REPUBLIC OF TURKEY
ÇANAKKALE ONSEKİZ MART UNIVERSITY
SCHOOL OF GRADUATE STUDIES

HEAD DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

DEVELOPING AN EFFECTIVE COGNITIVE AND METACOGNITIVE LISTENING STRATEGY TRAINING PROGRAMME FOR TURKISH ADVANCED EFL LEARNERS

PHD THESIS

KÜBRA KESER

Supervisor
Assoc. Prof. Dr. SALİM RAZI

ÇANAKKALE – 2021

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T.C.

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ

LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

Kübra KESER tarafından Doç. Dr. Salim RAZI yönetiminde hazırlanan ve **../../20..** tarihinde aşağıdaki jüri karşısında sunulan "**Developing an Effective Cognitive and Metacognitiie Listening Strategy Training Programme for Turkish Advanced EFL Learners**" başlıklı çalışma, Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü **İngiliz Dili Eğitimi Anabilim Dalı**'nda **DOKTORA TEZİ** olarak oy birliği/oy çokluğu ile kabul edilmiştir.

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Kübra KESER

12/07/2021

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Kübra KESER

Çanakkale, Temmuz 2021

ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN İLERİ SEVİYE TÜRK ÖĞRENCİLER İÇİN ETKİLİ BİR BİLİŞSEL VE ÜST BİLİŞSEL STRATEJİ EĞİTİM PROGRAMININ GELİŞTİRİLMESİ

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Yabancı dil olarak İngilizce öğretimi bağlamında dinlemenin bir beceri olarak önemi düşünüldüğünde, bilişsel ve üstbilişsel stratejilerin dinleme başarısı üzerindeki etkisi uzun süredir tartışılmaktadır. Dinleme becerisini geliştirmek için direkt öğretimin önemi ile ilgili olarak, bu tez dinlemede bilişsel ve üstbilişsel stratejilerin direkt öğretimine odaklanmıştır. Bu çalışmanın temel amacı, bir bilişsel ve üstbilişsel dinleme stratejisi eğitim programı (LSTP) geliştirmek ve bu programın dinleme stratejilerinin kullanımı ve dinleme başarısı üzerindeki etkilerini araştırmaktır. Bu amaçla, araştırmacı tarafından geliştirilen dinleme stratejisi geliştirme programının etkilerini görmek için Türkiye'nin batısında bir devlet üniversitesinin İngilizce Öğretmenliği bölümünde 10 birinci sınıf öğrencisini içeren karma yöntemli bir pilot çalışma yapılmıştır. Pilot çalışmanın sonuçları alındıktan sonra, ELT bölümünde aynı üniversiteden 10 katılımcı ile temellendirilmiş teoriye dayalı karma yöntem ana çalışma yürütülmüştür. Çalışmada ön ve son dinleme testi uygulanmış ve geliştirilen dinleme stratejisi programı 6 hafta süreyle uygulanmıştır. Bu 6 hafta boyunca öğrencilerle görüşmeler, derslerin video kayıtları ve öğrencilerin haftalık günlükleri veri toplama aracı olarak kullanılmıştır. Çalışmadaki nicel veriler, geliştirilen programın katılımcıların dinleme performansı üzerinde anlamlı derecede olumlu bir etkiye sahip olduğunu göstermiştir. Öğrenciler, dinleme stratejisi programının uygulanmasından önce bazı dinleme stratejilerinin farkında olsalar da programın katılımcılara hangi stratejiyi kullanacakları, nasıl kullanacakları ve ne zaman kullanacakları konusunda farkındalık kazanmalarına yardımcı olduğu açıkça gösterilmiştir ki bu durum da bildirime dayalı bilgi, yöntemsel bilgi ve duruma dayalı bilgi ile açıklanabilir.

Anahtar Kelimeler: Dinleme Stratejisi, Bilişsel Strateji, Üstbilişsel Strateji, Strateji Eğitimi.

ABSTRACT

DEVELOPING AN EFFECTIVE COGNITIVE AND METACOGNITIVE LISTENING STRATEGY TRAINING PROGRAMME FOR TURKISH ADVANCED EFL LEARNERS

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Considering the importance of listening as a skill in the EFL context, the impact of cognitive and metacognitive strategies on listening achievement has been discussed for a long time. Regarding the importance of explicit instruction in order to promote listening skills, this dissertation focused on explicit instruction of cognitive and metacognitive strategies in listening. The primary purpose of this study was to develop a cognitive and metacognitive listening strategy training programme (LSTP) and investigate the effects of this programme on the employment of listening strategies and listening achievement. Within this purpose, a mixed-method design pilot study was conducted in the ELT department of a state university in the western part of Turkey, including 10 first-year students, in order to see the effects of the LSTP developed by the researcher. After getting the pilot study results, the mixed-method main study based on grounded theory was conducted with 10 participants from the same university in the ELT department. A pre and post-listening test was administered in the study, and the LSTP was implemented for 6 weeks. Throughout these 6 weeks, interviews with the students, video recordings of the instructions and weekly diaries of the students were employed as the data collection tools. The quantitative data in the study demonstrated the LSTP had a significantly positive effect on the listening performance of the participants. Although students were aware of some of the listening strategies before the implementation of LSTP, it was clearly shown in the study that the programme helped participants gain awareness about which strategy to use, how to use it and when to use it, which might be explained by declarative, procedural and conditional knowledge.

Keywords: Listening Strategy, Cognitive Strategies, Metacognitive Strategies, Strategy Instruction.

TABLE OF CONTENTS

		Page No
JÜRİ ONAY SAYFASI		i
ETİK BEYAN		ii
ACKNOWLEDGEMENTS		iii
ÖZET		iv
ABSTRACT		vi
TABLE OF CONTENTS		viii
SYMBOLS AND ABBREVETIONS		ix
LIST OF TABLES		xi
LIST OF FIGURES		xii
CHAPTER 1 INTRODUCTION		1
1.1.	Problem Statement	1
1.2.	Purpose of the Study	2
1.3.	Research Questions, Hypotheses and Assumptions of the Study	4
	1.3.1. Research Questions	4
	1.3.2. Hypotheses	4
	1.3.3. Assumptions of the Study	5
1.4.	Significance of the Study	6
1.5.	Limitations and Delimitations of the Study	7
	1.5.1. Delimitations of the Study	7
	1.5.2. Limitations of the Study	8
1.6.	Key Terminology	9
1.7.	Organisation of the Thesis	10
1.8.	Summary	11
CHAPTER 2 LITERATURE REVIEW		12
2.1.	Introduction	12
2.2.	Listening as a Receptive Skill in ELT	12
2.3.	Interaction of Listening with other Skills	14

2.4. Listening Comprehension Models…… 17
2.4.1. Bottom-up Model…….. 18
2.4.2. Top-down Model……..... 19
2.4.3. The Interactive Model……... 22
2.5. Effects of Background Knowledge on Listening Comprehension Process……. 23
2.6. Language Learning Strategies……..… 28
2.6.1. Language Learning Strategy Research……..… 29
2.6.2. Language Learning Strategy Types……..… 35
Cognitive Strategies……... 41
Metacognitive Strategies……..... 41
Other Strategies…….. 44
2.7. Listening Strategies in English Language Teaching…… 45
2.8. Strategy Instruction in Listening……..…. 52
2.8.1. Language Learning Strategy Instruction Models……..… 55
2.8.2. Verbal Reports to Understand the Strategy Use of Learners… 58
2.9. Developing a Language Teaching Programme……..…… 60
2.10. Curriculum Development Models……..…... 63
2.10.1. Tyler Model……... 63
2.10.2. Taba Model…….. 64
2.10.3. Taba-Tyler Model…….. 65
2.11. Summary……..… 66

CHAPTER 3
METHODOLOGY 67

3.1. Introduction....……..... 67
3.2. Research Design……..……. 67
3.2.1. Mixed Methods Design…….……..… 69
3.2.2. Grounded Theory……..…. 70
3.3. Setting…….…… 71
3.4. Participants……..…… 72
3.4.1. Convenient Sampling……. 73
3.4.2. Purposeful Sampling…….……. 73
3.5. Data Collection Instruments and Procedures…… 74
3.5.1 Diary……..…. 74

3.5.2. Interview…… 76
3.5.3. Video Recordings……..…… 77
3.5.4. Listening Tests……... 77
3.5.5. Cognitive and Metacognitive Listening Strategy Training…… 78
3.6. Data Collection Procedure……... 78
3.7. Data Analyses…….…. 79
3.7.1. Open Coding…….. 80
3.7.2. Axial Coding…….. 81
3.7.3. Selective Coding……..... 81
3.7.4. Stimulated Recall……..... 82
3.8. Validity……..... 82
3.9. Pilot Study…… 84
3.9.1. Result Notes for Pilot Study……... 84
3.9.2. Implications for the Main Study……. 89
3.10. Summary…….…..…… 90

