that we have learned.” Another student of the same group also mentioned: “I used to get anxious and think ‘I can not do this’ before learning listening strategies, but now I do not think so.” Third student of group one stated:

“...Before learning these strategies, I used to get nervous while listening. Now, I think the strategies help us to control our anxiety. I do not get stressed while answering the questions. It makes the listening easier. If I feel anxious, I do not understand the speakers.”

In the following weeks of FGI, the learners continued to express the developing self-confidence. A participant of group three mentioned that he gained self-confidence through the use of strategies and stated: “Self-confidence comes when I see that I am more successful when I use the strategies.” The other three students of the same group also said: “I feel more comfortable than last week.” It was also mentioned by a student of group five. She stated: “I feel like I can answer the questions more correctly when I use the strategy, I stay calm.”

To sum up, the reports of the students showed that the learners developed self-confidence through the ELST.

Using Listening Strategies

The self-reports of the participants revealed that they have started to use strategies with the beginning of ELST. The strategy use and the types of these strategies have been summarized in table 20.

Table 20

The Self-Reported Strategies During the ELST

Week	Self-reported Strategies During the ELST	Strategy Type
Week 1	Looking at the questions and making some predictions	Cognitive
	Thinking about the synonyms of the key words	Cognitive
	Looking at the questions and guess about the listening	Cognitive
	Taking notes	Cognitive
	Focusing on the specific information while listening	Cognitive
Week 2	Underlining the key words	Metacognitive
	Motivating themselves	Metacognitive
	Making predictions	Cognitive
	Taking notes	Cognitive
	Writing down the English words of key words	Cognitive
	Making inference	Cognitive
Week 3	Making plans about how to listen	Metacognitive
	Making predictions	Cognitive
	Taking notes	Cognitive
	Reading the instructions	Metacognitive
	Listening for the gist	Cognitive
Week 4	Focusing on the specific information while listening	Cognitive
	Taking notes	Cognitive

Table 20 (cont.d)

Week	Self-reported Strategies During the ELST	Strategy Type
Week 4	Thinking about the synonyms of the key words	Cognitive
	Making inferences	Cognitive
	Making predictions	Cognitive
	Reading the instructions and thinking about the topic	Metacognitive

According to the analysis of FGI, the students reported the use of some cognitive and metacognitive strategies. The results show that the students mostly reported the use of cognitive strategies.

At the end of the first sessions of ELST, a student from group two reported the use of some strategies: “We did not have listening classes like this before. We started taking notes and thinking about the synonyms of the key words. While listening, I try to use the strategies that we’ve learned.” Another student from group two indicated: “Note-taking helps us while listening.” Similarly, the third participant of group two expressed the use of strategies by stating:

“...I did not look at the questions and make some predictions before learning the listening strategies. Now, I look at the questions and guess about the listening part and take notes. This way, I can focus on the listening part easier and by following the key word I do not miss any information. Listening strategies help us in many ways.”

At the end of the second session of ELST, the learners indicated the use of some strategies. For example, a student from group three stated: I’m focusing on catching the specific information while listening. Another student added: “When I have a question that I do not understand, I can motivate myself now.” Similarly, a participant from the same group also expressed: “Making prediction makes it easier for me to take notes while listening.” The fourth student also mentioned: “It is useful to write the English words and similar words in illustrated questions, because we are starting to think English.” The last student also declared the use of some strategies:

“...I am having difficulty in understanding because the conversations are serial, but before I start listening I read the questions and underline the

important parts so I can follow the conversation. It's especially good to underline key words.”

According to the self-reports, in the third week of the ELST, the learners kept using some strategies and they developed the use of some other strategies. A student from group for states the strategy use by stating: “Before listening, I make plans about how to listen. It makes the listening easier.” The second participant of group four also mentioned: “If I miss any information, I try to focus on the next one.” The third student of this group reported: “When I listen, I try to pay attention on stress and intonation and make inferences, because sometimes the answers of the questions are not told directly.” Similarly, the fourth student also stated:

“...When I listen, I try to pay attention on stress and intonation and make inferences, because sometimes the answers of the questions are not told directly. Before starting to listen I make plans on how to listen the recording. It is also very helpful to note down the key words that I might hear.”

The last participant of group four also added:

“...I think the questions were more difficult this week, but writing down the words that I might hear made my job easier. By making predictions before starting, I could understand more. Before starting to listen, I read the instruction first.”

When it comes to the last weeks’ FGI reports, it has been analyzed that the learners practiced the gained strategies in this week too. The first student of group five indicated:

“...It is very helpful to take notes under the pictures. I wrote the reading of the questions with times, so I answered them easily Thinking about the synonyms of the words in question helped me a lot. If I had not used the strategy, I would write everything wrong because I used to write every word I ever heard. While listening, I try to make inferences from the way that speaker speaks and I try to make predictions about the rest part of the track.”

The second participant also stated: “When I do not understand something, I try to understand the clues (my own knowledge, the words that came before the

missing information).” Similarly, another participant mentioned: “I’m trying to understand the mainstream while listening. I started to read instructions before listening. So, I know what I’m going to listen. The last student of this group also stated the strategy use:

“...Thanks to the strategies, I can predict what I’m going to listen to and hear. I wait for the answer to come and write them easily. As I read the instructions before starting, I know what I listen to, so even if my concentration breaks down, I recover quickly.”

To sum up, according to the analysis of students’ self-reports on strategy use, the students improved the ability of strategy use after the ELST.

Increase in Interest

According to the analysis of the data gathered during the ELST, it has been revealed that the learners started to develop concentration from the second week of the ELST. After the second week of ELST, one student of group three stated: “My interest in Listening classes increased. I used to get bored easily.” At the end of the third week of ELST, a participant of group four also mentioned: “Before this training, I did not like listening at all, now I am more interested and I want to practice more.” Similarly, after the last sessions of ELST a student also stated her interest in listening and said: “I answer the questions more confidently. My interest on listening has increased.”

So, the analysis of self-reports showed that there has been increase in students’ interest in listening comprehension skill.

Increase in Willingness

The analysis of students’ self-reports showed that the ELST increased students willingness to listen. In the fifth session of FGI, which was conducted at the end of the ELTS, a student from group six indicated: “I used to get bored immediately and stop listening, When I use strategies, I am more motivated and eager to listen.” So, this statement shows that there is an increase in willingness to listen.

