



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

EXPLORING THE ROLE OF STRATEGY TRAINING IN SECOND LANGUAGE
LISTENING COMPREHENSION IN A BLENDED LEARNING ENVIRONMENT

Pelin İRGİN

Ph.D. Dissertation

Ankara, 2018



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KARMA ÖĞRENME ORTAMINDA YABANCI DİLDE DİNLEDİĞİNİ ANLAMADA
STRATEJİ EĞİTİMİNİN ROLÜNÜ ARAŞTIRMA

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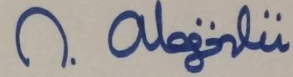
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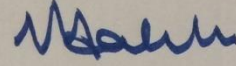
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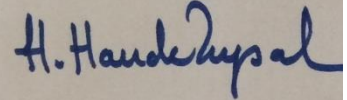
Member (Supervisor)

Prof.Dr. İsmail Hakkı ERTEN



Member

Assoc. Prof. Dr. Hacer Hande
UYSAL



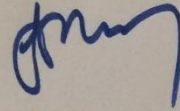
Member

Faculty Member, PhD. İsmail
Fırat ALTAY



Member

Faculty Member, PhD. Salim
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Prof. Dr. Ali Ekber ŞAHİN
Director of Graduate School of Educational Sciences

Abstract

This thesis aimed to explore the role of strategy training in listening comprehension in a blended learning environment among Turkish primary school level EFL students, to investigate what listening strategies may benefit them in their development of listening comprehension, and to develop awareness on the instruction of listening strategies. This quasi-experimental research was designed with an experimental group for the implementation of listening strategy instruction and a control group. At the onset of the study, pre-test and background questionnaire were conducted to both the experimental and control group students, 34 Turkish EFL primary school students studying in a blended learning environment. Then awareness raising activities towards listening strategy use and listening strategies was applied to the experimental group before the 12-week listening strategy instruction. Experimental group used self-assessment grids to become more autonomous in language learning process, and to focus on the development of listening comprehension. At the end of the instruction process, post-test and semi structured interviews with immediate retrospections were applied to both groups. The findings indicated that the cognitive listening strategies were used with higher frequency compared to the metacognitive strategies at the onset of the instruction process. The participants were satisfied with the success of the treatment, the change in awareness, the increase in self-confidence, and the willingness for the use of listening strategies. It was revealed that there was a statistically significant difference in listening performance and listening strategy employment in the onset and at the end of the listening strategy training between both groups.

Keywords: listening strategies, listening strategy training, young learners, blended learning environment.

Öz

Bu çalışma, İngilizceyi yabancı dil olarak öğrenen Türk ilkokul düzeyi öğrencileri arasında karma eğitim ortamında dinlediğini anlamada strateji eğitiminin rolünü araştırmayı, dinlediğini anlamayı geliştirmek için hangi dinleme stratejilerinin onlara olabileceğini sorgulamayı ve dinleme stratejilerinin öğretimi üzerine farkındalık geliştirmeyi amaçlamaktadır. Bu araştırma, dinleme strateji eğitiminin uygulandığı bir deneysel grup ve bir kontrol grubuyla tasarlanan bir deneysel sorgulama ve gömülü karma araştırma yöntemidir. Deneysel sorgulama araştırma desenine dayandırılarak özel bir okulda bir sınıftaki öğrenciler deney grubu, diğer bir sınıf ise kontrol grubu olarak belirlendi ve deneysel süreçler bu deney grubunda uygulandı. Çalışmanın başında, karma öğrenme ortamında eğitim alan 34 Türk İngilizceyi yabancı dil olarak öğrenen ilkokul öğrencisinden oluşan hem kontrol hem de deney grubuna geçmiş bilgi anketi ve ön test yapılmıştır. Ardından 12 haftalık dinleme strateji eğitimi uygulamadan önce deney grubuna dinleme stratejileri ve dinleme stratejisi kullanımı üzerine farkındalık oluşturan aktiviteler uygulanmıştır. Deney grubu dil öğrenme sürecinde daha özerk olmak ve dinlediğini anlama becerisini geliştirmeye odaklanmak için öz değerlendirme çizelgesi kullanmıştır. Eğitim sürecinin sonunda her iki gruba son test ve anında sorgulama yöntemiyle yarı yapılandırılmış röportaj yapılmıştır. Çalışmanın bulguları, öğretim sürecinin başında bilişsel dinleme stratejilerinin kullanımının üst bilişsel stratejilerine kıyasla daha yüksek sıklıkla kullanıldığını göstermiştir. Katılımcılar, uygulama başarısı, farkındalıkta değişim, özgüvende artış ve dinleme stratejilerinin kullanımına isteklilik ile ilgili doygunluk yaşamaktadır. İstatistiksel olarak ise kontrol grubu ve deney grubu arasında dinleme strateji eğitiminin başında ve sonunda dinleme performansı ve dinleme stratejisi kullanımı açısından anlamlı bir fark olduğu ortaya çıkmaktadır.

Anahtar sözcükler: dinleme stratejileri, dinleme strateji eğitimi, genç öğrenciler, karma öğrenme ortamı.

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Symbols and Abbreviations

CEFR: Common European Framework of References

MBLS: Media Based Listening Strategies

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

GLL: Good Language Learners

LLS: Language Learning Strategies

LS: Learning Strategies

L1: First Language

L2: Second Language

***M*:** Mean

***N*:** Number of the Students in the Sample

OCSI: Oral Communication Strategy Inventory

SILL: Strategy Inventory for Language Learning

***SD*:** Standard Deviation

***p*:** Degree of Significance

***t*:** *t*-value

Chapter 1

Introduction

This introduction chapter presents the background of the study as a starting point. It describes a general overview on the theoretical framework on language learning strategies and listening strategies. The chapter further introduces the aim and the significance of the study, the research questions, assumptions, limitations and definitions.

During the last two decades, an important shift has taken place in education, resulting in less focus on teachers and teaching and greater emphasis on learners and learning (Nunan, 1988). Language learners are concerned about how they could learn another language and what they could do to make it easier (Bialystok & Hakuta, 1994). However, effective learning is not just a matter of intelligence. Some people are more competent than others in learning appropriate procedures and in applying these appropriately, but some apparently intelligent people can be remarkably unintelligent in their approach to learning (Nisbet & Shucksmith, 1986). Recently, awareness for learning styles and language learning strategies in foreign and second language teaching and learning has increased as a consequence of this shift.

The theoretical framework for the present study is based on cognitive theory and strategy research. The notion in cognitive theory is that the learner is actively involved in the learning process (Anderson, 1985). Being an active participant in one's own learning requires thinking about their own thinking (Brown & Palincsar, 1982). Learning strategies are special ways of processing information that enhance comprehension, learning or retention of the information (Oxford, 1990). They are defined as specific actions, behaviours, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning (Scarcella & Oxford, 1992). Learning strategies can enable students to become more independent, autonomous, lifelong learners (Allwright, 1990; Little, 1990). Empowering language learners by having them develop learning strategies may help them to cope with the demands of class and indeed, may help them to continue to learn on their own apart from the class. Oxford (1990), and O'Malley

and Chamot (1990) have emphasized that effective learners use a variety of different strategies and techniques in order to solve problems that they encounter while acquiring or producing the language.

Language learning strategies are among the main factors that help determine how and how well our students learn a second or foreign language (Oxford, 1996). The types of language learning strategies used by different learners change according to many variables including motivation, gender, age, subject matter, level of L2, learning style, and cultural background (Oxford, 1989). Some research findings have completely explored the effects of culture in determining strategy preferences (Bedell & Oxford, 1996; Politzer & McGroarty, 1985; Oxford, 1994; O Malley & Chamot, 1990; Huang & Van Naerssen, 1987; Tyacke & Mendelsohn, 1986; O'Malley et al., 1985).

Strategies and the ability to use them effectively are particularly important in second language listening. Canale and Swain (1980) noted in their model of communicative competence for language learners that one must be strategically competent; that is, the learner must know how and when to use strategies to engage in, carry out, and repair communication. The good language learner studies of Naiman et al., (1978) and Rubin (1975) demonstrated that successful learners employ strategies while learning and using a second language. Being communicatively competent in a language must, of course include the ability to comprehend oral input. An estimated 80% of what we know is acquired through listening (Hunsaker, 1990). According to Machado (1990), most people are born with the ability to hear, but the ability to listening is a learned behaviour. Consequently, second language listeners need to actively choose, use, and continually evaluate the effectiveness of their listening strategies in order to successfully construct meaning from second language oral input.

Statement of the Problem

Language learners in learning environment can receive language input both aurally and visually from the different forms of media during listening process (Celce-Murcia, 2001). Whatever the teaching and learning environment is, language learners can use a range of media, categorized as technical and nontechnical media tools. According to Schnotz et. al. (1999), learning is always

embedded into activities, and structures are constructed with different forms of information presented within media learning environments. A growing body of previous studies (Vandergrift, 2007; Vandergrift & Tafaghodtari; 2010) indicates that the focus has shifted to actively and intentionally using listening strategies in interactional communication; however, there is a shift towards unidirectional listening as language learners prefer the technical media tools recently. Listening skill building is not limited to face to face interaction and two-way interactive listening activities and tasks. In that sense, listening materials are becoming more carefully principled, with serious attention to theoretical considerations in blended learning environment. Each language learner can engage in the beneficial types of the listening materials given his/her level of proficiency in media both inside and outside of the school. Yet, understanding the language used in the technical media tools during listening process requires the use of media-based listening strategies which is thought as different from the interactional listening strategies.

Aim and Significance of the Study

In the light of the literature review, there are many language learning strategies and listening comprehension strategy classifications but teachers and researchers alike are often puzzled to define what listening comprehension strategies language learners generally use when they do listening via technical media tools. Whether certain listening strategy classification in interactional communication are representative of unidirectional listening strategies and whether all of the suggested strategy systems can adequately account for variability in strategy use have never before been systematically and empirically approached. The purposes of this study are to determine listening strategies in a blended learning environment, to investigate what listening strategies may benefit Turkish EFL primary school level students in their development of listening comprehension and to develop awareness on the instruction of listening strategies.

The study is significant for several reasons. First, it expands the limited research into listening strategies used by primary school level Turkish students who are learning English as a foreign language in a blended learning environment. Next, the study considers cultural background of the students in terms of listening

strategies. In addition, as it has been shown in the review of literature, there seems no research on investigation of media-based listening strategies used by the EFL students. Finally, the study has another dimension in that it will help teachers and researchers to increase their awareness on listening strategy instruction.

Research Questions

The research questions in the following will guide to this study:

1. What listening strategies are naturally used by the EFL primary school level Turkish students in the listening tasks?
2. How satisfied are the EFL primary school level Turkish students with their use of listening strategies?
3. Does instruction of listening strategies make any changes in the EFL primary school level Turkish students' employment of these strategies?
4. Does instruction of listening strategies make any impact on the EFL primary school level Turkish students' listening comprehension scores?

Assumptions

In this qualitative and quantitative research, there were some assumptions to consider:

The students participated to this study with a sincere interest. They did not have any other motivation such as getting the high degrees in their courses.

The participants answered to the questions in the semi-structured interviews, immediate retrospective listening comprehension tasks, and self-assessment grids with a great sincerity.

Limitations

The present research had a few limitations such as number and age of the participants and not implementing the delayed post-test. First, the primary school level students participating to this study were randomly assigned to control group and experimental group as the very nature of this quasi-experimental research

design. The private primary school in which the listening strategy instruction was applied presented their opportunities for the data collection process on the condition that the research design remained intact. Therefore, the school setting fostering blended learning environment did not allow any change in the number of the students participating to this study. However, the curriculum followed in the Turkish EFL primary school context remained intact as it was designed for the control group while the curriculum of the experimental group was redesigned regarding the steps of listening strategy instructions. Then, the age factor might be regarded as a limitation as the participants in this study are at the end of concrete operational period based on Piaget's grouping for information processing. However, they were at the waystage of the formal operations, as well. Then, it was planned to apply a delayed post test besides data collection at the onset of the listening strategy instruction and at the end of the instruction. Graham and Macaro (2008) had found out that the delayed post test would be useful to control whether the achievement in listening comprehension with the aid of listening strategy instruction continue or not. In this study, it was not possible to apply a delayed post test because two students in the control group had changed their classroom and the English teacher did not continue teaching for the target groups. The changes in the conditions of the language learning environment at the onset of the process would be cause of the difference for the delayed post test. Thus, number and age of the participants and not implementing the delayed post-test were regarded as the limitations of the present study.

Definitions

Listening is a process in which a listener perceives the aural stimuli produced by a speaker or a recorded voice track and attempts to interpret the meaning of the presented speech.

Listening comprehension is the process of understanding the presented speech in both first and second language (Richards & Schmidt, 2010).

Strategy is a way, tactic or specific action that language users employ to deal with the possible problems (Brown, 2014). Strategy is often defined as a conscious and goal driven attempt to facilitate a learning task (Chamot, 2005).

Listening Strategy is “a conscious plan to deal with incoming speech particularly when the listener knows that he or she must compensate for incomplete input or partial understanding” (Rost, 2001, p.10).

Cognitive Strategy is a group of strategy that learners construct, transform, and apply L2 knowledge (Oxford, 2011; Brown, 2014). O'Malley and Chamot (1990) defined it as learning strategies operating the incoming data and directing the way to facilitate learning with the operations such as inferencing, elaboration, prediction, conceptualization, fixation, reconstruction, repetition, imagery, transfer, translation, note-taking and deduction.

Metacognitive Strategy is defined as a conscious act involving language learners plan, monitor or evaluate their learning process (Ellis, 2008). Directed attention, selective attention, comprehension monitoring (self-monitoring), comprehension evaluation (self-evaluation), self-management and self-reinforcement are strategies that require meta-cognition.

Social/ Affective Strategy is a type of strategy that language users elect to interact with the speakers of other languages not to have communication breakdowns. Asking the speaker for the repetition in oral communication is an example for this strategy type (Ellis, 2008; Brown, 2014).

Selective Attention is a metacognitive listening strategy that listeners focus or concentrate on the specific information presented in the whole listening text for the retention of the linguistic input (Goh & Taib, 2006).

Directed Attention is a metacognitive listening strategy that listeners try to concentrate on the listening task not to be distracted by the possible problems in listening process (Goh, 2008).

Self-Monitoring is one of metacognitive listening strategies that listeners are in the act of comprehension checking/monitoring. They try to confirm whether they have understood the received input or not. It involves listeners' controlling both internal and external states for understanding the listening. It requires the ability to engage in self-critical reflection (Graham & Santos, 2015; Ellis, 2008).

Self-Evaluation is a metacognitive listening strategy that listeners integrate themselves to after-listening process to determine whether the understanding of listening task is acceptable and accurate. Listeners possibly make judgements on listening task beside self-evaluation, which aids to evaluation process (Goh & Taib, 2006).

Elaboration is a cognitive, top-down listening strategy that refers to relation or association of the new information to the existing memories. Listeners expand their interpretation with the details of the idea based on what they already know (Field, 2008).

Inference is a cognitive top-down listening strategy that listeners look for the clues in the passage to fill the missing information or gaps in comprehension. Listeners try to find out some ways to overcome the comprehension breakdowns such as using world knowledge, using personal experiences, using key words, using visual elements and the context itself (Macaro, Graham & Woore, 2016).

Prediction is one of cognitive top-down listening strategies that listeners try to guess the meaning of the text by using lexis, theme or title in pre-listening process, and to anticipate the possible answers to some questions during listening process (Goh, 2008; Goh & Taib, 2006).

Translation is a cognitive listening strategy that listeners use native language/ first language and foreign/second language for meaning orientation. The linguistic transfer from native language to the foreign language forms the basis of this cognitive process.

Fixation is a cognitive listening strategy that refers to listeners' paying attention to very specific small sections of the produced input/ speech. The listeners have close attention to understand listening task or speech (O'Malley et al., 1989).

Note-taking is a cognitive listening strategy that listeners try to write down some points, ideas, key words, and label important written or visual parts (O'Malley et al., 1989). Based on the age and ability of the listeners, the way of note-taking might be keeping the key terms in the memory rather than pen-paper based note-taking.

Visualization is a cognitive listening strategy that listeners use the visual and any written prompt presented in the visual references of the listening task.

Imagery is one of cognitive listening strategies that listeners try to visualize the new input by relating the already existing information and the mental lexicons or visual concepts in their memory/mind (O'Malley et al., 1989; Goh, 1998).

Summarization is the reconstruction of the text or speech using new words (Goh, 1998). The use of background knowledge of language users is required to construct meaningful oral or written expressions by keeping the original meaning of the listening text or speech.

The introduction chapter aimed to familiarise the readers with the background, problem statement, aim, significance of the present study and the contextual literary terms frequently mentioned in the study. As stated throughout the chapter, the readers' attention was given to the listening strategy use in foreign language listening comprehension and to the implementation of listening strategy interventions to increase the awareness of foreign language learners in Turkish context. As the listening process both in first language acquisition and foreign language learning has been highlighted as a critical issue, this study has a purpose to increase the awareness of young foreign language learners with the listening strategy training, which has a potential not only for developing the listening comprehension skill, but also for making more responsible and aware language users. As the education policy and pedagogy of Turkish government presents opportunities for the teaching and learning of English as a foreign language beside other languages, this study aimed to increase the opportunities and quality of foreign language teaching and learning process in the blended learning medium. The following chapter is the literature review and it provides the theoretical framework of the study with the references to the listening in first language and second language process. Additionally, the construct of listening and its strategic use with the aid of listening strategy training models is provided to broaden the scope of foreign language teachers and learners in the light of current developments in applied linguistics.

Chapter 2

Literature Review

In various studies on both listening in First Language (L1) and Second Language (L2), it has been seen that the definition of listening has changed over time (Osada, 2004; Nunan & Miller, 1995). In the very beginning of 1900s, based on the developments in recording technology, the definition of listening was recording acoustic signals in the human brain. Then, due to the advances in the human brain system, listening was defined as an unconscious process which is under the control of cultural schemata in the 1920s and 1930s. In the 1940s, with the interests in telecommunications, information processing was regarded as a breakthrough in communication and listening was defined as the successful message transmission. In the 1950s, computer technology was a major resource for getting input, and listening came to be defined as input analysis which could be stored and retrieved when it is required. In the 1960s, listening was regarded as the problem solving method to understand the speakers' intention. With the rise in anthropological interest in the 1970s, the reflection of cultural values in speech and its interpretation was included in listening. In the 1980s and 1990s, listening gained acceptance and popularity with the advances in information technology and it was defined as input processing. In the 2000s, listening was redefined as the orientation of receptive, constructive, collaborative and transformative processes (Rost, 2011).

Beside the actual definition of listening, what the similarities and differences of first language (L1) and second language (L2) listening are has been explored in detailed. L1 listening is defined as a continuous whole which involves the neurological processes, linguistic processing, pragmatic processing, psycholinguistic processing, and natural language processing (Dörnyei, 2009; Ellis, 2008; Rost, 2011). In L2 acquisition process, the role of listening is defined as parallel input processing to L1, which has emerged from the significant dimensions that are comprehensible input hypothesis (Krashen, 1985), phonological and lexical processing (Ervin & Osgood, 1954; Soaves & Grosjean, 1984; Schmidt, 1995), and syntactic processing.

First Language (L1) Listening Skill

First language stated as both native language and mother tongue requires listening process involving an active engagement of the listener in the very beginning of language development. Chomsky's (1959) innatist perspective about how language is acquired and stored in human mind, and how humans are genetically programmed to acquire specific kinds of skills, forms a link to Critical Period Hypothesis (CPH). In infancy and early childhood process, children have language development by listening in their natural environment as long as they are not deprived of healthy communication and they do not suffer from some problems such as deafness, brain damage, developmental delays or language impairments (Lightbown & Spada, 2006). Listening is an active continuum engaging neurological processes, linguistic processing, pragmatic processing, and psychological processing.

Neurological processes. As a very starting point for input processing, hearing is involved in reception of sound waves surrounding the listener in a natural environment. Consciousness and attention are key concepts taking part in the physical and cognitive process, as well. Hearing as a form of perception is different from listening even though both are used reciprocally. Both hearing and listening require sound waves and its perception but the main difference of both is the amount of intention in perception (Rost, 2011). The perceived sound and its assigning to a meaningful unity is analysed in four stages based on Gardner's (1990) human auditory system (see Figure 1) consisting of the outer ear, middle ear, inner ear, and cochlear nerves connected to the human brain.

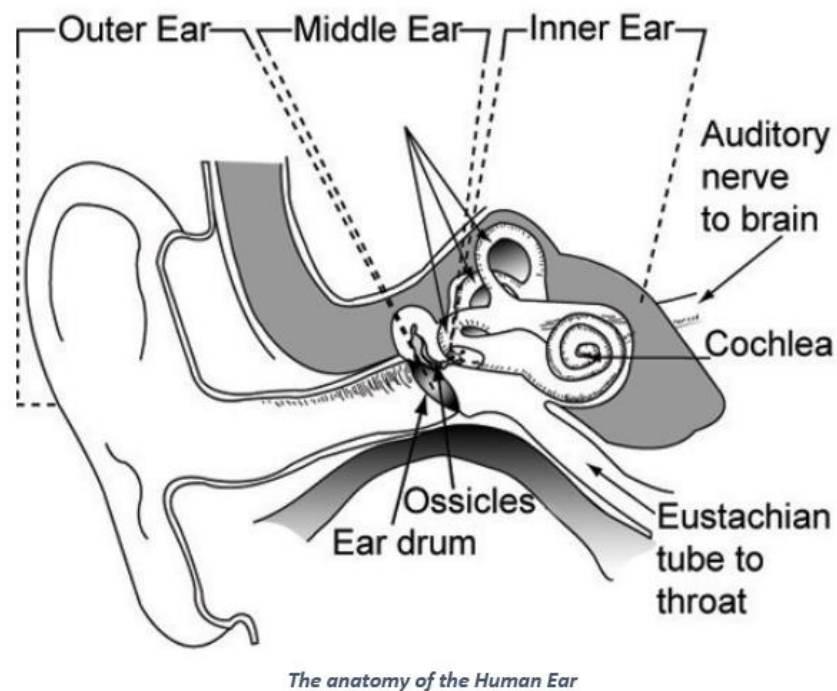


Figure 1. The human auditory system (Gardner, 1990)

Sound waves surrounding listeners travel through the canal in the outer ear, and then reach the eardrum, which causes the vibration of ossicles. The ossicles having tiny muscles function as a reflex action to protect the ear from the outer loud sounds. Naturally the movement of reflex action begins when a sound wave travels through the ear canal. With the vibration of the ossicles, the sound wave passes to the cochlear nerve through the fluid-filled canals. Cochlea is the most important stage in the inner ear for auditory perception, and it is the nearest stage to the human brain stem including auditory nerve fibres. These fibres are connected to the auditory cortex of the human brain.

Consciousness, the other key concept in the neurological process, is the neural activation of the perceived sound. From cognitive psychologists' perspective, consciousness directs listeners' self-centred viewpoint to the outside action or situation. Human brain encodes the observed or experienced models in the natural environment. Listeners activate these models with the activation of consciousness to understand the external world (Sternberg & Sternberg, 2015).

Beside consciousness, attention functions as a focus and concentration of consciousness in the neurological process, which include three stages; arousal,

orientation and focus. Arousal is the stage for the activation of brain chemical, and orientation is the stage for sending a new stimulus when there is disengagement of the neurotransmitters. Focus, the last stage, is the neurological element including lateral pulvinar that is part of the brain experiencing “consciousness” (Rost, 2011; Ward, 2004).

Schmidt (1995) defines attention as a limited capacity in the neurological system of human cognition. Human behaviour or reaction might require attention or not. However, controlled processes interfere with possible control mechanisms in the system, and this requires attention and its three interrelated networks which are alertness, orientation, and detection. Alertness is the situation of being ready to cope with the stimulus. Orientation is more specific regulation of attention. Detection, as a last network, is the cognitive registration of the incoming stimuli (Schmidt, 1995). The notion of having a limited capacity involves listening comprehension and selective attention which is a processing of the electrical activities in the active memory of the human brain. To understand how people shift their selective attention, dichotic listening experiences are applied. In that listening at least two different subjects are presented and listeners respond to the most relevant subject among them based on their personal needs. For the use of selective attention in listening, specific attention and working memory are necessary points.

Linguistic processing. Linguistic processing is the procedure that describes how incoming speech sounds turn to meaningful speech and how prosodic elements assist people in understanding the perceived speech. Speech perception, word recognition, phonotactic rules, grammatical rules, authentic spoken language, prosodic features, and paralinguistic cues are complementary elements in linguistic processing. Speech perception in linguistic processing is regarded as the unity of articulator causes, psychoacoustic elements, and linguistic intention (Rost, 2011). The starting point is the articulator causes which stimulate listeners’ ears for listening with the movements of speakers’ lips, tongue and vocal cords. The other is the psychoacoustic elements including frequency of sound, harmonic tone, duration between sounds and syllabus, and intensity known as the fluctuation of utterances (Kuhl, 1991). Listeners can identify and differentiates sounds from each other via the auditory qualities. The last item in

speech perception is the perception of speakers' linguistic intention. With the natural flow of sound segments, a healthy speech perception occurs, and it gives way to word recognition and word identification.

Word recognition in linguistic processing is the basis for identification of words and their meaning. Listeners may recognise a word but they may not have entire knowledge about its actual meaning or they may have inadequate word knowledge, which creates ambiguity and confusion in listening comprehension. However, there are several clues for word recognition that are retrospectively following each other in listening process. First of all, words are recognised through the perceived speech sounds in a meaningful context. Secondly, speech sounds are processed word by word and words are accessed by several clues such as context clues- semantic, syntactic, and picture clues-, word structure clues, and analogy clues. Lastly, a word is recognised with acoustic elimination, in other words, with the most relevant and likely word being uttered. In listening, even though listeners do not understand every single word and know the meaning of the words in the text, they can make inferences and guess the meaning of the words through lexical segmentation and variation in articulation.

There are several models in listening by which listeners integrate clues for recognising words. These models are logogen model (Jackson & Morton, 1984; Morton, 1969), Cohort model (Marslen-Wilson, 1984), Trace model (McClelland & Elman, 1986), and Fuzzy logic model (Massaro, 1994). Logogen model presented by Morton (1969) describes word recognition as a neural representation of words in long-term memory (See Figure 2). The term logogen refers to word-born. When each word reaches to a threshold in mind, it fires over there and word recognition occurs in the context system. With the frequent use of a word, the threshold and its firing function faster, which means that the word is recognised and known by listeners.

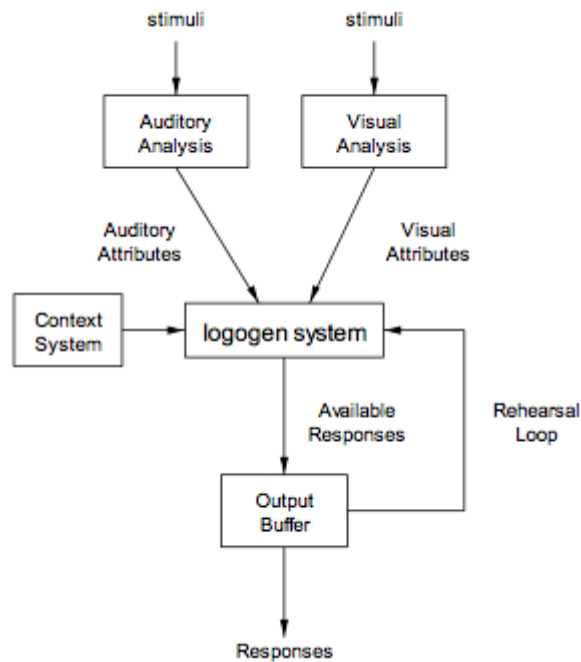


Figure 2. Logogen model for word recognition (Morton, 1969)

Cohort Model (Marslen-Wilson, 1984) explains that the word recognition is the activation of all phonemes in the phonological category. Phoneme by phoneme elimination occurs in the cohort. For example, a word like “spin” as referred in the following Figure 2 is used in the sentence “I took the car for a spin.” Each phoneme in the word “spin” string is analysed phoneme by phoneme and the elimination starts with the initial cohort of /s/ phoneme. Then, the recognition of second phoneme stands with the initial cohort and the system continues with the rest phonemes till the word is recognised (Whitney, 1998).