CHAPTER 4 92
RESULTS

4.1. Introduction……..…… 92
4.1.1. Research Questions of the Study…… 92
4.1.2. Hypotheses of the Study……. 93
4.2. Results and Discussion for Research Question 1 and Hypothesis 1…… 94
4.3. Results and Discussion for Research Question 2 and Hypothesis 2…… 101
4.4. Results and Discussion for Research Question 3 and Hypothesis 3…… 104
4.5. Results and Discussion for Research Question 4 and Hypothesis 4…… 115
4.6. Overview of the Results…….. 121
4.7. Summary……..…… 126

CHAPTER 5 128
CONCLUSIONS AND IMPLICATIONS

5.1. Introduction…….…….…… 128
5.2. Summary of the Study…….……. 128
5.2.1. Aim of the Study…… 128
5.2.2. Summary of the Methodology…… 130

5.2.3. Summary of the Results……..…… 130
5.3. Conclusions……..…… 132
5.3.1. Conclusions from Research Question 1…….…… 133
5.3.2. Conclusions from Research Question 2…… 133
5.3.3. Conclusions from Research Question 3…… 133
5.3.4. Conclusions from Research Question 4……..… 134
5.3.5. General Points about Conclusion…….. 135
5.4. Implications……..… 137
5.4.1. Methodological Implications……. 137
5.4.2. Pedagogical Implications……... 139
5.5. Suggestions for Further Research…… 143
References…….. 143
APPENDICES ……..……..……..…… I
APPENDIX 1. COGNITIVE AND METACOGNITIVE LISTENING STRATEGY TRAINING PROGRAMME ……..…….. I
APPENDIX 2. PRESENTATIONS USED FOR STRATEGY TRAINING….. IX
APPENDIX 3. SOME OF THE ACTIVITIES USED IN TRAINING SESSIONS……..…… XV
APPENDIX 4. SEMI-STRUCTURED INTERVIEW QUESTIONS…….…… XVII
APPENDIX 5. PERMISSION FOR RESEARCH……..……..…… XVIII
CURRICULUM VITAE ….……...……..…..……. XX

SYMBOLS AND ABBREVATIONS

BU	Bottom-up
CALLA	The Cognitive Academic Language Learning Approach
EFL	English as a Foreign Language
ELT	English Language Teaching
ESP	English for Specific Purposes
GT	Grounded Theory
H	Hypothesis
L1	First Language
L2	Second Language
LLS	Language Learning Strategy
LSTP	Listening Strategy Training Programme
Mdn	Median
RQ	Research question
Sig.	Significance
SPSS	Statistical Package for Social Sciences
TD	Top-down
YDS	Foreign Language Examination

LIST OF TABLES

Table No	Name of Table	Page No
Table 1	Language Learning Strategy Categorization by Rubin (1987)	36
Table 2	Direct Strategies by Oxford (1990b)	37
Table 3	Indirect Strategies by Oxford (1990b)	38
Table 4	Language Learning Strategy Categorization by Stern (1992)	39
Table 5	Strategy Groupings and Individual Listening Strategies	47
Table 6	Listening Comprehension Strategies	48
Table 7	Differences between More and Less Proficient Listeners	50
Table 8	Listening Comprehension Strategies	51
Table 9	Notes for Diary Analysis	85
Table 10	Notes for Interview Analysis	87
Table 11	Notes for Video Analysis	88
Table 12	Results for Research Question 1	94
Table 13	Wilcoxon Signed-Rank Test Results for Pre-test and Post-test Scores	102
Table 14	Metacognitive strategies that were claimed to be used by the participants	105
Table 15	Cognitive Strategies that were claimed to be used by the participants	109
Table 16	Cognitive and Metacognitive Strategies Actually Used by the Participants in Training Sessions	116
Table 17	Effects of Strategy Training Programme	123
Table 18	Effectiveness of the Listening Strategy Training Programme	126

LIST OF FIGURES

Figure No	Name of Figure	Page No
Figure 1	Tyler's Model for Curriculum Development	64
Figure 2	Taba's Model for Curriculum Development	65
Figure 3	The qualitative process of data analysis	70

CHAPTER 1

INTRODUCTION

1.1. Problem Statement

Listening is the initial step of learning a language. When the language acquisition process of newborn children is considered, it is clearly seen that people start listening to a language before learning and improving any other skill. In that sense, when the language learning process is considered from the perspective of first language acquisition, Curtain (1991) asserts that listening skill is the first contact of the learner with the target language and culture. Therefore, how we listen to a specific piece of sound shapes how we speak a language and even how we perceive that language. The way that we improve listening as a language skill is mainly related to the methods and strategies we use.

Regardless of the student's proficiency level, it is not always easy to become a proficient listener in a foreign language. To become proficient language learners, students need to improve some strategies and some learning skills like autonomy. On the first hand, learners need to be aware of their learning styles. The strategies they employ and which they should employ while improving listening skills seems essential as language learning is a matter of autonomy (Ponton, Derrick & Carr, 2005). Specifically, in foreign language learning, listening is a skill that requires the listeners to be highly aware of their own strategy. In that sense, being able to create their own way of improving their listening skill, evaluating and commenting on the most effective strategy and substituting the ineffective strategy are the skills that a foreign language learner should gain (Scarcella & Oxford, 1992). Thus, being able to identify the strategy that leads the learners to the desired level of improvement in listening requires considerable effort.

It is not possible for every student to be able to learn listening as a skill in a language learning setting, as every student is not proficient enough to take responsibility for their own learning. The idea of teaching the techniques of more proficient learners to less proficient ones explicitly has led to the notion that explicit strategy training is favourable than implicit or embedded training types in language classes (Chamot & O'Malley, 1987). In fact, the

primary purpose in the explicit strategy training is not to directly teach the techniques or strategies but to make the learners aware of the strategy use and gain insight into the strategy and language learning (Oxford, 2011a; Vandergrift, 2005). Thus, in order to improve listening skills, learners should be more self-directed and autonomous. However, according to Carrier (2001), explicit strategy training is a solution for the less proficient learners and less skilful ones in taking responsibility for their learning. Thus, explicit strategy training is required in foreign language teaching specifically to teach autonomy to the learners.

Explicit strategy training in listening includes differentiating between cognitive and metacognitive strategies and teaching autonomy to the learners. Even though previous research has revolved around the explicit strategy training with the rise of autonomous learning theories (Chen, 2005; Chien & Wei, 1998; Vandergrift, 1999;), previous studies are not enough to enlighten the issue of effects of listening strategy training, and they give limited insight about the improvement of listening skill through an explicit training especially in Turkish and advanced learners of English context. Additionally, though differentiating between cognitive and metacognitive listening strategies is an essential part of listening strategy training, a limited number of studies demonstrate the difference between these two within a training programme (Nation & Newton, 2008; Zidong, 1998). Also, despite the rising interest in the area, there is a very limited number of studies in the Turkish context (Coskun, 2010), demonstrating a gap in the literature about the content of the listening strategy training programmes and different contexts.

Therefore, this study aims to provide a deeper investigation of the effects of listening strategy training programmes and enlighten the effects in the Turkish advanced level of learners' context. In addition, this study is assumed to fill the gap of an explicit training programme that would be implemented in advanced listening classes. Investigating and determining the advantages and disadvantages of cognitive and metacognitive training programmes in listening courses is believed to give a newer and deeper perspective with some practical implications in the Turkish advanced EFL learners context.

1.2. Purpose of the Study

This study is an exploratory study that aims to develop a cognitive and metacognitive strategy training programme that can be used in listening courses of advanced EFL learners. Although there are many studies about cognitive and metacognitive strategies in listening, the implication of an explicit training programme and exploring the effects on advanced learners seem like a gap in the literature. Aiming at filling this gap in the field of English language teaching, this study has the following objectives:

- To explore the impact of a listening strategy training programme on the use of cognitive and metacognitive listening strategies of advanced learners of English.

- To analyse the cognitive and metacognitive listening strategies employed by learners after the implementation of listening strategy training.

- To identify the impact of the listening strategy training programme on the listening achievement of the learners.

- To find out the most common cognitive and metacognitive listening strategies which are claimed to be employed by ELT department students.

- To explore the most common cognitive and metacognitive listening strategies which ELT department students actually use.

- And lastly, to develop an effective cognitive and metacognitive listening strategy training programme for advanced level of learners.

1.3. Research Questions, Hypotheses and Assumptions of the Study

1.3.1. Research questions

This study is designed to explain the following main research question:

RQ: Does the listening strategy training programme have an impact on the use of cognitive and metacognitive listening strategies of advanced learners of English?

In order to shed light on the issue with a deeper understanding, the following sub research questions are set to be answered through this study:

RQ1: Which listening strategies are developed by learners after the implementation of listening strategy training?

RQ2: Does listening strategy training have an impact on the listening achievement of learners?