4.4.3 Themes emerging after the ELST. After the last session of ELST, post LCT and LSUQ were conducted to the participants. Then the last session of FGI started. The students were asked some questions:

1. How did you feel while answering the questions?
2. Did you use any strategy?
3. What do you think about the strategy use?
4. Could you please compare your pre LCT and post LCT?

The reports of the participants have been analyzed and the concepts that have been indicated with concrete examples below have been identified.

Becoming more Concentrated

The analysis of the self-reports of the students after the ELST highlighted that the learners became more concentrated at the end of the ELST. One of the students in group six reported:

“In the pre-test, I had problem about the concentration. As the test was very long, I was bored, but this time I used strategies, for example I read the instruction before starting and take some notes while listening. By using the strategies I did not get bored. I could concentrate on the listening part. It was funny for me.”

Considering the reports of the students during the ELST and after the ELST, it has been concluded that the learners became more concentrated.

Building Self-Confidence

According to the analysis of students' self-reports of FGI, it has been found out that the learners built self-confidence through the ELST. In the last session of FGI, a student indicated that: “I did not get anxious in this test, because I used strategies. I feel more confident when I use strategy. It's just the speed of the speakers that I have problem.” The second participant also agreed and expressed: “Before applying the strategies, I felt nervous. It was easier to find answers when I used the strategies. So I answered the questions more confidently.”

To sum up, considering the reports of FGI, which have been applied both during and at the end of the ELST, it is revealed that the learners built self-confidence through the ELST.

Becoming More Strategic Listeners

The analysis of the self-reports revealed that the learners became more strategic listeners after the ELST. In the last session of FGI, which was conducted after the ELST, they reported the strategies that they used. The first participant of the last group stated:

“...First, I looked over the questions and underlined the key words. I made predictions about the words that I might hear. Then I take some notes under the pictures. This time, answering the questions was easier for me, because I had a plan in my mind about the way I listen.”

The second student of this group also expressed the strategy use and said:

“...I learned and practiced what I would focus on when listening after the training. It was helpful to think of the synonyms of keywords. By inferencing, I could understand the information, which is not indicated directly. I also read the instructions before starting to listen.”

The third participant of the last group said: “By motivating myself, I could answer more questions. While listening for the gist, I did not consider the details.” Similarly, another student of the group stated that she used some strategies and said:

“In the pre-test I could not answer most of the questions. This time, I did better. The use of strategies has been very helpful for understanding. As I read the instruction before starting to listen, I could follow the speech flow, I did not miss information. I also write the words that I might hear under the pictures. It helped me a lot.”

Considering these statements, it has been analyzed that the learners became more strategic after the ELST.

More Interest & Willingness

After the ELST, one of the students in group six stated: “Listening is now more fun and my interest in this lesson is increased.” Considering these statement and the self-reports of the students, which have been gathered during the ELST, it has been understood that, the learners have more interest and willingness in listening comprehension skill as a result of ELST.

Raising Awareness

In the last session of FGI, it has been found out that the awareness of listening strategies was raised. A student of last group stated: “As I did not know about the strategies before the training, I was very unconscious in the first test. But this time, I have applied the strategies you have taught us, so I really understood and responded consciously. I was aware of what I was doing.” Similarly, another student also expressed: “The first test was boring for me, and I lost my concentration, but this time I was more motivated and I answered the questions consciously.”

It has been analyzed from these statements that the students became aware of listening strategies and their benefits.

To sum up, according to the analysis of student’s self-reports, the learners became more confident, strategic, concentrated and aware after the ELST. They raised interest and willingness towards the listening comprehension skill.

4.5 Research Question 5: What actual strategies do the students report that they use while listening?

To understand the results of quantitative self-reported data in a better way, the researcher also investigated the actual uses of strategies through TAP.

The students are asked to perform 3 different listening tasks and think aloud both before starting to listen and after listening the recordings and they reported the strategies that they use. The actual strategies that have been used by the students are summarized in the table below:

Table 21

The Actual Strategies That Have Been Used By the Students in TAP

Reported Strategies	Before Listening the Recording	While Listening the Recording	After Listening the Recording
Metacognitive	Planning - Advanced Organization (S1,S2,S3,S4,S6)	Planning - Directed attention (S1,S3,S4)	Evaluation - Performance Evaluation (S1,S3)
Cognitive	Planning - Selective Attention (S1,S3,S4,S5,S6) Elaboration - Note-taking (S1,S2,S3,S4,S5,S6) Elaboration - Substitution (S2,S3) Inferencing (S1) Prediction (S1,S2,S3,S4) Deduction (S1,S3)	Planning - Self Management (S2,S4,S6) Elaboration - World Elaboration (S4) Elaboration - Translation (S1) Inferencing (S1,S3,S5,S6)	
Social/Affective		Listen for Gist (S3) Summarization (S2) Self-Encouragement (S1,S3) Lowering Anxiety (S5)	

Before the students started listening the recording, they activated the metacognitive skills to organize the listening process. They also used some cognitive strategies. After the participants listened to listening tracks, they have reported that they used some kinds of metacognitive, cognitive and social/affective strategies while listening and one metacognitive strategy has been used by a student after the listening process.

The Metacognitive Strategies that have been used Before Listening

The results of the TAP revealed that the participants used two kinds of metacognitive strategies before starting to listen. These strategies are Planning – Advanced Organization and Planning – Selective Attention.

Planning – Advanced Organization

The results of the TAP revealed that S1, S2, S3, S4 and S6 utilized the metacognitive strategy of Planning – Advanced Organization. S2 mentioned that she used this strategy: “I’m looking over the instruction now. We are going to listen to 5 different conversations.” S3 and S4 also report that they use the strategy of Planning – Advanced Organization: “Before starting to listen, I’m reading the instructions and questions to understand the aim of this part. S6 also states the use of the strategy: “I’m holding the paper now and reading the instruction first.” As mentioned above, S1 used this strategy too, and stated:

“...Now, we are going to listen to the track. First of all I read the instruction and questions to have an idea about the topic of the listening part. In the first part, instruction says that we are going to listen twice. There are five pictures and five conversations. In the second part, we are going to listen something about a course and in the last part the speaker will talk about a school concert. Now, I know what I’m going to listen for.”

So, we can say that most of the participants used the metacognitive strategy of Planning-Advanced Organization before starting to listen.