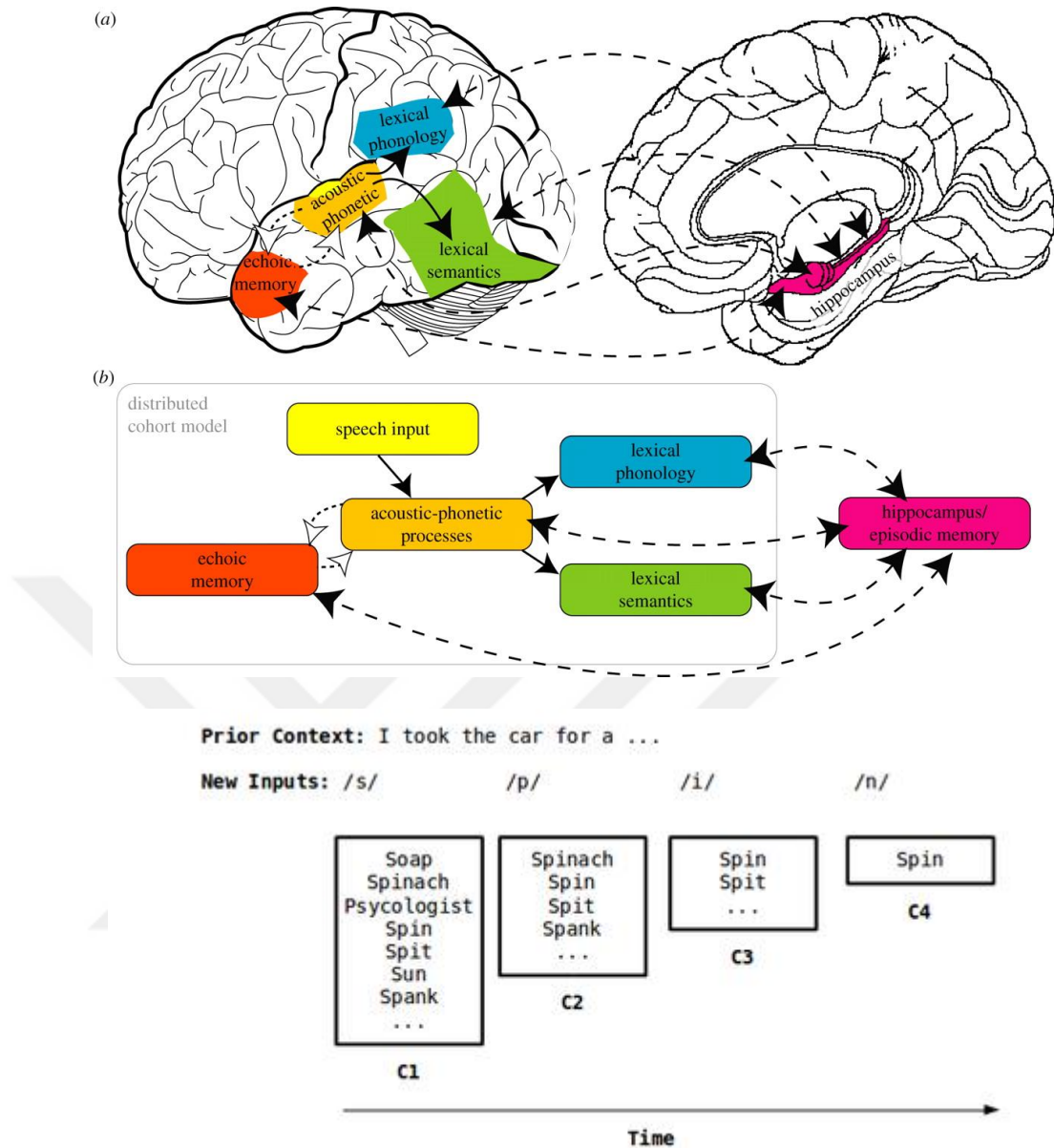


Figure 3. Cohort model for word recognition (Whitney, 1998)

Trace model (McClelland & Elman, 1986) is the model activating all words in mental lexicon. Phonetic feature, phoneme and word information are three levels used for word recognition. Processing of input is activated in successive time slices through a number of cycles in all levels. The connections among levels functions as facilitator or inhibitor in word recognition.

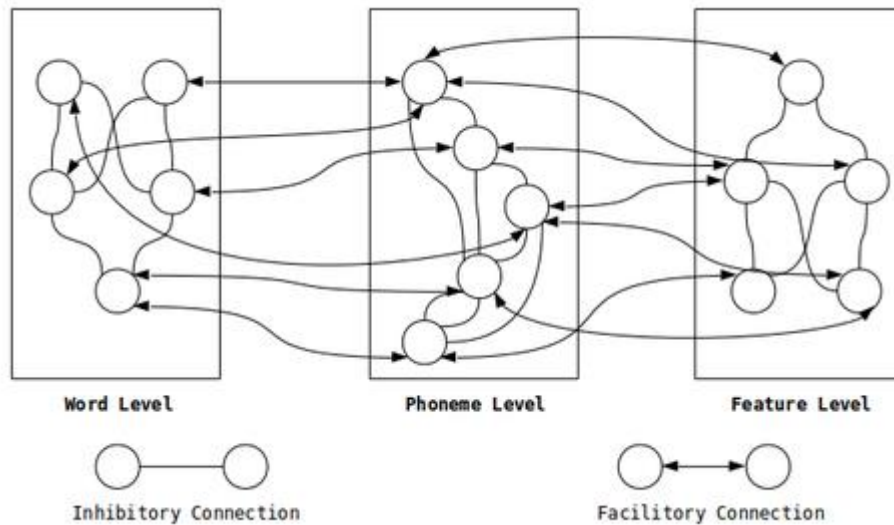


Figure 4. Trace model for word recognition (Whitney, 1998)

Fuzzy logic model is a model including three perceptual operations such as feature evaluation, feature integration, and decision (Massaro, 1994). The incoming speech can be either auditory or visual input. The input identification is done by continuous evaluation and integration. Then, the identified input is matched with the descriptions in the memory of listeners. For example, a speaker composes a sentence: "Bring me a beer." on a context in a pub. However, listener hears the word "veer" instead of "beer". When the listener pass the evaluation and integration operations, s/he decides that the word "veer" is not appropriate semantically, and at that time the listener decides that the word "beer" is replaced with "veer" (Rost, 2011).

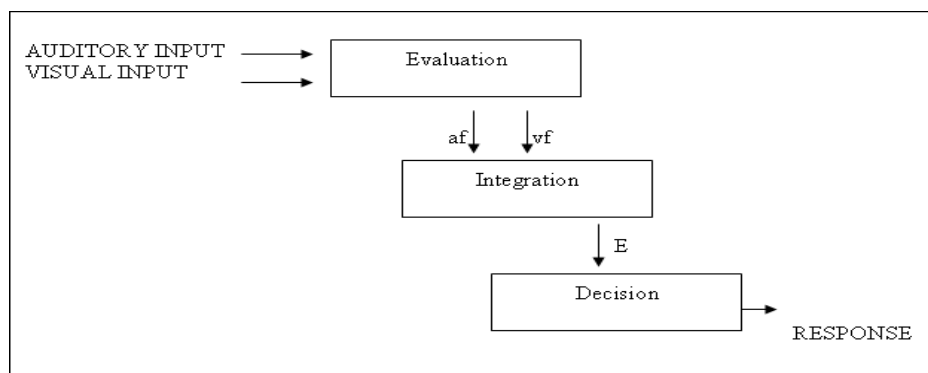


Figure 5. Fuzzy logic model for word recognition (Massaro, 1994)

Phonotactic rules in linguistic processing are based on speech recognition and variations in articulation process. The variations in speech production can be assimilation, reduction, and elision. Sounds uttered in speech can be comprehended differently by listeners. As an example for assimilations: “There **seems to** be a mistake.” In normal speech, the highlighted letters can differ from its ideal articulation when the words “seems” and “to” are articulated consecutively, and “seem to” is heard as “see(m)z-to” (Rost, 2011). Also, the following sentence “I’ll pay for it.” – “a(l) pay” can be given as an example for reduction and ellipsis in speech pattern.

Additionally, listeners need to do parsing in listening process by applying grammatical rules. These rules are based on structural and semantic relations, which compose form and function of language (MacWhinney, 1994; Cook, 1988). Grammatical structures are basically set of rules in language, and primarily include subject-verb agreement, tense agreement, singular-plural forms, word order, use of articles and prepositions, and etc. On the other hand, semantic roles are identifying the cases in an utterance which are agent, theme, instrument, experience, location, source, and goal (Yule, 2006). Based on both grammatical and semantic mapping in incoming speech, listeners can construct their comprehension.

Besides structural and meaning sides of language, features of oral and written language allow listeners to parse incoming speech or written form of text differently (Carter & McCarthy, 1997). Speakers have short pauses in their speech and listeners use these pauses to understand spoken language. Speakers adjust the pause units and listeners utilise the time for planning their response. In oral language, there are frequent use of gap fillers and discourse markers such as well, err, uhh, and, but, and so on. Also, the number of content words compared to the number of function words is less. Speakers may use nominal, verbal and clausal ellipsis and substitution, exophoric and endophoric references in their utterances. At that time, listeners are expected to understand the linguistic features and discriminate the accent of speakers, as well.

Lastly, linguistic processing requires utilising prosodic features, known as intonation units (Lenneberg, 1967; Crystal, 1995), and integrating paralinguistic cues (Scollon & Scollon, 1995). In most prosodic features, content words receive

stress and speakers select rising tones for pause units, which is a cue for listeners to realize the new information in the discourse. Paralinguistic features of an utterance are pitch, tone, rhythm, timing, and pause to convey particular information and emotion. Listeners have access to paralinguistic information beside the phonological features. Non-vocal features of communication, such as the use of gesture, facial expression, and eye contact known as 'body language' (Thornbury, 2006) are used when words are not enough to convey meaning. Listeners process language, the oral input along with haptics (touch), kinesics (body movement), vocalic (paralanguage), and chronemics (structure of time). In face to face communication, paralinguistic features particularly serve listeners to get or guess the message of speakers.

Pragmatic processing. Pragmatic processing is concentrating on how speech acts or speech in context on how listeners perceive the utterance, which is called as uptake of an utterance (Wardhaugh, 2006). With this intention, the concern in pragmatic view in L1 listening is on speaker intention, social norms, listener response, and listener collaboration.

Pragmatics, the study on the intentional use of language, addresses context first, and then meaning generation. Again from pragmatic perspective, speakers have an intention to send the message, and listeners have an intention to complete the comprehension process. This pragmatic processing requires the knowledge of some pragmatic notions for listening comprehension: deixis, types of speech acts: locutions, illocutions, and perlocutions (Wardhaugh, 2006; McCarthy, 1991), conversational maxims (Grice, 1969), and conversation meaning. A deictic word shapes the meaning from the utterance in which the speaker, the addressee, the time, and the place are grounded (Hurford et. al., 2007). For example, the word "I" is deictic because it refers to speaker of the utterance, which is a specific name. Also, some referring expressions like *here*, *today*, and *you*, some verbs such as *come*, and *bring*, modifiers, and demonstratives are examples for deictic terms.

Additionally, there are grammatical devices referring to past, present, and future times which are described by the time of speakers' utterance. The function of deictic words in language is to present a small part from the universe, and to give information to the listener about the facts in the conversation. The listeners

will load meaning to the deictic expressions in relation to the hypothetical situation of utterance, and simplify their comprehension. Speakers use language to have influence on listeners with their speech. The acts of speech have types: locutions, illocutions, perlocutions, and aspects: performatives and constatives (Wardhaugh, 2006; McCarthy, 1991). From speakers' meanings, listeners are expected to understand whether or not the speech is a locutionary act; performing an act of saying something, an illocutionary act; performing an act in saying something, and a perlocutionary act; performing an act by saying something. To evaluate speakers' utterances, Grice (1969) presents principles of conversational maxims in Maxim Theory: The maxim of quantity, the maxim of quality, the maxim of relation, and the maxim of manner. By following these cooperative maxims, listeners understand speakers' intention. The last concept in understanding speakers' concept is on conversation meaning which includes opening of conversation, turn takings in speech, closings, back channelling, and fixing communication breakdowns.

Framing social norms is a part of pragmatic processing, and meaning of language is to understand the community, culture, interpretation, and gender roles in society (Tannen, 1990; Carrier, 1999). Listeners use social frames to understand the speakers' speech or utterance and to have meaning responses. In this process, the identification of the prototypical elements in the speech functions as filtering in understanding the norms in community. The flow of interaction can be shaped with the social norms by the speakers and the listeners. However; within the same interaction, there may be differences in the comprehension of the speech. This is due to the familiarity or difference of the spoken language, interlocutors' background, gender roles, and culture. As long as people have intercultural knowledge, they can develop a meaningful and healthy communication without having communication breakdowns sourced from the social frames.

Additionally, listener response and listener collaboration in real time conversation are dimensions giving way to pragmatic processing in listening comprehension. Listener response occurs after a series of organization in speakers' request or question. A speaker's initiating act is a starting point for communication, then uptaking process starts as a result of the speaker's intend,

and later on the speaker tries to elicit preferred and dispreferred responses from the listener. Also, listeners' response may be short messages or responses given to the speakers' act, which is called as backchannelling. As backchannelling includes brief utterances such as yeah, right, well, hmm, uh and etc., it might be challenging for speakers to continue their speech without losing the dynamic of speech (Rost & Ross, 1991). In conversation, backchannelling is important for the motivation of the speakers on their utterance because they can think that the person in communication is really interested in their speech but sometimes the overuse of backchannelling can deter the speakers from the interaction. Finally, listeners establish connections with the utterances of the speakers in collaborative listening. In any communication both listeners and speakers should have mutual sensitivity, goal and understanding for effectiveness of listening comprehension.

Psycholinguistic processing. Comprehension is a cognitive sense for input processing, and comprehension refers to sense of understanding to the listeners in listening process, which is an active process in listeners' memory. Each utterance by a speaker is regarded as given and new information by listeners and they find meaningful links between their prior information and the new information. The occurrence of the new information is conveyed to the listener through phonological and syntactic organization (Chafe, 1994).

From linguists' viewpoint, new information is set and stored in human memory with schematic organization. Schemata are built with the logical and semiotic links (Kramsch, 1997), which is necessary for knowledge activation in the listener's mind. When there are mismatching in the speakers' utterances and schemata in listeners' mind, misunderstanding occurs (Rost, 2002). From cognitive perspective, to understand speakers' speech requires the process of inference and the use of cohesion devices (McCarthy, 1991). The cohesive devices such as exophoric references (looking outward), anaphoric reference (looking backward), cataphoric reference (looking forward), conjunctions, ellipsis, substitution, are all used by listeners for inferencing process.

Additionally, memory is another construct in listening comprehension. Neurologically, memory refers to the neurons in human mind, and activation of memory in listening occurs with the activation of related memories during the process. Based on the set of activation and frequency of the memory, memory has

dimensions like working memory, short term memory and long term memory (Dörnyei, 2009). Short term memory refers the activation of knowledge with short intervals while long term memory is the storing on information for a long period of time. In listening process, the central part of listening comprehension stands for the use of memory and inference.

Based on connectionist view, learning by listening is necessary for the activation of earlier information stored in listeners' minds (Clark, 1993). Listeners unit the words in the speakers' speech, activate the related information by using their working memory, and do connections between the new and prior experiences. The main principle behind such kind of connectionist perspective is to address how listening comprehension and learning process are related to each other, as well.

Second Language (L2) Listening Skill

Children acquire and learn their first language by listening beside biological factors. Even though there is a parallelism in both L1 and L2 listening, listening process as a part of second language learning and acquisition process, requires internal and external conditions to be activated by language learners: (1) need to learn a second/foreign language, (2) motivation for learning target language, (3) social and educational setting for scaffolding, (4) audience to give feedback. As L2 listening is a complex process, there are lots of attempts on understanding this obscure process by studying on teachers' perceptions of EFL students' listening comprehension (Ozyurt, 2014). Majority of researchers and teachers accept L2 listening as a process in which L2 listeners concentrate on comprehensible input for meaning making by using their earlier experiences (Gilakjani & Ahmadi, 2011). From cognitive perspective, schemata are used for input processing, which is a challenge in process of L2 listening comprehension.

Schema is "a complex knowledge structure in the mind which groups all that an individual knows about, or associated with, a particular concept" (Field, 1998, p. 113). In the schema theory, it is stated that schemata are primary sources for the activation of situations, actions, and experiences in listeners' minds (Nunan, 2002). Schemata theory is based on the information processing: bottom up processing, top-down and interactive processing (Nunan, 2002; Wilson, 2003;

Flowerdew & Miller, 2005). L2 listeners achieve listening process if the input or information gained via listening is compatible with their schemata; if not, input will not proceed to the processing levels (Wilson, 2003; Ozyurt, 2014).

Among the three types of processing, bottom-up is the processing which is initiated by new information. The incoming data is processed with the decoding of phonemes, and then each phoneme is connected as minimal meaningful units to construct words (Gilakjani & Ahmadi, 2011). Words are connected to form phrases, phrases to sentences to perform both meaningful oral and written texts. This complicated process ends up with the meaning-formation (Richards, 2005). L2 listeners follow natural language processing as in their L1 listening, namely neurological, linguistic, and pragmatic processing. However, studies conducted on bottom-up processing commonly describe it as a weak point in L2 listening processing because top-down processing and interactive processing are regarded more pedagogic models for knowledge construction (Aponte-de-Hanna, 2012).

Top-down processing is a model in which listeners listen to the incoming information by following a holistic approach to catch the gist of the oral text rather than focusing on every single details in the text (Graham, 2006). In top-down processing, listeners draw high level schemata to reconstruct what the speakers' mean in their utterances (Hall, 2011; Chang & Read, 2006). In order to construct knowledge, listeners make use of their earlier experiences, personal and academic backgrounds. If listener has a familiarity with the incoming information, it is possible to compose a contextual network and activate the schemata based on the listening.

Lastly, interactive process refers to the combination of both bottom-up and top-down processing. Unlike the common view in the literature on the effect size of top-down processing in listening comprehension, listeners can overcome weak points in bottom-up and top-down processing by interactive processing (Graham, 2006). Graham and Macaro (2008) suggest that top-down and bottom-up processes may operate both compensatory and confirmatory manner. Field (2008) notes both processes can be equally applied to the listening comprehension. Further, Macaro, Graham and Woore (2016) make it apparent with their example: "When we read that "the train manager checked the passengers' tickets", we receive congruent evidence from both the form of the

word –tickets (bottom-up) and from our knowledge of what the train manager is likely to be doing (top-down)” (p.35). According to the Flowerdew and Miller (2005), the model includes individualized, contextualized, critical, inter textual, strategic, cross cultural, social, affective, and affective dimensions. These dimensions give way to the listeners to comprehend the content of the text and provide them activate their earlier experiences.

Comprehensible input hypothesis. There has been a number of critiques of Krashen’s Input Hypothesis in literature about entailments of comprehension in listening process (Ellis, 2008; Rost, 2011). From Rost (2011)’s perspective, listening process is based on the perception of cues, and there is not a direct equivalence between sounds and meaning in listening comprehension. This suggests that potentially understanding does not entail the straightforward relation to the structural forms of language. However, Faerch and Kasper (1980, 1983) states that foreign language learners use both top-down processing requiring both contextual knowledge and prior knowledge of the learners, and bottom-up processing pointing out the linguistic forms in the input. As it is seen from two different perspectives, the question occurring in mind is that which comprehension processing is needed for the language acquisition by the learners. In top-down processing learners are paying little attention to the form of input and so how they can add more into their cognition in terms of new information. Gass and Selinker (2001) pointed out the importance of the comprehended input rather than the comprehensible input. However, Krashen (2013) proposed that language learners can learn through comprehension by connecting form to meaning and by realizing the gap between comprehensible input and their current interlanguage rule. As Ellis (2008) stated “what is required of any account of the role of input in acquisition is explicit statements of how what is detected in the acoustic and visual stimuli is mentally represented and how detection and encoding are guided by internal mechanisms” (p.251). In that sense, listening comprehension is directly related with the acoustic and visual comprehension and connection in the learners’ cognition (Erten, 2016).

Phonological and lexical processing. One of the inescapable realities is that almost everyone achieves the first language acquisition process; however, L2 listening development requires basically both external and internal factors (Dörnyei, 2001). The external factors may include the opportunities for hearing and using the L2 while the internal ones are listed as motivation and attitude for learning. Based on these external and internal impulses, language learners can give way to their own learning process. Especially more aware learners may regard listening in the learning process as a naturally manageable but it might be challenging for learners who do not pay attention to the phonological and lexical processing for clear comprehension and communication.

To fulfil the requirements of full comprehension in listening, there is a need for a coordinated and integrated fashion in L1 and L2 lexis (Rost, 2011). Among some bilinguals, mental L1 and L2 lexicon work in an organized manner. Ervin and Osgood (1954) revealed the difference between coordinate bilingualism and compound bilingualism to show how bilinguals do the coordination and the word recognition between L1 and L2 listening (Rost, 2011). There seems a cognitive transfer from L1 to L2 in information processing which forms a separate storing for information. The attempt to give nearly equal weight to both phonological and lexical coding represents and supports the dual coding theory proposed by Clark and Paivio (1991). The use of phonological coding in L2 is the basis for the word recognition and L2 listeners use lexical segmentation strategies, having the awareness on the word recognition in the stream of speech, to have a phonological competence (Cutler & Butterfield, 1992). The word recognition and speech perception are bottom-up processing cues for L2 listeners while semantic use of the speech provides top-down cues in L2 listening comprehension.

Syntactic processing. In order for input to become intake in L2 listening, sentence processing or syntactic processing occur when a listener tries to process an oral utterance. Grammar building is the input processing to determine the main components of the given verbal data. There is a relation between information processing and the grammar building processing to help listeners use their inborn capacity, universal grammar for their own listening process.

VanPatten (1996) asserts some principles in the Input Processing Model such as “learners’ processing input for meaning, processing content words in the input, preferring lexical items to grammatical items for semantic information, and processing communicative content” (p.14). There is a link between listening comprehension and speech production in that language learners can produce information when they have information processing, which is based on the principle of readiness of Piennemann’s Processability Theory (1999).

Strategic Listening

It is clearly stated by Wilson (2010) that listening materials have a function on the use of listening strategies. If the followed material is listening recording or it is a face to face oral communication, a person acting as a listener prepares himself/herself to the listening event regarding the delivery type of the input. Strategic listening requires some basic prerequisites; these are having awareness on good listening text, authentic and pedagogic speech, and different listening text types and processes.

Awareness on a listening text. To have a healthy communication between any speaker and interlocutor or to understand the audio-visual based listening recording, there is a need for a good listening text or a relevant dialogue in two divergent events. In the selection and identification of the listening text as input, there are significant concepts as relevance (Rost, 2011) and appropriateness to the proficiency level. Sperber and Wilson (1986) highlights importance of relevance by stating that human cognition has a distinguished goal, which is to pay attention to the input relevant to him/her.

The relevance and appropriateness of the topic to the language level can be assessed based on content and delivery of the new information. The content of the listening text is expected to present crucial factors such as interest, cultural issues, discourse structures, density, and language level before language learners begin to listen to both real-world and pedagogical listening task. The stated factors have a role in pre-listening or before listening process. Among all, interest is perhaps the most challenging factor for strategic listening. Language learners or users have potential to listen to what is interesting for them, and when they are aware of their needs they can increase their focus on the listening text and try to

find out responses to their needs. The issues included in the content of listening should appeal to the listeners' cultural values. Language learning requires cultural enrichment but if the main purpose is to create awareness on strategic listening, listening task should start with the known cultural issues rather than the new cultural items. As long as language teachers make the listening text accessible to listeners, listeners would accept the text and keep the linguistic and cultural knowledge together. Additionally, having the knowledge of discourse structures is important for strategic listening comprehension. The discourse structures refer to the organization of both written and oral text, most of which are cause-effect, problem-solution, and claim-counterclaim (McCarthy, 1991). If listeners know the common discourse patterns, they might tend to do prediction about the ongoing of the listening text. Moreover, the amount of the knowledge given in the listening text refers to density factor, which urges listeners to grasp the structural and lexical repetitions in the text. The language level regarding the difficulty and familiarity of the lexical and grammatical items is an aspect for a good listening text, as well. Language learners need to do listening practices from simple to complex as stated in natural order hypothesis (Krashen, 2013).

Beside content knowledge, strategic listening entails awareness on the delivery of the listening text. The form of listening input can be in two different ways; face to face and media based. In both ways, listeners deal with the neurological processing and linguistic processing at the same time. However, when there is an overload with input, listeners may not keep the balance of input receiving and input processing. Therefore, listeners' needs, interest, and readiness can be considered before application of intensive and extensive listening activities. The quality of the recording used as a listening material as well as the environmental factors- being indoor or outdoor is significant for assessment of listening comprehension (Brown, 2004). Another factor to be taken into account is speed and number of speakers. The rate of speed in live talk and video recordings, and the speech of more than one speaker can be confusing for listeners, which might direct listeners to give meaning to the visual elements if there is any. Related to the speed and number of speakers, the variety of speakers' accents in a natural environment or in recording is a factor presented in delivery of listening text, which can be a highly acceptable excuse for

misunderstanding or closing the listeners for input perception. To have awareness on the content and delivery of a good listening text is vital for strategic listening but some possible problems especially in the delivery of a listening text lights a question of whether listening activities should be authentic or pedagogic (Wilson, 2010).

Awareness on authentic versus pedagogic frameworks. Educational sources are designed for different concepts and principles within pedagogic frameworks (Rost, 2011). However, the real time language use is more authentic compared to the instructional language use. Language users might need to discriminate the real time language use and the language used in educational setting. From teachers' perspective, the notion of authenticity in classroom listening tasks is controversial issue because teachers might struggle with finding the between of the context based language and the real time language. The use of language in the virtual or digital agenda is highly authentic in its nature and the virtual word is more real than the traditional classroom. In that sense, students might hesitate with the words and their real-world relevance (Kearsly, 2001).

As it is well-established in language teaching, language input should be appropriate to the current needs of students and mostly should provide an authentic use for the learners (Nunan, 1999). Language input should involve features of naturally used language. Both the multimedia based and instructional based designs require awareness on different types of listening: Intensive listening, selective listening, interactive listening and extensive listening.

Intensive listening means to listen for “the sounds, words, phrases, grammatical and pragmatic units” (Rost, 2011, p.138; Otmani, 2015). Dictation is integrated into the listening activities to make learners inference from the context. Selective listening is the way to concentrate on specific information given in the context rather than understanding the every single detail in the listening task (Brown, 2009). To develop students' selective listening ability, note taking is an advised macro skill in the listening process. Teachers may give some note-taking techniques such as listing key words, concept making, outlining and visualising. Also, pre-listening works can be part of selective listening as it provides a previous content based activity to students. The other component is the interactive listening which is developed through the communicative tasks fostering the negotiation for

meaning in the listening task (Rost, 2011). In the classroom or in the web-based platform, teachers can create classroom interaction and discussing settings like story-telling and interviewing activities. All students listen to others' task performance as a listening activity.

Finally, extensive listening refers to all types of listening activities keeping both teachers and learners busy with the comprehensible input; however, instead of teachers, learners are at the centre of their own activities. They do listening practices for pleasure and they are responsible from their own listening activities (Renandya & Farrell, 2011; Otmani, 2015). Extensive listening can enable a number of benefits for the learners interested in listening activities in the target language as it feeds the notion of learner-centred instruction design, and dealing with the spoken language with plenty of practices. The spoken language can be challenging as it follows a normal speech rate and sometimes fast by language learners in beginning and elementary levels of the target language, so the learners can be in need of practices for processing the spoken language accurately and fluently. Compared with the other listening types, extensive listening provides opportunities mostly on listening practices without limiting the learning environment in the traditional classroom listening activities. It enables them improve linguistic, pragmatic, and communicative competences wherever they are, in other words, it urge to have learner autonomy and awareness in listening process.

Awareness on different listening text types and processes. Learners should be exposed to a range of genres to have awareness on different oral treatments. The oral treatments in the listening tasks might be transactional and interactional conversations. While the transactional conversations include formulaic speech such as taking a train ticket, the interactional ones are less predictable like sitting down and chatting with a friend. Genres for listening tasks are likely to encounter natural linguistic features. Therefore, learners should be taught about different task types for different purposes, which are narrative, descriptive, comparison/contrast, causal/evaluation, and problem/solution (Rost, 2011).

Research on Listening Strategies and Strategy Instruction

English language pedagogy denotes four basic language skills to be learned: listening, speaking, reading and writing. In foreign language teaching and learning, listening skill had attracted the least attention of the four skills when the amount of research done in all four skills and the curricula of most foreign language programs were considered (Call, 1985). It was assumed that the ability to comprehend spoken language would automatically improve because learners with exposure to the oral discourse would learn through practice (Vandergrift, 2004). Listening comprehension used to be considered a passive activity; thus, it did not merit researchers' attention (Jung, 2003; Thompson & Rubin, 1996; Vandergrift, 2004).

In the international context, listening begins to assume an important role in language teaching and learning. As Nunan (2002) maintains, listening is assuming greater and greater importance in foreign language classrooms. The reason for the importance of listening in the language classroom is that listening provides input for the learners (Rost, 1994). Without understanding input at the right level, any learning simply cannot begin. Krashen (1982) states that people will never acquire that language without access to comprehensible input in a language. Listening is thus fundamental to speaking. Although input alone is not sufficient for acquisition, input is absolutely necessary for second language learning (Gass & Selinker, 2001).

Listening, an important part of the second language learning process, has also been defined as an active process during which the listener constructs meaning from oral input (Bentley & Bacon, 1996). In Nagle and Sanders' (1986) model of listening comprehension processing, the listener utilizes both automatic and controlled processes to synthesize meaning from oral input. As Cohen and Macaro (2007) stated, there is a relationship between listening strategy use and success of language learners in the listening comprehension. O'Malley et al. (1989) and Goh (1998) has made many studies on listening strategy types and definitions and both researchers classified the listening comprehension strategies into two categories below: cognitive strategies and metacognitive listening strategies. Listening comprehension strategies defined by O'Malley et al. (1989):

a. Metacognitive Listening Comprehension Strategies: Directed attention, Selective attention, Self-management, Self-monitoring, Self-evaluation and Self-reinforcement; b. Cognitive Listening Comprehension Strategies: Repetition, Directed Physical Response, Translation, Grouping, Note taking, Deduction, Imagery, Auditory representations, Key word, Conceptualization, Elaboration, Transfer, Inferencing, Question for clarification, Resourcing. Listening comprehension strategies defined by Goh (1998): a. Cognitive Strategies: Inferencing, Elaboration, Prediction, Conceptualization, Fixation, Reconstruction; b. Metacognitive Listening Strategies: Directed Attention, Comprehension Monitoring, Real-time Assessment of Input, Comprehension Evaluation, Selective Attention.

As mentioned above, Richards (1983) defines listening strategies as the conscious actions used by learners while listening to language materials. In the listening process, the use of limited memory capacity might create communication breakdowns from listeners' perception of the target language that means some consciously determined steps are required by language learners to store the knowledge and retrieve it from the memory for its use in communication (O'Malley, Chamot & Kupper, 1989; Vandergrift, 1992). The previous researchers cited above have an understanding for the use of oral communication strategies which enable language learners to develop their linguistic capacity and performance.

The well known applied linguist Faerch divides listening strategies into two: psycholinguistic and behavioural strategies (Irgin, 2011). While behavioural strategies are observable tactics followed by the listeners, psycholinguistic strategies are defined as the unseen actions on the head (Faerch & Kasper, 1983). When listeners use psycholinguistic listening strategies, they consciously activate their own comprehension resources. For instance, listeners may need to recall their personal experience or background knowledge, to exploit contextual clues, or to comprehend knowledge by guessing the gist of the listening text focusing on the word structure. Lynch (1996) describes tactics as internal strategies. On the other hand, behavioural strategies are visible actions performed during communication. Faerch and Kasper (1983) explain that listening strategies include negotiation for meaning with the speaker. For example, speakers' making general requests such as "Sorry, I could not understand", specific requests like

“What does X mean?” and admitting ignorance as “I do not know the word”. Similarly, Lynch (1996) reports that listening and speaking strategies are required for collaboration with people; hence, these strategies are interactive strategies which are required as the nature of communication.