RQ3: What are the most common cognitive and metacognitive listening strategies which are claimed to be employed by ELT department students?

RQ4: What are the most common cognitive and metacognitive listening strategies which are actually used by ELT department students?

1.3.2. Hypotheses

Based on the main research question, the study has the following hypotheses. Also, null hypotheses are provided for the main research question:

$H_{RQ\text{-}a}$: Listening strategy training programme will have a positive impact on the use of cognitive and metacognitive listening strategies of advanced learners of English.

$H_{RQ\text{-}0}$: The listening strategy training programme will not have a positive impact on the use of cognitive and metacognitive listening strategies of advanced learners of English.

$H_{RQ1\text{-}a}$: Learners will be able to utilise cognitive and metacognitive listening strategies after the implementation of the listening strategy training programme.

$H_{RQ1\text{-}0}$: Learners will not be able to utilise cognitive and metacognitive listening strategies after the implementation of the listening strategy training programme.

$H_{RQ2\text{-}a}$: There will be a significant difference between the listening achievement of the participants before and after the implementation of the listening strategy training programme.

$H_{RQ2\text{-}0}$: There will not be any significant difference between the listening achievement of the participants before and after the implementation of the listening strategy training programme.

$H_{RQ3\text{-}a}$: Planning and note-taking are among the most common strategies that the learners claim to employ in listening classes.

$H_{RQ3\text{-}0}$: Planning and note-taking are not among the most common strategies that the learners claim to employ in listening classes.

$H_{RQ4\text{-}a}$: Note-taking and translation are among the most common strategies that the learners actually employ in listening classes.

$H_{RQ4\text{-}0}$: Note-taking and translation are not among the most common strategies that the learners actually employ in listening classes.

1.3.3. Assumptions of the Study

1. The participants were native speakers of Turkish as first-year students in the English Language Teaching Department who do not use English as a tool for communication in their daily life. The students had to take national level language test and were accepted to this department according to the scores they got from this test which demonstrated that they were advanced level learners of English.

2. The participants attended all the implementation sessions of the strategy training programme voluntarily and sincerely.

3. The participants were eager to interview the researcher.

4. The participants wrote their dairies immediately after the implementation of each session honestly and sincerely.

5. The participants answered the questions in the pre-test and post-test faithfully and voluntarily.

6. The variables which cannot be controlled affected all the participants at the same level.

1.4. Significance of the Study

The present study is engaged with the listening skill as listening is deemed one of the prominent skills that an undergraduate student should have (Morel, 2004). In most cases, listening to a lecture is the core of university (John & Lindsay, 2005). Thus, this study aims to deal with the listening process of language learners and the explicit training for the cognitive and metacognitive listening strategies.

The study is mainly designed with the purpose of developing a listening strategy training programme that has various functions and exploring the impact of the programme on the learners' use of listening strategies. The first function of the strategy training programme is that it can be implemented in the listening sessions of advanced learners. As another function, the study aims to develop an extensive training programme to be implemented in the listening courses. The purpose is mainly that listening teachers may find it helpful to implement in their courses. Additionally, the programme will assist teachers not only by offering a programme but also by providing some sample listening course content and listening texts that are used throughout the research. Therefore, the main objective of the study is to design a functional listening strategy programme which will be useful for both students and teachers while teaching listening.

Another objective of the study is to raise the awareness of the advanced learners of English about the cognitive and metacognitive strategies and to show them how strategy use affects their performance and achievement in listening courses. In addition to raising awareness of the learners, the study is designed to help them differentiate between the cognitive and metacognitive strategies they employ and the strategies they should employ. Thus, this study is essential in functioning as a demonstrator of the strategies in detail.

Furthermore, it is important to talk about the previous studies about the issue. The previous literature offers a wide range of studies about listening as a skill and listening strategies. However, most of the studies have centred on the academic achievement of the students concerning strategies and most of the studies were conducted quantitatively (Roussel & Tricot, 2012; Zhang & Goh, 2006). Therefore, this study is expected to fill in the gap of qualitative research conducted with only one group of advanced learners in a Turkish context.

Hence, this study is not only important in developing a strategy training programme to be implemented in listening courses, but also it is significant in getting a deeper understanding of the ways that students improve their listening achievement. Additionally, the difference between the strategy that the students claim to use and their actual performances is investigated in the study. In this way, this study will contribute to the field of English language teaching by filling the gap of an explicit strategy training programme that teachers can make use of with the advanced learners of English.

1.5. Limitations and Delimitations of the Study

1.5.1. Delimitations of the study

The present study has some limitations and delimitations. The delimitations of the study are as follows:

1. The participants of the study were the advanced level ELT department students who were first-graders at a state university located in the western part of Turkey.

2. The number and the profile of the students were the same in the main study and pilot study of this research.

3. All the participants were volunteers to attend the cognitive and metacognitive listening strategy programme and all other data collection steps in the research.

4. Although the training programme was conducted in English, which is not the native language of participants, all the data in the interviews and diary were collected in Turkish, which is their native language, in order for the participants to feel relaxed to convey the message they wanted to.

5. The cognitive and metacognitive listening strategy training programme lasted for six weeks.

6. The strategy training programme lasted for one hour each week.

7. Throughout the implementation of the training programme, all participants attended the courses without missing any of the training hours, and they all took the pre-test and the post-test.

8. The study was centred on developing a strategy training programme for listening courses of advanced learners of English.

9. Although the study was designed as a mixed study, most of the data were collected qualitatively.

1.5.2. Limitations of the Study:

The present study has the following limitations:

1. As the participants of the study were advanced level, the results of the study cannot be necessarily generalised to beginner, pre-intermediate or intermediate level of learners.

2. With respect to the ages of the participants in the present study, the results of the study are not generalisable for the young, middle-aged or older learners of English.

3. As the study was conducted with Turkish students whose native language is Turkish, the results of the study may not be applicable for the students from other nationalities who speak languages other than Turkish due to any potential cultural differences.

4. The results of the present study may not be generalised to other foreign language learning settings than English, as the six-week training was centralised on the English language teaching setting.

5. The centre skill of the study was listening to skill in the English language teaching setting; therefore, the results cannot be generalisable to other skills.

6. There was only one quantitative data collection tool, which included the comparison of pre-test and post-test, although the study was designed as mixed research.

7. The study did not consist of a control group to demonstrate the exact reason behind pre-test and post-test results. Without a control group, it is not possible to label the pre-test and post-test results whether as learning impact (as the students continue their regular courses during the study) or as the effect of the strategy training programme.

1.6. Key Terminology

As this study is an attempt to develop a cognitive and metacognitive strategy training programme for advanced learners of English, it is essential to get a deeper understanding of some standard terms that are used throughout the present study.

Foreign Language: Despite the differences in the relevant literature, in the present study, the terms “foreign language” and “second language” are used interchangeably by referring to the same interpretation meaning that the language that the participants learn in the non-spoken setting of that specific language, which is “English” in the case of this study.

Language Learning Strategy: This term refers to the ways that are employed by language learners to learn a foreign language effortlessly. All through the study, it will be used by the meaning that "actions taken by second and foreign language learners to control or improve their own learning" (Oxford, 1990b: 9).

Cognitive Strategies: The specific methods that the language learners can utilise to learn that language and can describe the activities that are in this process, including all kinds of planning or reasoning.

Metacognitive Strategies: The specific ways that learners employ after analysing their own way of learning without thinking about and describing the process concretely.

Advanced Learners: This term refers to the first-year university students of the English Language Teaching department in this study.

Strategy Training Programme: A tool scheduled into a learning skill course (listening in this study) aiming to improve the consciousness of learners about the strategy use and language learning process.

1.7. The organisation of the Thesis

This study is organised into five chapters. The first chapter introduces the cognitive and metacognitive strategies along with the listening skill in a language learning setting by providing a brief literature review. Research questions, hypotheses, assumptions, limitations and delimitations and the critical terminology of the thesis are presented in the first chapter.

In the second chapter, a detailed review of literature upon listening as a receptive skill in ELT, the interaction of listening with other skills and listening comprehension models is provided. Also, language learning strategies and strategy training in language classes are discussed following the light of previous studies in this chapter. Furthermore, curriculum development models such as Tyler Model, Taba Model and Taba-Tyler Model are reviewed concerning the training programme that was attempted to be developed throughout this thesis. Lastly, this chapter provided some discussion about Cohen's three

types of verbal reports in order to have a more effective analysis of the qualitative data gathered for this study.

The third chapter is set aside for the methodology of the research. First, it deals with the research designs employed in the language teaching area and presents detailed information about the pilot study. The chapter continues with the instruments, participants and the design of the main study.

Chapter four is dedicated to the results of the study. Both the qualitative data results and quantitative data results are scrutinised in this chapter. The results are presented to answer the research questions and based on the hypothesis presented in the introduction part.