Planning – Selective Attention

The second metacognitive strategy, which the students self-reported that they use before starting to listen is Planning- Selective Attention. According to the reports all of the participants used this strategy. S1, S3, S4, S5, S6 stated: “After reading the instruction, I quickly look over the questions and underline the key words to focus on them while listening.” Below S2 describes the use of this strategy:

...I’m looking at the questions now and underlining the key words. In the first question the key words are dance and girl. In the second question the key word is begin. Maybe, I can hear start instead of begin, as they are synonyms. I’m underlining the keywords in the other questions too. While listening, I will try to focus on these key words. I also plan to understand the general idea, and then focus on key points.”

The self-reports of the participants show that all of the students used the metacognitive strategy of Planning-Selective Attention.

The Cognitive Strategies that have been used Before Listening

The results of the TAP revealed that the participants utilized five kinds of Cognitive Strategies before starting to listen. These strategies are Elaboration – Notetaking, Elaboration – Substitution, Prediction, Deduction and Inferencing.

Elaboration – Notetaking

The first strategy that has been reported by the participants is Elaboration – Notetaking. According to the self-reports of the participants, all of the participants used the Cognitive strategy of Notetaking. S1 and S2 stated: “There are three pictures in the choices. I’m writing down the words related to these pictures.” S4 and S5 reported the use of this strategy, too: “I’m looking at the pictures and jotting down the words that I might hear.” S6 also indicated: “Now, I’m writing the English words under the pictures. As I understand from the pictures of 5th question, there is traffic. The man looks happy. I’m writing down the words that I might hear.” The following report of S3 explains how she used the cognitive strategy of Elaboration-Notetaking:

“...In the first part, there are 5 questions and 5 conversations. The choices consist of pictures. I’m writing down the words that are related to the picture. This way, I can catch the word as soon as I hear. I’m writing down the synonyms of important words too.”

The self-reports of the participants, which have been indicated below highlight the use of Cognitive Strategy of Elaboration – Notetaking.

Elaboration – Substitution

The result of TAP found out that The Cognitive strategy of Elaboration – Substitution has been used too. According to the reports, S2 and S3 used this strategy. The following statements explained how S2 and S3 used this strategy.

“...After identifying the keywords in the questions, I try to remember the synonyms of them, because maybe I can hear them.” S2

“...Now, I’m thinking about the synonyms of the words that I might hear and noting down the synonyms of important words that I highlighted.” S3

These statements, which have been reported by two of the participants, show us the use of Cognitive Strategy of Elaboration – Substitution.

Prediction

The third strategy that has been identified by analyzing the reports of TAP is the cognitive strategy of prediction. It has been revealed that 4 (S1, S2, S3, S4) of 6 participants used this strategy before starting to listen. Through the TAP before listening, S1 stated: “In the third part, we are going to complete the information about school concert. For the first question, we’ll hear a number, as the question is the number of musicians.” S3 highlighted the use of this strategy: “There is a multiplication table in the last picture. Probably, we’ll listen something about a math class.” The report of S2 shows us that she uses the same strategy too: “I’m looking at the pictures and questions to guess about the topics.” The following statement of S4 explains us that he used the cognitive strategy of prediction:

“...I’m looking at the pictures now, and making some predictions about the questions. There are four different people in question 3. I guess, the speaker will describe us a person. For the last part, we are going to listen for some details. For the first question, I will try to catch a number, because the question is the number of musicians. Second question asks us the type of music. Maybe, I can hear pop music, jazz music or rock music. In the last question, I will listen for a time.”

It is understood from the reports that most of the participants used the cognitive strategy of prediction through the TAP before starting to listen.

Deduction

The fourth strategy that has been mentioned by the learners is the cognitive strategy of deduction. It has been inferred by the researcher that S1 and S3 used this strategy. The statement of S1 pointed out the use of deduction: “When I look at the last question of last part, there is the word of ‘my’ before the blank. So, we can say that we’ll hear a noun for this question.” S3 also used this strategy and expressed: “Now, I’m looking at the last part of the paper. I see the word of ‘at’ before the blank in question 3. It means that the answer of this question is a time or a place.”

It has been concluded that 2 of the 6 participants utilized the cognitive strategy of deducing before starting to listen the recording.

Inferencing

The last cognitive strategy that the participants use before starting to listen is inferencing. 1 (S1) of the 6 participants used this strategy. Before starting to listen, S1 stated:

“...In the fourth question, the speaker will describe a person. All the people in the pictures have glasses. It means that, the person that the speaker will describe is wearing glasses. The only difference among the choices is the hair style. I will understand the answer by focusing on the information about the hair style. It can be dark or blond, long or short.”

The Metacognitive Strategies that have been used while Listening

The results of the TAP revealed that the participants used two kinds of metacognitive strategies while listening. These strategies are Planning – Directed Attention and Planning – Self Management.

Planning – Directed Attention

It has been found out by analyzing the results of TAP that S1, S3 and S4 used the metacognitive strategy of Planning – Directed Attention. S1 expressed the use of this strategy and stated: “I concentrated on the listening part very hard and listened it

carefully.” S4 echoed the use of the same strategy and expressed: “I concentrated on the listening part so hard that I could understand most of the speech and answered the questions easily.” The following statement represents the report of S3 and the use of directed attention strategy:

“...Before starting to listen, I prepared myself for listening. So, I concentrated on the speaker and listened to the listening part carefully. I could grasp most of the information and did not have any problem.”

It can be concluded that 3 of the 6 participants used the metacognitive strategy of Planning-Directed Attention while listening.

Planning – Self-Management

The second metacognitive strategy that the participants of TAP used while listening is Planning – Self-Management. The analysis of TAP revealed that 3 (S2, S4, S6) of the 6 participants use the metacognitive strategy of Planning – Self-Management. S2 mentioned about the use of this strategy and stated: “I did not understand the question 5 and I had problem about concentration, but I moved on and recovered my attention.” It has been inferred from the reports that S4 used this strategy too and expressed: “While listening, I did not think about another thing. I just concentrated on the speaker.” The last participant who used this strategy was S3. The following statement explains that S3 used this strategy:

“...As the speaker was talking so fast, I lost my concentration while listening part 3 and my mind wondered. Then I put everything aside and concentrated again. In the second listening, I completed the missing parts.”