In the field of applied linguistics, there have been some studies specifically identifying listening strategies. Few of them are researched by Fujita (1984), Chamot, Kupper, and Impink-Hernandez (1988), O’Malley, Chamot and Kupper (1989), Mangubhai (1991) and Laviosa (1991). These studies have grouped listening strategies based on contextual definitions. However, Bacon (1992) tested listening comprehension strategies used in L2 by tertiary level Spanish students. Then, Vandergrift (1997) searched French L2 students’ listening comprehension strategies. In both studies, there is not any new strategy grouping. Contrary to Bacon’s study, Vandergrift claims that there are cognitive and social constraints in strategy use. Listening strategy use requires two-way communication rather than one-way reception. However, the starting point of listening strategy use has been started with the one-way reception of listening. Further studies classify listeners as successful and unsuccessful listeners as shown in Table 1 (Fujita, 1984).

Table 1

Listening Strategies Used by Successful and Unsuccessful Students

Successful Students	Unsuccessful Students
Pick/select topic from listening passage	Listen for known/familiar ideas
Pick/select main ideas	No self-monitoring
Pick/select key factors throughout	Attend to form
Confirm (monitor) hypothesis/predictions attend to meaning	

(Fujita, 1984)

Additionally, Chamot, Kupper and Impink-Hernandez (1988) investigated listening strategies preferred by the listeners in listening comprehension process. The following Table 2 is a summary of the favoured strategies as metacognitive and cognitive strategies.

Table 2

Most Favoured Listening Strategies

Metacognitive Listening Strategies	Cognitive Listening Strategies
Selective attention	Note-taking
Self-monitoring	Elaboration (from world knowledge, personal experience or self-questioning)
Problem identification	Inferencing
	Summarizing
	Grouping (listening for larger chunks)

(O'Malley & Chamot, 1990)

Furthermore, O'Malley, Chamot and Kupper (1989) conducted another study in the field of listening strategies. Their study sought to investigate what listening strategies were performed by foreign language learners. They were high school level students which were grouped as effective and ineffective learners. With the think-aloud protocols, the target group reported listening strategies they used. Based on the cognitive psychology theory, O'Malley and Chamot (1990) presented three different stages of cognitive information processing which were regarded as the requirements for the students' listening comprehension. These are: (a) Perception– focusing on the sounds heard;

(b) Parsing – understanding chunks of meaningful language;

(c) Utilization – relating the language heard what listeners know.

The finding of their research was that there was a significant difference between behaviours of effective and ineffective listeners, as shown in Table 3.

Table 3

Common Behaviours of Effective and Ineffective Students in Listening Comprehension

	Effective Students	Ineffective Students
Perception	Maintained concentration Aware of inattention Attempt to refocus	Distracted by unknown word/phrase Stopped, unaware of inattention No attempt to refocus Long passages-attempted to translate, so missed later portions
Parsing	Listened to larger chunks Listened to individual words only when no wider comprehension Inferred meaning from context Combined chunks to seek overall meaning	Listened to smaller chunks Word-by-word comprehension No inferencing
Utilization	Used world knowledge Used personal experience Used self-questioning Used elaborations to support Inferencing	

(O'Malley & Chamot, 1990)

There were some similarities between the two types of learners. Both effective and ineffective learners were using the bottom-up strategies. However, the effective listeners were preferring the use of both bottom-up and top-down strategies in order to understand the presented content. The effective listeners followed top-down strategies to get the overall meaning of the text while they were using bottom-up strategies to identify specific linguistic features as seen in the Parsing phase in Table 3. Goh (2000) searched on the listening difficulties reported by the listeners. It was found out that both better and weaker listeners

had some difficulties in listening especially in the perceptual processing and parsing stages. While the better listeners reported the difficulties in utilization, the weaker listeners did not report. Also, he concluded the research relating to the difference in information processing. While better listeners process information more often in the utilization stage, the weaker listeners spend time at the basic levels of listening comprehension to process information.

In addition to the studies on listeners' information processing following listening strategies, there are some studies on the relation between listening strategy use and language proficiency. Mangubhai (1991) measured the correlation between general language strategy use and proficiency. He was able to compare the effective and ineffective students in listening, which were grouped in high achievers and low achievers. Additionally, three types of listening strategies were identified based on the listeners' focus such as focusing on form, focusing on meaning and focusing on memory, which is summarized in Table 4.

Table 4

Differences in Strategy Use by High and Low Achievers, with Reference to Learner Focus (Form, Meaning, Memory)

High Achievers

- Less focus on meaning compared to memory
- More focus on memory compared to meaning
- Less focus on words (form) compared to meaning
- Less translation to L1 (form)
- More practicing (memory)

Low Achievers

- More focus on meaning compared to memory
 - Less focus on memory compared to meaning
 - More focus on words (form) compared to meaning
 - More translation to L1 (form)
 - Less practicing (memory)
-

(Mangubhai, 1991)

Similar to the studies mentioned above, there are some research examining the relation between listening strategy use and success in listening comprehension. However, Cohen and Macaro (2007) have established that the use of general language proficiency is not enough and helpful to understand the relationship between strategy use and listening success. According to Cohen and Macaro (2007), linguistic knowledge, grammatical knowledge and vocabulary knowledge as core elements of listening process should be measured to explore the relation between strategy use and listening success. However, it might be problematic to measure the linguistic knowledge.

Laviosa (1991) contributed to the field by examining what listening strategies Italian students learning English as a foreign language (FL) used. Regarding the model of Faerch and Kasper (1983) as a baseline, she defended that there were four stages in intellectual processing to solve the problems in communication. The four stages of the identified processing were put in an order as the following: (a) perception of the problem, (b) planning the problem-solving process, (c) selection of strategy, and (d) solution. Additionally, the problems in communication were identified, and to solve these problems in communication strategies were listed as: contextual inferencing, seeking confirmation or rejecting wrong hypotheses, using background knowledge (world or topic), associating (new ideas to the previous content), selecting (focusing on important items and rejecting perceived irrelevant information), vocalisation/visualisation, and using cognates (Irgin, 2011). The listening strategies presented in the Laviosa's research as seen above, have target group as foreign language learners and second language students. Consequently, the listening strategies cited in some studies (Chamot et al., 1988; Fujita, 1984; Laviosa, 1991; O'Malley & Chamot, 1990; O'Malley, Chamot & Kupper, 1989) contribute to the research on listening strategy use and the descriptions on listening strategy taxonomies.

As it is stated, numerous studies related to both language learning strategies and listening strategies have been published in the past two decades (Otmani, 2015; Ulke, 2014; Ozyurt, 2014; Takan, 2014; Cakmak, 2014; Gun, 2012; Graham & Macaro, 2007; Gilakjani, 2011; Ghoneim, 2013; Cohen & Macaro, 2007; Uzgoren, 2003; Attia, 2002; Berber, 2016; Ak, 2012; Osada, 2004; Odaci, 2006; Gercek, 2000). Language learning strategies have been recognized as important in enhancing students' own learning to develop their communicative competences (Oxford, 1990). The focus of the recent investigations changed their focus from teacher's teaching to students' learning (Walker & White, 2013; Graham, 2006; Graham & Macaro, 2007). More specifically, studies on listening strategies rather than language learning strategies have facilitated understanding learners' information processing to develop their linguistic, pragmatic, and communicative competences in foreign and second language learning (Odaci, 2006; Lee, 1998).

Cohen (2003) proposed goals of strategy instruction to nurture autonomous learning. As a way to the learner autonomy, the preliminary point is to understand learners' needs for learning a new language and to determine the common problem they have experienced. In order for learners to be active in their learning process, teachers and instructors should promote the strategy use in different skills within a set of well-designed curriculum.

There are some models for strategy instruction in the literature (Robbins, 2000; Oxford, 1990; Ellis, 2008; Cohen, 2003). Oxford's (1990) strategy instruction model was following seven steps:

Determine learners' needs and learning resources.

Select the strategies for instruction.

Determine the benefits of the strategy instruction.

Think of motivation for the strategy instruction.

Prepare materials for the instruction.

Conduct the instruction explicitly.

Evaluate the instruction and reconsider the whole strategy instruction process.

Chamot and O'Malley (1994, cited in Robbins, 2000) developed the content based language instruction (CALLA) approach underlying the metacognitive strategy use in language learning process. The CALLA approach has five phases; (1) preparation, (2) presentation, (3) practice, (4) evaluation and (5) expansion:

(1) Preparation: Activate background knowledge.

(2) Presentation: Present the new strategies and explain when and how to use them.

(3) Practice: Practice the strategies in the classroom.

(4) Evaluation: Evaluate the use of strategies and task achievement.

(5) Expansion: Extend the use of strategies in the new settings.

Cohen (2003) stated the necessity for the strategy instruction for both language learners and teachers. Learners would take the control of their learning process by following some principles:

“Self-diagnose the strengths and weaknesses in language learning,

Become aware of what helps them to learn the target language most efficiently,

Develop a broad range of problem-solving skills,

Experience with familiar and unfamiliar learning strategies,

Make decisions about how to approach a language task,

Monitor and self-evaluate their performance,

Transfer successful strategies to new learning contexts” (Odaci, 2006, p.21).

Ellis (2008) emphasized the importance and beneficiary sides of autonomy from learners' perspective. The instructional model introduced by Ellis (2008) is based on raising awareness of students on their preferences. Teachers can help their students to identify, practice, evaluate and transfer the strategies to the new settings to practice them. The main purpose of the model is to promote learner autonomy and motivate them to use the learned strategies out of the classroom. Initially, teachers raise students' strategic awareness by modelling and employing immediate retrospection procedures in the strategic-awareness raising phase. Then, teachers follow modelling the strategies appropriate for the task demands in the demonstration phase. The practice phase presents a cycle in which students practice the core strategies with similar tasks, and discuss their strategy use, and the problems they have encountered and solutions they have deployed. As a last step, students do self-reflection and self-evaluation on the effectiveness of the core strategies employed during the strategy instruction procedure.

Learners can transfer their strategic competence and input to the other fields of learning, which is a crucial factor for learner independence because learning is not limited with the classroom environment. Learners may need to know how to learn on their own or how to be autonomous in settings moving from the traditional to the digital one. Macaro, Graham and Woore (2016) states

developing automaticity in the target language and word recognition require amounts of practice but automatic processes are quite rapid and subconscious when learners achieve the process. Also, both Grabe and Stoller (2011) and Rost (2011) put how it can be the remarkably rapid for reading and listening processing through repeated encounters respectively. Listening and reading as receptive skills might appear effortless in both L1 and L2 processes. In fact, however, they are sets of enormous complexity involving huge mental processes. Hence, providing additional input to the language learners within and beyond the classroom environment may contribute to L2 learners. The exponential growth in technology has presented huge amounts of practice opportunities to learners and it has promoted the use of strategies as the input is gained by listening and reading in the digital setting.

Blended Learning Environment

“Blended” refers to courses that combine online components with traditional face-to-face components (Garrison & Kanuka, 2004; Graham, 2006). Courses, however, may differ from many blended learning courses in that participants choose their individual ‘blend’ according to their personal learning styles and needs (Edge & Mann, 2013). The common understanding from blended learning environment is to support the traditional learning environment with the distance education under the control of the educational authorities but by keeping the learner autonomy and self-responsibility at the very heart of learning process.

In many parts of nearly all countries, technology is used for pedagogical and educational purposes. Blended learning is the environment that is in the middle of traditional classroom environment and distance learning environment. Students are not engaged in the lecture style in the learning environment. In small group instruction, personal learning planned with the guided practice is more helpful and effective for deeper and better understanding of the concepts. Blended learning is about keeping the digital content at the average level and providing skills and practice to the learning nature. Meanwhile, it provides higher order thinking skills. Therefore, teachers can create an environment that students can get individualized self-paced instruction, teachers can provide small group instruction based upon the students’ level and interest, schools can provide much

lower cost for students' learning sources. The nature of the blended learning environment presents four models of blended learning environment:

Laboratory: Students move from the classroom to the computer laboratory.

Classroom: Students are broken into small groups in the classroom. Every specific minute, students rotate in small groups. Teachers monitor the classroom.

Flexible learning: Students study on the computers and they may interact with teachers. Teachers may give seminars, direct instructions.

Pods: It is just like school within the school. The role of the teacher is to be advisor, behaviour specialist, and instructor to support each pod (Garrison & Kanuka, 2004).

The models above describe how language learning takes place in different ways under different terminologies. However, the shared feature of many accounts of foreign language learning is the importance of automaticity in mental operations whatever learning environment it is.

Digital/ Media Based Listening Strategies

In the literature, it seems difficult to assign digital listening strategy classifications keeping apart digital language learning strategies. However, it is worth to mention about listening strategy classification of Rost and Ross's scheme (1991), and Vandergrift's taxonomy (1992) which is built on the taxonomies presented by O'Malley and Chamot (1990), Oxford (1990), and Rost and Ross (1991). Rost and Ross's scheme (1991) examines the interaction between native and non natives speakers. Therefore, auditory monitoring and voice inferences are the listening oriented strategies proposed within the three sets of social strategies in listening comprehension: global questioning, local questioning, and inferencing strategies (Attia, 2002).

Table 5

Classification of Listening Strategies: Rost and Ross's Scheme (1991)

Social Strategies		
Global questioning	Local questioning	Inferencing strategies
Global reprise	Lexical reprise	Hypothesis testing
Continual signals	Fragment reprise	Forward inferencing
	Lexical gap	
	Positional reprise	

Table 6

Classification of Listening Strategies: Vandergrift's Scheme (1992)

Listening Comprehension Strategies		
Metacognitive Strategies	Cognitive Strategies	Socio-affective Strategies
Planning	Inferencing	Questioning for clarification
Self-monitoring	Elaboration	Co-operation
Self-evaluation	Imagery	Lowering anxiety
Problem identification	Summarization	Self-encouragement
	Translation	Taking emotional temp.
	Transfer	Reprise
	Repetition	
	Resourcing	
	Grouping	
	Note-taking	
	Deductive/Inductive	
	Substituting	

Listening strategy classification of both Rost and Ross's scheme (1991), and Vandergrift's taxonomy (1992) are applicable for different listening domains whether it is face to face or digital based where two way listening occurs. However, the way for communication, listening and listening comprehension assessment (Mun, 2015; Ginther, 2002; Buck, 2001; Douglas, 2000) have transferred from paper-based formats to web-based or computer based formats. Even many educational authorities and teachers at private schools and universities urge their students for the use of the digital educational tools to foster learner autonomy and responsibility (Brown et. al., 2008; Walker & White, 2013).

Nearly all students both instructed and non-instructed in language learning have access media outside class. Mostly non-native language learners use media tools both inside and outside the classroom in any immediate environment (Walker & White, 2013; Lynch, 1996). In other words, language teaching media are taken from the hands of the teachers and given to the hands of the learners. For example, many students already use personal electronic dictionaries/translators in class, and these are now being included in cell phones that have become an almost universal accessory. Language teachers' embracing computer-assisted language learning is also becoming widespread but recent advances in media allow the delivery of digital video and audio in the same interface as written text. Such potential has been adapted to the use listening activities with the advances in computer technology. Keeping this fact in mind, media and more specifically technical media can provide a density of information to the language learners especially in listening comprehension.

Technical media tools, which include recorder, CD and DVD player, television, radio, telephone, mobile phone, overhead and opaque projector, and computer, have started to be both surrounded and used by EFL students. As technical media is given the role outside the classroom, it can be expected to be helpful in motivating students to enhance their language learning especially listening comprehension skill outside the classroom. Since media provides a wide alternative, it can appeal to the listeners having different listening styles. By this way, learners can be exposed to practice in listening and multiple input sources as technical media is put outside the classroom. According to Celce-Murcia (2001), if

materials in language learning and teaching are in a time-efficient and compact manner, it can stimulate learners' senses and facilitate processing of information.

As regards technical media as software and hardware tools, it can be beneficial to less-proficient listeners to a higher extent than to high-proficient listeners. The features of technical media can also facilitate learners' higher levels of comprehension and recall of the texts while listening in the media environment. Finally, EFL students, with the aid of technical media, can gain a better understanding of what they are listening to, as compared to the traditional listening environment. However, no research has been conducted into the role of listening strategies used in accessing technical media sources.

The main purpose is to give students more responsibility in the learning environment and having more roles in their own learning. From students' perspective, students are more engaged in choosing online context versus paper-pen based classroom environment. They like taking real time feedback. They know how fast or slow in that learning environment. Teachers may see students' passing to the target level and their accelerating level. Also, even though the class size may be enlarger, students build their classes naturally pretty small because they experience their teacher-student interaction within a small group and may get more personal/educational feedback.

From teachers' perspective, teachers find opportunity to work with small groups and may be more interested in the learning/teaching environment versus trying to teach in the middle of the traditional classroom environment. Teachers may realize how much it is easier to engage in giving feedback to the small group students' questions.

This chapter has presented a review of literature in the field of listening strategies and listening strategy intervention in listening comprehension. Initially, First Language (L1) Listening Skill constitutes the theoretical basis of listening comprehension for the understanding of listening as a construct. The chapter firstly started to define listening with the engagement of the neurological processes, linguistic processing, pragmatic processing and psycholinguistic processing. Then, it revised the Second Language (L2) Listening Skill based on the hypothesis and theories concerning with L2 listening such as comprehensible

input hypothesis. Phonological processing, lexical processing, and syntactic processing were discussed to build an insight on information processing in L2 listening comprehension. Additionally, some basic prerequisites of strategic listening such as awareness on a listening text, awareness on authentic versus pedagogy frameworks, awareness on different listening text types and processes was involved in the literature review in order to create awareness on learner autonomy and awareness in listening process. Next, it was worth mentioning about the previous studies on listening strategies and strategy instruction. Besides, this chapter was sought to give insights into the nature of blended learning environment and digital/media based listening strategies. The next methodology chapter describes quasi-experimental research design and the research rationale pursued in this study.

Chapter 3

Methodology

This chapter described the research methodology employed in this study. It presented research questions of the study, setting, participants, instrumentation, procedures for strategy instruction, data collection and data analysis procedures. The methodological issues highlighted below suggest the need for a mixed method research design, in order to provide data on the listening strategy use. The embedded mixed method research design (Morse & Niehaus, 2009) provided a methodological and theoretical framework and logic for the guidance and implementation of the present study. The prototypical characteristics of the mixed method design was to collect and analyze both qualitative and quantitative data within the traditional requirements; however, the embedded mixed method design applied in this study required a preliminary exploration before the experimental trial (before), an understanding of the experimental trial (during), and a follow-up consideration after the experimental trial (after). The nature of implementation of listening strategy instruction and understanding the problem-solution based listening comprehension development corresponds to characteristics of the embedded design in this study.

The qualitative and quantitative approach in this study included two parts: (1) The application of listening strategy instruction and (2) the application of the listening comprehension tasks to answer the research questions of the study stated below:

1. What listening strategies are naturally used by the EFL primary school level Turkish students in the listening tasks?
2. How satisfied are the EFL primary school level Turkish students with their use of listening strategies?
3. Does instruction of listening strategies make any changes in the EFL primary school level Turkish students' employment of these strategies?
4. Does instruction of listening strategies make any impact on the EFL primary school level Turkish students' listening comprehension scores?

Setting and Participants

The research setting was the blended learning environment standing in the middle of traditional classroom environment and distance learning environment. The traditional classroom environment the actual research was progressed consisted of English Language courses at a private primary school in Ankara, Turkey. Similar to all English courses in Turkey, the curriculum included compulsory English courses for the EFL primary school level students in both first and second semesters of the academic year. It was expected that students studying on English had gained proficiency in both L1 listening comprehension and L2 listening comprehension conceptually. To understand EFL primary school level students' listening comprehension, some psychological concepts such as adolescence psychology, cognitive processing and maturity, causing differences in the listening performance of the students were needed to be handled. Additionally, understanding whether psychological factors attribute success or failure of the EFL students or not, might enlighten the researcher and the classroom teachers in decision making process for the students' listening comprehension and listening strategy use. The English teachers, covering listening comprehension tasks in English courses had educational background in skill-based language teaching and experiences in various national state and private schools and blended learning education; however, they did not have any listening strategy instruction and experiences on its application in the listening practices in and out of the classroom contexts. On the other hand, the distance learning environment of this research includes all educational provisions in which language learners did not physically participate apart from the courses instructed at the private school. A letter of intended support was received from the target school therefore no significant problems were anticipated during the conduct of the research.

The subjects of the study were 34 Turkish EFL primary school level students studying at the year 4 classes in a private school in the capital of Turkey. They are at the age of 10 or 11. The participants' proficiency level in English language was determined as A2-Waystage based on the proficiency levels in Common European Framework of Reference for Languages (CEFR or CEFRL) described by the Council of Europe. The subjects were young learners studying English as a foreign language nearly for 4 or 5 years. They had abilities to deal

with simple, straightforward information and begin to express themselves in familiar contexts. They can take part in simple, routine and predictable conversation on predictable topics. They can understand frequently used sentences and expressions on familiar and routine matters. They can describe simply aspects of their background, immediate environment and matters in areas of immediate need (Council of Europe, 2001). They had taken English lessons for two semesters in their schools as a compulsory lesson every year. The samples were obtained from populations of equal variances, which gave the meaning that the group was homogeneous. The participants were not grouped as both male and female because the discrimination between male and female students in terms of listening strategy use was not questioned in this study. Based on quasi-experimental research design, the students in a classroom would be identified as the experimental group in the research where the experimental procedures were performed while the students in another classroom were in the control group separated from the rest of the experiment where an independent variable being tested in this research. The students did not have prior experiences on listening strategies and its application in traditional and blended learning environment.

Data Collection

The study required collecting data on the participants' listening strategies through listening comprehension tasks used in a blended learning environment, immediate retrospection on listening comprehension tasks, awareness-raising activity, self-assessment grid for listening, pre and post-test design, background questionnaire, semi-structured interviews, classroom observations, and listening strategy training.

Instruments

Listening comprehension tasks used in a blended learning environment. Listening comprehension tasks practiced in the listening program of the 14 week-English course were designed to create awareness on listening comprehension and to decrease the participants' listening problems. Based on the curriculum offered by the Ministry of National Education in the primary school levels, the listening comprehension tasks used in classroom were organized for

both face to face and distance learning environment. English language learning and teaching materials in the school curriculum belong to Macmillan English Quest 4, a part of Macmillan Press, Oxford (Corbett & O'Farrell, 2013). In-class educational materials of the Macmillan English collection were a course book, a workbook, a student CD-ROM, DVD clips and articles under the name of "Macmillan English Quest 4". Materials used out of traditional education environment were used by the participants in the experimental group. Teacher's book, listening strategy intervention slights designed by the researcher for each unit included in (see Appendix-A and Appendix-B), class audio CDs and digital books were materials used for the teaching of listening strategies embedded in the pupils' books. Pupil's book, activity book, animated stories and songs CD-ROM were the ones for practicing.

Awareness-raising activity. Awareness-raising activity was developed to make the students in the experimental group aware on the use of "listening strategy and the listening strategy intervention process. As the participants of this study were young learners, it was thought that the awareness-raising activity would be a requirement to inform them about the purpose of the treatment at the onset of the process. However, the participants' cognitive level would not be proper for the explicit teaching of listening comprehension strategies. Hence, the rationale of the awareness-raising activity was grounded on Piaget's theory of cognitive development. Piaget's stage theory of cognitive development describes how children cognitively have intellectual development from infancy to adulthood. According to the Piaget's four stages of intellectual development, the participants of this study were at the end of concrete operational period and on the threshold of formal operational period. While children in the concrete operational period understand through logical thinking and categories knowledge by concrete references, children in the formal operational period understand through critical thinking and scientific reasoning (Slavin, 1988; Woolfolk, 1993).

Therefore, the awareness-raising activity (see Appendix-C) presented a listening comprehension text about "school holidays", a topic in the students' book in three sections. Worksheets prepared for pupils were given to each individual in the experimental group. Randomly chosen five content words such as finish, Christmas, start, home, and morning were changed with nonsense words such as

furbustuous, lotticks, izzids, happaps and gabonmang. Each of nonsense words were used two and three times in the listening comprehension text. The students were questioned whether they were able to understand the text with the nonsense words easily or not. Based on their response “yes”, what topic, which words and how many words they understood from the text were asked. Then, they were expected to work out the meaning of the nonsense words in the listening text by writing their answers to the space provided.

After the activity was completed, the students were informed about possible listening comprehension problems similar to the activity they had practiced. The reason of the problems might be not coping with the task demands and cognitive demands of the listening comprehension tasks. If they use some ways and tactics which are called as “strategy”, they can overcome the listening comprehension breakdowns and achieve their listening task. As they are dynamic part of a blended learning environment fostering the action-oriented approach, they have more responsibilities from their own learning process. Additionally, the teacher gave feedback to the students by using strategy help sheet (see Appendix-C).

Immediate retrospection on listening comprehension tasks. Immediate retrospection, a preferred method to elicit listening comprehension strategy use of the learners (Cohen & Macaro, 2007), were conducted in order to gather data on students’ listening strategy use and to show which strategies lead to listening comprehension. This kind of verbal report at the end of listening process provided an insight into language learners’ cognitive processes and strategies used by them (Bowles, 2010). A number of studies have been conducted to gain insight into listening strategy use while listening in their L2; however, there are controversies over the use of think-alouds. The reason behind preferring immediate retrospection instead of introspective methodology, including think-alouds, was the participants’ immaturity in simultaneous verbalization while listening based on their age factor (Santos et al, 2008; Erten, 2016). Immediate retrospection was applied to 15 students in the experimental group as soon as they finished listening via a technical media tool. All of them were asked to reflect on how they had completed the listening process. The reflection probes taking part at the end of each listening comprehension task was used as an aid to understand their cognitive processing for listening comprehension (see Appendix-A and Appendix-B).

Self-assessment grid. Self-assessment grid (Appendix-D) was conducted to the participants to take their attention on listening strategy use, to encourage them to be responsible in listening comprehension process and to focus on the development of listening comprehension by the use of listening strategies. The self-assessment grid included 11 items both metacognitive and cognitive listening strategies, which foster both the top-down and bottom-up processing. The self-assessment grid items are prepared based on the listening strategies included in the students' book. The students were questioned about which strategies were the most helpful and which strategies they will use when they try another listening task in English. The self-assessment grid was translated into Turkish language for the use of the participants. The translation of the grid was revised by the three different primary school teachers and the revised version of the grid was conducted to a fourth grade class in a primary school for the piloting of the grid. The self-assessment grid was used by each student after they had completed any listening comprehension task in a blended learning environment. Also, it was used for the data collection after the pre and post test listening comprehension tasks.

Listening comprehension pre-test. The listening comprehension task for pre-test (see Appendix-E) was designed from the participants' course book for listening which included the basic requirements for strategic listening and listening strategy use. Listening comprehension pre-test was administered at the first week of the academic term to determine the listening level of the students. The pre-test was applied to both experimental and control groups of the study. English teacher of both experimental and control groups and the researcher participated to the class to be employed in the pre-test. The listening task in the pre-test was presented via DVD of the course book and the participants listened to the task twice. While they were listening, they were kept free to take notes on their papers. The questions in the listening comprehension included matching, multiple-choice, and fill in the blanks. The application of the pre-test in the classroom environment was approximately for 15 minutes. Each pre-test paper of the participants was hand-scored to ensure consistency and each of them was double-checked by the researcher. The raw scores of the participants from the pre-test were not used for the identification of less-and more-skilled students because this study questioned

participants' strategy use and listening task performance rather than investigating the exact relation between the achievement level and strategy use.

Listening comprehension post-test. Listening comprehension post-test (see Appendix-E) was administered after the 12 week treatment was completed. All participants in both experimental and control group were retested with the same pre-test listening task. In the application of the post-test, the time for listening and the questions were the same, and again the participants were free to take notes in listening process. The administration of the exam was approximately 15 minutes and the listening task was performed twice similar to the pre-test. The scores of the participants' listening post-test were scored out of 100.

Background questionnaire. The background questionnaire on listening process (see Appendix-F) was collected from the participants in both experimental and control group. General comprehensive statements and responses to specific questions formed the main structure of the applied questionnaire. The general comprehensive part formed a basis in terms of what the participants explain about foreign language learning and listening process. The other part on the responses to very specific questions typically included items such as what languages they usually speak with their friends and their family members in or out of the classroom setting, how important it is for them to become proficient in L2 listening, what they listen to or watch in English, how often they do listening out of classroom environment, what they do to understand the recording they listen to better, whether or not they do anything before, while, and after listening to the recording in English, what difficulties they have when they do listening in English. The participants' background information was taken in the onset of the process as a written document.

Semi-structured interviews. Through phenomenological theoretical framework, the participants' listening strategy use (see Appendix-G) was investigated as a phenomenon in a blended learning environment. Based on phenomenological (Husserl, 1931) theoretical framework, the following semi-structured retrospective interview questions guided this present study. The interview was conducted with an open framework allowing the two-way communication by the researcher. It was applied to randomly chosen 10 participants in the experimental group and control group upon completing the post-

test. Each interview was voice-recorded, and then it was transcribed for the data analysis. Each interview lasted approximately 15-20 minutes. The interviews aimed to elicit deep information from the participants on their listening comprehension process which is applied immediately after listening and reasons of listening strategy use. Also, it was aimed to obtain an insight whether participants' reflect the aspects of the listening strategy instruction they received, and what they did before, while and after listening processes and what contributed to their listening comprehension, how they made sense of what they have listened to, what pictures visualized in their mind, how they dealt with the unfamiliar and new words, and how they could figure out the problems when they had in the listening process. In the interviews, each interviewee was encouraged to reflect on their listening comprehension process and a stress-free environment was created. It was carried out in the participants' native Turkish language to obtain much more data from the comments of the participants. The qualitative information collected from the semi-structured retrospective interviews was used in order to add depth to the quantitative data, as well.

Classroom observations. The classroom observation is an approach to associate listening strategies and listening problems in the target group. Listening strategy instruction would be more fruitful when listening strategies are incorporated with students' listening problems (Graham & Macaro, 2007). The listening task practices in the classroom of the experimental group were observed in the very beginning of the study by the researcher for two weeks. The problems that the participants in the experimental group have in their listening process were noted and then the problem solution based strategies were embedded in the listening strategy instruction.