In chapter five, the results are discussed in the light of all the reviewed literature and with regard to the research questions deducing some conclusions in the frame of some further implications and suggestions for further research.

1.8. Summary

This chapter is designed as an introduction to the thesis. The background of the study and the problem statement is presented in this chapter. The research questions and hypotheses of the study, along with the assumptions of the study, are also introduced. Another point which has been made evident in this chapter is the significance of the study. Also, key terminology that shapes the understanding of the thesis and the organisation of the thesis is the parts that are illustrated in this chapter.

CHAPTER 2
LITERATURE REVIEW

2.1.Introduction

The purpose of this chapter is to analyse the literature by categorising listening as a skill in English language teaching. By summarising the interaction between other skills and listening, this chapter will provide a deeper understanding of the previous studies on listening comprehension models, which are categorised as "bottom-up model", "top-down model", and "the interactive model". Afterwards, language learning strategies will be explained, and the classification of language learning strategies in various studies will be presented. Also, the listening process will be taken into consideration with reference to the factors that affect the process, such as grammar knowledge, vocabulary knowledge and background knowledge. Following that, language learning strategy types, which are significant to understand throughout this study, such as cognitive, metacognitive and social-affective strategies, will be reviewed from different perspectives of researchers. In combination with language learning strategies and different perspectives, the conclusions of previous studies about language strategy instruction along with the specific models for the implementation of strategy training in ELT classes will be summarised. Another critical point in this chapter is going over the studies about developing a training programme, as this is the primary purpose of this study. Considering the discussion about developing a strategy training programme, this chapter will present three crucial curriculum development models: Tyler Model, Taba Model and Taba-Tyler Model. Finally, this chapter will address studies related to developing a listening strategy training programme in ELT.

2.2.Listening as a receptive skill in ELT

As a term, listening has been defined in various ways in different studies. According to Yagang (1993: 16), "listening is the ability to identify and understand what others are saying"; thus, the listening process involves understanding the accent, pronunciation, vocabulary and grammar of the speaker and getting the target meaning from the utterance (Howatt & Dakin, 1974). Most of the applied linguists have agreed upon the idea that

listening is a practice of building meaning by adding linguistic and non-linguistic information to the content of the incoming sounds (Field, 2003; Vandergrift, 1999). Also, Harley (2000) suggests that listening requires active cognitive abilities and includes generating data from the source of the sound. Many scholars accepted the definition of Oxford (2011b), who asserts that listening is a language skill and it is a complicated process which involves fundamental keystones rather than just hearing the voice of the source. Thus, listening can be defined as a general term is instead a complicated process involving some skills like building meaning, interpreting verbal and non-verbal data and understanding the different features of the speakers, which will be the basis of the present study.

However, listening skill in ELT classroom settings differs in many ways from these definitions. Considering the term listening as a skill in language teaching classes, according to Farrell and Mallard (2006), listening requires not only comprehending personal response correctly but also responding accordingly to the speaker, particularly in face-to-face interactions in which listeners need to be capable of contributing spontaneously to the debate. Therefore, in a language learning setting, listening skill is considered as a process combined with other skills. In the same vein with this definition, Buck (2001) states that listening as a receptive skill has two steps: the first step is construction, and the second step is utilisation, which means that the listener builds the interpretation from either the statements of the speaker in the creation step and afterwards uses this understanding to interact with the speaker in the utilisation step. Within this study, listening skill refers to the process of understanding the utterance and as the first step of the communication.

Considering the definition of listening skills in ELT settings, it is essential to understand the relation between listening and other skills while describing listening as a receptive skill. However, listening is highly related to different skills in ELT settings; as a core skill, listening has some very distinctive features. The first and most important of these features is the fact that explicit listening instruction has very different components than those of other skills (Mendelsohn, 2006). Reaching similar points with Mendelsohn (2006), Vandergrift and Goh (2012) have classified the listening instructions into three approaches as ‘text-oriented’, ‘communication-oriented’ and ‘learner-oriented’ approaches. In text-oriented approach, the focus of the listening is the text itself and being able to answer the questions related to the text, whereas the purpose of listening is to be able to take part in

communication. However, in learner-oriented approach, it is essential to teach the specific strategies that lead the students to a better proficiency level of listening rather than focusing on particular text or context. Thus, considering listening as a critical skill, instruction types vary in accordance with other skills in ELT.

A critical feature of listening as the primary skill is related to its effect on communication and thus on the proficiency level of the learners. Yang (2012) assumes that listening is the skill used mostly in interaction since it constitutes 40%-50% of the overall time of interaction. Supporting this idea, Brown (2001) states that production in language depends on how much learners listen, and since most learners spend much more time listening to the language than developing it, language learning is based on listening. Moreover, Seferoğlu and Uzakgören (2004) support the idea that comprehension of listening is an immersive, analytic process in which listeners participate in complex meaning creation. Therefore, listening as a skill is a keystone in the language learning process, particularly in the communication phase.

Another critical point is that listening skill is scrutinised as a receptive skill by many linguists (Lightbown & Spada, 2006; Özgen, 2008). Although for some researchers (e.g. (Mendelsohn & Rubin, 1995; Field, 2003), listening is not possible to be categorised as a receptive skill; some others categorise receptive skills into two; which are 'one-way reception' and 'interactive reception' (Saha & Talukdar, 2008). One-way receptive skill is reading, in which learners are not interrupted and given feedback, whereas interactive receptive skill is listening, in which learners can take place actively with the interpretation process and end up with an utterance as a product. Therefore, within this study, listening skills will be considered as a receptive skill, which requires an interactive process of interpreting and analysing the utterance.

2.3.Interaction of listening with other skills

All skills and sub-skills in language teaching are highly related to each other. As each skill has a different effect on the others, it is possible to talk about the impact of listening skills on other skills and sub-skills in the ELT setting. As listening is regarded as the first step of communication by Underwood (1989), the interaction between listening and

speaking needs to be investigated deeper. According to the early research in the field of applied linguistics, listening has been considered as an inactive process that learners can take little part in (Paulston, 1974; Rubin, 1975). However, in the 90s, with the rise of communicative approaches in language teaching, the target of which is purely meaningful communication, scholars regarded listening not only as a receptive skill but as an input process for effective communication, which is labelled as "output" or "the production" in the language learning process (Alptekin & Tatar, 2011: 349). Additionally, according to Nakatsuhara (2012), listening could be considered as the input process of speaking skills, and without listening, it is impossible to produce utterances. Thus, previous studies suggest that in the language learning process, if the target is communication and producing the language, namely speaking, listening should be considered as the initial step of this process.

The other sub-skill that is associated with listening is pronunciation. If the learners of a language do not have the opportunity to hear that language in their daily life, listening activities are the key to their improvement of pronunciation. The development of technology has led to easy connection with the world and easy access to the materials that a learner may need. Thus, reaching the required materials for listening increased the effects of listening on pronunciation especially. In applied linguistics, it is widely believed that pronunciation is an essential subskill for communication and teaching pronunciation is vital for effective communication (Celce-Murcia, Brinton & Goodwin, 2010). How a teacher recognises the value of teaching pronunciation and to what degree the ability to pronounce can be taught for a long time is a subject of interest (Yule, 2006). Thus, once the questions related to how to teach pronunciation is considered from the perspective of technological improvements, listening becomes the initial step for the solution of the arguments.

Another substantial argument is about the relationship between listening and vocabulary knowledge in ELT settings. There is a two-way relationship between these two skills, which affect each other reciprocally. Although there are limited numbers of empirical studies about the relationship between these two skills, Staehr (2008) summarises the issue by stating that vocabulary teaching is not only teaching the meaning of the words. How to pronounce the word and in which context to use are the points that should be covered in vocabulary teaching. Thus, listening is the key skill in improving pronunciation in vocabulary teaching. Another point about this relationship has obviously been demonstrated

by Kelly (1991), who supports the idea that the most significant barrier to adequate listening comprehension for EFL learners is vocabulary knowledge. In their empirical studies about the issue, Milton, Wade and Hopkins (2010) found a strong relationship between vocabulary size and listening performances of the participants. But there is no consensus among the linguists about this relationship. A very distinctive research study was conducted by Bonk (2000). In this study, Bonk concluded that there is not a direct relationship between vocabulary knowledge and listening, as his findings suggest that while they knew less than 75 percent of the words in the listening text, some learners gained a good understanding. However, other learners knew more than 90 percent of the vocabulary items but did not gain a good understanding. Therefore, although most studies suggest that there is a direct relationship between vocabulary knowledge and listening skill, the issue still remains a question for some empirical studies. The reason for this conflict in the results of the studies is mainly related to the differences in the cultural background of the participants as well as the tasks and tests used through the studies. However, throughout this study, vocabulary knowledge will be accepted as a critical component in listening proficiency.