To sum up, it has been revealed by the researcher through analyzing the TAP that half of the participants used the metacognitive strategy of Planning – Self-Management while listening.

The Cognitive Strategies that have been used while Listening

The results of the TAP revealed that the participants utilized five kinds of Cognitive Strategies while listening. These strategies are Inferencing, Elaboration – World Elaboration, Elaboration – Translation, Listen for Gist, Summarization.

Inferencing

After analyzing the TAP reports, it has been revealed that 4 (S1, S3, S5, S6) of the participants used the cognitive strategy of inferencing while listening. S1 and S5 reported: “In the first question the father said ‘Bring my keys!’ So, I understood that he’d drive her, then I choose ‘car’.” S6 expressed the use of this strategy by stating: “For the third question I choose ‘rocket’. Actually the speaker talked about plain too, but he said ‘I like the rockets best’. That’s why I thought he would buy rocket.” The following statement of S5 explains that she used this strategy, too:

“...In the first question, the speaker said that she missed the train. The father did not say ‘I’ll drive you’, but he said ‘bring my keys’. So I could understand that he will drive her and I choose ‘B’”.

In conclusion, it can be said that the majority of the participants used the cognitive strategy of Inferencing while listening.

Elaboration – World Elaboration

The results of the TAP revealed that 1 of the 6 participants used the cognitive strategy of Elaboration – World Elaboration. The report of S4 is expressed below:

“...I choose “Science” for the 9. Question, because I’ve heard the word of ‘chemistry’.”

Elaboration – Translation

By analyzing TAP reports, it has been obtained that 1 of the 6 participants use the cognitive strategy of Elaboration – Translation. The statement of S1 is indicated below:

“...The second listening part was a little complicated and I was confused. I tried to translate some sentences in my mind. By this way, I could understand the answer.”

Summarization

The results of the TAP revealed that S2 used the cognitive strategy of Summarization. The statement of S2 is expressed below:

“I tried to keep the important parts while listening, so I could answer most of the questions.”

Listen For Gist

By analyzing the data gathered through TAP, it has been identified that 1 of the 6 participants use the cognitive strategy of Listen for Gist. S3 expressed the use of this strategy by stating: “I could not understand the whole speech but I eliminated choice of ‘B’ in 15. Question, because it was not related to general meaning.”

The Social/Affective Strategies that have been used while Listening

The results of the TAP revealed that the participants utilized two kinds of Social/Affective Strategies while listening. These strategies are Self-Encouragement and Lowering Anxiety.

Self-Encouragement

The results of the TAP revealed that 3 (S1, S3) of the 6 participants use the Social/Affective strategy of Self-Encouragement. S1 highlighted the use of this strategy by stating: “I did not know most of the words in question 5 and my concentration was broken. I tried to motivate myself.” The following statement of S6 explains us that he used the social/affective strategy of Self-Encouragement:

“...I was confused while answering the question 5 of the last part and I lost my attention, but I motivated myself immediately.

Lowering Anxiety

The results of the TAP revealed that 1 of the 6 participants use the Social/Affective strategy of Lowering Anxiety. The following statement of S5 identifies the use of this strategy:

“I got stressed while answering gap-fill questions. Then I took a deep breath and felt better.”

The Metacognitive Strategy that has been used After Listening

By analyzing the data, which has been gathered through TAP, a metacognitive strategy has been identified by the researcher: Evaluation – Performance Evaluation. It has been obtained that 2 (S1 and S3) of the 6 participants used this strategy after listening. S1 expressed the use of this strategy by stating: “I could answer most of the questions. I think I could understand the 80% of the spoken discourse.” The following statements of S3 explain that she used this strategy:

“...Gap filling part was a little difficult, but by using some strategies, I could answer the majority of the questions.”

Chapter 5

Discussion and Conclusion

In this chapter the researcher discusses the results of the data analysis given in the previous chapter in detail in relation to the research questions. Herein, the researcher will discuss the main findings regarding the research questions. At the end of the discussion, the researcher will address their implications and provide conclusions, suggestions and recommendations for further studies in foreign language learning.

5.1 Discussion and Findings for Research Questions

The purpose of this study was to see the impact of the ELST on elementary level students' listening comprehension skills. In this section, the discussions of the results are provided in the same order as the results were given.

5.1.1 Discussion of quantitative findings. The quantitative data were gathered through LCT and LSUQ results to respond the first, second and third research questions.

First, the data gathered through pre and post LCT were analyzed by Wilcoxon test, to see whether there is a significant difference between students' listening comprehension scores before and after the ELST. According to the results, there was a statistically significant difference between the pre and post LCT scores ($Z=4,765$ $p=,0001$). Therefore, the findings of this research question suggest that the ELST have a positive impact on students' listening comprehension scores.

The findings of LCT analysis resonate with those of many other studies (Zhang & Goh, 2006; Vandergrift, 2003; Goh, 2000; Rubin, 1994) who support the idea that the learners, who are aware of the benefits of listening strategies and use these strategies effectively, may improve their listening comprehension skills. Chamot (2004) also claims that listening strategies can be taught and such teaching increases performance in the second language process. The results of this research question are

also consistent with many studies on the impact of explicit strategy training in the literature. Guan (2014) investigated the effects of explicit listening strategy training on the listening comprehension of English as a second language. Regarding the first research question of this study, he conducted pre and post listening comprehension test before and after the strategy training. The results of his research revealed that there was a significant increase in scores of the participants after the training. Moradi (2013) also applied the pre- and post-test design to investigate the impact of listening strategy instruction on academic lecture comprehension. According to the results of the study, there has been a significant difference between pre-and post-test scores of participants in experimental group, while there was no significant difference between pre-and post-test scores of participants in control group.

To sum up, like other studies mentioned above, the results of the statistical analysis found that there has been a statistically significant increase in students' listening scores after the ELST. Therefore, it can be inferred that the ELST improved elementary level student's listening performance positively. The data obtained from the current research question will be discussed with the other research questions to provide a wider perspective on the impact of ELST.

Second, the data gathered through pre and post LSUQ were analyzed by using Wilcoxon test, to explore the changes in students' strategy use after the ELST. As the scale had three dimensions, which are metacognitive, cognitive and social/affective, these dimensions have been analyzed separately first, then the scale was analyzed as a whole.

Considering the scale as a whole, it has been found out that there has been a positive change in use of metacognitive, cognitive and social/affective strategies.