Listening strategy instruction. Listening strategy instruction model proposed by Graham (2017) was applied in the strategy intervention sessions (see Appendix-H). The rationale for the listening instruction approach was firstly to observe the listening problems of the students, later to match the strategies to problems, and then to make students receptive to the listening strategy instruction. The listening strategy instruction model included a sub training, which was called "ear training" (Graham & Macaro, 2008).

The linear order followed up in this model is:

A) Preparation Phase for Listening:

- Identify problems and strategies used by the target group.
- Guide them through the process that the teacher wants to model.
- Apply a listening text integrated into the curriculum.
- Predict the key information.
- Take attention to the questions on the sheets (if there are paper-based materials).
- Give them a second chance to understand the text.
- Stimulate their background knowledge and prepare for the vocabulary that they might hear.
- Remind the alternative ways of saying the same expressions.

B) Listening Task Phase:

- Listen to the whole text and establish the actual place of the predicted themes.
- Establish signposts in the text.
- Identify the location of the information they need (given on the sheet).

C) Post Listening Phase:

- Let them think about what listening strategies they have used and which of them they have found useful.
- Motivate them to retain and integrate the strategies they have used.
- Identify which strategies have worked for them.
- Encourage them to use the strategies they have used for the next task.
- Keep them feel independent to use the strategies they have practiced.

D) Ear Training:

- Listen to pairs of vowel sounds and match them with the written pairs.
- Listen to group of sounds and match them without looking at the written document.
- Let them visualise the words and what they hear.
- Practice on visualisation strategies with a group of words including problematic vowels for the target group (Graham & Macaro, 2008).

The listening strategy intervention presented by Graham (2017) has three phases:

- 1) Awareness-raising as an introduction to core strategies,

2) Modelling and practice of core strategies (reflection, evaluation and feedback),

3) Gradual fading out of reminders (practice, reflection and evaluation).

Listening strategies included in the instruction. Listening strategies included in the strategies were selected from the course book, Macmillan English Quest 4. The listening strategies included in the intervention were the metacognitive and cognitive strategies that might be used by the pupils when they had listening problems as the nature of the listening tasks used in the course book. The instruction of the chosen strategy clusters which were cognitive and metacognitive strategies were conducted as a part of course. Hence, listening strategies intervention was regarded as a necessity in order to increase the participants' awareness and their achievement in listening comprehension. In the very beginning of the process the English teacher had been informed what the listening strategies were and how the listening strategy intervention was conducted. The clustered strategies reflecting the course objectives and fostering the achievement of the participants were metacognitive and cognitive strategies. The metacognitive strategies were planning, monitoring, evaluation, selective attention, and directed attention (Goh & Taib, 2006; Macaro, Graham & Woore, 2016). The cognitive strategies were inferencing, word recognition, use of person knowledge, use of task knowledge prediction, visualization, imagery and summarization (Graham & Santos, 2015; Field, 2008; Goh, 2008).

Table 7

Listening Comprehension Strategies Grounded in the Students' Book

Metacognitive Strategies:	
Planning	
Self-Monitoring	
Self-Evaluation	
Selective Attention	
Directed Attention	
Cognitive Strategies:	
Prediction	
Visualisation	
Inferencing	
Word Recognition	
Use of person knowledge	
Use of task knowledge	
Imagery	
Summarization	

Procedures for listening strategy instruction. The strategy instruction based on the model proposed by Graham and Macaro (2008) stated above was incorporated into the participants' actual class as it was regarded as an effective design (Schwartz, 1992; Graham & Macaro, 2007). As a part of listening task phase presented in the listening strategy instruction model, listening strategies grounded in the students' book were founded and each of them were listed as an item in the self-assessment grid. To increase awareness of the students in the experimental group for the use of listening strategies in case of listening comprehension difficulties, strategy awareness raising PowerPoint slights (see Appendix-A) were prepared, and each PowerPoint was presented in the very beginning of each unit by the English teacher. In each presentation listening strategies highlighted in the listening comprehension task were explicitly taught to the experimental group. At the end of implementation of the listening comprehension task, the students in that group completed the self-assessment grid. The following sample model (Table 8) presented the procedure followed by

the English teacher for the listening strategy intervention in a classroom environment.

Table 8

Sample Model and Practice in the Classroom Setting

Date	Instrumentation	Resources
Welcome week (11- 15 Sep) – Sep 2017 The teacher covered the process.	-Background Questionnaire (The teacher informed the researcher about the pupils' background.) -Awareness-raising activity (The teacher will cover it. It is attached.) -Pre-test (The teacher will cover it. It is attached.) -Self-assessment grid (It is attached and it will be applied after the pre-test.)	Macmillan English Quest 4: Listening Comprehension Text
Unit 1(Sep 2017) - Modelling and Practice: Web Quest text		
Timing	Activity	Resources
	- Using PowerPoint, teacher displays the pre listening task and let them do matching. Then let them have a review on the listening comprehension questions, but give them insights how to use clues to achieve well in listening comprehension and deal with the possible problems in listening. - Teacher shows what	PowerPoint Listening Text: Web Quest (Macmillan English Quest 4) Self assessment grid Reflection Probes

	strategies might be used, each strategy is specified in the power point with speech bubbles (Strategy 1, 2, 3, 4, 5, 6, 9, 10) based on the task demand. 3. Class listen to the story lasting for 3 mins. Complete the self-assessment grid. 4. Brief feedback as a class on what the text was about and which strategies were used. (Reflection probes)	
20-30 minutes	1. Teacher reminds the strategies that help them to deal with the listening problems in English. 2. Let them time to the pre-listening task requirements. 3. Teacher asks them what their initial hypotheses are about the text. 4. Pupils listen to the text and fill in their assessment grids. 5. Teacher takes sheets and writes very brief feedback on range and combinations of strategies used, to be returned in the next strategies lesson.	Listening Text: Web Quest (Macmillan English Quest 4) Self-assessment grid Reflection Probes

Data Collection Procedure

Before the study was initiated, the researcher informed the chair of English department of a private primary school and English teachers that listening strategy instruction was conducted for an academic term, a 14-week process during which in-class listening tasks were performed. Based on the quasi-experimental research design, the students in a classroom at a private school were identified as the experimental group, and the experimental procedures were performed while the students in another classroom at the same school were in a control group. Media based tools for listening in English language learning process, used by the experimental group students were questioned and classroom listening materials were overviewed.

The first week of the academic term was used for the pre-test, background questionnaire and awareness raising activities for listening comprehension. Pre-test and background questionnaire were conducted to both the experimental and control group. Then awareness raising activities towards listening strategy use and listening strategies was applied to the experimental group before the 12-week listening strategy instruction. The participants of the control group continued their foreign language learning process and they were kept out of listening strategy training. In this research, the experimental group students were observed to specify the problems in the listening comprehension tasks in their English courses for two weeks before the beginning of actual 12-week listening strategy instruction application process. The idea behind focussing on the listening problems of the students first gave insights to the researcher how to design the listening strategy instruction (Graham & Macaro, 2007).

Additionally, self-assessment grid was conducted to the participants in the experimental group to take the attention of the language learners on listening, to encourage them to become more autonomous in language learning process, and to focus on the development of listening comprehension. In the first two-week, the researcher participated to the English listening courses covered by the English teacher in the experimental group. The listening task practices in the classroom of the experimental group were observed in the very beginning of the study by the researcher for two weeks. The problems the participants in the experimental group had in their listening process were noted and then clusters of listening strategies

were incorporated into the listening strategy instruction. By the end of the second week, it was assumed that students had insights on how listening tasks are practiced in the classes via DVDs and video records.

Immediately after the second week, the participants in the experimental group were given listening strategy instruction for twelve consecutive weeks during part of the sessions allocated to the listening comprehension tasks and the listening strategy use to overcome listening task difficulties. The listening task performances applied in the classroom were observed. Then, the researcher and the English teacher discussed the reasons behind their behaviours and cognitive processing. As Cohen and Macaro (2007) states, immediate retrospection is a preferred method to elicit listening comprehension strategy use of the learners for data collection on students' listening strategy use. Immediate retrospection was applied to all participants in the experimental group as soon as they finished the listening task. Each participant did self-reflection on how they had completed the listening process in the immediate retrospection with the guidance of the teacher. The oral data in the immediate retrospection was recorded.

After the initial data collection procedure and the strategy instruction process for twelve weeks, the post-test conducted in the very beginning of the research as a pre-test, and self-assessment grid were administered to both experimental and control groups. Thus, the procedure in the beginning and at the end were compared and the comparison gave insights on whether listening strategy instruction and listening comprehension task practices in an aware manner had roles as healing or deterring among the participants in the experimental group.

In order to support the quantitative data and to draw a qualitative frame, semi-structured interview and self-assessment grids were included. The semi-structured interview was conducted with an open framework allowing the two-way communication by the researcher. Randomly chosen 10 participants in both the experimental and the control groups were interviewed and all of them were voice-recorded. After the interviews were completed, each of them had been transcribed for the qualitative data analysis. Then the self-assessment grids completed in the onset, during the process and at the end of the process were compared to check the participants' assessment for their own listening comprehension. Pre-test and

post-test scores of both group members were compared to understand whether the instruction of listening strategies make any impact on the EFL primary school level Turkish students' listening comprehension scores or not.

Table 9

Experiment Stages in the Present Mixed-method Research Design

Pre-experiment stage
▪ Background questionnaire ▪ Classroom Observation ▪ Pre-test ▪ Self-assessment Grid for Listening ▪ Awareness-raising activity
While experiment stage
▪ Listening Strategy Instruction ▪ Immediate Retrospection
Post experiment stage
▪ Post-test ▪ Self-assessment Grid for Listening ▪ Semi-structured Interview

Table 10

Summary of Data Collection Procedure

Instrumentation /Stages	Application dates	Experimental Group	Control Group
Background Questionnaire <i>*Pre-experiment stage</i>	1 st week/ 14W <i>*September,2017</i>	√	√
Classroom Observation <i>*Pre-experiment stage</i>	1 st week/ 14W <i>*September,2017</i>	√	√
Pre-test <i>*Pre-experiment stage</i>	1 st & 2 nd weeks/ 14W <i>*September,2017</i>	√	√
Self-assessment grid for listening <i>*Pre-experiment stage</i>	1 st & 2 nd weeks/ 14W <i>*September,2017</i>	√	√
Awareness-raising activity <i>*Pre-experiment stage</i>	3 rd week/ 14W <i>*September,2017</i>	√	—
Listening Strategy Instruction <i>*While experiment stage</i>	3 rd to 12 th weeks/ 14W <i>*October to December,2017</i>	√	—
Immediate retrospection <i>*While experiment stage</i>	3 rd to 12 th weeks/ 14W <i>*October to December,2017</i>	√	—
Post-test <i>*Post experiment stage</i>	13 th week/ 14W <i>*December,2017</i>	√	√
Self-assessment Grid for Listening <i>*Post experiment stage</i>	13 th week/ 14W <i>*December,2017</i>	√	√
Semi-structured	13 th &14 th weeks/ 14W		

Interview	*December, 2017	√	√
*Post experiment stage			

Data Analysis

The exploratory design among the types of mixed methods research design was conducted in this research. The basic purpose for the data analysis in this exploratory design (Morse & Niehaus, 2009) was to explore listening strategy as a phenomenon in depth and to measure qualitative exploratory dimensions of listening strategy use by following the listening strategy intervention process. The exploratory design had a two-phase sequential design starting with qualitative data analysis steps and following the quantitative strand to explore the phenomenon. Both qualitative and quantitative data analyses were presented as below.

Qualitative analysis. The research questions 1 and 2 (see Table 11) were analyzed through phenomenological data analysis steps (Moustakas, 1994) after audio-recorded semi-structured interviews and classroom observations and immediate retrospections were transcribed. During this analysis process, based on phenomenological (Husserl, 1931) theoretical framework, ‘what early adolescents’ experiences of listening while participating listening strategy instruction and ear training are’, and ‘what contributions it has’, were described and identified. The transcribed data, students’ reports in the interviews and the assessment grids were translated into English. Then, the translation was read recursively, general themes were identified, and preliminary set of codes was developed. Then the codes were verified by sharing the data with a colleague who holds PhD in English Language Teaching. The inter-coder and intra-coder reliability were measured as .92. Disagreements in coding were resolved through discussion. The major set of coding was also presented to the supervisor to avoid from any misunderstanding. The analysis of the interviews and assessment grids was shared both qualitatively and quantitatively.

Quantitative analysis. To answer the research questions 3 and 4 (see Table 11), quantitative data analysis procedure was followed. For both research question 3 and 4, independent samples *t*-test and analysis of covariance (ANCOVA) were used to determine the differences or similarities among the

treatment and control groups on students' listening strategy employment towards the listening strategy instruction.

Table 11

Data Collection Instruments

Research Questions	Data Collection Instrument
1. What listening strategies are naturally used by the EFL primary school level Turkish students in the listening tasks?	Background questionnaire Classroom observation Immediate retrospection Self-assessment grid
2. How satisfied are the EFL primary school level Turkish students with their use of strategies?	Semi structured interview
3. Does instruction of listening strategies make any changes in the EFL primary school level Turkish students' employment of these strategies?	Semi structured interview Self-assessment grid (pre-post)
4. Does instruction of listening strategies make any impact on the EFL primary school level Turkish students' listening comprehension scores?	Pre-test Post test

This chapter offered detailed description of the main study with referring to research questions, instruments outlined and the procedure followed up to reach the purpose of the study. Finally the data analysis method was provided. The following findings chapter is devoted to the results of both qualitative and quantitative data analyses.

Chapter 4

Findings

This chapter intended to report the findings gathered based on the nature of the exploratory research design. The main study attempted to determine listening strategies in a blended learning environment, to investigate what listening strategies may benefit EFL primary school level students in their development of listening comprehension and to develop awareness on the instruction of listening strategies. With this aim the quasi experimental research process was designed, and the qualitative and quantitative data were collected by following the presented procedure in the methodology chapter. The findings from the semi-structured interviews, immediate retrospections, classroom observations and self-assessment grids tried to unveil both target group members' understanding on the listening and listening strategy use naturally before and after the treatment. The quantitative findings from the pre-test to post-test analyses using the measures analysis of covariance (ANCOVA) was to examine if the instruction of listening strategies made changes to listening strategy use between the control and experimental groups. The qualitative results in this chapter were presented to make decisions about quantitative research questions and to test the quantitative exploratory findings, as well.

Analyses and results relating to the research questions

Research question 1. What listening strategies are naturally used by the EFL primary school level Turkish students in the listening tasks?

Data gathered from the semi-structured interviews, immediate retrospections, classroom observations and self-assessment grids revealed what listening strategies the EFL primary school level Turkish students naturally used in the listening tasks before the treatment. The following taxonomy obtained from the self-assessment grid were presented below in order to compose a baseline for understanding the participants' reactions and preferences for the use of listening strategies in their blended learning environment.

Table 12

Taxonomy for Coding the Self-assessment Grid

Strategies to help me understand when I listen to in English	Strategy Type:	Definition /Example
	Metacognitive Strategies (MS)	
	Cognitive Strategies (CS)	
I have		
1. Predicted the lexis to understand the text.	CS- Prediction	Guessing the meaning of the text by using lexis, theme or title.
2. Made a real effort to catch the gist of the text.	MS- Self-evaluation	Integrating yourself to determine whether the understanding of listening task is acceptable or not.
3. Checked that my interpretations make sense.	MS- Self-monitoring	Checking/monitoring the comprehension of the listening act.
4. Checked my prediction and changed them if necessary.	CS- Prediction MS- Self-monitoring	(Presented in the definition part of item 1 and 3)
5. Tried to do mental visualization again when I lose my attention.	CS- Imagery	Relating the already existing information with the mental lexicons or visual concepts in memory/mind.
6. Used other clues such as pictures, video records, music and animated sounds.	CS- Visualization	Using the visual and any written prompt presented in the visual references of the listening task.
7. Tried to keep my mental concentration up when I lose it.	MS- Directed Attention	Concentrating on the listening task not to be distracted.
8. Written down some points not to forget	CS- Summarization	Reconstructing the text or speech using new words.

	after listening.		
9.	Used my common sense, my own experience, my world knowledge.	CS- Use of person knowledge	Using the individual and universal traits influencing learning.
10.	Used logic to work out a word's meaning.	CS- Inferencing	Looking for the clues in the passage to fill the gaps in comprehension.
11.	Used my knowledge of Turkish words.	CS- Word Recognition	Identifying words and chunks in the native and target language systems.

Notes: Metacognitive strategies: Planning, monitoring, evaluation, selective attention, and directed attention (Goh & Taib, 2006; Macaro, Graham & Woore, 2016).

Cognitive strategies: Inferencing, word recognition, use of person knowledge, use of task knowledge prediction, visualization, imagery and summarization (Graham & Santos, 2015; Field, 2008; Goh, 2008).

The strategy categories derived from the nature of the listening comprehension tasks used in the blended learning setting and the data obtained from the semi-structured interviews and self-assessment grids were presented by the extracts from the students' responses in the interviews and the self-reports via personal assessment grids. Students' reports in the interviews and the assessment grids were transcribed and translated into English. Then, the transcriptions were coded to identify the listening strategies utilized by the participants at the onset. Additionally, the inter-coder and intra-coder reliability (90%) were computed and then, the analysis of the interviews was shared both qualitatively and quantitatively (frequency and percent). For the purpose of clarity, each extract was identified by pseudo names of the participants. The first letters of the strategies as coded in the Table 12 stand for each strategy type (MS for Metacognitive strategies and CS for cognitive strategies) in the following tables.

The results of the qualitative and quantitative analysis of the immediate retrospective interview and background questionnaire showed that all students in both groups deployed both metacognitive and cognitive strategies in different percentages for their listening comprehension. By examining the set of listening

strategies including both metacognitive and cognitive listening strategies, it was obviously obtained that the cognitive listening strategies were used with higher frequency compared to the metacognitive strategies. The table 13 below reveals that 25 students participating to this research among 34 students had used other clues such as pictures, video records, music and animated sounds with the 74 percent, which ranked the highest percent. A high majority of the students used visualization strategy in their natural listening comprehension process. The cumulative percent rank shows clearly that 22 students (65 percent) among 34 had predicted the lexis to understand the text, which refers to the prediction in the cognitive strategies.

Similarly, 22 students had tried to do mental visualization again when they lost their attention, which ranks with 65 percent as imagery strategy in the group of cognitive strategies. Likewise, 21 participants with 62 percent had checked their prediction and had changed them if necessary, which is prediction among cognitive strategies and self-monitoring, listed in the metacognitive strategy group. Then, 21 students among the 34 participants had naturally used word recognition strategy in the cognitive strategies with 62 percent. When they listen to in English, they had used their knowledge of Turkish words. These results indicate that students in both groups have maturity to do visualization, prediction, imagery and self-monitoring in their listening comprehension process.

Table 13

Frequency of Listening Strategies Used by the Participants at the Onset

Listening strategies	Frequency (N=34)	Cumulative Percent
CS6-I have used other clues such as pictures, video records, music and animated sounds.	25	74%
CS1-I have predicted the lexis to understand the text.	22	65%
CS5-I have tried to do mental visualization again when I lose my attention.	22	65%
CS& MS4-I have checked my prediction and changed them if necessary.	21	62%
CS11-I have used my knowledge of Turkish words.	21	62%
CS10-I have used logic to work out a word's meaning.	20	59%
CS9-I have used my common sense, my own experience, my world knowledge.	19	56%
MS3-I have checked that my interpretations make sense.	18	53%
MS2-I have made a real effort to catch the gist of the text.	15	44%
MS7-I have tried to keep my mental concentration up when I lose it.	13	38%
CS8-I have written down some points not to forget after listening.	8	24%

Furthermore, among the strategy subgroups of cognitive strategies, inferencing, use of person knowledge, and imagery followed the frequently used metacognitive strategies in the natural setting of the participants in this research. With 59 percent, 20 participants use inferencing strategy which is a cognitive strategy. They had used logic to work out a word's meaning in their listening comprehension at the onset. Very similarly, 19 students had used their common sense, their own experience, their world knowledge (56 percent) that is the use of person knowledge in the cognitive strategy.

Moreover, 18 students among the participants had checked that their interpretations made sense. This is grouped in the self-monitoring in metacognitive strategies with 53 cumulative percent. Then, 15 students with 44 percent had made a real effort to catch the gist of the text, which is self-evaluation strategy. Additionally, 13 students had have tried to keep their mental concentration up when they lose it with 38 percent as directed attention strategy in the group of metacognitive strategies. The last and the least used strategy is the summarization in the cognitive strategy group. 8 students (24 percent) in both groups had written down some points not to forget after listening. The Table 14 below shows the rank of the frequently used listening strategies by the participants in their natural listening comprehension process at the onset. The findings also emphasis that all students in fact did not receive input in listening process passively, they all keep their mental process active by using different strategies in various percentages without having any treatment.

Table 14

Frequently Used Listening Strategy Types

The rank of naturally used listening strategies (MS & CS) by the participants (N=34)

1. CS-Visualization (LS6)
 2. CS- Prediction (LS1)
 3. CS-Imagery (LS5)
 4. CS&MS- Prediction and Self-monitoring (LS4)
 5. CS- Word recognition (LS11)
 6. CS- Inferencing (LS10)
 7. CS-Use of person knowledge (LS9)
 8. MS- Self-monitoring (LS3)
 9. MS- Self-evaluation (LS2)
 10. MS-Directed Attention (LS7)
 11. CS- Summarization (LS8)
-

Research question 2. How satisfied are the EFL primary school level Turkish students with their use of strategies?

The collected data from the personal reports were identified to understand the satisfaction of the EFL primary school level students with their use of listening strategies. Regarding the students' responses to the questions towards the listening strategy intervention in a blended learning environment were examined and the data provided in the dialogs between the researcher and the students in the experimental group were grouped in codes as presented in the following table.

Table 15

Codes Obtained from the Experimental Group Students for the Use of LSs

Codes
Success of the treatment
Change in awareness
Increase in self-confidence
Willingness for the use of LSs

To present the reports of the students in the experimental group in a clear order, the extracts were identified by following the codes obtained from the data. As presented in the Table 15, codes derived from the students' direct quotations were identified and grouped in four separate items such as success of the treatment, change in awareness, increase in self-confidence, and willingness for the use of listening strategies.

Success of the treatment. The first code addressed to the achievement of the experimental group students as a result of listening strategy instruction applied in the blended learning environment. The use of listening strategy as a phenomenon was examined in three different process which led to the achievement of the target group in their listening comprehension process. The listening process in the treatment group were examined as before listening process, during listening process and after listening process, which formed a basis for the success of the treatments. The students in the experimental group reported that each process had different requirements and the instructions for the following

up each process obviously contributed to their success in the listening comprehension process. 86.6% (13 students among 15) of the experimental group students stated that the treatment on the listening strategy instruction contributed to their listening comprehension process. For example, DO (St6) said, *“I started to get higher scores in my listening exams and my teacher taught me what to do before listening and during listening.”* DO (St6) also reported what points contributed her success in the listening comprehension process. She stated:

To achieve well in listening comprehension task, I followed up my teachers’ instructions. Errr....Before listening, I used the pictures and predicted what the topic of listening task might be. Well... I got happy when I understood it.. I was able to do it successfully because I guessed and my prediction was correct.

Other students in the experimental group shared their views about the use of listening strategies in the pre-listening process in order to increase their success in listening comprehension. 80% of them shared how the use of clues expands their viewpoints and guided them before listening. One of the participants in the experimental group, OO (St14) clearly mentioned about this process as cited below:

I am good at listening comprehension. I understand very well. Its reason is I follow the ways my teacher taught me. Before listening... our teacher gives us worksheets and I am trying to understand the topic by using the visuals first. Sometimes there are some words...I use them all while listening.... Well...I always make an effort to be successful....I am successful.

Similarly, the quotes spelled out by the students DD (St9) and AY (St4) clearly supported the contribution of the treatment in their listening comprehension achievement:

DD (St9): The pre-listening activity helped me a lot. I listened to the words that I had seen in my worksheet. Our teacher told me that the clues got me ready for the listening task....I used her instructions. Then, I achieved.

AY (St4): I am successful now... I learn at school very well and I do listening at home as well. Before listening, I follow the instructions that my teacher taught. All of them are helpful.

Apart from the pre-listening process, the listening strategy instructions on while and after listening process have contributions to the experimental group students. 93.3% of the experimental group students (14 students) reported that nearly each listening strategy component had contributions to their success in listening comprehension. The students also commented on the importance of the listening strategy use during listening and after listening process. It is understood that the treatment applied in the academic term made a real challenge for the students and encouraged them to use listening strategies. When they try to use listening strategies to understand the listening task, they successfully complete the listening comprehension process. It seemed that the listening strategy instruction had a motivating effect on the students' achievement. This view was spelled out by the experimental group students in different ways.

YM (St3) added the reasons of his achievement in listening comprehension process. As it is understood from his quote, he uses listening strategies when he has listening breakdowns, which leads success in the listening process:

When I lose my attention while listening, I focus on listening again....I continue to the listening task by relating the sections in the story.

Additionally, reflecting upon the importance of prediction in listening process, KG (St8) said:

I check my predictions....If it is okay, I continue listening. ...Sometimes I realize that it is different from my prediction. ..Then, I try to understand the listening task... I see that I success when I response the questions of my teacher correctly.

As seen from the reference above, the participant hints the possibility of the change in prediction in listening process. When the participant checks his prediction and changes it if necessary, he completes the listening process without insisting on his predictions. By following the listening strategies applied in the

treatment, the student explains the contribution of the treatment to the success in the listening comprehension process.

To conclude, the students in the experimental group experienced success both during the listening strategy instruction and at the end of the process. Each student in the experimental group was impressed by the listening strategy intervention, and its impact on success was reflected in the students' reports. Also, the student to student dialogs in the classroom environment and the teacher to student communication in the instruction environment showed that experimental group students had positive attitude on using listening strategies in case of listening comprehension problems. Whenever they faced listening difficulties in the process, they expressed their concerns and encouraged each other to use listening strategies to success.

Change in awareness. With regards to the codes listed in the Table 15, the second code was the change in the experimental group students' awareness on the use of listening strategies when they need to come over listening difficulties or problems. One of the purposes in this study was to make language learners more aware in language learning process, especially in listening comprehension process. Also, the purpose fostered to encourage language learners on taking more responsibilities in their own listening comprehension process. The very nature of the blended learning environment supports action-oriented approach. In that sense, listening strategy instructions in the blended learning setting provide guidance to be more responsible and more aware students.

Students' responses in the experimental group indicated that the listening strategy instruction helped them change their awareness as listeners. The treatment they received taught them how to do listening and what to do when they have problems in listening. In accordance with the listening task demands, the experimental group students revised their understanding about listening process by following listening phases and listening strategies.

In the experimental group, there were changes in the students' awareness about the use of listening strategy not to deter them from listening when they have gaps in listening process. 66.6% of the students voiced their views about how they changed their ways in listening comprehension process. 10 of the experimental

group students reported that the instruction their teachers had applied in the classroom environment led to achievement in listening process and they have started to use similar or same way while they were listening to English texts out of the classroom environment. The self assessment grids that their teachers had given them to encourage for the use of listening strategies convinced them to use each listening strategy automatically. For instance, DK (St10) shared her ideas as below:

I used to start listening process without following steps that my teacher taught me but now I know what I should do.

Also, NA (St11) explained that through the treatment she learnt a lot and did better in listening comprehension tasks. She added:

I know what to do. I do listening activities at home on my own. If there are pictures, I look at them before listening and try to predict the topic.

YG (St5) expressed his ideas about the listening strategy instruction process and the use of listening strategies in different processes as the following:

I know what to do while I am listening. I am using the knowledge that I have learned in the classroom...Err...Sometimes...there are some parts I misunderstand. At that time I use pictures, animated sounds in the listening task. I guess the topic...While I do listening, I guess for what come next.

The same viewpoint was revealed by KG (St8). He stated that he listened to the texts carefully and paid attention to understand the words very well.

Moreover, seven students reported that their awareness on the listening task demands and listening phases increased after the listening strategy intervention. MB (St12) expressed her awareness on the use of listening strategy as she stated:

I always use the self-assessment grid to check what I have done in listening process... Well...I know now what to do because my teacher usually uses the same paper in the classroom...But sometimes I forget to use some of them.

DD (St9) pinpointed that through the listening strategy instruction she learned that there are same phases for all listening tasks but the topics might be different. However, the main purpose of the listening tasks and the listening comprehension questions are mostly following the same intention to check the students' achievement by saying:

...Now I know that there are same phases in listening. Before listening, I predict the topic. I use pictures and words if there are. Sometimes... when I do not understand what the speakers say I use my logic to understand the text...Err...When I answer the listening comprehension questions, I do all of them correct, which makes me very happy.

To sum up, the experimental group students seemed to raise their awareness on the use of listening strategies and they have individual effort to achieve the listening process by following their teachers' instructions. They rely on their teachers' instruction and they believe that the listening strategy instruction process contributed to their change towards listening strategy use.

Increase in self-confidence. Students in the experimental group indicated how confidently they use listening strategies when they have needed in the listening comprehension. They also acknowledged that the improvements in their listening performance motivated them and increased their self-confidence. The more they achieve in the listening comprehension task based on the listening strategy instruction, the more they trust themselves. Beside the treatment they received, the personal employments of listening strategies in the blended learning environment fostered listening strategy use. 53.3% (8 students) in the experimental group reported that they relied on themselves in foreign language listening process as well as showing a desire to achieve more. This viewpoint was revealed by DO (St6) who stated: *"I am proud of my achievement in English. I feel very happy when my teacher is proud of my achievement. I listen to her very well and follow her instructions."*

Additionally, AY (St4) highlighted the raise in her self-confidence by adding that she was good at listening in English and became more confident after she followed what her teacher taught in the classroom. Similarly, OO (St14) said:

I am good at listening...I use my logic and understand the listening texts in English. It is very easy to understand.

The same view was spelled out by MD (St13):

I know how to listen in order to understand. I speak English with my auntie and she says me that I speak English very well...Well...I listen to English texts at school and I speak English with my teacher. When my teacher says me that she is proud of me, I feel honoured.