As a last skill under scrutiny, grammar is worth discussing regarding its relation with listening skills. In his experimental study, De Jong (2005) has investigated the relationship between listening and grammar and attempt to teach grammar through listening. As a result, he has concluded that although it may not hinder grammatical errors, grammar can be taught through listening. Therefore, within the explicit grammar teaching setting, it is possible to deduce that listening and grammar have a positive impact on each other. Additionally, Ellis (2002) asserts that at least at the initials step of language learning, input through listening should be provided to the learners just like in L1 acquisition and then learners should be expected to learn specific sentence structure. Thus, he implies how vital listening is at the very beginning of the language teaching activities to teach grammar. Another significant argument about the relationship of these two is related to the grammar knowledge as background knowledge for the listening texts. Bonk (2000) notes that the most significant barrier to listening comprehension amongst L2 learners is grammatical incompetence. Similar to this idea, Mecartty (2000: 338) states that “that lexical knowledge accounts for a considerable variance in reading and listening comprehension implies that it is essential to language learning and teaching”, implying the importance of grammar knowledge for listening skills in language teaching settings.

In conclusion, all the skills in language learning are interrelated. When listening is considered as the primary skill, it seems that the other skills and sub-skills are highly related to listening. Therefore, previous studies demonstrate that being proficient in one skill means that relating each skill to the other ones and specifically for listening; speaking, pronunciation, grammar and vocabulary knowledge have a considerable effect, and the proficiency within these skills and sub-skills is also affected by the listening performance of the learners.

2.4.Listening Comprehension Models

Listening comprehension has now become the basis of several second language acquisition and teaching theories that concentrate on the starting levels of second language proficiency (O'Malley, Chamot & Kupper; 1989). Within this perspective, it is not surprising in many respects that learners view listening as challenging. Researchers focus on the difficulty of the listening process, in which the listener needs to use a broader spectrum of linguistic and non-linguistic information sources to analyse input (Buck, 2001) quickly. This has led the applied linguists to develop some models for both more proficient and less proficient learners in listening. As a result, previous research studies have focused on listening comprehension models proposing two different categories: "bottom-up model" and "top-down model" (Rost and Candlin, 2014). To improve their listening comprehension ability, learners, including almost all levels, consciously or unconsciously benefit from top-down and bottom-up processes. The conceptual history of top-down and bottom-up listening models have emerged from types of information processing that appeared in the initial phases of computing and artificial intelligence (Lynch & Mendelsohn, 2002). Therefore, these two processes are the initial step of cognitive and metacognitive strategies employed during listening.

The implementation of linguistic information in comprehension is commonly called bottom-up processing, whereby the sounds, sentences, clauses and phrases of a passage are translated in a comparatively systematic way to induce meaning (Rost, 2002). Generally defined, decoding can be defined as bottom-up processing focused on the differentiation of specific sounds from speech flow. It is continuous because it requires word identification and linguistic understanding of the vocabulary that has been recognised (Batova, 2013). The

second model is the “top-down” processing. The comprehension of the problem by listeners, their basic understanding of the world and also how sentences typically operate will interact with this linguistic ability in 'top-down processing' to establish an understanding of the issue (Buck, 2001). Thus, top-down processing is related to one’s understanding of the world and background knowledge. In contrast, bottom-up processing is related to decoding the meaning of a listening text word by word.

In the process of listening, learners engage in both “bottom-up” and “top-down” processing. In order to achieve a practical understanding of spoken language, a skilled listener uses both of these, and a key factor in good listening is the capacity of the person to integrate knowledge gained from these two (Lynch & Mendelsohn, 2013). Considering all these arguments, it is necessary to consider that cognitive processing is not either bottom-up or top-down; both will include most mental processes (Sun, 2002). However, in some studies, “bottom-up” processing is claimed to be used by more proficient learners, and “top-down” processing is utilised by less proficient ones (Tsui & Fullilove, 1998). However, this idea has been rejected by some other studies (Graham, 2005) as the process of listening is an internal process, which makes it very hard to observe and categorise the models according to the proficiency level of the students. Also, Nunan (1997) suggests that in listening courses, both bottom-up and top-down skills should be taught to learners regardless of their level.

As the last model for listening to be reviewed in this study, the interactive model for listening refers to listening with the purpose of communication. Interactive listening is seen as an essential part of listening activities, which urge listeners to communication, and the interactive model is also named participatory listening (Dunkel, 1991). To acquire knowledge and complete a comprehension task, students listen to verbal messages without interfering or communicating for clarification or feedback purposes (Richards, 1990). Therefore, this might be the main reason for attracting little attention in the literature, especially as a productive model for listening. Additionally, Vandegrift (1997: 494) has labelled the interactive model as “Cinderella of communication strategies”, meaning that communication strategy study appears to concentrate on production strategies to make up for the lack of language skills. Thus, although it has attracted little attention in the previous research, the interactive model for listening depends on communication purposes, and the main aim of the listening activities is interaction by using the language.

Therefore, with all different perspectives, listening models require a deeper understanding and analysis of the previous studies to get an insight into the relation of teaching listening and listening strategies.

2.4.1.Bottom-up Model

In the bottom-up model of listening, the process is a sequential one where the last stage of the process is derived from the meaning of the words. According to Batova (2013: 3), "it is retrospective in that it requires identification of words and activation of lexical knowledge linked to the words that have been recognised". Therefore, the process has some steps starting from the recognition of the individual words that are heard during listening and stimulation of lexical information linked to identified words in the bottom-up process. In other words, bottom-up processing starts with the meaning of single words, and at the last stage, listeners come up with the meaning of the whole listening text by combining the unique parts recognised at the first level.

In language teaching settings, the bottom-up process requires listeners to attend the process of listening very actively. The role of the learners in the bottom-up model has been defined by Anderson and Lynch (1988) in detail calling the "listener as tape-recorder" since it means that a tape-recorder ends up taking in and storing messages just in the same way the listener does in this process. During listening, although students may seem inactive, the mental process of listeners leads them to be active by combining the lexical knowledge with the listening text itself. In terms of the role of the learners in bottom-up processing, Dunkel (1991: 435) states that listening is a kind of "prespeaking" instruction in language teaching and learners, in the listening process, undergo very active cognitive and metacognitive processes by utilising bottom-up processing. In the same vein as Dunkel (1991), Anderson (2002) has defined the learners in the bottom-up process as the active participants of the learning process and the main characters in the path to producing the language itself. Therefore, in the bottom-up model of listening, learners engage in the listening activity very actively, and the process is regarded as a preparation phase for communication.

However, considering the bottom-up model for teaching listening, some studies assert that some difficulties and problems exist (Goh, 2000; Hasan, 2000). By using the self-reports of the learners, Goh (2000) has listed 10 listening problems of the learners. Among these 10 problems, the one that attracts attention related to the bottom-up model is that the problem of learners using the bottom-up model is that they "understand words but not the intended message" (Goh, 2000: 59). Additionally, in his research about the problems related to listening, Hasan (2000) found that some students concentrate on the details too much. To get the main points of the listening text, they listen to every detail, which causes them to fail using the bottom-up model. Thus, as a result of these studies, it is clear that there are some challenges that the students face while utilising the bottom-up process in listening; however; all these problems could be solved by an effective strategy training to show a way to the learners how to cope with all the challenges in listening (Graham, 2006).

Therefore, previous studies in the bottom-up listening model clearly demonstrate that the bottom-up model has some stages starting with identifying the words and activation of the lexical knowledge, which allows learners to actively participate in the learning process. Although within this process, it is possible to talk about some problems and challenges that the learners face, the way to cope with these challenges is recommended as creating an effective strategy training to show the students how to make use of the bottom-up listening model.

2.4.2.Top-down Model

As a different model from the bottom-up model for listening, the top-down listening model refers to listening for the overall meaning of the listening texts by using the background knowledge without being distracted by the unknown vocabulary or lexical knowledge problems (Celce-Murcia & Olshtain, 2001; Moskovsky, Jiyang, Libert & Fagan, 2014). Lingzhu (2003) advocates the importance of top-down processing in listening and states that they will easily help them transfer their native language listening strategies into English listening by using top-down exercises. In top-down processing, enabling previous information is essential. From another perspective, language comprehension analysis usually starts from the bottom up with the decoding of the text's phonetics and semantic features

(Nation, 2006; Rost, 1990); however, when it refers to attaching importance to it, the learners must use top-down analysis. (Gu, 2018; Siegel, 2018; Smith, 2004).

In terms of pedagogical implications and the role of learners, it is important to mention the importance of top-down processing, especially in the pre-listening part of the courses serving as a "motivator" for the learners (Field, 2010). In other words, to engage the students in the listening courses, the pre-listening stage is an excellent opportunity for stimulating the background knowledge and activating schemata (Rost, 2011). In that way, students get involved in the listening stage more actively, and this helps learners to be more autonomous as they all use different background knowledge and different experiences (Le & Renandya, 2016). Thus, although it is not possible to adopt just one model in listening classes, a combination of the models allows learners to engage in the learning process more actively and using top-down process at the starting step of the courses seems helpful for the learners to get involved by using their background knowledge, experiences and own perceptions.