According to the analysis of metacognitive part, the ELST increased students' metacognitive use by 0.31 units and this increase was found statistically significant. When the items in metacognitive scale were analyzed before the ELST, it has been defined that the most commonly used metacognitive strategy was directed attention, which is a sub-category of planning. Directed attention refers to understanding the

conditions that help one to complete the listening task successfully and managing oneself for the existence of those conditions (Vandergrift, 1997). When it comes to the most commonly used metacognitive strategy after the ELST, it has been revealed that the use of advanced organization strategy, which is a sub-category of planning, has been the most commonly used strategy among the learners. Advanced organization refers to determining the objectives of listening and planning strategies to complete the listening process effectively. Considering the statistically significant increase in students' LCT after the ELST, it can be concluded that the use of advanced organization and self-management strategy are crucial facilitators for listening comprehension. This result is supported by Bidabadi and Yamat (2012), who aimed to explore the relationship between listening strategies used by Iranian EFL freshman university students and their listening proficiency levels, supports this result. The findings of his research explored that the metacognitive strategies of advanced organization and self-management are highly related with listening proficiency.

When the most commonly used metacognitive strategies were analyzed after the ELST, the first five strategies involved the three sub-categories planning, which are advanced organization, directed attention and selective attention. On the other hand, when the least commonly used strategies were investigated, the list of first five strategies consisted of monitoring and evaluation strategies. However, there is a statistically significant increase in some monitoring strategies, such as comprehension monitoring. In this regard it can be inferred that the ELST have improved the use of planning strategy rather than monitoring and evaluation. The strategy of planning refers to developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan and/or appropriate contingency plans to overcome difficulties that may interfere with successful completion of the task (Vandergrift, 1997). This finding resonates with the study of Guan (2014), which revealed that planning was most employed as compared to the other two categories. Additionally, the results of Liu's (2008) study asserted that planning strategies of managing attention, directed and selective attention, and advanced organization were highly correlated with listening proficiency. The results

of the study also revealed that that the more proficient listeners used more planning strategies than the less proficient listeners. Goh (2002) also claims that learners' metacognitive awareness is related to the effective learning in all learning contexts.

Considering the statistically significant increase in students' listening scores after the ELST, it can be inferred that the use of metacognitive strategies have a positive impact on students' listening comprehension skills, because there is a statistically significant increase in both listening scores and metacognitive strategy use.

According to the data analysis of cognitive part of the scale, it has been revealed by Wilcoxon test that there has been an increase in use of cognitive strategies by 0.301 units, and this increase has been found statistically significant. When the frequency of cognitive strategy use was investigated before the ELST, the most commonly used strategy was Inferencing. When the scale was analyzed after the ELST, Inferencing was found to be the most common strategy again. So, it is obvious that the students use it very commonly. Inferencing refers to using information within the text or conversational context to guess the meanings of unfamiliar language items associated with a listening task, to predict outcomes, or to fill in missing information (Vandergrift, 1997). According to Guo (2015), among the numerous listening strategies, inferencing is a very important one that is applied in all types of listening activities. Therefore, it can be said that the use of inferencing has a great impact on the students' listening comprehension. Evaluating the most commonly used strategies from a wider perspective, it is seen that the strategy of imagery is one the most commonly used strategy among the first five strategies. Considering the most commonly used first five strategies, these items consist of inferencing and imagery. According to Vandergrift (1997), imagery is the process of using mental or actual pictures to represent information. On the other hand the least commonly used five strategies consisted of translation, repetition, listen for details and note-taking. So, it is obvious that the learners mostly relied on top-down strategies. However, there is a significant increase in use of bottom-up strategies too. Especially, it has been revealed that the highest increase occurred in note-taking strategy. So, there has been a combination of top-down and bottom up strategy use,

which has been identified as a necessary process. For example, Nunan (2002) states:

“... Both bottom-up and top-down strategies are necessary. In developing courses, materials and lessons, it is important to teach not only bottom-up processing skills, such as the ability to discriminate between minimal pairs, but also to help learners use what they already know to understand.”

Considering the statistically significant increase in students' listening scores after the ELST, it can be inferred that the use of cognitive strategies have a positive impact on students' listening comprehension skills, because there is a statistically significant increase in both listening scores and cognitive strategy use.

When the last part of the scale, social/affective, was analyzed, it was revealed that there was no statistically significant difference between the frequencies of strategy use before/after the ELST. When the reasoning behind this is considered, there may be two factors. Firstly, the number of the items in this scale was only three. Therefore, there has not been a significant difference after the ELST. Secondly, when the researcher reviewed her self-reflections and qualitative data, it has been realized that the learners were not provided enough support on social/affective strategies during the ELST. However, when compared to other strategy uses, there is not a big difference in the value of strategy uses, it means that there may not be a significant difference, but it does not mean that the learners do not use these strategies. They were already using these strategies; therefore this has not led to a big difference.

To sum up, according to the results of quantitative measurement of LSUQ, there has been a statistically significant increase in students' strategy use after the ELST, when the scale is analyzed as a whole. The results of the study were consistent with the findings of recent studies in the literature (Guan, 2014; Chen, 2010; Siegel, 2008). Ozeki (2000), also investigated the impact of listening strategy training on students' strategy use. According to the results, there has been an increase in strategy use after the training. So, as many studies in the literature indicate, this study also confirms that when the students are taught the listening strategies explicitly, positive changes can be observed regarding the strategy

repertoires and frequency of strategy use. In brief, it turns out that the learners developed particular strategies at a statistically significant level.

Third, the researcher determined the successful students in terms of listening performance through LCT, in order to reveal the strategy that has the most impact on learners' listening comprehension scores. According to the results of these analysis, it has been explored that the metacognitive strategies impacted the students' listening scores mostly. According to the results, the first ten strategies, which have been used by the successful learners, involved 6 metacognitive strategies, 3 cognitive strategies and 1 social/affective strategy. It means that the successful learners utilized metacognitive strategies two times more than cognitive, 6 times more than social/affective strategies. Therefore, it can be inferred that the use of metacognitive strategies has the most positive impact on learners' listening comprehension scores. There are many studies, which resonate with this result, in there literature. For example, Coşkun (2010) expressed that metacognitive strategy use is useful to improve learners' L2 listening comprehension. Similarly, Goh and Hu (2013) claimed that there is a significant relationship between learners' metacognitive awareness and their listening performance.