Moreover, students in the experimental group reflected the increase in their self confidence in daily conversation with their family members. KY (St1) and YM (St3) shared their self-confidence adding that they had more confidence after the listening strategy instruction applied in the classroom environment. KY (St1) said:

I have friends from the USA and I play games with them. My mum said me that I had improved my speaking ability. I got very happy as she realized my achievement in English.

YM (St3) also expressed his fathers' intense fascination on his listening performance in English which raised his self-confidence:

I watch movies in English at home with my family. One day we were watching a film again....After we watched it, my mother asked some questions about the film...As I understood the main idea of the film, I responded to her questions....I think both my parents are proud of me...My father said me that he realized the change in my listening skill...Err... I have started to believe myself more.

To conclude, half of the students in the experimental group (53.3%) seemed to think that they gained self-confidence as a consequence of the listening instruction process. The treatment they received fostered their belief to themselves and reshaped their attitudes to the listening strategy use and their roles in the

listening process. They realized that there were changes in the personal roles as listeners. It seemed clearly that their self-confidence would increase more day by day when they got more responsibilities for their own listening process with the use of listening strategies.

Willingness for the use of LSs. With regards to the quotes by the students in the experimental group, it was seen that the students were pretty ready and willing to continue the listening strategy use whenever they do listening comprehension tasks. As the listening strategy instruction had contributions to the students such as developing independence, fostering confidence, improving listening performance; almost most of the students in the experimental group (13 students, 86.6%) reported their satisfaction on the use of listening strategy and their desire to use them in the future. AY (St4), for example listed her achievements by highlighting her already built willing for the use of listening strategies:

I am good at listening in English...Err...I have learned a lot at school and I am using them while I am listening to English at home.

Also, NS (St15) stated that she had future plans for the use of listening strategies that were taught as a part of the intervention process. This was clear in her quote:

This summer I will go to abroad for holiday if I achieve well in my English course.... I am sure that I will go.... because now I know how to do in listening...

Moreover, some students have already determined to continue using listening strategies in their out of class activities such as playing computer games, watching movies, listening to English songs. Here are some comments of the experimental group students:

ET (St7): I am good at listening in English...I have a lot of friends with whom I play computer games...Err...most of them speak English while playing games...Before...I could hardly understand their speech...but now I play better as I understand them better...I will win by using the clues in the games.

MB (St12): I am planning to use some clues such as pictures, music and animated sounds in the movies when I do not understand the words.

YM (St3): Before I start this English course, I used to understand some of what is said in English... listening activities...Then, my teacher taught us...I always want to be successful.

Also, the students in the experimental group similar to the control group students enjoy listening to music in English. Some students said that they were eager to understand the lyrics of the songs, which might be regarded as a motivation for future listening independently. In fact, the songs presented in their student books as a part of curriculum might be an awareness-raising activity. For instance, AY (St4) said that:

I benefited a lot from what my teacher taught in English courses...By using words only, I can understand the gist of the text... I like listening to music in English... Even I use words to work out the meaning...Well...now...I enjoy more.

To sum up, the way the students expressed themselves was a reflection of willingness to use listening strategies. Conceptually, it might be difficult to define and call the term strategy as they are young learners; however, the phrase “what my teacher taught” refers to the use of listening strategy use. Each listening strategy construct had an influence on their future plans to continue their listening performance and even increase their employments of listening strategies to deal with the problems or difficulties in listening comprehension process.

Research question 3. Does instruction of listening strategies make any changes in the EFL primary school level Turkish students’ employment of these strategies?

In order to answer the third research question, the independent samples *t*-test and analysis of covariance (ANCOVA) were administered. It was tested whether listening strategy instruction (LSI) made some changes in their listening strategy employment or not. The total number of listening strategies used by both group members were calculated and named as listening strategies used at the onset of LSI and at the end of the LSI. Based on the group statistics, it appeared

that there was a statistically difference between the experimental group and control group students in the use of listening strategies. While the raw mean value for the employment of listening strategies in control group was 6.4737, the mean for the use of LSs in the experimental group was 8.4667, which showed group difference at the onset of the treatment.

Also, statistically measured the listening strategies were employed at higher level at the end of the listening instruction process among the experimental group students ($M=10.8000$) compared to the control group members ($M=4.9474$). It is important to add that there was no systematic increase in the listening strategy employment in the control group. The quotes of control group students in the semi-structured interview supported that control group students did not have awareness on the use of listening strategies when they had problems or difficulties while they were doing listening comprehension tasks in a blended learning setting. However, experimental group member students had notable differences in the employment of metacognitive and cognitive listening strategies compared to the control group students.

Table 16

Independent Samples T-test

	Groups	Mean	Std.	<i>t</i>	<i>df</i>	<i>Sig.</i>	Mean
	<i>N</i>		Deviation				Difference
Strategies used at the onset of LSI	Control group	6.47	1.77540				
	19			-2.836	32	.008	-1.99
	Experimental group	8.46	2.32584				
	15						
Strategies used at the end of LSI	Control group	4.94	1.68238				
	19			-12.043	32	.000	-5.85
	Experimental group	10.80	.94112				
	15						

The results of independent samples *t*-test showed that there was a significant difference in listening strategy use in the onset and at the end of the LSI between experimental group and control group. As shown in the Table 16, the *Sig.*

(2-tailed) value was .008, which is below the cut off of .05. Additionally, analysis of covariance (ANCOVA) as an extension of analysis of variance was used to explore group differences while statistically controlling for an additional continuous variable, listening strategy used at the onset and at the end of the listening strategy intervention applied in this study. The students' mean scores of listening strategy use at the onset of the listening strategy intervention was treated as a covariate to control for pre-existing differences between the groups, which made ANCOVA very useful when there was quite small sample sizes and medium size effect.

Table 17

Univariate Analysis of Variance

Tests of Between-Subjects Effects						
Dependent Variable: Strategies used at the end of the LSI						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	294.792 ^a	2	147.396	82.066	.000	.841
Intercept	81.851	1	81.851	45.572	.000	.595
Group	193.393	1	193.393	107.676	.000	.776
Strategies used at the onset	7.669	1	7.669	4.270	.047	.121
Error	55.678	31	1.796			
Total	2278.000	34				
Corrected Total	350.471	33				

a. R Squared = .841 (Adjusted R Squared = .831)

Estimated Marginal Means				
Dependent Variable: Strategies used at the end of the LSI				
Group	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control group	5.159 ^a	.324	4.498	5.820
Experimental group	10.532 ^a	.370	9.778	11.286

a. Covariates appearing in the model are evaluated at the following values: Strategies = 7.3529.

As shown in the set of Table 17 above, ANCOVA main table, a one-way between groups analysis of covariance was conducted to compare the effectiveness of two different interventions designed to increase awareness and use of listening comprehension strategies. The dependent variable was the listening strategies used at the end of the listening strategy instruction, and the dependent variable consisted of means on the pre self-assessment grid on listening strategies and post self-assessment grid on listening strategies administered before and after the intervention was applied. Participants' means on the pre-intervention administration were used as the covariate in this analysis.

Preliminary checks were conducted to ensure that there was no violation of the assumptions of normality, linearity, homogeneity of variance, homogeneity of regression slopes, and reliable measurement of the covariate. After adjusting the pre-intervention scores, there was a significant difference between the control group and the experimental group on post self-assessment grid on listening strategy use, $p = .00$, and partial eta square = .841.

The self assessment grids applied before and after the listening strategy instruction process revealed to what extent the instruction of listening strategies make changes in the EFL primary school level Turkish students' employment of these strategies. It was found out that students in the control group were using cognitive listening strategies more than metacognitive listening strategies. Similarly, the experimental group students were using the cognitive listening strategies more compared to the metacognitive listening strategies, as well.

Table 18

Listening Strategies Employed by the Participants

Listening Strategies	LSI process	Control Group		Experimental Group	
		N=19		N=15	
		Frequency	Cumulative Percent	Frequency	Cumulative Percent
1 CS-Prediction	Pre	8	42%	14	93%
	Post	12	63%	15	100%
2 MS-Self evaluation	Pre	7	37%	8	53%
	Post	8	42%	14	93%
3 MS-Self monitoring	Pre	9	47%	9	60%
	Post	8	37%	15	100%
4 CS-Prediction MS-Self-monitoring	Pre	9	47%	12	80%
	Post	11	58%	14	93%
5 CS-Imagery	Pre	11	58%	11	73%
	Post	10	53%	15	100%
6 CS-Visualization	Pre	13	68%	12	80%
	Post	11	58%	14	93%
7 MS-Directed attention	Pre	5	26%	8	53%
	Post	8	37%	15	100%
8 CS-Summarization	Pre	3	16%	5	33%
	Post	1	5%	15	100%
9 CS-Use of person knowledge	Pre	9	47%	10	67%
	Post	6	32%	15	100%
10 CS-Inferencing	Pre	10	53%	10	67%
	Post	14	74%	13	87%

11 CS-Word recognition	Pre	10	53%	11	73%
	Post	10	53%	15	100%

As seen in the Table 18, both control group and experimental group individuals were employing cognitive listening strategies such as visualization, prediction, imagery, inferencing, word recognition and use of person knowledge at the onset of the listening strategy instruction. Likewise, both group members were employing metacognitive listening strategies including self-monitoring, self-evaluation, and directed attention less than cognitive listening strategies.

When both control group and experimental group were compared regarding the frequency rates in cognitive and metacognitive listening strategies usage it was seen that both group differed from each other. More specifically, the frequent use of the visualization strategy in cognitive strategy grouping among control group was 68% at the onset of the study; the rate was 80% in the experimental group. Also, control group students were using cognitive listening strategies such as prediction and imagery (58%), inferencing and word recognition (53%), use of person knowledge (47%). The same strategies were employed by the metacognitive listening strategies with higher frequency rates. For example; Prediction (93%), visualization (80%), word recognition and imagery (73%), inferencing and use of person knowledge (67%) were among the highest frequency rates used by the experimental group students. Then, metacognitive strategies; self-monitoring (60%), directed attention (53%) and self-evaluation (53%) followed the cognitive listening strategies. Lastly, summarization (33%) in cognitive strategies was the least employed listening strategy in both group members.

After the listening strategy instruction process, the data analysed through self-assessment grids showed that there was no change in the use of listening strategies in control group. Likewise, they followed their cognitive strategy employment nearly same or similar frequency rates and preferred to use cognitive strategies more than metacognitive listening strategies. However, it was found out that there was a statistically acceptable increase in the employment of listening strategies in the experimental group. Approximately, all students in the

experimental group used listening strategies for listening comprehension with nearly 100%, which showed the pedagogical contribution of the listening strategy instruction process. It was understood that listening strategy instruction encouraged students to use both cognitive and metacognitive strategies with the aid of awareness raising activities on listening strategies.

According to the results obtained from the immediate retrospection in listening comprehension process and semi-structured interview, there was a remarkable difference for the listening strategy employment among control group members. The comments of the randomly chosen students from the control group revealed that they were using some cognitive listening strategies more than metacognitive strategies. They were using word recognition and visualization among cognitive strategies rather than using the metacognitive ones. The total number of listening strategies used by them (see Table 19) was quite low compared to the experimental group students' employments. The reason of this difference might be related with the use of awareness raising activities on the listening comprehension and listening strategy intervention employed in the experimental group during the academic process.

Table 19

Frequency of the Listening Strategy Use in Semi-structured Interview with the Control Group Students

Listening Strategies	St1	St2	St3	St4	St5	Total
CS-Translation	3	2	0	0	0	5
CS-Prediction	0	0	0	0	0	0
CS-Word Recognition	2	3	0	4	8	17
CS-Imagery	1	0	0	0	0	1
CS-Visualization	5	4	6	5	4	24
CS-Summarization	0	0	0	0	0	0
CS-Note-taking	0	0	0	2	0	2
CS-Use of person knowledge	0	0	1	1	0	2
CS-Use of task knowledge	0	0	0	0	0	0
CS-Inferencing	1	0	1	4	2	8
MS-Self-monitoring	3	1	1	0	2	7
MS-Self-evaluation	1	0	0	0	0	1
MS-Directed attention	0	0	0	0	0	0
MS-Selective attention	0	0	2	0	2	4
Total	CS12 MS4	CS9 MS1	CS8 MS3	CS16 MS0	CS14 MS4	

The results gained from the experimental group with regard to listening strategy employment showed differences compared to the control group. The reports of the experimental group members supported that their achievement in listening performance were related with the listening strategy employment as they were frequently using both metacognitive and cognitive strategies. Also, it was found out that the experimental group members were using metacognitive strategies more than cognitive strategies. The use of metacognitive strategies and top-down processing in listening comprehension require being more aware listeners and higher responsibilities. In that sense, experimental group students reflected the raise in their awareness on the use of listening strategies in case of listening breakdowns. The table 20 below, on the other hand, stood as a reference for experimental group students as they used both cognitive and metacognitive listening strategies in listening comprehension process. They were frequently using word recognition, visualization, and inferencing in cognitive strategies; self monitoring, selective attention, and directed attention in metacognitive strategies.

Table 20

Frequency of the Listening Strategy Use in Semi-structured Interview with the Experimental Group Students

Listening Strategies	St1	St2	St3	St4	St5	Total
CS-Translation	0	1	1	0	0	2
CS-Prediction	0	0	0	0	0	0
CS-Word Recognition	3	4	8	8	3	26
CS-Imagery	0	0	0	2	2	4
CS-Visualization	3	5	2	7	6	23
CS-Summarization	0	0	0	0	0	0
CS-Note-taking	0	0	0	0	0	0
CS-Use of person knowledge	0	0	1	2	0	3
CS-Use of task knowledge	0	0	1	0	0	1
CS-Inferencing	0	7	0	4	0	11
MS-Self-monitoring	1	5	4	2	2	14
MS-Self-evaluation	0	4	2	0	2	8
MS-Directed attention	5	2	2	5	1	15
MS-Selective attention	4	2	5	2	4	17
Total	CS6 MS10	CS17 MS13	CS13 MS13	CS23 MS9	CS11 MS9	

Research question 4. Does instruction of listening strategies make any impact on the EFL primary school level Turkish students' listening comprehension scores?

Listening performance of the EFL primary school level Turkish students was measured by an audio-visual listening comprehension exam. First, the raw mean scores of both experimental and control groups students in the pre-test and post-test were compared. Independent samples *t*-test was used to compare the mean scores in order to explore differences between groups. Then, analysis of covariance (ANCOVA) was used to control statistically the effect of the additional confounding variables or covariates.

To describe whether the listening strategy instruction make improvements in the EFL primary school level Turkish students' listening performance, independent samples *t*-test was used. It was found out that there was a statistically significant difference in listening performance between the experimental group and control group (*Sig.* 2-tailed: .010, significant at $p < .05$).

Table 21

Independent Samples T-test

	Groups	N	Mean	Std. Deviation	T	df	Sig.
Pre-test	Control group	19	61.57	10.93575	-2.719	32	.010
	Experimental group	15	72.33	12.08108			
Post-test	Control group	19	63.15	13.96529	-5.635	32	.000
	Experimental group	15	86.93	9.50539			

Analysis of covariance (ANCOVA) is an extension of analysis of variance that allows researchers to explore differences groups while statistically controlling for an additional continuous variable. In this study, ANCOVA was used as there was a two-group pre-test and post-test design to compare the impact of two different interventions, taking before and after measures for each group. The students' mean scores of pre-test was treated as a covariate to control for pre-existing differences between the groups, which made ANCOVA very useful when there was quite small sample sizes and medium size effect.

Table 22

Univariate Analysis of Variance

Tests of Between-Subjects Effects							
Dependent Variable: Post-test							
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared	
Corrected Model	6711.763 ^a	2	3355.882	37.128	.000	.705	
Intercept	772.479	1	772.479	8.546	.006	.216	
Pre-test	1973.458	1	1973.458	21.833	.000	.413	
Group	1831.394	1	1831.394	20.262	.000	.395	
Error	2802.001	31	90.387				
Total	193926.000	34					
Corrected Total	9513.765	33					

a. R Squared = .705 (Adjusted R Squared = .686)

Estimated Marginal Means				
Dependent Variable: Post-test				
Groups	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control group	66.412 ^a	2.290	61.742	71.081
Experimental group	82.812 ^a	2.608	77.492	88.132

a. Covariates appearing in the model are evaluated at the following values: Pre-test = 66.3235.

As shown in the set of Table 22 above, ANCOVA main table, a one-way between groups analysis of covariance was conducted to compare the effectiveness of two different interventions designed to increase awareness and use of listening comprehension strategies. The dependent variable was the type of intervention (listening comprehension strategies), and the dependent variable consisted of scores on the pre-test and post-test administered before and after the intervention was applied. Participants' scores on the pre-intervention administration were used as the covariate in this analysis.

Preliminary checks were conducted to ensure that there was no violation of the assumptions of normality, linearity, homogeneity of variance, homogeneity of regression slopes, and reliable measurement of the covariate. After adjusting the pre-intervention scores, there was a significant difference between the control

group and the experimental group on post-test scores on listening comprehension, $p = .00$, and partial eta square = .705.

This chapter reported both qualitative and quantitative results obtained from self-assessment grids, pre-post tests, the semi-structured interviews and retrospective interviews. The findings provided valuable insights about the significance of listening strategy intervention and its contributions on awareness for listening strategy use for the achievement in listening comprehension. The findings also demonstrated the pedagogical contributions of listening strategy instruction to the EFL Turkish primary school level students studying in a blended learning environment. The next chapter presented the further discussions on the findings of this study and the previous studies.

Chapter 5

Discussions, Conclusions and Implications

This concluding chapter discusses the findings of the study by relating to the aim and the methodology of the study and by giving references to the results of the previous studies. The aim of the study was to determine listening strategies in a blended learning environment, to investigate what listening strategies may benefit EFL primary school level students in their development of listening comprehension and to develop awareness on the instruction of listening strategies. Therefore, a listening strategy instruction programme was designed following the requirements of the primary school curriculum and the aspects of the literature reviews on the strategy training. The findings obtained from the collected data through the qualitative and quantitative research techniques were presented respectively. By restating each research question with its findings, the issues on listening strategy instruction to Turkish primary school level EFL students emerged from the present study were discussed with the previous studies in the field of listening strategy training. Then, the general conclusion of the study and methodological, pedagogical implications for further research were presented.

Discussions

The following four sections represent discussions by relating to the main findings of the study. It seems that listening strategy instructions to Turkish EFL primary school level students in a blended learning environment has a crucial contribution to the listening comprehension performance and listening strategy employment. These contributions are related with the listening strategy instruction in the blended learning environment and:

1. The nature of listening comprehension and listening strategy use among Turkish primary school level EFL students
2. The satisfaction with the use of listening strategies
3. Listening strategy employment
4. Listening comprehension performance

The nature of listening comprehension and listening strategy use among Turkish primary school level EFL students. It was obviously obtained that Turkish primary school level EFL students in their very natural learning environment at the onset of the listening strategy instruction were using cognitive listening strategies with higher frequency compared to the metacognitive strategies. These cognitive strategies are visualization, prediction, imagery, inferencing, word recognition and use of person knowledge. In the field of applied linguistics, more specifically strategy training to EFL students mostly explored the relation between listening strategy use and self-efficacy after the implementation of listening strategy intervention. Among the discussions in the field, there is still lack of consensus about the listening strategies naturally used in the different EFL context cultures at the primary school level EFL students. However, some researchers (Grenfell & Macaro, 2007; Cohen, 2007) discussed the high potential of the language learning strategies and skill based strategies to contribute the foreign language learning process.

In very natural environment, language users are applying the employment of various strategies in both native language and foreign languages. Similarly, skill based strategy instructions should be regarded as a necessity for all levels and age groups in EFL context. According to Bandura (1997), strategy instruction promotes the self-regulation in learning process, and contributes to the development of self-efficacy beliefs of the language learners. When the strategies used by the EFL language users in their natural setting for four skills in foreign language learning context, the language teachers and researchers guide students to build on more and to do self-reflection as strategy training enhances learners' awareness and autonomy. In the reviews of strategy training, there are various studies on reading (Tuncer, 2011; Dreyer & Nel, 2003), writing (De Silva & Graham, 2015), listening (Nakatani, 2005; Irgin, 2011), and speaking (Nakatani, 2015). However, there is still no consensus for the both positive and negative impacts of strategy instruction for all language areas in different culture contexts (Plonsky, 2011). In Plonsky's (2011) meta-analysis on strategy instruction research, listening comprehension skill is the least frequently studied in the field of applied linguistics and five out of 61 research aimed to search on listening

comprehension and listening strategy instruction, which shows the need on listening comprehension and strategy intervention more.

In the natural environment of the EFL students, cognitive knowledge in listening comprehension and cognitive strategy employment rather than the metacognitive strategies in the findings of this study provided that there is a need for more awareness raising strategies with the use of metacognitive strategies and top down processing. The findings in this study showed that Turkish EFL primary school students are employing visualization, prediction, imagery, inferencing, word recognition and use of person knowledge among the cognitive listening strategies. However, the employment of cognitive strategies is not enough on its own as some listening comprehension tasks require the use of metacognitive strategy use to struggle with the comprehension gaps or weaknesses. It is inevitable to face a number of challenges in listening process. Especially, in EFL context language learners might deal with the L1 effect in L2 processing.

The language system of some languages might function as a facilitator or an inhibitor compared to the English language. Turkish language syntactically and grammatically has different language system but it is possible to see some common lexis. Whenever EFL students have listened to tasks in foreign language, they would attempt to catch the gist by the use of words in the listening text. Naturally, Turkish EFL primary school level students use word recognition and inferencing strategies to understand the listening task. Most probably, its reason might be lack of vocabulary knowledge and metacognitive strategy use such as directed attention, selective attention, and self-regulation. Staehr (2009) investigated how lexical knowledge is important for listening comprehension and listening achievement, and the findings revealed that students need to understand 89 per cent of the words in the listening task to have achievement in listening comprehension. It seems that it is a necessity to have sufficient lexical coverage to expand vocabulary size and listening achievement in EFL context (Schmitt et al., 2011). However, as the studies above described, teachers should highlight the importance of vocabulary knowledge of the EFL students and the use of different listening strategies to compensate the breakdowns in listening.

Additionally, it might be considered that they need a growth in vocabulary knowledge. However, it is impossible to see teaching and learning setting in EFL listening context without problems. The teachers teaching to EFL students should provide listening materials for the vocabulary development besides supplying listening materials out of the classroom environment. Thus, it seems that some course materials in teaching of listening in EFL context might be unlikely to convince students with a genuine interest (Woore, 2014). In earlier studies, Vandergrift (2006) investigated whether there was a relationship between linguistic knowledge and L2 listening comprehension. It was found out that 75 Grade 8 students' language proficiency and their listening ability in English which is their native language contributed to their listening comprehension in French.

According to Field (2014), listeners have more difficulties in word recognition compared to the readers because listeners have to recognize the incoming word in very limited duration which is very challenging based on the stress and age factor of the listeners, and at the same time listeners have to deal with loading meaning to the input by segmenting the acoustic input for understanding. However, the stream of speech within the listening task might create difficulties for the EFL students as they have to keep themselves busy with more than one information processing. Similarly, Macaro, Graham and Woore (2016) mentioned in their study that the speed of speech stream in listening might be reason of misunderstanding or strengths in listening process by stating that "focussing attention on words just heard may eclipse the perception of new incoming words" (p.48). EFL listeners might be less skilled at segmenting the continuous acoustic signals in a listening task by using a number of clues, which requires a strategy training to struggle with the listening problems.

In fact, time limitation, speed of the speech stream might affect students' task performance negatively. In EFL context, language learners have to deal with a number of variables to overcome breakdowns in listening process. Even, the listening process might differ in face to face communication and one way L2 listening. Also, in Turkish context, it is not possible to speak with the native speakers whenever students desire to communicate even though the education system supports blended learning environment. In that sense, Turkish EFL students in their natural learning setting do listening practices with the use of

digital tools. However, Macaro, Graham and Woore (2016) have noted that listeners may control the stream of speech in face to face communication by asking the speaker in communication to do repetition. However, when the students are performing the listening tasks with the use of audio-visual tools that is under the control of the English teacher, they might have some difficulties in controlling the incoming speech. In this sense, Turkish EFL students need to know both cognitive and metacognitive listening strategies to overcome the possible breakdowns in listening process. Nonetheless, if listeners are ready for all listening situations such as interactive listening, media based one-way listening they might follow their strategic behaviours in listening.

In earlier studies, Goh (2000) and Graham (2006) reported the reflection of lack of control based on speed of speech stream in different cultural contexts. For example, 40 Chinese university students in Goh (2000)'s study reported in the qualitative data such as diaries and interview that they have difficulties in word recognition and processing while they are following the incoming speech data in limited time. Similarly, Graham (2006) found that English secondary school students studying French have difficulties in L2 listening because of the speed of the listening texts and word recognition in L2 listening. To overcome the failure in word recognition, Field (2004) offers that listeners can visualize the words they are hearing to identify words. Also, Graham and Macaro (2008) proposes ear training which is integrated into the curriculum as a way of recognizing English sound system.

On the other hand, EFL students in their natural learning setting are using inferencing and guessing among cognitive listening strategies to struggle with the listening comprehension difficulties. However, the overuse of the guessing strategy in listening comprehension might be reason of lack of knowledge and lack of understanding of the listening task. In some situations, listeners might infer the gist of the task by using the visual aids in the presented listening tasks. According to Macaro, Graham and Woore (2016), there are some dangers to infer the meaning of the word from the context. Guessing the meaning of the words from the given context and using listeners' background knowledge might be a wild-guessing behaviour for the listeners.

Listening strategy instruction and the satisfaction with the use of listening strategies. In the current study it was revealed that Turkish EFL primary school level students in a blended learning environment have satisfaction with the listening strategy instruction as it supplies success in listening comprehension, change in awareness, increase in self-confidence, and willingness for the use of listening strategies. Though there was no specific research basically searching this phenomenon, how metacognitive awareness raising activities enhance the strategy use of the learners was studied previously. In that sense, it seemed worth investigating how satisfied the Turkish EFL primary school level students with their listening strategy training in this study. As noted by Field (2008), “teachers might incorporate strategies into listening program in one of three ways. They might a) draw upon knowledge of strategy use to interpret the decisions made by learners about the recorded material they hear: b) raise awareness of listening strategies: both their potential value and their possible dangers; c) include specific instruction that aims to increase strategy use and to ensure that learners match their strategies more effectively to the problems they seek to resolve” (p.287).

In this research, questioning the listeners’ satisfaction emerged from the listening strategy instruction was thought worthwhile to highlight. The codes obtained from the findings demonstrated that metacognitive awareness raising tasks can be incorporated into various stages of a listening lesson as there is an increase in learner autonomy, motivation for listening task achievement and self-confidence. Liu and Goh (2006) asked learners to use a metacognitive guide when listening on their own. The learners answered prompt questions before and after listening tasks to aid in pre-listening preparation, evaluate their performance, and plan their strategy use for future listening. Vandergrift (2003) used listening tasks to guide French students in using prediction among cognitive listening strategies. Not only they used them successfully, but also they reported increased motivation and heightened metacognitive awareness about the role of strategies in listening comprehension. These studies “demonstrated the usefulness of top-down teaching approaches where teachers can promote metacognitive processes and strategy use through scaffolded listening tasks” (Long & Doughty, 2011, p.402).

On the other hand, there are some controversies about the strategy instruction in listening and reading (Swan, 2008; Ridgway, 2000). It has been argued that strategy instruction in the classroom is a waste of time as learners have already developed strategies in their L1. Learners only need to practice to develop L2 proficiency and time to transfer the strategies they use in their L1 to L2. Further, Macaro, Graham and Woore (2016) explain that providing practices in listening and reading within pedagogical purposes is extremely valuable; however, when language learners encounter with difficulties in tasks similar to real-life contexts the linguistic knowledge they have practiced may not help them. Therefore, they will “need to deploy strategies effectively to compensate for the gaps in their linguistic knowledge and to make the most of the language they do know” (p.63). Also, Graham (2006) argues that “practice in itself does not address the core issue that learners need to feel a sense of control over their listening and that improvement is possible (p.178).

According to Vandergrift and Goh (2011), “when pre-listening activities were used to activate prior knowledge about the contents, the focus was limited to prior knowledge about the contents. In light of the importance of learner awareness and control in learning, listening instruction should offer scaffolded learning experiences to help listeners discover and rehearse listening processes” (p.399). The scaffolding in listening strategy instruction process might be the source of attention on both bottom-up and top down approaches in listening comprehension for the FL listeners. Bottom-up approach entails the perception of sounds and words in a speech stream. It acknowledges the primacy of the acoustic signal and focuses on helping learners develop critical perception skills. The major challenge is word segmentation. Word segmentation skills are language-specific and acquired early in life. Listening instruction must help learners cope with segmenting difficulties, so that they can identify words in the stream of sound (Long & Doughty, 2011).

Word-segmentation skills can be acquired by FL listeners’ opportunities to “accumulate and categorize acoustic, phonemic, syllabic, morphological and lexical information” (Hulstijn, 2003, p.422). It is outlined as six-step procedure: 1) listen to the oral text without reading the written version; 2) determine your level of comprehension; 3) replay the recording as often as necessary; 4) check the

written text; 5) recognize what you should have understood; and finally, 6) replay the recording until you understand it without written support. "This procedure can help FL listeners to note important phenomena in connected speech, such as reduced forms, assimilation, elision and resyllabification. In order to develop word-segmentation skills, learners need to be aware of these phenomena, pay attention to them, and, during listening practice, replay them so they can puzzle them out for themselves" (Field, 2003, p.400).

In similar vein, top-down approaches in listening comprehension aim to develop learners' metacognitive knowledge about listening (Goh, 2008). Also, top-down processing can contribute to effective self-direction and can have positive effects on the learning outcomes. EFL listeners having awareness on strategy use and doing top-down processing are perhaps effective users of person knowledge, task knowledge, and strategy knowledge in language learning and listening.

Listening strategy instruction and listening strategy employment. The findings of the study confirmed that there was a significant difference in listening strategy use in the onset and at the end of the listening strategy instruction between experimental group and control group Turkish EFL primary school level students. Both control group and experimental group individuals were employing cognitive listening strategies such as visualization, prediction, imagery, inferencing, word recognition and use of person knowledge with low frequencies at the onset of the listening strategy instruction rather than employing metacognitive listening strategies. However, after the listening strategy instruction process, it was found out that there was a statistically acceptable increase in the employment of cognitive and metacognitive listening strategies in the experimental group while control group continue to use cognitive strategies with low frequencies. It was understood that listening strategy instruction encouraged students to use both cognitive and metacognitive strategies with the aid of awareness raising activities on listening strategies.