Another issue raised by Lynch and Mendelson (2002) is related to the problems and drawbacks of the top-down process. These problems are associated primarily with the differences of the students, especially in background knowledge and perceptions. In his study about different types of listening activities, Siegel (2018: 3) clarifies the issue:

> Both TD and BU approaches to listening have drawbacks. Overreliance on TD can be disadvantageous, for, with no checks or safeguards on TD, listeners may apply prior knowledge and expectations inappropriately. In addition, notions like "background knowledge" can be vague and are unique to individuals. TD can impede proper understanding, particularly when listeners steadfastly adhere to a single hypothesis and refuse to change their expectations despite contrary linguistic input (Siegel, 2018: 3).

As it is understood with the clarification of Siegel (2018), in top-down processing, students may insist on their background knowledge and neglect the essential points underlying a listening activity. Thus, as a solution for these problems, Lynch (2006) has suggested utilising both bottom-up and top-down processing in balance and combination.

As it is clearly seen, both bottom-up and top-down models for listening have their own characteristics with certain drawbacks and problems. It is not possible to perceive one model as the best way of teaching listening. Also, while listening is a deep mental process itself, these models serve the cognitive and metacognitive process of listening by suggesting distinctive activities.

2.4.3.The Interactive Model

In an interactive listening model, in collaboration with the speaker, the listener plays an important role in achieving the interaction's objectives. Listeners actively engage in the listening process as the purpose of listening is barely communication, and it is also called participatory listening (Dunkel, 1991). Also, interactive listening allows the listener to take a more active role in order to facilitate effective communication by communicating with an interlocutor, asking for clarification or offering input (Vandergift, 1997). Although there are a limited number of studies about the interactive model in listening, it is a good alternative for the top-down and bottom-up process of listening as the main purpose of teaching listening is enabling the learners to communicate.

By getting feedback, asking for clarification and answering the questions, listeners are at the centre of listening activities in interactive listening (Rost & Ross, 1991). Thus, just like bottom-up and top-down processing, in this model, the listener is in the process of listening actively by using both cognitive and metacognitive strategies. Furthermore, listening activities in the interactive model are regarded as an initial step to responding and speaking (Feyten, 1991). Therefore, interactive listening requires a high interaction between listening and speaking skills and to utilise reception strategies, which is used for the clarification of the utterances and production strategies, which solves the problems in communication by modifications and repetitions (Vandergift, 1997).

While employing the model and the reception and production strategies, learners may face some problems. Although the model is thought to cause some issues, especially with the beginner level learners (Pica, 1991), Bacon (1992) demonstrates that with the help of effective strategy use and efficient strategy instruction, it is possible for the beginner learners to use this model smoothly. Thus, it is possible to conclude that strategy instruction is not

only needed to improve the proficiency level of learners in listening but also to enable learners to use specific listening models.

Another important point regarding the interactive model is the significance of background knowledge, which is called schema, just like in top-down and bottom-up models. Given the importance of communication in the interaction model, listeners should comprehend what they hear and should be able to respond accordingly (Long, 1996). In the communication process, the background knowledge of listeners is one of the critical factors that affect the understanding and thus the response of the learners (Turner, 2018). The relationship between communication and background knowledge has also attracted the attention of researchers for a long time (Jiang, 2000; Long, 1989). When the main purpose of the interactive model is taken into consideration, it would be easier to understand the connection between background knowledge and interactive model in listening. Background knowledge shapes how people conceive the world, and in the interactive model, it serves as an initial step for communication.

Overall, the interactive model has a significant role in improving learners' communication skills with the help of some specific strategies. As language learners have an active role in both the communication phase and listening phase of the model, the model is an indispensable part of language teaching.

2.5. Effects of Background Knowledge on Listening Comprehension Process

In the language learning process, researchers have been considering the effects of external or internal factors as crucial points for the comprehension of different skills. In that sense, processing and comprehension make it much easier to enable prior experience or knowledge of the environment and apply new information to various types of input (Bacon, 1992; Christen & Murphy, 1991). Therefore, using the existing knowledge, especially the linguistics knowledge, to the newly gained structure in the language learning process has some effects on the comprehension of any skill; especially, reading and listening.

Concerning the background knowledge, the term “schema” is used to shed light on the description of background knowledge and “schema” is described by Carell (1983) as a

step of comprehension and it is about combining the past experiences and perceptions about the world to the language piece. Within this definition, schemata could be thought of as a "mental representation of typical instance" (Cook, 1997: 86). Schema allows people to interpret their new experiences on the border of previous experiences and background knowledge. Furthermore, Brown and Yule (1983: 278) describe schemata as "organised background knowledge which leads us to expect or predict aspects in our interpretation of discourse". The term schema is also called 'frames' by Fillmore (1976), 'scripts' by Schank and Abelson (2013), 'event chains' by Warren, Nicolas and Trabasso (1979). Although the term is named differently by different researchers because of emphasising the distinctive points of background knowledge, the core of the term is the same, and they will be used interchangeably throughout this study.

Although in most of the applied linguistics studies, the schema is investigated as an important part of reading comprehension, as a receptive skill, listening comprehension also includes schemata. Effective listeners tended to use their real, global, and discourse awareness, whereas less successful listeners mostly created or simply disregarded inappropriate meaning from their background experience, according to Bacon (1992). In the same vein with this idea, Erwin (1992) states that listeners have a clearer understanding of their own culture-related content, and thematic units are an effective way to construct culturally related schema. Furthermore, the results of some other empirical studies clearly demonstrate the value of the evaluation process and the elusiveness of the function of awareness of the context in listening achievement (Chiang & Dunkel, 1992; Field, 2004; Long, 1990).

In this point, it is important to consider the significance of schema theory in the listening setting and especially within the frame of strategies for listening. Schema theory is first presented by Bartlett (1932), who is actually a psychologist. The theory refers to the effects of background knowledge on the learning environment. According to this theory, learning takes place in a sequence of events and relating the existing knowledge and comprehension of the world with the newly presented structure or knowledge is the key element in this sequence (Carrell, 1983). Furthermore, according to Brown and Yule (1983); schema theory refers to applying the existing knowledge to the new information gained through listening and there exist two main principles to relate the existing knowledge with

the new information: the first principle is the ‘principle of analogy’ in which the new-coming information will be the same with the existing knowledge and the second principle is ‘principle of minimal change’ in which the new information will be similar to the previous knowledge as much as possible. Furthermore, Carrell (1983) states that according to schema theory, the process of comprehension is driven by the idea that each input is mapped against established schema and that elements and schema must be consistent with the input. This principle ends in two methods of proving knowledge, called the processing of "bottom-up" and "top-down", which might be considered as a very significant part of strategy instruction in listening.

Additionally, another important point is highlighted by Bacon (1992) in an empirical study comparing more successful and less successful listeners’ use of schema on the basis of theory. This study has demonstrated that although more successful listeners are more talented in shaping their background knowledge according to the new information gained through listening, less successful ones either created incorrect context from their prior knowledge or totally ignored it. Thus, empirical studies have shown that the listening process, strategy use, and schema theory are highly related terms and the results of these studies display an essential connection between these three (e.g. Chaing & Dunkel, 1992; Long, 1990).

Shaping the schematic or background knowledge has some different ways and elements, which leads different categorisation of schema to arise. In the context of the listening process, James (1982) categorises schema into three: ‘linguistic schema’, which refers to the previous linguistic knowledge of the language learners; ‘content schema (topic schema)’, which refers to the cultural background and experiences of the listeners about a specific topic; and ‘formal schema (textual schema)’, which refers to the context details regarding differences between rhetorical systems. Another categorisation is done by Nassaji (2002) in a detailed way by considering the reading skill as well. Nassaji has six different groups for this categorisation: ‘sentence schema’, ‘story schema’, ‘formal schema (rhetorical schema)’, ‘content schema’, ‘textual schema’, and ‘symbolic schema’.

Within all these categorisations, cultural background and the effect of culture in shaping schema are very important points. Also, the connection between language and

culture is a well-known fact, and for some linguists, language is a reflection of culture, and it would not be possible to understand the language without understanding the culture (Jiang, 2000; Long, 1989; Yule, 1985). Jiang (2000: 329) also describes the relationship of culture with language by using the metaphor that "communication is swimming, language is the swimming skill, and culture is water." Considering the importance of culture for language learning, cultural background knowledge is an essential factor that shapes language learning styles and strategies. Therefore, for a successful listening comprehension process, it is important to activate the cultural knowledge of the learners before listening with the help of pre-listening activities (Alptekin, 1981). Furthermore, Nassaji (2002) clearly states that effective listening comprehension will not occur unless cultural schema is activated. However, there might arise some problems if the cultural schema of the listeners' does not match with the culture of the listening text. However, in his empirical study about the relationship between the proficiency level of the listeners and activation of cultural schema, Mahmood (2017) has concluded that if the proficiency level of the listener is low and the listening text is from an unfamiliar culture, the listeners are unsuccessful to activate the schema; thus, the schema may not have a positive effect on the listening performance of the lower-level listeners. Therefore, although there are some positive effects of background knowledge on listening performance, it is possible to observe some drawbacks of background knowledge.