To conclude, the quantitative data gathered through pre and post LCT scores proved that the ELST has a significant impact on learners' listening comprehension skills. Additionally, the results of the pre and post LSUQ revealed that the ELST improved the frequency of strategy use among the learners, as there has been a significant increase in strategy use approximately more than %85 of all items in the whole questionnaire. It has also been explored that the metacognitive strategies among three main strategies has the most impact on the improvement of students' listening comprehension skills.

5.1.2 Discussion of qualitative findings. The qualitative data were gathered through using two kinds of instruments, which are FGI and TAP. In FGI, the learners self-reported the overall impact of ELST and the strategies that they learned during the ELST, and in TAP, they used these strategies while completing the listening task and they reported these strategies by thinking aloud.

According to the qualitative analysis of FGI right before the ELST, the learners reported that they had little concentration, did not use strategies and were anxious while listening to the pre LCT. Golchi (2012) states that the listening anxiety has negative correlation with listening strategy and listening strategy use. Gonen (2009) also investigated the relation between listening anxiety and listening strategy. The results of the study showed that when the FL listening anxiety increases, the strategy use decreases. The current study is consistent with the mentioned studies, because when the students started to use strategies through ELST, they self-reported that the listening anxiety decreased. Instead of anxiety, they built self-confidence through the ELST. According to Fujita (1984), self-confidence is one of the major factors affecting the LC ability of successful students. Moreover, Graham (2006) expressed that students' abilities to employ listening strategies effectively might boost their self-confidence in language learning. In the first session of FGI, which was conducted right before the ELST, the learners reported that they do not use any strategies while listening, but with the beginning of the implementation of ELST, they started to use some strategies and they self-reported the use of specific strategies. At the end of the ELST, it has been revealed by the last session of FGI that they became more strategic listeners. As they started to use these strategies, they self-reported that they became more concentrated. They also developed their interest and willingness towards listening comprehension skill. In FGI, they reported that they found the listening skill boring before the ELST, but thanks to the strategy use, they started to enjoy it. Another affectional element that emerged is awareness. The learners reported that they answer the questions more consciously with the help of strategies that they stated to use.

In brief, the self-reports gathered in FGI showed that the learners became more confident, strategic, concentrated and aware after the ELST. They raised interest and willingness towards the listening comprehension skill.

In addition to FGI, the researcher also conducted TAP to reveal the actual strategies that the learners use. During the TAP, the learners used some strategies and reported these strategies by thinking aloud. The results of the TAP show us that the learners could apply the gained strategies in practice. Therefore, it can be inferred

that they carried the theories into the practice. The list of strategies has been indicated in results part above.

It has been revealed by both FGI and TAP that the students did not know any strategies or used the strategies before the ELST. However, after the 4-weeks of strategy training, they started to use the metacognitive strategies of planning, which are advanced organization, directed attention, selective attention and self-management. They did not only developed metacognitive strategies, but also started to use more complicated cognitive strategies, such as inferencing, deduction and summarization. According to findings of TAP, they also used some kinds of social/affective strategies. The strategies that have been reported in FGI and TAP are summarized in table below.

Table 22 *The Self-Reported and Actual Strategies*

	TAP (Actual Strategies)	FGI (Self-reported Strategies)
Metacognitive Strategies	Planning - Advanced Organization	Planning - Advanced Organization
	Selective Attention	Selective Attention
	Directed Attention	Self-Management
	Self-Management	
Cognitive Strategies	Evaluation-Performance Evaluation	
	Elaboration - World Elaboration	Elaboration - Note-taking
	Note-taking	Listen for Gist
	Substitution	Listen for details
	Deduction	Inferencing
	Translation	Prediction
	Summarization	
		Listen for Gist
Social/Affective Strategies	Inferencing	
	Prediction	
	Self-Encouragement	
	Lowering Anxiety	

It is understood from the table that when the learners asked to tell us what strategies they used in FGI, they expressed less strategies. However, when they were asked to think aloud while completing the listening task in TAP session, they produced more strategies to be able to answer the questions. It was easier to find out

the strategies that they used through TAP. There may be some reasons behind this. For example, the learners may not remember the strategies that they used during FGI. On the other hand, in TAP they think aloud and report the strategies simultaneously with answering the questions.

To sum up, qualitative findings revealed that the learners became more concentrated, strategic, and confident after the ELST. The analysis indicated that the learners did not even know the actual meaning of strategies before the ELST. After the ELST, they became aware of the benefits of the strategies and they used them effectively.

5.1.3. Comparison of quantitative and qualitative findings. This study aimed to explore the impact of ELST on students' listening comprehension skills by gathering both qualitative and quantitative data. The improvement of listening comprehension performance was revealed by comparing the pre and post LCT scores. The result of the analysis showed that there has been a significant increase in students' listening scores after the ELST. Additionally, the increase in students' strategy use was revealed quantitatively by analyzing the pre and post LSUQ results. According to the results, the ELST increased the frequency of students' strategy use. Moreover, it has been revealed that the use of metacognitive strategies has the most impact the listening performance. When the findings of qualitative analysis are considered, it is noticeable that they resonate with quantitative findings. Before the ELST, the students self-reported through FGI that they do not know any strategies and they stated that they had difficulty in listening comprehension in pre LCT. However, with the implementation of ELST, the learners started to develop specific strategies and it made the listening comprehension easier, which have been indicated in FGI through the ELST. The improvement in use of these strategies has been proved by the analysis of pre and post LSUQ. Moreover, the actual strategy use was revealed by TAP, which was conducted after the ELST. The learners used these strategies and reported that by thinking aloud. To sum up, qualitative and quantitative findings are conversed with the result that the implementation of ELST developed EFL learners' listening comprehension skills.

5.2 Conclusions

The current study examined the impact of ELST on elementary level students' listening comprehension skills. The objectives of the study were brought to conclusion by analyzing the both quantitative and qualitative data. The main findings of the study may be summarized as follows:

Firstly, it has been concluded by analyzing and pre and post LCT scores of the participants that the ELST has a great impact on students' listening comprehension performance. It has been revealed that learners' listening comprehension scores increased at a statistically significant level ($Z=4,765$ $p=,0001$) after the ELST. The findings of pre and post LCT scores resonate with many studies in literature. For example, Zhang (2012) suggests that if instructors systematically introduce and reinforce strategies, the students might listen more effectively.