Similarly, Simasangyaporn's research (2016) showed that the intervention group incorporated a wider range of top-down strategies with bottom-up strategies, and were able to select and discard strategies as required at the end of the intervention process. The intervention group participants showed the greater change in strategy use. The most outstanding changes were found in

metacognitive strategies such as hypothesis confirmation and problem identification while hypothesis formation, identification of words and vocalisation were followed among the cognitive strategies. According to Tsui and Fullilove (1998), the ability of incorporating the bottom-up strategies with the top-down strategies is an important discriminator of success factor among language learners. Field (2008) regards the use of top-down strategies of listeners as compensator for the incomplete bottom-up information. In Graham and Macaro's study (2008), the participants combined the cognitive strategies; prediction, directed attention, phonemic segmentation, inferencing and verification, with metacognitive strategies such as monitoring and evaluation.

Macaro, Graham, and Woore (2016) views cognitive strategies as perceiving, decoding, processing, storing and retrieving the incoming language while metacognitive strategies are planning, monitoring, and evaluating listeners' use of cognitive strategies and managing their feelings. For information processing in listening comprehension, EFL listeners need to employ both cognitive and metacognitive listening knowledge as served a base for providing the needed information. Macaro (2006) views listening strategy employment as a stream of conscious mental actions deployed to achieve a particular goal within a learning situation. For instance, listeners might predict some words in the listening task to segment the speech stream and they may use inner voice to repeat what they have heard in the listening task at that time.

Vandergrift and Goh (2011) have noted the importance of listening strategy instruction on the listeners' strategy employment relating to the metacognitive and cognitive processing. At the onset of the listening instruction, once students know the topic and text type, they predict types of information and possible words they may hear, which refers to the planning and directed attention. Then, students listen to verify initial hypotheses, correct as required and note additional information understood as a part of verification stage. To evaluate the process, students compare what they have written with peers, modify as required, establish what needs resolution and decide on the important details that still need special attention. Students selectively attend to points of disagreement, make corrections and write down additional details understood. Students listen for the information revealed in the class discussion which they were not able to decipher earlier and

compare all or selected sections of the aural form of the text with a transcription of the text. In the reflection stage of the strategy instruction process, based on the earlier discussion of strategies used to compensate for what was not understood, students write goals for the next listening activity. A discussion of discrepancies between the aural and written forms of the text could also take place at this stage to practice the evaluation.

Moreover, a number of studies have focused on the individually top-down strategies such as inferencing, prediction and elaboration rather than focusing on problem solution based strategic approach (Macaro, Graham & Woore, 2016). However, recent strategy intervention studies have started to address positive results of strategy instruction embedded into the language learning programmes. For example, Graham and Macaro (2008) evaluated a listening strategy intervention program with 197 lower intermediate learners of French studying in totally 15 secondary schools. Learners were divided into two groups as high scaffolding, 68 participants in total, and low scaffolding, 39 students. As the nature of the strategy intervention programme, the initial strategic behaviours of learners were investigated with a diagnostic approach and then, both top-down and bottom-up strategies were included into the programme. Intervention group received instruction in French symbol-sound correspondences to raise their awareness on pronunciation in L2 listening. However, the results based on the listening comprehension tests and self-efficacy questionnaire, were mixed in respect of different scaffolding levels of participants listening outcomes. Additionally, Goh (2000) reveals the importance of helping learners to be aware of listening problems and to motivate them to be more responsible to deal with the difficulties they have encountered. In a similar vein, Vandergrift and Tafaghodtari (2010) agree that teaching learners a set of strategies contribute them to be strategic listeners. Lastly, Coyle (2007) suggests the possibility of building strategic students and strategic classrooms where language teachers are models for strategy use with their explicit and implicit strategy instructions.

Listening strategy instruction and listening comprehension performance. The listening strategy instruction examined in this study resulted in the statistically significant difference in listening comprehension performance between the experimental group and control group Turkish EFL primary school

level students. The listening strategy instruction grounded in the curriculum in EFL context promotes learners' performance and/ or achievement in listening comprehension. Similarly, the findings of the different studies (Graham & Macaro, 2008; Vandergrift & Tafaghodtari, 2010; Simasangyaporn, 2016), questioning the outcomes of listening strategy training on listening achievement have supported the results of this study. The findings of Simasangyaporn's research (2016) indicated that the greater application of the strategies taught in the intervention contributed to the higher levels of comprehension recorded for the intervention group. The improvement in listening comprehension of the intervention group was significantly greater than that of the comparison group among 150 Thai students in three months. Due to the large number of students in each classroom, approximately 35-40 students, and the limitations in the use of scaffolding, it has reflected that there is a possibility of listening strategy instruction in real classroom settings in different context cultures where there are a large number of students. Moreover, Graham and Macaro's study (2008) improved within six months provided empirical evidence that strategy instruction can have a positive impact on second language learners' listening comprehension.

Woore (2007) conducted a research project on L2 phonics instruction in an English secondary school. A class of German learners received an explicit phonics instruction and they worked out the pronunciation of new words to decode L2 sounds by using poems. Then, it was seen that learners taking explicit instruction improved in the accuracy of their word pronunciation more than learners not taking the same instruction.

In another research conducted by Woore (2011) to the beginner level learners of French across four different schools, five classes received explicit instruction in problematic French symbol-sound system compared to English. Again the students in the experimental group made more progress in the pronunciation of unfamiliar French words compared to the members of parallel classes who did not receive the instruction. Hulstijn (2003) suggests learners a huge amount of practice in order to develop automaticity by using familiar and simple texts in the target L2 listening. Macaro, Graham, and Woore (2016) has identified a number of studies on problems in segmenting speech stream in listening, and argued on difficulties in developing sound system mappings. To help

learners to deal with segmenting speech stream, some studies evaluated the explicit instruction of phonics.

Furthermore, Vandergrift (2003) investigated the use of listening strategies used by 36 English-speaking learners of French who are divided as less and more skilled listeners. It was found that more skilled listeners adopted a dynamic approach to listening with the use of top-down processing compared to the less skilled listeners who are relying on the bottom-up strategies. It seems that it is necessary to provide enough instruction on listening strategy and approaches for information processing to demonstrate how practical it is to combine strategy use when they need it. On the other hand; Macaro, Graham and Woore (2016) regard that it is listeners' ability to orchestrate their strategic behaviour as a result of strategy intervention. In other words, strategy training can be integrated to the curriculum but the students' responses to that instruction will be in their hands. In a way, they might ignore the training on strategy use and awareness raising that is presented them.

Perhaps more importantly, one of the aims of strategy training is not only to develop listening performance of the students but also to lead a strategic behaviour by increasing their degree of autonomy. Macaro, Graham and Woore (2016) point out that the effective strategic behaviour as; "to deploy a range of strategies flexibly and in effective combinations; to monitor their on-going comprehension; and to revise their initial interpretations in the light of subsequent contradictory information" (p.53). Also, Grenfell and Macaro (2007), Macaro and Erler (2008) and Vandergrift and Goh (2012) have noted that students having strategic behaviour can work more effectively as they know how to combine strategies in case of communication breakdowns.

The strategic behaviour, on the other hand, encourages language users to be more responsible in their own learning and let them deploy higher level strategic thinking skills. In a similar vein, Graham and Macaro (2008) notes that the use of some strategies such as inferencing may not be helpful if it is deployed on its own as a strategy; in fact it functions when it is kept as a part of a cluster of strategies. However, when listeners use inferencing with their use of background knowledge and experiences to overcome the L2 listening problems as well as the use of bottom-up strategies for word recognition, they can have high performance

in their listening comprehension. Thus, the knowledge of metacognitive and cognitive listening strategies and students' willingly manner to internalize the presented strategies will let them more control on their own listening process and increase their achievement in foreign language learning.

Furthermore, there are fundamental principles concerning cognition and common implications for foreign language listening comprehension performance. "For processing of information to take place, attention must be directed at the input and some amount of decoding and analysis of the signals must occur. Listeners must perceive and recognize words in a stream of speech and at the same time parse it into meaningful units or chunks" (Vandergrift & Goh, 2011, p.396). The key feature of listening instruction is to help listeners recognize and parse incoming input properly. When visual input such as facial expressions, gestures, illustrations, video clips is presented, the information will have to be processed simultaneously with auditory input as it is related to the content of the message (Gruba, 2004).

As incoming information is being processed, it is acted upon by existing knowledge or schemata retrieved from long-term memory. Prior knowledge facilitates quicker processing (Vandergrift & Goh, 2011). The ability to process speech successfully depends on how much linguistic information is processed quickly. This is often referred to as automatic processing. In general, skilled FL listeners combine various strategies such as directing their attention, monitoring their interpretation and solving problems in an orchestrated and harmonious manner (Goh, 2002; Vandergrift, 2003).

Contrarily, Renandya (2012) argued that listening strategy instruction may not work with lower proficiency level students because of weakness of empirical evidence existing on L2 listening strategies, requirements of the strategy instruction for teachers and learners in the implementation process, and complication of the strategies for lower level students' learning. He claimed that language learners might have many problems with both bottom-up strategies and top-down strategies. However, Cross (2012) countered to Renandya's view by highlighting how many studies mentioned the development of listening strategy research in the past twenty years with their empirical results. This research also

contributes to the importance of listening strategy instruction for the listeners' achievement in listening comprehension.

In conclusion to the discussion of the findings, an effective listening curriculum recognizes "listening comprehension as an active, strategic and constructive process" (Long & Doughty, 2011, p.402). When students listen to tasks and do listening activities, they may need to help or guidance of their teachers during listening. As listening is a mental operation teachers may want not to manipulate their listening process. However, guiding students with the application of listening strategies and incorporating it into the lesson sequence is a pedagogical support (Liu & God, 2006; Field, 2008; Field, 2017). This pedagogical cycle develops awareness-raising activities, top-down and bottom-up dimensions in listening, explicit teaching of strategies to the students. Students need to repeated and systematic listening practices to compensate for the gaps in their listening process (Graham, 2017; Field, 2017). A carefully controlled strategy intervention conducted over a period of time can help students to improve their listening comprehension (Field, 2008; Goh, 2002; Macaro, Graham & Woore, 2016).

Conclusions

The positive effects of listening strategy instruction, though still in need to recognise the issue for different levels were referred in the literature for different contexts. The present thesis examined an in-depth insight into the listening strategy instruction to the Turkish EFL primary school level students with its qualitative and quantitative research design. It was concluded that listening strategy instructions promoted effective listening in EFL Turkish context, and it had methodological and pedagogical contributions for the students' achievement in listening comprehension. With this regard, listening strategy instructions had contributions as it encouraged language learners to be more aware and responsible individuals in foreign language listening process. However, there is still a need for more research in listening strategy intervention to reach more general insight for Turkish EFL context and different age groups.

This thesis provided quasi-experimental evidence that listening strategy instruction might be integrated into EFL listening classroom practices. It showed the positive contributions of listening strategy instruction in promoting EFL listening comprehension achievement and listening strategy employment. Moreover, this study provided useful data on how listening strategy instruction could promote the learner autonomy in language learning process, which is necessary for the primary school level students studying English as a foreign language in a blended learning environment. In this sense, it is thought that this thesis had made contributions to the strategy instruction for the achievement in listening comprehension in Turkish EFL context.

Implications

The overall findings obtained from this thesis had some specific implications. The implications of this study were grouped in three different subcategories as methodological implications, pedagogical implications, and implications for further research.

Methodological implications. The current study has presented methodological contributions and aspects to the field of listening and listening strategy instruction with its methodological background. Most of the studies conducted in the field of listening strategy intervention were designed to explore the concept of listening strategies rather than listening strategy instruction grounded in a curriculum. Also, the previous methodological levels of the studies were based on the quantitative analysis and think aloud protocols in listening. However, the mixed method design of this study provided evidences for the impact of the listening strategy instruction to the Turkish EFL primary school level students' listening performance and listening strategy employment. Besides, self-assessment grids were designed and integrated into the research methodology to increase awareness of the students on the use of listening strategies in a blended learning environment, which is not often used in strategy instruction fields. Therefore, the use of self-assessment grids in the present study has been beneficial to increase the students' awareness level on listening process and to elicit the listening strategies used at the onset, during, and at the end of the listening comprehension.

At the onset of the study, the content of the teaching materials used both in and out of the classroom setting has been analyzed, and listening strategies grounded in the listening comprehension tasks were predetermined with a diagnostic approach. Before the listening strategy instruction period, demands and supports of the listening comprehension tasks were considered deeply to deal with the possible listening comprehension problems while the target group students do listening tasks. Therefore, it is recommended to analyze target group students' listening strategy preferences the requirements of the listening comprehension tasks.

Besides, the listening strategy instructions takes long-term process rather than short-term to reach the expected learning outcomes on the use of listening strategies in any case of listening comprehension problems. In this sense, it is suggested to direct students on the use of listening strategies as a part of listening tasks and to adopt the strategies for longer duration as a result of repeated listening practices in and out of the classroom setting. As long as the sufficient time is supplied for the practices on the listening strategy use, it is expected that there will be an increase on the awareness of the students for the listening strategy employment to deal with the listening comprehension difficulties or breakdowns.

Moreover, verbal reports for the listening strategy awareness and the importance of the listening strategy use were given in the native language of the target group. It is proved that the contributions of the native language use for the awareness raising activities and listening strategies grounded in the listening comprehension tasks are very challenging and remarkable. When English teacher giving verbal reports for the listening strategy employment has the same L1 background with the target students, the listening strategy instruction process might be more appealing. Methodologically, the design of the strategy instruction might include process based listening intervention beside pre-post test listening comprehension achievement and before-after strategy employment designs. There might be changes in the strategy instruction if the teacher diagnose that students are in the need of some changes.

Additionally, this research methodology and its findings have contributions to the Turkish EFL context fostering the blended learning environment for the primary school level student. Listening strategy intervention for the primary school level is a new phenomenon as the majority of the research employed till now has presented the listening strategy use of high school and tertiary level students with the use of strategy scales and inventories. However, the listening strategy employment is a cognitive phenomenon and there are various factors affecting the cognition of the students in the listening process, which is very difficult to test by observations and to conduct scales. The students personally might think that they are employing a set of listening strategies which are listed in a listening scale; in fact they may not employ the checked listening strategies in real listening practices. Therefore, this research has methodological contributions and insights for the use of awareness raising activities and strategy intervention design based on the listening materials used in the curriculum.

Lastly, the use of immediate retrospection in listening process is an essential part of listening strategy instruction as listening comprehension is a part of cognitive process. Reporting what happens in the mind while listening requires elicitation technique which is a need to be considered for most strategy based studies. Thus, future research needs to consider elicitation technique for different age groups, even for young learners it might be used as a research instrument.

Pedagogical implications. The pedagogical implication obtained from this study is that the present study contributed to the field of listening strategy instruction fostering the teachable feature of listening comprehension skill and listening strategies. Thus, listening skill beside the other skills such as reading, writing, and speaking should be very important part of curriculum designed for the teaching of English as a foreign language. Also, teaching listening and especially listening strategy interventions should be included in the in-service teacher education programmes in Turkish context.

Moreover, there are various findings in the literature review on the listening strategy instructions in different culture contexts. Commonly, many of them proved that listening strategy intervention models had provided contributions on the improvement of listening comprehension of the target groups. The significant findings obtained from the previous studies with the implementation of strategy

training on listening revealed that strategy training is highly effective for the increase of listening achievement. Therefore, the foreign language teachers should give instructions on the use of listening strategies and they should increase their students' awareness on the employment of both cognitive and metacognitive strategies.

Based on the age factor, the application of awareness raising activities might increase the students' understanding on the instruction process. Foreign language teachers should reveal their students' existing repertoire of listening strategies and should present them models for the use of listening strategies when they need to deal with their listening comprehension problems. It can be proposed that foreign language teachers pedagogically should train their students to do more strategic listeners who do self-evaluation and self-monitoring in their listening comprehension.

A further crucial pedagogical implication of the study is that foreign language teachers should explore their students' cognitive and metacognitive information processing in listening and should allow them to use strategies related to listening comprehension. Findings of the study indicated that Turkish EFL primary school level students seemed to have some understanding on the use of cognitive strategies subconsciously acquired in their natural learning environment. Therefore, there is a need to create awareness on the use of both cognitive and metacognitive strategies, and top-down and bottom-up processing in listening comprehension. Also, teachers should introduce listening strategies throughout the foreign language learning process and should follow the process based approach rather than production based. Foreign language learners most probably might become more aware on the strategy employment and they may incorporate the listening strategies practiced during the listening instruction process into their repertoire of listening strategies.

Another important pedagogical implication is that the listening strategy instruction designed for the Turkish primary school EFL students studying in a blended learning environment is successful in developing metacognitive strategy use beside cognitive strategy employment. Beside both strategies in listening, there is social affective listening strategy that can be used in face to face oral communication, which is not reflected in this study because of the listening task

demands. However, future studies might design their teaching materials, more specifically listening comprehension tasks requiring the use of oral communication strategies. This implies that Turkish EFL students might be in need of listening strategy use when they are in two way listening process which requires the use of additional strategies.

The final pedagogical implication is that the listening strategies used for the listening strategy instruction process in this study potentially limited in a blended learning environment in Turkish context. The design of the study offered listening strategy instruction in the classroom setting. The students were responsible from their own listening strategy use out of the classroom environment with the use of self-assessment grids. It appears that students participating to this study do not have any access to native speakers to practice or internalize the listening strategies taught in the classroom setting. They have practices only when they do listening with the use of digital tools. The pure exposure to the audio-visual listening and listening strategy employment to deal with the breakdowns in one-way listening may not guarantee the use of listening strategies in real oral communication.

Implications for further research. The present study has raised many implications for future research on the instruction of listening strategies for the improvement of listening comprehension in EFL context. First, as discussed in the limitations of the study, the findings of this study need to be tested for the validity in different culture contexts with different age groups. The data gained through this research was limited with two groups of Turkish students studying English as a foreign language in a private school and fostering blended learning environment. If the further research investigates the strategy instruction in listening comprehension, it might be possible to provide more reliable and valid findings on Turkish EFL primary school level students' listening strategy employment and listening comprehension performance.

In the present study, a pre and post test design was conducted to measure the students' listening comprehension performance. However, it was not possible to collect data as a delayed post-test because of the changes the conditions of the language learning environment at the onset of the process. Future research might

arrange a delayed post test to examine the retention of the effect of strategy instruction on listening comprehension.

The listening comprehension tasks applied in this study was on transactional listening with the use of audio-visual listening materials. The listening strategies chosen for the listening intervention process were the cognitive and metacognitive strategies embedded in the listening comprehension tasks. In this sense, social and affective listening strategies were not presented in the listening strategy instruction, which addresses to the interactional listening. Further research may consider the instruction of listening strategies to support interactional listening rather than transactional.

In the literature review, the listening comprehension performance and listening strategy use were related to some other variables such as listening styles, age, gender, and different culture contexts. However, this research questioned listening strategies used by the Turkish EFL primary school level students in their very natural blended learning environment and the contributions of listening strategy instruction on their listening performance. In future research, the levels of self efficacy in listening comprehension might be questioned regarding students' listening strategy use.

The participants in this study experienced the listening intervention process in the classroom environment with the guidance of their English teacher, which was observed and tested within this research design. However, it was not possible to investigate the students' listening tasks, even though it was a part of the blended learning environment. Future research might examine a broader scale study investigating the impact of listening strategy instruction on the promotion of learner autonomy.

Finally, the listening strategy intervention process was delivered by the English teacher who had been informed and directed about the listening strategies and the listening strategy instruction procedures. In the future research, the researcher might have an active role in the listening strategy instruction as an English teacher in the classroom setting in the same context.

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APPENDIX-A: Listening Strategy Intervention Sights Designed for Each Unit

	Learning Objectives
Unit 1 Text: Web Quest Sep 2017	• To raise awareness on the use of listening strategies. • To develop strategies to understand the text by predicting the lexis and theme. • To employ strategies to check whether the pupils' interpretations make sense.

Reminder: Strategies to help me understand when I listen to in English

I have

1. Predicted the lexis to understand the text.
2. Made a real effort to catch to gist of the text.
3. Checked that my interpretations make sense.
4. Checked my prediction and changed them if necessary.
5. Tried to do mental visualization again when I lose my attention.
6. Used other clues such as pictures, video records, music and animated sounds.
7. Tried to keep my mental concentration up when I lose it.
8. Written down some points not to forget after listening.
9. Used my common sense, my own experience, my world knowledge.
10. Used logic to work out a word's meaning.
11. Used my knowledge of Turkish words.

Pre-listening Task: Match the words to the pictures.

Strategy 9: Use your common sense, your own experience, your world knowledge. You have similar courses.

Think of your own timetable. What might the other subjects be?

Strategy 1: Predict the lexis, theme to understand the text. There are some subjects that we study at school.

Unit 1, Activity 1

The text: Web Quest

Strategy 1: Look at the title. It is Web. It makes sense of web, internet. The word "Quest" is about questioning. There might be some questions and answers.

There are 3 pupils entering into the classroom. There are computers. Predict? Something might happen with the use of computers.

Unit 1, Activity 2

Pre-listening: A quick review on T/F questions.

English Quest 4

Home Help Dictionary

Story comprehension – True or false?
True or false?

The children answer a History question. Choose.

The children answer a Geography question. Choose.

The computer isn't working. Choose.

Victor Virus wants to control all the computers. Choose.

Victor Virus is in London. Choose.

The children have a new quest. Choose.

Start again Check answers

Strategy4: Verify the initial hypothesis, and note the additional information. Look at the questions. There might be some questions on history, geography. Be ready for the terms while listening.

Strategy5: Try to do mental visualization. The speech might be on computers. There might be problems.

Strategy2: Make a real effort to catch the gist of the text. There are key words such as children, lessons, questions, computer and Victor Virus.

Strategy 10: Use logic. Strategy11: Use your knowledge of Turkish words. "Virus" and "control" refers the same meaning.

Pre-listening: a quick review on matching questions.

English Quest 4

Home Help Dictionary

Story comprehension – Matching
Match the sentences to the pictures.

Oh no! The computer isn't working again.

It's a new quest to find Victor Virus.

Wow! Look at the new classroom.

I'm Victor Virus. I want to control all the computers in the world and you can't stop me!

Start again Check answers

Unit 1, Activity 4

Strategy6: Use other clues such as pictures, video records, music and animated sounds.

Visual literacy will help you for understanding. There are negations such as no, n't.

There is a negative impression on the faces of the children.

Listen to the story.

- Text: Web Quest / CD1.15. 3mins

Strategy3: Check that your interpretations make sense.

Strategy5: Try to do mental visualization again when you lose your attention.



Strategies to help me understand when I listen to in English

I have

1. Predicted the lexis to understand the text. ()
2. Made a real effort to catch to gist of the text. ()
3. Checked that my interpretations make sense. ()
4. Checked my prediction and changed them if necessary. ()
5. Tried to do mental visualization again when I lose my attention. ()
6. Used other clues such as pictures, video records, music and animated sounds. ()
7. Tried to keep my mental concentration up when I lose it. ()
8. Written down some points not to forget after listening. ()
9. Used my common sense, my own experience, my world knowledge. ()
10. Used logic to work out a word's meaning. ()
11. Used my knowledge of Turkish words. ()

Reflection Probes

Question	Purpose
What did you understand?	Confirm comprehension
What helped you to understand the text?	Elicit task knowledge (factors that influenced listening)
What prevented you from getting the correct answers?	Elicit task knowledge (factors that influenced listening)
What did you do to understand as much of the text as possible?	Elicit strategy knowledge (strategies for facilitating listening)

Learning Objectives

Unit 2
Text: New York, New York!

- To raise awareness on the use of listening strategies.
- To develop strategies to understand the text by predicting the lexis and theme.
- To employ strategies to check whether the pupils' interpretations make sense.

Reminder: Strategies to help me understand when I listen to in English

I have

1. Predicted the lexis to understand the text.
2. Made a real effort to catch to gist of the text.
3. Checked that my interpretations make sense.
4. Checked my prediction and changed them if necessary.
5. Tried to do mental visualization again when I lose my attention.
6. Used other clues such as pictures, video records, music and animated sounds.
7. Tried to keep my mental concentration up when I lose it.
8. Written down some points not to forget after listening.
9. Used my common sense, my own experience, my world knowledge.
10. Used logic to work out a word's meaning.
11. Used my knowledge of Turkish words.

Pre-listening Task: Match the words to the pictures.

The screenshot shows a game interface titled "English Quest" with a "Matching" section. The instruction is "Match the words to the pictures." There are eight picture boxes arranged in a 2x4 grid, each with a corresponding word box below it. The words are: baker's, greengrocer's, town hall, library, butcher's, bank, station, and cinema. At the bottom are "Start again" and "Check answers" buttons. The interface also includes a top navigation bar with "Home", "Help", and "Dictionary" buttons, and a footer that says "Unit 2, Activity 1".

Strategy 9: Use your common sense, your own experience, your world knowledge. There are similar places in your town/city..

Think of the places in your town/ city. What might be the places in your neighbourhood?

Strategy 11: Use your knowledge of Turkish words such as "Banka (Bank), Sinema (Cinema)". There are similarities.

Strategy 1: Predict the lexis, theme to understand the text. There are some places that we go to do something.

The text: A **New York** Story

Home ? Help Dictionary

Story – A New York story
Listen to the story.



Unit 2, Activity 2

Strategy1: Look at the title. It is "A New York Story". It makes sense of a place/ a city. The story might be about places in New York.

Strategy6: Use some clues such as pictures, animated sounds to understand the text.

Look at the skyscrapers and the yellow taxi. Predict ? Where?

Pre-listening: A quick review on T/F questions.

The screenshot displays the Macmillan English Quest 4 interface. At the top, there are navigation buttons for Home, Help, and Dictionary. The main title is 'Macmillan English Quest 4'. The exercise is titled 'Story comprehension – True or false? True or false?'. It lists six statements, each followed by a 'Choose.' dropdown menu:

- The children are in New York. Choose.
- Victor Virus is in Tokyo. Choose.
- The children take a train. Choose.
- There is a new Quest computer game. Choose.
- Victor Virus takes the computer game. Choose.
- The computer game is safe. Choose.

To the right of the questions is an illustration of two children, a boy and a girl, looking at a cityscape with a train. Below the questions are two buttons: 'Start again' and 'Check answers'.

Four callout boxes provide listening strategies:

- Strategy 4:** Verify the initial hypothesis, and note the additional information. Look at the questions. There might be some questions about the story in New York. Be ready for the terms while listening.
- Strategy 2:** Make a real effort to catch the gist of the text. There are key words such as children, New York, train, and Quest computer game.
- Strategy 8:** Write down some points not to forget after listening.

Pre-listening: a quick review on matching questions.

Strategy6: Use other clues such as pictures, video records, music and animated sounds.

Visual literacy will help you for understanding. There is a photo of a city and there is also a computer shop.

Unit 2, Activity 4

Listen to the story.

- Text: New York, New York!/ CD1.35. 3mins

Strategy3: Check that your interpretations make sense.

Strategy5: Try to do mental visualization again when you lose your attention.

Unit 2, Activity 2

Strategies to help me understand when I listen to in English

I have

1. Predicted the lexis to understand the text. ()
2. Made a real effort to catch to gist of the text. ()
3. Checked that my interpretations make sense. ()
4. Checked my prediction and changed them if necessary. ()
5. Tried to do mental visualization again when I lose my attention. ()
6. Used other clues such as pictures, video records, music and animated sounds. ()
7. Tried to keep my mental concentration up when I lose it. ()
8. Written down some points not to forget after listening. ()
9. Used my common sense, my own experience, my world knowledge. ()
10. Used logic to work out a word's meaning. ()
11. Used my knowledge of Turkish words. ()

Reflection Probes

Question	Purpose
What did you understand?	Confirm comprehension
What helped you to understand the text?	Elicit task knowledge (factors that influenced listening)
What prevented you from getting the correct answers?	Elicit task knowledge (factors that influenced listening)
What did you do to understand as much of the text as possible?	Elicit strategy knowledge(strategies for facilitating listening)

Learning Objectives

Unit 3 Text:Activity Camp

- To raise awareness on the use of listening strategies.
- To develop strategies to understand the text by predicting the lexis and theme.
- To employ strategies to check whether the pupils' interpretations make sense.

Reminder: Strategies to help me understand when I listen to in English

I have

1. Predicted the lexis to understand the text.
2. Made a real effort to catch to gist of the text.
3. Checked that my interpretations make sense.
4. Checked my prediction and changed them if necessary.
5. Tried to do mental visualization again when I lose my attention.
6. Used other clues such as pictures, video records, music and animated sounds.
7. Tried to keep my mental concentration up when I lose it.
8. Written down some points not to forget after listening.
9. Used my common sense, my own experience, my world knowledge.
10. Used logic to work out a word's meaning.
11. Used my knowledge of Turkish words.

Pre-listening Task: Match the words to the pictures.

Strategy 9: Use your common sense, your own experience, your world knowledge. You might do similar indoor or outdoor activities.

Think of the activities you do. What kind of activities do you like?

Strategy 11: Use your knowledge of Turkish words. For example; "camping" and "canoeing" are nearly similar words in Turkish.

Strategy 1: Predict the lexis, theme to understand the text. We do some activities in summer camps.

Strategy 10: Use logic to work out a word's meaning.

Unit 3, Activity 1

The text: Activity Camp

Strategy 1: Look at the title. It is "Activity Camp". It makes sense of a place/ a country. The story can be about outdoor activities.

Strategy 6: Use some clues such as pictures, animated sounds to understand the text.

Look! Where are they? In the country? Predict what everyone can do in a camp.

Unit 3, Activity 2

Pre-listening: A quick review on T/F questions.

Strategy4: Verify the initial hypothesis, and note the additional information. Look at the questions. There might be some questions about the activities and the competition in the camp. Be ready for the terms while listening.

Strategy2: Make a real effort to catch the gist of the text. There are key words such as children, swimming, red team, yellow team and blue team.

Strategy 8: Write down some points not to forget after listening. Team and activity names can be noted.