Apart from background knowledge, there are some other factors that have an important impact on listening comprehension. According to Riding and Vincent (1980), gender, age, text structure and speech rate are the most common factors that affect listening comprehension considerably. Their study had four groups in which the participants are assigned randomly within gender and age. The first group had a slow speech, the second group had the fast speech, and while the third one had the slow speech from a distance, the fourth group had the fast speech from the same distance with the third one. The results showed that the girls and boys had similar performances in the first and the second group, but the participants were more successful with slower rate of speech. In the comparison of third and fourth groups, girls outperformed the boys in both listening contexts. Thus, it can be concluded that these four factors affect the listening comprehension performance of language learners according to the context. Another classification of the factors affecting listening performance has been outlined by Boyle (1980). He has grouped the factors into

two as ‘factors selected by teachers’ and ‘students’ selections’. He has listed the factors for teachers as:

- Practice/exposure/experience/opportunity
- Speaker's clarity, pronunciation, accent, etc.
- Acoustic environment: noise, interference
- Motivation to understand
- Knowledge of target language further specified as phonology, stress, intonation vocabulary
- Syntax (especially when complex)
- Ability to interpret cues
- Familiarity with topic/subject matter Interference from mother tongue
- Speed of delivery
- Interest in the subject
- Attitude to the speaker
- Classroom conditions/alertness
- Knowledge of speaker and intentions (Boyle, 1980: 36).

In conclusion, not only in the listening process but also in all steps of language learning, background knowledge and culture are the most influential factors that affect the process, although it is not possible to see similar effects for each learner profile. The only issue that affects listening processing is not only related to the background, and there exist some other factors such as gender, motivation, practice opportunity. Therefore, throughout this study, these factors will be considered as the important steps of listening comprehension.

2.6.Language Learning Strategies

The term "strategy" is defined by Oxford Online Dictionary as "a plan that is intended to achieve a particular purpose and the process of planning something or putting a plan into operation" (oxfordlearnersdictionaries.com). There are various definitions of "strategy" as a concept in the previous studies. In early studies, the term "strategy" is described as the way that learners follow to acquire, retain, retrieve and perform some specific tasks (Rigney, 1978; Rubin, 1975). With a similar perception, Bialystok (1978) describes the term as an "optional means for exploiting available information to improve competence in a second language" (p. 71). Thus, as a term, strategy is regarded as the collection of ways and plans that are employed in order to achieve a purpose.

In the same vein, with the definition of strategy as a term, language learning strategies have attracted attention in the previous literature. Although in earlier studies, the terms strategy and language learning strategy are used interchangeably, in later studies, the rise of communicative approaches in language teaching has shaped a different format for the definition of language learning strategy. Oxford (1990a) defines language learning strategies as "learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, more transferable to new situations" (p. 8). Thus, language learning strategies are not only the ways that are employed to achieve the purpose of language learning but also the definitions refer to "enjoyable", "self-directed", and "effective" ways to reach the purpose. Within this perspective, in upcoming studies, linguists have focused on the consciousness of the learners while employing the strategies. According to Griffith (2003), language learning strategies can be defined as specific behaviour that the students deliberately employ for the aim of learning a language. Another point in the definition of language learning strategy has been made clear by Chamot (2005),

stating the importance of technology, explaining the term as "learning strategies are procedures that facilitate a learning task. Strategies are most often conscious and goal-driven" (p. 112). Thus, the change of teaching methodologies and the developments in technology have led to some changes within the perspectives of researchers about language learning strategies. While some researchers focus on the effectiveness of learning activities, for some others, the important point is learners' using the strategies consciously and purposefully. Taking all these points into consideration, this study focuses on the language learning strategies as a tool employed by the learners for the purpose of a more "effective" and "enjoyable" way of learning either consciously or unconsciously.

The issue of language learning strategy does not have to do with pedagogy only, but it has to do with psychology and communication, which makes the language learning strategies more complex and complicated. However, these strategies are not generally scrutinised within the borders of the skills themselves. When the term "second language listening strategy" is mentioned, in most of the studies, the term is regarded as the "language learning strategy" (Bao, 2017). However, there is not an essential difference between language learning strategy categorisation and listening strategies; O'Malley and Chamot (1990) attribute listening strategies to the unique characteristics of listening as a skill. In that sense, listening strategies can be defined as the ways to be more proficient in listening within the language learning activities by evolving the process to "effective" and "enjoyable" series of activities.

All in all, this part of the thesis will cover the second phase of the literature review in this study, which will provide a detailed review of the language learning strategies, listening strategies, strategy training models along with models for curriculum development.

2.6.1.Language Learning Strategy Research

Language learning strategy research may be divided into two as early studies, and more recent studies as the centre of strategy research have shifted from "more proficient students" to "effects of strategy instruction" with the rise of communicative approaches. Thus, the studies will be grouped as early studies and recent studies.

In early studies about language learning strategies, the main discrimination of the research is generally based upon the distinction between “more proficient” and “less proficient” learners (e.g. Murphy, 1985). The main purpose of early research is to see the effects of employing language learner strategies on language performances (Chamot & Küpper, 1989; Rubin, 1975). Stern (1975) shed light on the main features of ‘good’ learners by having a brief list including learner styles, learning strategies, self-monitoring and willingness to use the language and etc. Additionally, as a characteristic of the early studies about strategy employment, showing the distinction between “more proficient” and “less proficient” learners, Rubin (1975) states, “rather than letting him (less proficient learner) just admire the good student and feel inferior, we need to isolate what the good learner does-what his strategies are-and impart his knowledge to less successful learners” (pp. 42-43). In fact, with these words, Rubin (1975) summarises the reason for classifying the learners as ‘good’ and ‘bad’ or as ‘successful’ or ‘unsuccessful’ in early research of language learning strategies.

Another important characteristic of the early studies is generating the roots for the classification of language learning strategies. For this purpose, Bialystok (1978) has created two groups for language learning strategies: formal strategies and functional strategies. Formal strategies mean to linguistic modes, meaning that the learner is engaged in deliberate learning or attempts to establish explicit awareness automatically. On the other hand, functional strategies correspond to the use of words like functional practice and inferencing, such that the learner's attempts to use the target language. Bialystok assumes that, with implicit linguistic knowledge and knowledge of the environment, inferencing can be used. Also, explicit and implicit linguistic awareness leads to monitoring, formal practice (such as verbal exercises found in a second language class), and practical practice (such as completing a purchase at a store). Thus, the strategies that she has grouped might be used for different purposes and in accordance with the activity types.

In terms of categorisation of the strategies in an early study, a detailed taxonomy of language learning strategies has been established by Oxford (1986), explaining sixty-two different types of language learning strategies. These strategies have been based on the following key terms on the basis of ‘direct/primary strategies’ or ‘indirect/support strategies’:

1. “Direct (primary) and indirect (support) strategies,

2. Cognitive and metacognitive strategies,

3. Syntactic and semantic strategies,

4. Formal and functional practice,

5. Social strategies,

6. Other strategies--study, affective, and textual.” (Oxford, 1986: 4).

Another early research suggesting a categorisation has been conducted by Stewner-Manzanares, Chamot, O'Malley, Kupper, and Russo (1985). They have divided language learning strategies into two main groups: ‘metacognitive strategies’ and ‘cognitive strategies’. While metacognitive strategies include more self-directed learning activities with subcategorisation of “self-management, functional planning, advance organisation, directed attention, selective attention, delayed production, self-monitoring, self-evaluation” (pp. 33-34); cognitive strategies refer to more conscious strategies, and they should be accompanied by a metacognitive strategy. The cognitive strategies include “repetition, translation, deduction, recombination, contextualisation, elaboration, question for clarification and etc.” (pp. 33-34).

Rather than classification, there are also many studies which approach the issue from different perspectives in early studies, such as the steps for using the strategies. For example, Conrad (1981) elaborated on the cues that the listeners use while listening. The results have demonstrated that as the proficiency level of the listeners increase, they rely on semantic cues more than using syntactic cues. Another different perspective has been developed by Martin (1982), who utilises a common taxonomy for listening showing that there is a sequence for listening. The sequence for listening in this taxonomy refers to following a common line of activities during listening. Martin (1982) lists the steps for this sequence as receiving and analysing the input, input decoding and deciding the main idea, matching or arranging current information with previous knowledge.