Secondly, pre and post LSUQ was analyzed to understand the frequency of strategy use before/after the ELST. The findings of the analysis have been revealed that the ELST increased the frequency of listening strategy use at a statistically significant level.

Thirdly, the researcher investigated the strategy type, which has the most impact on students' listening comprehension scores. The results concluded that the metacognitive strategies were used by successful learners more than the cognitive and social/affective strategies. So, it can be concluded that according to the quantitative findings, it might be observed that the ELST impacted the elementary level students' listening comprehension skills positively.

Additionally, the FGI were implemented before, during and after the training to explore the students' self-reported strategy use and overall impact of ELST. The finding showed that before the ELTS, the learners were unaware of listening comprehension strategies and they did not use them at all. With the implementation of ELST, the students became more strategic, concentrated and aware. They self-reported that they used some specific strategies at significant level.

Moreover, the use of these self-reported strategies has been improved by TAP, in which the learners used the listening comprehension strategies actually.

Finally, the results of the study revealed that the ELST improved students' listening comprehension performances. Moreover, the frequency of strategy use among the learners has been increased after the ELST. Additionally, it has also been revealed that, especially the successful learners raised their metacognitive awareness by using these strategies. Furthermore, the learners raised interest and willingness to listening skill, and also they built self-confidence through the ELST. In short, the ELST impacted the elementary level students' listening skills positively.

5.3 Recommendations for future research

It is considered to be of importance to make necessary suggestions to the future studies. Considering the findings, limitations and delimitations of the study, the following recommendations can be considered for further research.

To broaden the research findings, there are some issues that the future researchers might consider. Firstly, the further researchers, who mainly focus on the listening strategy training, might generalize the finding of their studies if they have comparison groups in their studies. It will provide them with an opportunity to broaden their research findings to a broader population. Secondly, the researcher of current study carried out the listening strategy training with elementary level students. Future researchers may apply the strategy training with participants from different language proficiency levels. The impacts of the training might differ according to proficiency level.

Additionally, future researchers might also explore the perceptions of English instructors toward teaching listening strategies. Richards (1996) expresses that teachers should be at the core of language teaching studies, allowing for the exploration of teaching from the inside. Therefore, the teacher factor should be considered and investigated by future researchers.

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APPENDIX A

LISTENING COMPREHENSION TEST (LCT)

PRE-/POST TEST

Part 1

You will hear five short conversations.

You will hear each conversation twice.

There is one question for each conversation.

For questions 1-5, put a tick (✓) under the right answer.

Example:

0 Who is Lucy going to the exhibition with?



A



B



C

1 What does Mary's future husband look like?



A

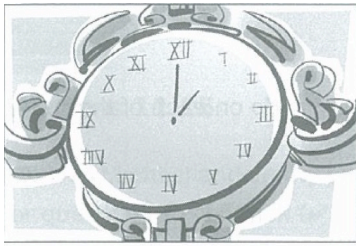


B

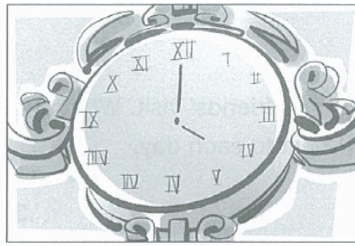


C

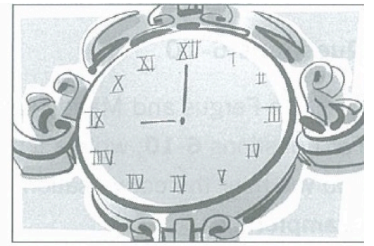
2 What time should the couple leave?



A



B



C

3 Where did the woman study Spanish?



A



B



C

4 Where is the man going before he takes the children swimming?



A

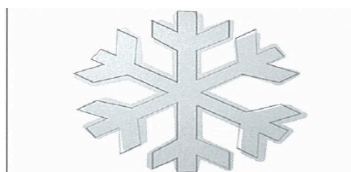


B



C

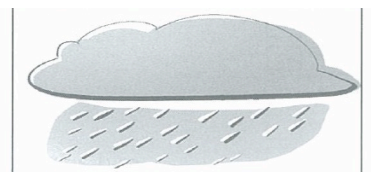
5 What's the weather going to be like tonight?



A



B



C

Part 2

Listen to **Joe** telling his mother about his birthday party.

What is each person going to do?

For questions **1-5** write a letter **A-H** next to each time. You will hear the conversation twice.

Example: 0 Mother **B**

People		Presents
6 Joe	___	A bring decorations
7 Aunt Jill	___	B order a cake
8 Father	___	C bring chairs
9 Matt	___	D download music
10 Uncle Jim	___	E go shopping
		F make sandwiches
		G phone everyone

Part 3

Listen to **Katie and David** talking about their parents returning from holiday.

For questions **11- 15**, tick (✓) **A, B** or **C**.

You will hear the conversation twice.

Example:

What present did David want?

A trainers

B T-shirt

C sunglasses ✓

11. What time are their parents going to be here?
- A 10.00
B 9.00
C 8.00
12. Who is collecting their parents?
- A uncle John
B Grandpa
C aunt Jenny
13. What room is Katie going to clean?
- A the bathroom
B the kitchen
C the living room
14. What do Katie and David need to do in the kitchen?
- A fill the fridge
B wash the dishes
C clean the floor
15. What present are they going to buy?
- A a book
B some music
C a DVD

Part 4

You will hear a conversation about summer holidays.

Listen and complete questions 1-5. Write ONE or TWO words for each space.

You will hear the conversation twice.

Summer Holidays

Where: 16 _____
Go with: aunt, 17 _____ and 18 two _____
Where to stay 19 in a _____
When: 20 in _____
How long: 21 for two _____
Activity: 22 _____
Restaurant has: 23 _____
The problem: 24 _____
It takes: 25 _____ hours.

Part 5

You will hear a conversation about a new department store.

Listen and complete questions 1-10. Write **ONE** or **TWO** words for each space.

You will hear the conversation twice.

NEW DEPARTMENT STORE

Where : opposite the 26 _____
Store's name : 27 _____ Department Store
Opening date : on 28 _____
Opening time : at 29 _____
Closing (from Monday to Sunday): 30 _____
Sells : furniture, electronics, 31 _____ and 32 _____
How many floors : 33 _____
When is the discount : on the 34 _____ day
Special 5% discount for who : 35 _____

Part 6

Listen to the conversations and match the titles with the people.