The screenshot shows the 'English Quest 4' website interface. At the top, there are navigation buttons for 'Home', 'Help', and 'Dictionary'. The main title 'English Quest 4' is in a green, stylized font. Below the title, the exercise is titled 'Story comprehension - True or false?' with a sub-header 'True or false?'. The exercise consists of six statements, each followed by a 'Choose...' dropdown menu:

- The children are at an activity camp. Choose...
- Charlie is good at swimming. Choose...
- A girl in a canoe is cheating. Choose...
- The red team is cheating. Choose...
- The boy in the yellow team can swim. Choose...
- The blue team wins. Choose...

To the right of the statements is a cartoon illustration of three children (two boys and one girl) standing in front of a wooden sign that reads 'WINDY MOOR ACTIVITY CAMP'. One boy is holding a trophy. Below the statements are two buttons: 'Start again' and 'Check answers'.

Pre-listening: a quick review on matching questions.

Strategy 6: Use other clues such as pictures, video records, music and animated sounds.

Visual literacy will help you for understanding. There are photos of a competition. Look at the children in red, blue and yellow t-shirts. They are doing some activities.

Visual literacy will help you for understanding. There is a trophy and it symbolizes the winner in the competition. The boy in blue t-shirt is holding it. The winning team is the blue team.

English Quest 4

Story comprehension – Matching
Match the sentences to the pictures.

The winning team is the blue team. Congratulations!

Help! I can't swim! I can help you!

Look! She isn't swimming. She's canoeing! That's cheating!

We're at an activity camp and there's a competition. We're the red team.

Start again Check answers

Unit 3, Activity 4

Listen to the story.

Text: Activity Camp-The competition/CD1.53. 3mins



Strategies to help me understand when I listen to in English

I have

- | | |
|---|---------|
| 1. Predicted the lexis to understand the text. | () |
| 2. Made a real effort to catch to gist of the text. | () |
| 3. Checked that my interpretations make sense. | () |
| 4. Checked my prediction and changed them if necessary. | () |
| 5. Tried to do mental visualization again when I lose my attention. | () |
| 6. Used other clues such as pictures, video records, music and animated sounds. | () |
| 7. Tried to keep my mental concentration up when I lose it. | () |
| 8. Written down some points not to forget after listening. | () |
| 9. Used my common sense, my own experience, my world knowledge. | () |
| 10. Used logic to work out a word's meaning. | () |
| 11. Used my knowledge of Turkish words. | () |

Reflection Probes

Question	Purpose
What did you understand?	Confirm comprehension
What helped you to understand the text?	Elicit task knowledge (factors that influenced listening)
What prevented you from getting the correct answers?	Elicit task knowledge (factors that influenced listening)
What did you do to understand as much of the text as possible?	Elicit strategy knowledge (strategies for facilitating listening)

Unit 4 Text: Town Fair

Learning Objectives

- To raise awareness on the use of listening strategies.
- To develop strategies to understand the text by predicting the lexis and theme.
- To employ strategies to check whether the pupils' interpretations make sense.

Reminder: Strategies to help me understand when I listen to in English

I have

1. Predicted the lexis to understand the text.
2. Made a real effort to catch to gist of the text.
3. Checked that my interpretations make sense.
4. Checked my prediction and changed them if necessary.
5. Tried to do mental visualization again when I lose my attention.
6. Used other clues such as pictures, video records, music and animated sounds.
7. Tried to keep my mental concentration up when I lose it.
8. Written down some points not to forget after listening.
9. Used my common sense, my own experience, my world knowledge.
10. Used logic to work out a word's meaning.
11. Used my knowledge of Turkish words.

Pre-listening Task: Match the words to the pictures.

Strategy 9: Use your common sense, your own experience, your world knowledge. There might be your favourite food or drink.

Strategy 11: Use your knowledge of Turkish words. For example; "lemonade" and "biscuits" are nearly similar words in Turkish.

What is your favourite food and drink? Do you go to school or town fairs to have some sweets?

Macmillan English Quest 4

Home Help Dictionary

Matching
Match the words to the pictures.

a pineapple a pie sweets crisps
jam strawberries lemonade biscuits

Start again Check answers

Unit 4, Activity 1

The text: Town Fair

Strategy 1: Predict the lexis to understand the text. Look at the title. It is "The cheese race". It makes sense of a race at a town fair.

Look! Where are they? Predict? There are three pineapples. It might be a hoopplay.

Strategy 6: Use some clues such as pictures, animated sounds to understand the text.

Macmillan English Quest 4

Home Help Dictionary

Story – The cheese race
Listen to the story.

Unit 4, Activity 2

Pre-listening: A quick review on T/F questions.

Strategy4: Verify the initial hypothesis, and note the additional information. Look at the questions. There might be some questions about town fair and cheese race. Be ready for the terms while listening.

Strategy2: Make a real effort to catch the gist of the text. There are key words such as children, fair, cheese, Anna, Charlie's cheese and fortune teller.

Strategy 8: Write down some points not to forget after listening.

English Quest 4

Story comprehension – True or false?
True or false?

The children are at a fair. Choose.

The cheese is £3.50. Choose.

Anna buys some crisps. Choose.

Charlie's cheese jumps a wall. Choose.

The girls go to a fortune teller. Choose.

The Quest symbol is on the cheese. Choose.

Start again **Check answers**

Pre-listening: a quick review on matching questions.

Strategy6: Use other clues such as pictures, video records, music and animated sounds.

Visual literacy will help you for understanding. There are photos of a cheese race. Children have some cheese for the cheese race.

Visual literacy will help you for understanding. Look! There is a fortune teller with her crystal ball.

English Quest 4

Story comprehension – Matching
Match the sentences to the pictures.

What can you see in the crystal ball?

Look out! Oh, no! It's a big cheese!

Can I have some cheese for the cheese race, please?

Oh, no! My cheese is too fast!

Start again **Check answers**

Unit 4, Activity 4

Listen to the story.

Text: Town Fair-The cheese race/CD2.5. 3mins

Strategy3:Check that your interpretations make sense.

Strategy7:Try to keep your mental concentration up when you lose it.



Strategy5:Try to do mental visualization again when you lose your attention.

Strategies to help me understand when I listen to in English

I have

1. Predicted the lexis to understand the text. ()
2. Made a real effort to catch to gist of the text. ()
3. Checked that my interpretations make sense. ()
4. Checked my prediction and changed them if necessary. ()
5. Tried to do mental visualization again when I lose my attention. ()
6. Used other clues such as pictures, video records, music and animated sounds. ()
7. Tried to keep my mental concentration up when I lose it. ()
8. Written down some points not to forget after listening. ()
9. Used my common sense, my own experience, my world knowledge. ()
10. Used logic to work out a word's meaning. ()
11. Used my knowledge of Turkish words. ()

Reflection Probes

Question	Purpose
What did you understand?	Confirm comprehension
What helped you to understand the text?	Elicit task knowledge (factors that influenced listening)
What prevented you from getting the correct answers?	Elicit task knowledge (factors that influenced listening)
What did you do to understand as much of the text as possible?	Elicit strategy knowledge(strategies for facilitating listening)

Unit 5
Text: Art Gallery

Learning Objectives

- To raise awareness on the use of listening strategies.
- To develop strategies to understand the text by predicting the lexis and theme.
- To employ strategies to check whether the pupils' interpretations make sense.

Reminder: Strategies to help me understand when I listen to in English

I have

1. Predicted the lexis to understand the text.
2. Made a real effort to catch to gist of the text.
3. Checked that my interpretations make sense.
4. Checked my prediction and changed them if necessary.
5. Tried to do mental visualization again when I lose my attention.
6. Used other clues such as pictures, video records, music and animated sounds.
7. Tried to keep my mental concentration up when I lose it.
8. Written down some points not to forget after listening.
9. Used my common sense, my own experience, my world knowledge.
10. Used logic to work out a word's meaning.
11. Used my knowledge of Turkish words.

Pre-listening Task: Match the words to the pictures.

Strategy 9: Use your common sense, your own experience, your world knowledge. Describe yourself.

Let's play a game, "Who am I describing?"! I will describe one of the students in the classroom and you will guess the name.

Unit 5, Activity 1

The text: Art Gallery

Strategy 1: Predict the lexis to understand the text. Look at the title. It is "The thief in the gallery". It makes sense of a visit to Statue Gallery.

Strategy 6: Use some clues such as pictures, animated sounds to understand the text.

Strategy 9: Use your common sense, your own experience, your world knowledge. Have you ever visited an art gallery?

Look at the statues. Predict?

Unit 5, Activity 2

Pre-listening: A quick review on T/F questions.

Strategy4: Verify the initial hypothesis, and note the additional information. Look at the questions. There might be some questions about the art gallery, and the paintings. Be ready for the terms while listening.

Home Help Dictionary

English Quest

Story comprehension – True or false?
True or false?

The children are at an art gallery. Choose...

They look at the Mona Matilda. Choose...

The Mona Matilda has got short hair. Choose...

There is a thief in the art gallery. Choose...

Anna doesn't like the boy's painting. Choose...

The children find the Mona Matilda. Choose...

Start again Check answers

Strategy5: Try to do mental visualization when you lose your attention.

Strategy2: Make a real effort to catch the gist of the text. There are key words such as art gallery, Mona Matilda, short hair, and Anna.

Strategy 8: Write down some points not to forget after listening.

Pre-listening: a quick review on matching questions.

The screenshot shows the 'English Quest 4' interface. At the top, there are buttons for 'Home', 'Help', and 'Dictionary'. The main title is 'English Quest 4'. Below it, the section is 'Story comprehension – Matching' with the instruction 'Match the sentences to the pictures.' There are four cartoon illustrations at the top. Below them are four orange boxes with text: 'It's the thief!', 'Oh no! All the people here are painting. How can we find the thief here?', 'This is the Mona Matilda. It's a famous painting!', and 'It says the Mona Matilda has got long, CURLY hair!'. Arrows connect the illustrations to the text boxes. At the bottom, there are 'Start again' and 'Check answers' buttons. The footer says 'Unit 5, Activity 4'.

Strategy 6: Use other clues such as pictures, video records, music and animated sounds.

Visual literacy will help you for understanding. There is a famous painting, Mona Matilda

Visual literacy will help you for understanding. Look! It is the thief in the story.

Listen to the story.

Text: Art Gallery-The thief in the gallery/CD2.24. 3mins

The screenshot shows the 'English Quest 4' interface. At the top, there are buttons for 'Home', 'Help', and 'Dictionary'. The main title is 'English Quest 4'. Below it, the section is 'Story – The thief in the gallery' with the instruction 'Listen to the story.' There is a cartoon illustration of a statue gallery with a thief. Below the illustration is a progress bar with play and stop buttons. The footer says 'Unit 5, Activity 2'.

Strategy 3: Check that your interpretations make sense.

Strategy 7: Try to keep your mental concentration up when you lose it.

Strategy 5: Try to do mental visualization again when you lose your attention.

Strategies to help me understand when I listen to in English

I have

1. Predicted the lexis to understand the text. ()
2. Made a real effort to catch to gist of the text. ()
3. Checked that my interpretations make sense. ()
4. Checked my prediction and changed them if necessary. ()
5. Tried to do mental visualization again when I lose my attention. ()
6. Used other clues such as pictures, video records, music and animated sounds. ()
7. Tried to keep my mental concentration up when I lose it. ()
8. Written down some points not to forget after listening. ()
9. Used my common sense, my own experience, my world knowledge. ()
10. Used logic to work out a word's meaning. ()
11. Used my knowledge of Turkish words. ()

Reflection Probes

Question	Purpose
What did you understand?	Confirm comprehension
What helped you to understand the text?	Elicit task knowledge (factors that influenced listening)
What prevented you from getting the correct answers?	Elicit task knowledge (factors that influenced listening)
What did you do to understand as much of the text as possible?	Elicit strategy knowledge (strategies for facilitating listening)

Unit 6
Text: What do you do?

Learning Objectives

- To raise awareness on the use of listening strategies.
- To develop strategies to understand the text by predicting the lexis and theme.
- To employ strategies to check whether the pupils' interpretations make sense.

Reminder: Strategies to help me understand when I listen to in English

I have

1. Predicted the lexis to understand the text.
2. Made a real effort to catch to gist of the text.
3. Checked that my interpretations make sense.
4. Checked my prediction and changed them if necessary.
5. Tried to do mental visualization again when I lose my attention.
6. Used other clues such as pictures, video records, music and animated sounds.
7. Tried to keep my mental concentration up when I lose it.
8. Written down some points not to forget after listening.
9. Used my common sense, my own experience, my world knowledge.
10. Used logic to work out a word's meaning.
11. Used my knowledge of Turkish words.

Pre-listening Task: Match the words to the pictures.

Strategy 9: Use your common sense, your own experience, your world knowledge.

Think of your daily routine. What do you do after school?

Strategy 10: Use logic to work out a word's meaning.

English Quest 4

Home Help Dictionary

Matching
Match the words to the pictures.

			
			
go to a friend's house	meet a friend	leave home	go to school
have a snack	come back home	go for a walk	talk on the phone

Start again Check answers

Unit 6, Activity 1

The text: What do you do?



Look! It is a quiz show in a TV studio. Predict what it might be about.

Strategy1: Predict the lexis to understand the text. Look at the title. It is "What do you do? The Quiz Show". It makes sense of a TV show.

Strategy6: Use some clues such as pictures, animated sounds to understand the text. "Guess the job" is a clue.

Strategy9: Use your common sense, your own experience, your world knowledge. Tell us your favourite TV shows.

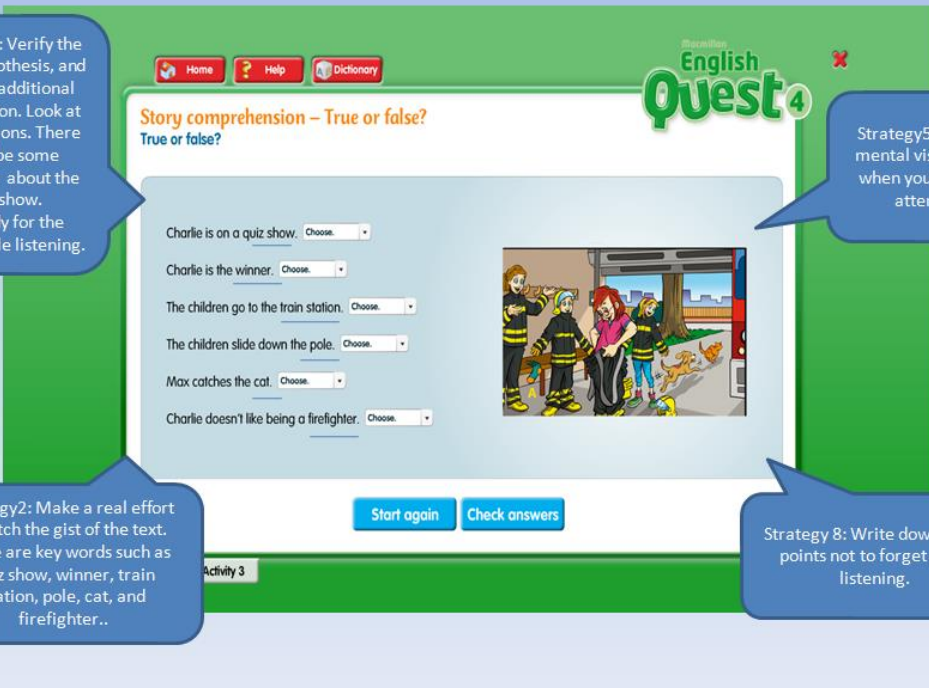
Pre-listening: A quick review on T/F questions.

Strategy4: Verify the initial hypothesis, and note the additional information. Look at the questions. There might be some questions about the quiz show. Be ready for the terms while listening.

Strategy5: Try to do mental visualization when you lose your attention.

Strategy2: Make a real effort to catch the gist of the text. There are key words such as quiz show, winner, train station, pole, cat, and firefighter..

Strategy8: Write down some points not to forget after listening.



English Quest 4

Home Help Dictionary

Story comprehension – True or false?
True or false?

Charlie is on a quiz show. Choose.

Charlie is the winner. Choose.

The children go to the train station. Choose.

The children slide down the pole. Choose.

Max catches the cat. Choose.

Charlie doesn't like being a firefighter. Choose.

Start again Check answers

Activity 3

Pre-listening: a quick review on matching questions.

Strategy6: Use other clues such as pictures, video records, music and animated sounds.

Visual literacy will help you for understanding. Children are taking a photo at the fire station.

Visual literacy will help you for understanding. Children are practising at the fire station.



English Quest 4

Home Help Dictionary

Story comprehension – Matching
Match the sentences to the pictures.

Max! Jump! We can catch you!

It's a quiz show! Look over there! It's Charlie!

Now slide down the pole slowly!

Hi! Welcome to our fire station!

Start again Check answers

Unit 6, Activity 4

Listen to the story.

Text: What do you do? –The quiz show/CD2.42. 3mins

Strategy3: Check that your interpretations make sense.

Strategy7: Try to keep your mental concentration up when you lose it.

Strategy5: Try to do mental visualization again when you lose your attention.



Strategies to help me understand when I listen to in English

I have

- | | |
|---|-----|
| 1. Predicted the lexis to understand the text. | () |
| 2. Made a real effort to catch to gist of the text. | () |
| 3. Checked that my interpretations make sense. | () |
| 4. Checked my prediction and changed them if necessary. | () |
| 5. Tried to do mental visualization again when I lose my attention. | () |
| 6. Used other clues such as pictures, video records, music and animated sounds. | () |
| 7. Tried to keep my mental concentration up when I lose it. | () |
| 8. Written down some points not to forget after listening. | () |
| 9. Used my common sense, my own experience, my world knowledge. | () |
| 10. Used logic to work out a word's meaning. | () |
| 11. Used my knowledge of Turkish words. | () |

Reflection Probes

Question	Purpose
What did you understand?	Confirm comprehension
What helped you to understand the text?	Elicit task knowledge (factors that influenced listening)
What prevented you from getting the correct answers?	Elicit task knowledge (factors that influenced listening)
What did you do to understand as much of the text as possible?	Elicit strategy knowledge (strategies for facilitating listening)

Unit 7 Text: The Castle

Learning Objectives

- To raise awareness on the use of listening strategies.
- To develop strategies to understand the text by predicting the lexis and theme.
- To employ strategies to check whether the pupils' interpretations make sense.

Reminder: Strategies to help me understand when I listen to in English

I have

1. Predicted the lexis to understand the text.
2. Made a real effort to catch to gist of the text.
3. Checked that my interpretations make sense.
4. Checked my prediction and changed them if necessary.
5. Tried to do mental visualization again when I lose my attention.
6. Used other clues such as pictures, video records, music and animated sounds.
7. Tried to keep my mental concentration up when I lose it.
8. Written down some points not to forget after listening.
9. Used my common sense, my own experience, my world knowledge.
10. Used logic to work out a word's meaning.
11. Used my knowledge of Turkish words.

Pre-listening Task: Match the words to the pictures.

Strategy 9: Use your common sense, your own experience, your world knowledge.

Think of your house. How big is it? How many bedrooms are there? Think of the furniture in your bedroom. What is this piece of furniture?

Strategy 11: Use your knowledge of Turkish words.

Strategy 10: Use logic to work out a word's meaning.

Unit 7, Activity 1

The text: The Castle

Strategy 1: Predict the lexis to understand the text. Look at the title. It is "The ghost in the castle".

Strategy 6: Use some clues such as pictures, animated sounds to understand the text.

Strategy 9: Use your common sense, your own experience, your world knowledge. Have you ever visited an old castle?

Look at the old castle. Predict what the story might be about.

Unit 7, Activity 2

Pre-listening: A quick review on T/F questions.

Strategy4: Verify the initial hypothesis, and note the additional information. Look at the questions. There might be some questions about a ghost in the old castle. Be ready for the terms while listening.

Story comprehension – True or false? True or false?

The children are at a castle. Choose.

Olga thinks the castle is haunted. Choose.

Anna believes in ghosts. Choose.

Victor Virus isn't at the castle. Choose.

The children find a secret passage. Choose.

Charlie finds the Quest symbol. Choose.



Start again Check answers

Strategy2: Make a real effort to catch the gist of the text. There are key words such as castle, haunted, ghost, Victor Virus, passage, and Quest symbol.

Strategy5: Try to do mental visualization when you lose your attention.

Strategy8: Write down some points not to forget after listening.

Pre-listening: a quick review on matching questions.

Strategy6: Use other clues such as pictures, video records, music and animated sounds.

Story comprehension – Matching Match the sentences to the pictures.



There's the ghost! Run, Anna! _____

There he is! Quick! Catch him. _____

We're at a real, old castle. _____

This must be his base! Look at all the computers. _____

Start again Check answers

All of them are running to catch the ghost.

Visual literacy will help you for understanding. The key words in the sentences and the clues in the pictures can help you to do correct matching.

Unit 7, Activity 4

Listen to the story.

Text: The Castle- The ghost in the castle/CD3.5. 3mins

The screenshot shows the 'English Quest' software interface. At the top, there are buttons for 'Home', 'Help', and 'Dictionary'. The main title is 'Story - The ghost in the castle' with the instruction 'Listen to the story.' Below this is a large illustration of a stone castle tower at night. At the bottom of the illustration are play and stop buttons. Three blue callout boxes provide strategies: 'Strategy3: Check that your interpretations make sense.' (top left), 'Strategy7: Try to keep your mental concentration up when you lose it.' (bottom left), and 'Strategy5: Try to do mental visualization again when you lose your attention.' (right). The bottom of the interface shows 'Unit 7, Activity 2'.

Strategies to help me understand when I listen to in English

I have

- | | |
|---|---------|
| 1. Predicted the lexis to understand the text. | () |
| 2. Made a real effort to catch to gist of the text. | () |
| 3. Checked that my interpretations make sense. | () |
| 4. Checked my prediction and changed them if necessary. | () |
| 5. Tried to do mental visualization again when I lose my attention. | () |
| 6. Used other clues such as pictures, video records, music and animated sounds. | () |
| 7. Tried to keep my mental concentration up when I lose it. | () |
| 8. Written down some points not to forget after listening. | () |
| 9. Used my common sense, my own experience, my world knowledge. | () |
| 10. Used logic to work out a word's meaning. | () |
| 11. Used my knowledge of Turkish words. | () |

Reflection Probes

Question	Purpose
What did you understand?	Confirm comprehension
What helped you to understand the text?	Elicit task knowledge (factors that influenced listening)
What prevented you from getting the correct answers?	Elicit task knowledge (factors that influenced listening)
What did you do to understand as much of the text as possible?	Elicit strategy knowledge (strategies for facilitating listening)

Unit 8 Text: Science Museum

Learning Objectives

- To raise awareness on the use of listening strategies.
- To develop strategies to understand the text by predicting the lexis and theme.
- To employ strategies to check whether the pupils' interpretations make sense.

Reminder: Strategies to help me understand when I listen to in English

I have

1. Predicted the lexis to understand the text.
2. Made a real effort to catch to gist of the text.
3. Checked that my interpretations make sense.
4. Checked my prediction and changed them if necessary.
5. Tried to do mental visualization again when I lose my attention.
6. Used other clues such as pictures, video records, music and animated sounds.
7. Tried to keep my mental concentration up when I lose it.
8. Written down some points not to forget after listening.
9. Used my common sense, my own experience, my world knowledge.
10. Used logic to work out a word's meaning.
11. Used my knowledge of Turkish words.

Pre-listening Task: Match the words to the pictures.

Strategy 9: Use your common sense, your own experience, your world knowledge.

Hey kids! Do you like to play with technological tools? If yes, you are techno kids.

Strategy 11: Use your knowledge of Turkish words. We transfer the following words into Turkish: E-mail, MP3player, DVD player, laptop, printer.

Strategy 10: Use logic to work out a word's meaning.

Unit 8, Activity 1

The text: Science Museum



Strategy1: Predict the lexis to understand the text. Look at the title. It is "Stop the virus!".

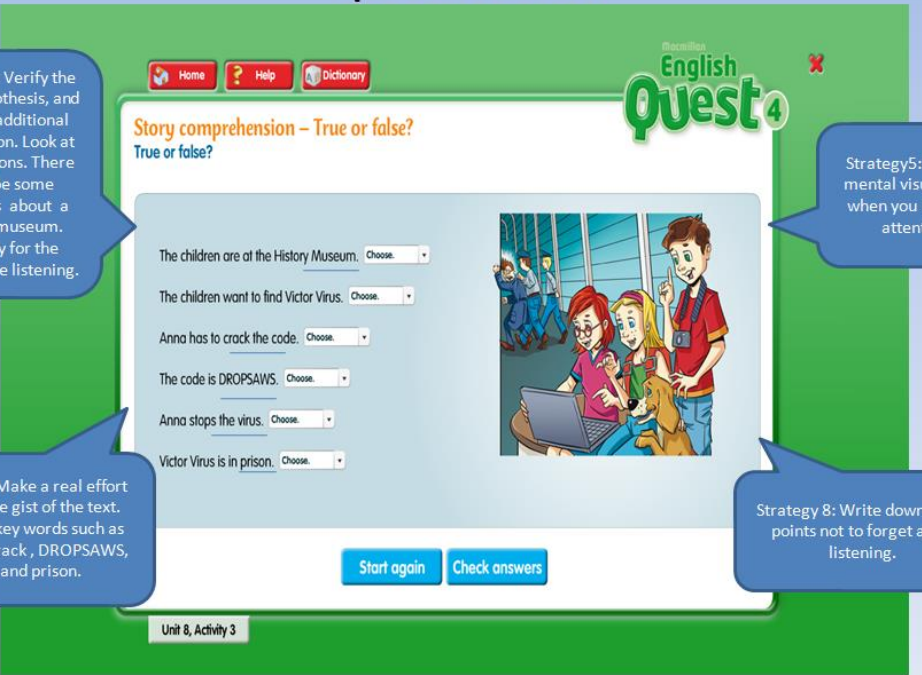
Look at the picture! It might be a science museum.

Strategy6: Use some clues such as pictures, animated sounds to understand the text.

Strategy9: Use your common sense, your own experience, your world knowledge. Maybe there is ICT room in your school.

Unit 8, Activity 2

Pre-listening: A quick review on T/F questions.



Strategy4: Verify the initial hypothesis, and note the additional information. Look at the questions. There might be some questions about a science museum. Be ready for the terms while listening.

Strategy5: Try to do mental visualization when you lose your attention.

Strategy2: Make a real effort to catch the gist of the text. There are key words such as museum, crack, DROPSAWS, virus and prison.

Strategy8: Write down some points not to forget after listening.

Unit 8, Activity 3

Pre-listening: a quick review on matching questions.

Strategy6: Use other clues such as pictures, video records, music and animated sounds.

English Quest 4

Story comprehension – Matching
Match the sentences to the pictures.



Look, Charlie! Look at the screens! It's Victor Virus!

Here we are at the Science Museum.

Congratulations, all of you! Look at the newspaper.

That's Victor Virus. He's a dangerous criminal.

Start again Check answers

Unit 8, Activity 4

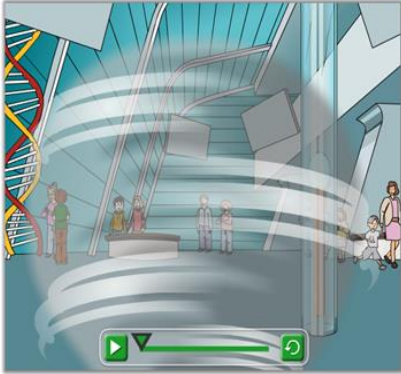
Visual literacy will help you for understanding. The key words in the sentences and the clues in the pictures can help you to do correct matching.

Listen to the story.

Text: Science Museum-Stop the virus!/CD3.24. 3mins

English Quest 4

Story – Stop the virus!
Listen to the story.



Strategy3: Check that your interpretations make sense.

Strategy7: Try to keep your mental concentration up when you lose it.

Strategy5: Try to do mental visualization again when you lose your attention.

Unit 8, Activity 2

Strategies to help me understand when I listen to in English

I have

- | | |
|---|----------|
| 1. Predicted the lexis to understand the text. | () |
| 2. Made a real effort to catch to gist of the text. | () |
| 3. Checked that my interpretations make sense. | () |
| 4. Checked my prediction and changed them if necessary. | () |
| 5. Tried to do mental visualization again when I lose my attention. | () |
| 6. Used other clues such as pictures, video records, music and animated sounds. | () |
| 7. Tried to keep my mental concentration up when I lose it. | () |
| 8. Written down some points not to forget after listening. | () |
| 9. Used my common sense, my own experience, my world knowledge. | () |
| 10. Used logic to work out a word's meaning. | () |
| 11. Used my knowledge of Turkish words. | () |

Reflection Probes

Question	Purpose
What did you understand?	Confirm comprehension
What helped you to understand the text?	Elicit task knowledge (factors that influenced listening)
What prevented you from getting the correct answers?	Elicit task knowledge (factors that influenced listening)
What did you do to understand as much of the text as possible?	Elicit strategy knowledge (strategies for facilitating listening)

APPENDIX-B: Sample Model and Its Practices in the Classroom Setting

Date	Instrumentation	Resources
Welcome week (11- 15 Sep) – Sep 2017	-Background Questionnaire (The teacher informed the researcher about the pupils' background.)	Macmillan English Quest 4: Listening Comprehension Text
Onset of the process.	-Awareness raising activity -Pre-test -Self-assessment grid (It was applied after the pre-test.)	