What are they talking about?

36. Dr. Susan Hall	a. Job
37. Rick Wilson	b. House
38. Andrew Johnson	c. Members of Family and Parents
39. Josie	d. The Balance Between Work and Life

Part 7

Listen to six conversations and match the places with conversations.

Where are they?

40. Conversation 1	a. in a cafe
41. Conversation 2	b. in a bedroom
42. Conversation 3	c. at a meeting
43. Conversation 4	d. at an office
44. Conversation 5	e. at a doorstep
45. Conversation 6	f. at a shop

APPENDIX B

THE QUESTIONNAIRE

Değerli Öğrenciler,

Bu anketin vereceği sonuçlar akademik bir çalışma için kullanılacaktır. Verdiğiniz cevaplar toplu olarak değerlendirilecektir.

Anketi içtenlikle cevaplayıp, bu akademik çalışmaya destek verdiğiniz için teşekkür ederiz.

1.BÖLÜM

Kişisel Bilgiler

1. Yaşınız?:
2. Cinsiyetiniz?:
3. Ne kadar zamandır İngilizce öğreniyorsunuz?
a) 3 yıldan az b) 3 – 5 yıl c) 5 yıldan fazla

2.BÖLÜM

Strateji Kullanımı

Lütfen aşağıdaki cümleleri okuyup size en yakın olan seçeneği işaretleyiniz.

STRATEJİ KULLANIM SORULARI		Asla	Nadiren	Bazen	Çoğu kez	Her zaman
1	Dinleme yapmaya başlamadan önce hızlıca yapmam gerekenleri okur ve dinleyeceğim metnin ne ile ilgili olduğunu anlamaya çalışırım.					
2	Dinleme yapmaya başlamadan önce kelimeleri gözden geçirir ve konuyla ilgili önemli olabilecek kelimeleri hatırlamaya çalışırım.					
3	Dinleme yapmaya başlamadan önce kafamda nasıl dinleyeceğime dair bir plan vardır.					
4	Dinleme yaparken çok sıkı bir şekilde konsantre olurum ve böylece söylenenleri net bir şekilde duyarım.					
5	Dinleme yaparken kafam dağıldığında hemen konsantrasyonumu sağlarım.					
6	Dinleme yaparken anlamadığım bir bölüm olduğunda diğer bölümleri dinlemeye devam ederim.					
7	Dinleme yaparken anlamaya çalışmadan önce, bilginin hangi spesifik noktasını dinleyeceğime karar verir (bilindik anahtar kelimeler, vurgulanan kelimeler ya da sesteki vurgulama) ve bu bilgiyi duymaya odaklanırım.					
8	Dinleme yaparken konuyla ilgili belli bir amaç için dinlemeye çalışırım.					
9	Dinleme yaparken kendime ne dinlediğimi ya da ne anladığımı sorarım.					
10	Dinleme yaparken bir şeyler anladığımı düşündüğümde, bunun durumla uygun olup olmadığını kontrol ederim.					
11	Dinleme yaparken bir şeyler anladığımı düşündüğümde, bunu genel kültürümle kıyaslarım.					
12	Dinleme yaparken eğer yanlış olduğunu farkedersem yorumumu hemen düzeltirim.					
13	Dinleme yaparken hıza ayak uydurmaya çalışırım ya da gerektiğinde hızlı cevaplarım.					
14	Dinlemeyi tamamladıktan sonra karşılaştığım problemler ya da zorluklar hakkında düşünürüm. (Örneğin; anlamadığım anahtar kelimeler ya da yeteri kadar konsantre olamamam)					
15	Dinlemeyi tamamladıktan sonra ne kadarını anladığımı değerlendiririm (Örneğin; dinleme parçasının %80'ini anladım).					
16	Dinlemeyi tamamladıktan sonra strateji kullanımımı değerlendirir ve bana yardımcı olabilecek farklı stratejiler düşünürüm.					
17	Dinleme yaparken önce anafikri anlamaya çalışırım.					

18	Dinleme yaparken anlamadığım bir şey olduğunda, tanıdık kelimeler gibi içerikteki ipuçlarından yararlanmaya çalışırım					
19	Anlamadığım bir şey olduğunda, resimlerden yararlanmaya çalışırım ya da konuşmacının ifade ediş şekliinden anlamaya çalışırım.					
20	Dinleme yaparken anlamadığım bir şey olduğunda, anlayabilmek için kendi tecrübe ve bilgilerimi kullanırım.					
21	Dinleme yaparken anlam çıkarabilmek için İngilizce bilgimi kullanırım. (Örneğin; kelime bir isim mi sıfat mı?)					
22	Duymadan önce ne söyleneceğini tahmin etmeye çalışırım.					
23	Duyduğum bilgiden yola çıkarak, devamında ne olacağını tahmin etmeye çalışırım.					
24	Dinleme parçasını anlayabilmek için zihinsel ve görsel resimleri kullanırım.					
25	Bazı anahtar kelimeleri zihnimde canlandırabilirim.					
26	Dinleme yaparken her bir kelime ve detayı anlamaya çalışırım.					
27	Herşeyi anlamaya çalışmadan önce, zor olan bazı kelimeleri İngilizceden Türkçeye çeviririm.					
28	Herşeyi anlamaya çalışmadan önce, ilk olarak tüm cümleyi Türkçeye çeviririm.					
29	Hatırlamadığım bir kelime olduğunda, ne anlama geldiğini hatırlamaya çalışmam.					
30	Hatırlamadığım bir kelime olduğunda, kelimenin seslerini tekrar etmeye çalışırım.					
31	En önemli kısımları aklımda tutmaya çalışırım ve duyduğum kavramları kafamda organize etmeye çalışırım.					
32	Kelimeleri ve kavramları kısaltılmış ifadesel, grafiksel ya da numerik olarak not alırım.					
33	Anlamadığım bir şey olduğunda, konuşmacıdan ya da öğretmenden tekrar etmesini veya açıklamasını isterim.					
34	Anlamadığım bir şey olduğunda, bir arkadaşımın beni aydınlatmasını isterim.					
35	Kendi kendimle olumlu konuşmalar yaparak, kendimi motive ederim.					

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