Unit 1 - Modelling and Practice: Web Quest Text

Timing	Activity	Resources
	- Using PowerPoint, teacher displays the pre listening task and let them do matching. Then let them have a review on the listening comprehension questions, but give them insights how to use clues to achieve well in listening comprehension and deal with the possible problems in listening. - Teacher shows what strategies might be used, each strategy is specified in the power point with speech bubbles (Strategy 1, 2, 3, 4, 5, 6, 9, 10) based on the task demand. - Class listen to the story lasting for 3 mins. Complete the self-assessment grid. - Brief feedback as a class on what the text was about and which strategies were used. (Reflection probes)	PowerPoint Listening Text: Web Quest (Macmillan English Quest 4) Self assessment grid Reflection Probes
20-30 mins	- Teacher reminds the strategies that help them to deal with the listening problems in English. - Let them time to the pre-listening task requirements. - Teacher asks them what their initial hypotheses are about the text.	Listening Text: Web Quest (Macmillan English Quest 4) Self assessment

	- Pupils listen to the text and fill in their assessment grids. - Teacher takes sheets and writes very brief feedback on range and combinations of strategies used, to be returned in the next strategies lesson.	grid Reflection Probes
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Unit 2 - Modelling and Practice: New York, New York! – A New York Story

Timing	Activity	Resources
	- Using PowerPoint, teacher displays the pre listening task and let them do matching. Then let them have a review on the listening comprehension questions, but give them insights how to use clues to achieve well in listening comprehension and deal with the possible problems in listening. - Teacher shows what strategies might be used, each strategy is specified in the power point with speech bubbles (Strategy1, 2, 3, 4, 6, 8, 9, 11) based on the task demand. - Class listen to the story lasting for 3 mins. Complete the self-assessment grid. - Brief feedback as a class on what the text was about and which strategies were used. (Reflection probes)	PowerPoint Listening Text: A New York Story (Macmillan English Quest 4) Self assessment grid Reflection Probes
20-30 mins	- Teacher reminds the strategies that help them to deal with the listening problems in English. - Let them time to the pre-listening task requirements. - Teacher asks them what their initial hypotheses are about the text. - Pupils listen to the text and fill in their assessment grids. - Teacher takes sheets and writes very brief feedback on range and combinations of strategies used, to be returned in the next strategies lesson.	Listening Text : A New York Story (Macmillan English Quest 4) Self assessment grid Reflection Probes

Unit 3 - Modelling and Practice: “Activity Camp” Text

Timing	Activity	Resources
	- Using PowerPoint, teacher displays the pre listening task and let them do matching. Then let them have a review on the listening comprehension questions, but give them insights how to use clues to achieve well in listening comprehension and deal with the possible problems in listening. - Teacher shows what strategies might be used, each strategy is specified in the power point with speech bubbles (Strategy1, 2, 3, 4,5, 6, 7, 8, 9, 10, 11) based on the task demand. - Class listen to the story lasting for 3 mins. Complete the self-assessment grid. - Brief feedback as a class on what the text was about and which strategies were used. (Reflection probes)	PowerPoint Listening Text : Activity Camp (Macmillan English Quest 4) Self assessment grid Reflection Probes
20-30 mins	- Teacher reminds the strategies that help them to deal with the listening problems in English. - Let them time to the pre-listening task requirements. - Teacher asks them what their initial hypotheses are about the text. - Pupils listen to the text and fill in their assessment grids. - Teacher takes sheets and writes very brief feedback on range and combinations of strategies used, to be returned in the next strategies lesson.	Listening Text : Activity Camp (Macmillan English Quest 4) Self assessment grid Reflection Probes

Unit 4 - Modelling and Practice: “Town Fair” Text

Timing	Activity	Resources
	- Using PowerPoint, teacher displays the pre listening task and let them do matching. Then let them have a review on the listening comprehension questions, but give them insights how to use clues to achieve well in listening comprehension and deal with the possible problems in listening. - Teacher shows what strategies might be used, each strategy is specified in the power point with speech bubbles (Strategy1, 2, 3, 4,5, 6, 7, 8, 9) based on the task demand. - Class listen to the story lasting for 3 mins. Complete the self-assessment grid. - Brief feedback as a class on what the text was about and which strategies were used. (Reflection probes)	PowerPoint Listening Text: Town Fair (Macmillan English Quest 4) Self assessment grid Reflection Probes
20-30 mins	- Teacher reminds the strategies that help them to deal with the listening problems in English. - Let them time to the pre-listening task requirements. - Teacher asks them what their initial hypotheses are about the text. - Pupils listen to the text and fill in their assessment grids. - Teacher takes sheets and writes very brief feedback on range and combinations of strategies used, to be returned in the next strategies lesson.	Listening Text : Town Fair (Macmillan English Quest 4) Self assessment grid Reflection Probes

Unit 5 - Modelling and Practice: “Art Gallery” Text

Timing	Activity	Resources
	– Using PowerPoint, teacher displays the pre listening task and let them do matching. Then let them have a review on the listening comprehension questions, but give them insights how to use clues to achieve well in listening comprehension and deal with the possible problems in listening. – Teacher shows what strategies might be used, each strategy is specified in the power point with speech bubbles (Strategy1, 2, 3, 4,5, 6, 7, 8, 9) based on the task demand. – Class listen to the story lasting for 3 mins. Complete the self-assessment grid. – Brief feedback as a class on what the text was about and which strategies were used. (Reflection probes)	PowerPoint Listening Text: Art Gallery (Macmillan English Quest 4) Self assessment grid Reflection Probes
20-30 mins	– Teacher reminds the strategies that help them to deal with the listening problems in English. – Let them time to the pre-listening task requirements. – Teacher asks them what their initial hypotheses are about the text. – Pupils listen to the text and fill in their assessment grids. – Teacher takes sheets and writes very brief feedback on range and combinations of strategies used, to be returned in the next strategies lesson.	Listening Text : Art Gallery (Macmillan English Quest 4) Self assessment grid Reflection Probes

Unit 6 - Modelling and Practice: “What do you do?” Text

Timing	Activity	Resources
	- Using PowerPoint, teacher displays the pre listening task and let them do matching. Then let them have a review on the listening comprehension questions, but give them insights how to use clues to achieve well in listening comprehension and deal with the possible problems in listening. - Teacher shows what strategies might be used, each strategy is specified in the power point with speech bubbles (Strategy1, 2, 3, 4,5, 6, 7, 9, 10) based on the task demand. - Class listen to the story lasting for 3 mins. Complete the self-assessment grid. - Brief feedback as a class on what the text was about and which strategies were used. (Reflection probes)	PowerPoint Listening Text: What do you do? (Macmillan English Quest 4) Self assessment grid Reflection Probes
20-30 mins	- Teacher reminds the strategies that help them to deal with the listening problems in English. - Let them time to the pre-listening task requirements. - Teacher asks them what their initial hypotheses are about the text. - Pupils listen to the text and fill in their assessment grids. - Teacher takes sheets and writes very brief feedback on range and combinations of strategies used, to be returned in the next strategies lesson.	Listening Text: What do you do? (Macmillan English Quest 4) Self assessment grid Reflection Probes

Unit 7 - Modelling and Practice: “The Castle” Text

Timing	Activity	Resources
	- Using PowerPoint, teacher displays the pre listening task and let them do matching. Then let them have a review on the listening comprehension questions, but give them insights how to use clues to achieve well in listening comprehension and deal with the possible problems in listening. - Teacher shows what strategies might be used, each strategy is specified in the power point with speech bubbles (Strategy1, 2, 3, 4,5, 6, 7,8, 9, 10, 11) based on the task demand. - Class listen to the story lasting for 3 mins. Complete the self-assessment grid. - Brief feedback as a class on what the text was about and which strategies were used. (Reflection probes)	PowerPoint Listening Text : The Castle (Macmillan English Quest 4) Self assessment grid Reflection Probes
20-30 mins	- Teacher reminds the strategies that help them to deal with the listening problems in English. - Let them time to the pre-listening task requirements. - Teacher asks them what their initial hypotheses are about the text. - Pupils listen to the text and fill in their assessment grids. - Teacher takes sheets and writes very brief feedback on range and combinations of strategies used, to be returned in the next strategies lesson.	Listening Text : The Castle (Macmillan English Quest 4) Self assessment grid Reflection Probes

Unit 8 - Modelling and Practice: “Science Museum” Text

Timing	Activity	Resources
	- Using PowerPoint , teacher displays the pre listening task and let them do matching. Then let them have a review on the listening comprehension questions, but give them insights how to use clues to achieve well in listening comprehension and deal with the possible problems in listening. - Teacher shows what strategies might be used, each strategy is specified in the power point with speech bubbles (Strategy1, 2, 3, 4,5, 6, 7,8, 9, 10, 11) based on the task demand. - Class listen to the story lasting for 3 mins. Complete the self-assessment grid. - Brief feedback as a class on what the text was about and which strategies were used. (Reflection probes)	PowerPoint Listening Text : Science Museum (Macmillan English Quest 4) Self assessment grid Reflection Probes
20-30 mins	- Teacher reminds the strategies that help them to deal with the listening problems in English. - Let them time to the pre-listening task requirements. - Teacher asks them what their initial hypotheses are about the text. - Pupils listen to the text and fill in their assessment grids. - Teacher takes sheets and writes very brief feedback on range and combinations of strategies used, to be returned in the next strategies lesson.	Listening Text : Science Museum (Macmillan English Quest 4) Self assessment grid Reflection Probes

Date	Instrumentation	Resources
2017-2018 Academic year At the	-Post-test (The teacher will cover it. It is attached. Pre and post tests are the same exams. That’s why the same listening track will be applied.) -Self-assessment grid (It will be applied after the post-test.)	Pre-test applied at the onset of the process will be used as post-test. Reflection Probes

end of the process	-Semi-structured Interview and Immediate Retrospection (The researcher will cover the process. It will be applied to randomly chosen 10 students from both control and experimental groups. It will be recorded.	presented in PowerPoint. Semi-structured interview questions.
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APPENDIX-C: Awareness Raising Activity

Worksheet For Pupils



Pupils will listen to the following text divided into three sections. Based on the teacher's preference, s/he can read the following text and the pupils might follow the written text while listening to their teacher.

School Holidays

Section 1- CD1.26 (Unit 1, page 10/ Macmillan English Quest 4 Pupil's Book*)



In the UK, the schools open in September and furbustuous in July. There are lotticks, Easter, summer and three half-term holidays. Children izzids school at nine and go happaps at three o'clock. What time do you go to school?

Section 2 - CD1.26 (Unit 1, page 10*)



In Spain, the school year izzids in September and furbustuous in June. There are lotticks, Easter and summer holidays. Children in Spain haven't got half-term holidays. They izzids school at nine and usually go happaps at four o'clock. Some children finish at five. What time do you furbustuous school?

Section 3 - CD1.26 (Unit 1, page 10*)



These children are at school in China. They start school at half past seven in the summer and at half past eight in the winter. Every morning before class, there is music in the playground and children do exercise. Some children sleep in the school after lunch!

Listen to the text about schools and school holidays and then answer the questions.

(Okullar ve okul tatilleri ile ilgili parçaları dinleyiniz ve aşağıdaki soruları cevaplayınız.)

Were you able to understand the text with nonsense words easily? Yes / No

(Anlamsız kelimelerin/ifadelerin olduğu parçaları kolaylıkla anlayabildiniz mi?)

Evet / Hayır

What topics and words did you understand? What helped you to understand the text with the nonsense words? Write your answer here:

Cevabınız “Evet” ise hangi konuları ve kelimeleri anladınız? Anlamsız kelimelerin olduğu parçayı anlamınıza neler yardımcı oldu? Lütfen, aşağıdaki kutucuğa cevabınızı yazınız.

Can you work out the meaning of the nonsense words in the listening text? Write your answer to the space provided. Note down any things you did to work out what the words meant.

Dinleme parçasındaki anlamsız kelimelerin neleri ifade ettiğini bulabilir misiniz? Aşağıdaki kelimelerin yanlarındaki boşluklara parçada bu kelimelerin neleri ifade ettiklerini (ne anlamda kullanıldıklarını) ve bunu nasıl anladığınızı (anlamanıza neyin yardımcı olduğunu) yazınız.

Furbustuous_____

Lotticks_____

Izzids_____

Happaps_____

Gabonmang_____

Strategy Help Sheet _For the teacher_ Answer Key

You might have used these strategies to work out the meaning of the listening text as a whole:

Prediction: You might have predicted before you started listening, what sort of things someone talking about schools and school holidays might mention. You might look at the pictures if it is presented in the book or booklet to help you make predictions. You might have used some clues such as pictures and the title what listening might be about.

You might have predicted the lexis to understand the text. Before listening starts, make yourself ready for listening. While you are listening, make a real effort to catch the gist of the text. You need to ask yourself whether your interpretations make sense. Also, it is important to preserve your mental concentration on the listening task, and keep it up till the end of the listening.

Here is the meaning of the unknown words and some strategies that might have helped you:

Furbustuous = finish

Strategies:

You might have used logic to work out a word's meaning. The speaker in the listening text gives the information; "the school year starts in September", and it keeps on by saying Furbustuous in July. If something opens or starts, it might close or finish in a specific time logically. In the text, that specific deadline is given, so Furbustuous carry the meaning of finish, close or end.

You might have used your common sense, your own experience, your world knowledge. In Turkey, similarly, your school starts in September and finishes in July.

Lotticks = Christmas

Strategies:

You might have used your knowledge of Turkish words. In your context, remember the holidays, and think of holidays in the UK. In Turkish that holiday is pronounced the same. It is the world-wide known holiday, the others are given. Christmas is just the one that is not stated by the speaker in the text. So that you might have used your world knowledge, as well.

Izzids = start

Strategies:

You might have worked out the meaning of the word "izzids" from the context, and kept your

attention on the words used before and after the word “izzids”. In the listening text, the speaker says “the school year izzids at nine”, “they izzids school at nine”, and “they izzids school at half past seven in the summer”. There are key words: they (children), school, and nine. Think of yourself, what you are doing at nine. You start school. This is the same situation happening in different cultures in school context. Time may differ but the action is the same.

Happaps = home

Strategies:

You might have used your common sense, your own experience, your world knowledge. “Happaps” refers to somewhere children go. In Turkey, think of what you do after school courses finish. Most probably, you go home. There might be other possibilities but if people reported in the text are children, they usually go home after school in nearly all cultures.

Gabonmang = morning

Strategies:

You might have checked your prediction and changed them if necessary. In Turkish school context, there is not music in the playground before children go into the class. So it may not be similar to your predictions. However, you need to think that Gabonmang refer any time expression/statement because in the next sentence the word “lunch” have been used. Use logic and what we know from the context and keep on attention on the linear order of time sequence.

Awareness-Raising: Lotticks and Izzids Activity

Timing	Activity	Resources
20-30 mins	Give pupils Lotticks and Izzids task sheet (Worksheet) Tell them that they will listen to a text. The text contains some strange words but they shouldn't worry about when they could not work out the meaning of the strange words. Explain that their task is to work out: - What the listening text is about in general (did the speaker have a positive or negative experience? How do you know?); - What the "strange words" mean. - To make some notes about how they worked out the meaning of the strange words, to discuss later. Note: Tape scripts for the listening task will not be given to the pupils. The listening text will be divided into three sections to let the pupils work out the meaning of nonsense words and note them down to their worksheets.	Lotticks and Izzids task sheet (Worksheet)
20-30 mins	- In class: Take group feedback on a), b), c) and draw a list on the board of what strategies learners used (If you like, you could give them a couple of minutes to discuss these in pairs before class feedback). This is likely to include the suggestions given on the Help Sheet – if any are missing, suggest these to the learners as additional clues they could have used. During the feedback it should become clear to pupils that they didn't need to understand the precise meaning of all the problem words to understand what the passage was about. - Emphasise to learners that they can use many of these strategies when listening to the foreign language. Tell them that they will use some of them	Lotticks and Izzids task sheet (Strategy Help Sheet) Strategy sheet: Strategies to help me understand when I listen to in English

	when you do more English listening in class. 3. Give them the strategy sheet to stick in their books as a reminder of the strategies.	
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APPENDIX-D: Self-assessment Grid

İngilizce dinlerken anlamaya yardımcı olan stratejiler

İngilizce dinlerken aşağıdakilerin bazılarını ya da tümünü kullanmayı hatırlayınız. Kullandıklarının karşısına onay işareti (✓) koyunuz.

1. Dinlediğim parçayı anlamak için kelimeleri tahmin ettim. ()
2. Dinlediğim parçanın ana temasını anlamak için gerçekten çaba sarf ettim. ()
3. Anladıklarımın gerçekten anlamlı olup olmadığını kendi kendime kontrol ettim. ()
4. Yaptığım tahminleri gözden geçirdim ve gerektiğinde onları değiştirdim. ()
5. Dikkatim dağıldığında tekrar zihnimde dinlediğimi görselleştirmeye çalıştım. ()
6. Resim, video görüntüsü, müzik ve animasyon sesler gibi diğer ipuçları varsa onları kullandım. ()
7. Dinlemeden koptuğumda yeniden dikkatimi vermeye çalıştım. ()
8. Dinledikten sonra bazı kısımları unutmamak için not aldım. ()
9. Kişisel deneyimlerimi, var olan bilgimi kullandım. ()
10. Bir kelimenin anlamını bulmak için mantığımı kullandım/ mantık yürüttüm. ()
11. Türkçe kelime bilgimi kullandım. ()
12. Diğer stratejiler (Lütfen listeleyiniz.) _____

Yukarıdaki stratejilerden hangisi/hangileri en faydalıydı? Strateji(lerin) numaralarını

yazınız: _____

Diğer İngilizce dinleme aktivitesinde hangi stratejileri kullanacağını düşünüyorsunuz? Strateji(lerin) numaralarını yazınız:

Öğretmen değerlendirmesi:



Strategies to help me understand when I listen to in English

Remember to use some or all of the following when you listen to in English. Put a tick against the ones you used!

I have

1. Predicted the lexis to understand the text. ()
2. Made a real effort to catch the gist of the text. ()
3. Checked that my interpretations make sense. ()
4. Checked my prediction and changed them if necessary. ()
5. Tried to do mental visualization again when I lose my attention. ()
6. Used other clues such as pictures, video records, music and animated sounds. ()
7. Tried to keep my mental concentration up when I lose it. ()
8. Written down some points not to forget after listening. ()
9. Used my common sense, my own experience, my world knowledge. ()
10. Used logic to work out a word's meaning. ()
11. Used my knowledge of Turkish words. ()
12. Other strategies (please list):

Which of the above strategies was the most helpful? Write the numbers of the strategy or strategies here:

Which strategies do you think you will use when you try another listening task in English? Write the numbers of the strategy or strategies here:

Teacher feedback:



APPENDIX-E: Listening Comprehension Pre-Test and Post-test

Ugur Primary School /2017-2018 Academic year

Full Name: _____ Student ID: _____

Listening Comprehension Questions

A. Before listening, match the following pictures to the words.         	MP3 player DVD player Digital Camera Games Console Email Printer Mobile Phone Laptop	B. Listen to the story “Stop the Virus!”.  While listening the text, you can write down some points to the box below not to forget after listening.
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C. Listen and choose True or False.

1. The children are at the History Museum.
a)True b)False
2. The children want to find Victor Virus.
a)True b)False
3. Anna has to crack the code.
a)True b)False
4. The code is DROPSAWS.
a)True b)False
5. Anna stops the virus.
a)True b)False
6. Victor Virus is in prison.
a)True b)False

D. Match the sentences to the pictures.



Look, Charlie!
Look at the
screens! It's
Victor Virus!

Here we are at
the Science
Museum.

Congratulations,
all of you! Look at
the newspaper.

That's Victor
Virus. He's a
dangerous
criminal.

APPENDIX-F: Background Questionnaire

For Pupils Background Questionnaire	Ugur Primary School
Pseudonym:	
Age:	
Sex:	
Mother tongue:	
Language(s) you usually speak at home:	
Language(s) you usually speak with friends at school:	
Language(s) you usually speak with friends out of the school:	
Language(s) you are now learning:	
How long have you been studying English?	
Do you generally enjoy doing L2 listening? (Circle one) Yes No	
How important is it for you to become proficient in L2 listening? (Circle one) Very important Important Not so important	
Do you do listening to English when you are not at school? (Circle one) Yes No	

What do you listen to or watch in English out of the school? (Circle all that apply)

Radio talks

other (list):

Music

TV programmes (cartoons, etc..)

Digital storybooks

YouTube videos

English Quest 4- Animated stories and Songs CD-ROM

How often do you do listening in English out of the school?

..... hour(s) everyday

Other:

.....hour(s) in a week

What do you do to understand the recording you listen to better?

Do you do anything

a) before listening to the recording? (Circle one) Yes No

If yes, please list:

b)	during listening to the recording?	(Circle one)	Yes	No
If yes, please list:				
c)	after the listening to the recording?	(Circle one)	Yes	No
If yes, please list:				
What difficulties do you have when you do listening in English?				

b)	during listening to the recording?	(Circle one)	Yes	No
If yes, please list:				
c)	after the listening to the recording?	(Circle one)	Yes	No
If yes, please list:				
What difficulties do you have when you do listening in English?				

b)	during listening to the recording?	(Circle one)	Yes	No
If yes, please list:				
c)	after the listening to the recording?	(Circle one)	Yes	No
If yes, please list:				
What difficulties do you have when you do listening in English?				

b)	during listening to the recording?	(Circle one)	Yes	No
If yes, please list:				
c)	after the listening to the recording?	(Circle one)	Yes	No
If yes, please list:				
What difficulties do you have when you do listening in English?				

b)	during listening to the recording?	(Circle one)	Yes	No
If yes, please list:				
c)	after the listening to the recording?	(Circle one)	Yes	No
If yes, please list:				
What difficulties do you have when you do listening in English?				

APPENDIX-G: Semi-structured Interview

Semi-structured interview questions

Pre-listening phase:

Researcher: I am going to show you some pictures before starting to the listening process. Then, we are going to listen to a text. Before listening to the text, can you find out a relation between the pictures and the listening comprehension text please?

Interviewee:

Researcher: What do you think about the pictures? What might the topic of the listening comprehension text be?

Interviewee:

Listening phase:

Researcher: Now, we will start to the listening. The text has 10 sections and each section takes two or three minutes. While you are listening to the text, I am going to stop the listening track at the end of each section. I will ask you what you have thought while you are listening to the text. I will give a pen and sheet. When you have needed, you can use them as you wish. Also, whenever you want and when you have a question, you have freedom to stop the audio-visual text.

If you are ready for the listening, we can start.

Interviewee:

(Listening)

Researcher: What did you understand?

Interviewee:

Researcher: To understand the text, what did you do?

Interviewee:

Researcher: Is there any part that you could not understand and get the gist?

Interviewee:

Researcher: What happened in your mind at that time? What did you think at that time?

Interviewee:

Researcher: If yes, what did you do to overcome it? How did you continue to the listening, then?

Interviewee:

Researcher: How did you try to understand the text?

Interviewee:

Post-listening phase:

Researcher: Now, we have completed the listening process. How do you assess yourself in this listening comprehension process? I mean, did you understand all listening text? How was the listening process from your own perspective?

Interviewee:

Semi-structured retrospective interview (In Turkish)

Dinleme öncesi:

Araştırmacı: Şimdi sana bazı resimler göstereceğim. Ardından dinleme yapacağız. Dinleme yapmadan önce sana resim gösterilince dinleyeceğin metin ile resim arasında bir ilişki kurar mısın?

Katılımcı:

Araştırmacı: Ne/neler düşünürsün?

Katılımcı:

Dinleme sırasında:

Araştırmacı: Şimdi dinleme aktivitesine başlayacağız. Dinlerken belirli aralıklarla durduracağım. Dinlerken aklından neler geçtiğini bana söylemeni isteyeceğim.

Sana kağıt kalem veriyorum. İhtiyacı olursa kullanabilirsin. Aklına takılan bir durum olursa durdurmamı isteyebilirsin. Hazırsan başlayalım mı?

Katılımcı:

(Dinleme)

Araştırmacı: Neler anladın?

Katılımcı:

Araştırmacı: Anlamak için ne yaptın?

Katılımcı:

Araştırmacı: Anlamadığın, kaçırdığın yerler oldu mu?

Katılımcı:

Araştırmacı: Ne oldu o zaman?

Katılımcı:

Araştırmacı: Olduysa bunun üstünden gelmek için neler yaptın?

Katılımcı:

Araştırmacı: Sonrasında nasıl parçaya/ dinlemeye geri döndün? Nasıl anlamaya çalıştın?

Katılımcı:

Dinleme sonrası:

Araştırmacı: Şimdi dinleme aktivitesini tamamladık. Bu yaptığın dinleme aktivitesinde kendini nasıl değerlendirirsin? Yani tüm metni anladın mı? Nasıldı?

Katılımcı:

**APPENDIX-H: Instrumentation and Listening Strategy Intervention Phases:
Timeline**

Phase	Week	Date	Material to cover	Resources
Instrumentation The researcher will cover this process.		11 Sep	Background Questionnaire, Pre-test, Self-assessment grid	Macmillan English Quest 4(Coursebook):Listening Comprehension Text
		12-13 Sep	Immediate Retrospection (For each member of both control and experimental groups) It will be recorded.	Macmillan English Quest 4:Listening Comprehension Text
Intervention Phase 1 The teacher will follow the intervention phases.	1	14 Sep	Awareness raising-working out unknown words	Lottick and Izzids text and exercises
		15 Sep	Awareness raising-feedback on strategies used, introduction to core strategies	Lottick and Izzids text and exercises and support sheet
	2	18 Sep	Modelling and practice of core strategies	Text : Web Quest
		20 Sep	Further practice of core strategies, reflection, evaluation and feedback	Text : Web Quest
Intervention Phase 2	3	25 Sep	Modelling and practice of core strategies	Text: A New York Story

		27 Sep	Further practice of core strategies, reflection, evaluation and feedback	Text: A New York Story
	4	2 Oct	Modelling and practice of core strategies	Text: Activity Camp
		4 Oct	Further practice of core strategies, reflection, evaluation and feedback	Text: Activity Camp
	5	9 Oct	Modelling and practice of core strategies	Text: Town Fair
		11 Oct	Further practice of core strategies, reflection, evaluation and feedback	Text: Town Fair
	6	16 Oct	Modelling and practice of core strategies	Text: Art Gallery
		18 Oct	Further practice of core strategies, reflection, evaluation and feedback	Text: Art Gallery
	7	23 Oct	Modelling and practice of core strategies	Text: What do you do?
		25 Oct	Further practice of core strategies, reflection, evaluation and feedback	Text: What do you do?
	8	30	Modelling and	Text: The Castle

		Oct	practice of core strategies	
		1 Nov	Further practice of core strategies, reflection, evaluation and feedback	Text: The Castle
		9 Nov	Modelling and practice of core strategies	Text: Science Museum
		8 Nov	Further practice of core strategies, reflection, evaluation and feedback	Text: Science Museum
Intervention Phase 3	10	13 Nov	Gradual fading out of reminders, further practice, reflection and evaluation over the next three texts	Text: Transport in the UK
	11	20 Nov		Text: Christmas
	12	27 Nov		Text: World Music Day
Instrumentation The researcher will cover this process.		28 Nov	Post-test, Semi-structured Interview	Macmillan English Quest 4:Listening Comprehension Text
		28 Nov -8 Dec	Immediate Retrospection (For each member of both control and experimental groups) It will be recorded.	Macmillan English Quest 4:Listening Comprehension Text

APPENDIX-I: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172/ 433-2925

08.08.2017

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Doktora Programı öğrencilerinden **Pelin İRGİN**' in Prof. Dr. İsmail Hakkı ERTEN'in danışmanlığında yürüttüğü "**Karma Öğrenme Ortamında Yabancı Dilde Dinlediğini Anlamada Strateji Eğitiminin Rolünü Araştırma**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun 15 Ağustos 2017 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

Hacettepe Üniversitesi Rektörlük 06100 Sıhhiye-Ankara
Telefon: 0 (312) 305 3001 - 3002 • Faks: 0 (312) 311 9992
E-posta: yazimd@hacettepe.edu.tr • www.hacettepe.edu.tr

Ayrıntılı Bilgi için:
Yazı İşleri Müdürlüğü
0 (312) 305 1008

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**APPENDIX-J: MEB- Educational Research and Development Department
Approval**



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.17286537
Konu : Araştırma İzni

20.10.2017

HACETTEPE ÜNİVERSİTESİNE
(Eğitim Bilimleri Enstitüsü Müdürlüğüne)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2012/13 nolu Genelgesi.
b) 21/09/2017 Tarihli ve 51944218-010.99/1900 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencisi Pelin İRGİN'nin "**Karma Öğrenme Ortamında Yabancı Dilde Dinlediğini Anlamada Strateji Eğitiminin Rölünü Araştırma**" kapsamında uygulama talebi Müdürlüğümüzce uygun görülmüş ve uygulamanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Görüşme formunun (5 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini rica ederim.

Vefa BARDAKCI
Vali a.
Milli Eğitim Müdürü

Güvenli Elektronik İmzalı
Aslı ile Aynıdır.

23.10.2017

Konya yolu Başkent Öğretmen Evi arkası Beşevler ANKARA
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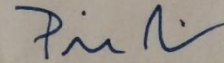
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APPENDIX-K: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- And **NO** part of this work was presented as a part of any other thesis study at this or any other university.



20/06/2018
Pelin IRGİN

APPENDIX-L: Dissertation Originality Report

29/06/2018

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title : Exploring the Role of Strategy Training in Second Language Listening Comprehension in a Blended Learning Environment

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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Filtering options applied:

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Pelin İRGİN
Student No.: N12241366
Department: Foreign Language Education
Program: English Language Education
Status: ☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

P. İRGİN

ADVISOR APPROVAL

APPROVED
Prof.Dr. İsmail Hakkı ERTEN

İsmail Hakkı ERTEN

APPENDIX-M: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversite'ye verilen kullanım hakları dışındaki bütün fikrî mülkiyet haklarım bende kalacak, tezimin tamamının veya bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinleri yazılı izin alarak kullandığımı ve istenildiğinde suretlerini Üniversite'ye teslim etmeyi taahhüt ederim.

☒ **Tezimin/Raporumun tamamı dünya çapında erişime açılabilir ve bir kısmı veya tamamının fotokopisi alınabilir.**

(Bu seçenekle teziniz arama motorlarında indekslenebilecek, daha sonra tezinizin erişim statüsünün değiştirilmesini talep etseniz ve kütüphane bu talebinizi yerine getirirse bile, teziniz arama motorlarının ön belleklerinde kalmaya devam edebilecektir)

☐ **Tezimin/Raporumun tarihine kadar erişime açılmasını ve fotokopi alınmasını (İç Kapak, Özet, İçindekiler ve Kaynakça hariç) istemiyorum.**

(Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir, kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisi alınabilir).

☐ **Tezimin/Raporumun tarihine kadar erişime açılmasını istemiyorum ancak kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisinin alınmasını onaylıyorum.**

☐ **Serbest**

Seçenek/Yazarın

Seçimi:

.....
.....
.....

..20.. / ..06.. / 2018

Pelin İRGİN

Pelin