Thus, the characteristics of early studies may be discussed in three parts in terms of language learning strategies. On the first hand, earlier studies attempt to divide the learners as 'good' and 'bad'. Secondly, these studies have some draft categorisation which has held the basis of the main categorisation for more recent studies. Lastly, the early studies have suggested some steps and common sequences in the process of using the language learning strategies.

Once the purpose of language education is specified as communication with more recent studies in the literature, recent studies on language learning strategies differed a lot from the early studies. Firstly, recent studies have been dedicated to more empirical data with the purpose of classifying the language learning strategies (O'Malley & Chamot, 1995). Also, in recent research, it is accepted that the learners cannot be categorised as 'good' or 'bad', but this categorisation may be labelled as 'less proficient' and 'more proficient' learners (Vandergifft, 2005).

The main idea behind the recent studies is defining the variables that shape the strategy employed by the learners. Li and Qin (2006) have demonstrated that the strategy choice of the learners may vary in accordance with the learning styles. They also have proved the importance of using self-reports as well as questionnaires in language learning strategy research. With a similar purpose, Griffith (2003) has conducted an empirical study to demonstrate the relationship between proficiency level and learning strategy preferences of the learners. The results showed that there was a significant relationship between the proficiency level and language learning strategy choice. In that point, in order to categorise the variables affecting strategy preference in language learning, Griffith (2003) has suggested that gender, nationality and age are also effective factors that determine the strategy use as well as the language proficiency level. In the same vein with Griffith (2003), Fewell (2010) found that higher proficiency level learners use the language learning strategies more effectively than learners in lower proficiency levels. Furthermore, Oxford (1990a) lists the factors affecting strategy use as a level of awareness, learning level, specific tasks, demands of teachers, age, gender, ethnicity, the general style of learning, personality, characteristics of learners, level of motivation, and intent for learning the language. Therefore, there might be very different points that affect the strategy preferences of the learners when the learners are considered as the centre of learning and teaching activities.

Another important point in recent studies is the autonomy and self-direction of the learners regarding the strategy use of language learners. Accordingly, Cohen (1998) has stated the importance of strategy use by stating that the goal of inspiring students by enabling them to take charge of the language learning process is the primary driving force behind language learning strategy use. Therefore, recent research on the area emphasises autonomy and self-regulation as a key factor both in theoretical and practical perspectives (Nguyen & Gu, 2013; Plonsky, 2019; Wenden, 2002). Therefore, in addition to factors affecting strategy use, one of the most important parts of language strategy studies include self-directed learning and the importance of learner autonomy.

One other prominent issue about the recent studies is the relationship between strategy employment and learning target. According to Belcher (2006), the needs and imagines of the learners are highly determinant in utilising the language learning strategies. In this issue, stating the importance of the reason of learning language, Griffiths and Incecay (2015: 30) state that:

> Students studying General English may need to adopt different strategies if their goal changes to passing an international exam. Issues of strategy selection, deployment and context will also need to be considered if students are to successfully complete a course in English for Specific Purposes (ESP) such as Business English, English for Tourism, Secretaries or Airline Pilots (Griffths and Incecay, 2015: 30).

The last point about the recent studies is their focus on language strategy instruction. Basically, promoting learning is the aim of language learning strategies. Within this purpose, according to Cohen (1998: 70), language instruction based on language learning strategies has the purpose to "empower students by allowing them to take control of the language learning process". Also, experimental studies on language strategy instruction on different skills such as reading and listening have been acknowledged as the theoretical and practical bases for strategy instruction (Chamot, 2001; Chen, 2007; Taylor, Stevens, & Asher, 2006). Additionally, different contexts, different learner profiles, different types of treatments (e.g. duration of intervention, type and number of strategies) have been placed in recent studies on strategy instruction (e.g. Maxim, 2002; Nakatani & Goh, 2007; Rubin, Chamot, Harris,

& Anderson, 2007). In terms of different contexts in language strategy instruction research, Carell (1998) has indicated that effective use of strategy and, therefore, instruction on strategy is context-dependent. Namely, successful strategy training can rely on the context in which strategies are learned and used. These contexts may be categorised as proficiency level of the learners (DeBacker, 2004; Hong-Nam & Leavell, 2006; Morin, 2003; Wharton, 2000) or ages of the learners (Erler, 2007; Song, 1997). However, it is not possible for all of these studies to have a consensus about strategy instruction or the effects of the instruction on specific groups. In other words, these studies all have contradictory results, and they are not generalisable. Another category that has been pointed out as an important variable in strategy instruction studies is the treatment of the instruction (Polonsky, 2011). According to Polonsky, while there is a broad consensus between language researchers and practitioners on the advantages of L2 strategies, far less agreement is reached on how to encourage the capacity of a student to use strategies. Obviously, there are various issues in deciding the treatment of the strategy instruction research. The subcategories of the treatment types might be listed as:

- The distinction among the strategy types such as cognitive, metacognitive, socio-affective strategies (Chamot, 2003; Wong, 2005),

- Decisions about how many of the strategies should be included in the instruction (Cohen & Macaro, 2007),

- Which skills should be the base of strategy instruction (Carrier, 2003),

- Decisions about the duration of the instruction (Macaro & Erler, 2007).

As understood from the categories, there is not a consensus among the researchers about the most effective type of treatment in terms of strategy instruction, and recent studies have been sought to find the most effective way for language strategy instruction.

Thus, recent studies have four significant characteristics. Firstly, these studies have attempted to classify the language learning strategies by understanding the underlying factors that affect the strategy preferences of learners. Secondly, recent research has focused

on the effects of learners' autonomy and self-direction on language strategy use. Thirdly, the relationship between the purpose of language learning and the strategy employed has been investigated in more recent studies. As the last point, language learning strategy instruction is taken into consideration from different perspectives, which has led not to be able to collect all the results in an umbrella term.

As a conclusion, language strategy research has been analysed in two parts: past studies and recent studies. Although these two kinds of research have some very distinctive features in nature and with the purpose of shedding light on the requirements of the educational philosophy of the time that they were conducted; it is important to mention that as a common point they attempt to find a standardisation for language learning strategies and to come up with more generalisable conclusions. However, it seems that more empirical and experimental research is still needed in the area.

2.6.2. Language Learning Strategy Types

As it is understood from the previous research on language learning strategies, the studies are conducted in various settings with different profiles of participants. Therefore, this fact affected the taxonomies and categorisation of the strategies. Considering the variation of the strategy types, there are some classifications which are accepted widely in the area.

One of the early categorisations of language learning strategies has been created by O'Malley et al. (1985). This categorisation has included three main categories, which are 'cognitive', 'metacognitive' and 'socio-affective language learning strategies. Cognitive strategies are specific to learning experiences, and they are the steps of manipulating the language learning materials. 'Repetition, resourcing, translation, grouping, note-taking' are some of the most important cognitive strategies in O'Malley's et al. taxonomy. Metacognitive strategies are represented as a term which is used to express the thinking process about one's own learning, planning for learning and evaluation after the learning process. As the last category of language learning strategies, socio-affective strategies refer to a social aspect of language learning, including cooperation and asking for clarification.

Within these categorisations, Rubin (1987) may be considered as the pioneer to the area, who investigated the language learning strategies in three main categories, which are "direct strategies", "indirect strategies", and "less direct strategies". In this perspective, "direct strategies" are labelled as "learning strategies", "indirect strategies are labelled as "social strategies", and "less direct strategies" are labelled as "communication strategies". According to Rubin (1987), learning strategies are divided into two as 'cognitive' and 'metacognitive' strategies. Cognitive strategies are "clarification/verification, guessing /inductive inferencing, deductive reasoning, practice, memorisation and monitoring". Metacognitive strategies are categorised as "Planning, Prioritizing, Setting goals, Self-management". Additionally, while 'social strategies' refer to the social settings that the language learners may encounter in the language learning process, 'communication strategies' are the strategies that the learners employ in communication settings.

Table 1

Language learning strategy categorization by rubin (1987)

Classification of Rubin (1987)		
1. Learning strategies (Direct Strategies)	Cognitive Strategies	• Clarification/Verification, • Guessing /Inductive Inferencing, • Deductive Reasoning, • Practice, • Memorization and Monitoring
	Metacognitive Strategies	• Planning, • Prioritizing, • Setting goals, • Self-management
2. Social Strategies (Indirect Strategies)	Social setting for the language learners	
3. Communication Strategies (Less Direct Strategies)	Communication settings for the language learners	

Another classification taxonomy is suggested by Oxford (1990b). This taxonomy is one of the most detailed categorizations in the area. For this reason, the taxonomy proposed by Oxford has been the base of many studies related to language learning strategies. Although listening strategies will be the primary basis of this study, language learning strategies by Oxford is taken as a base for language learning strategies all through this study. Oxford has divided language learning strategies into two as 'direct' and 'indirect' strategies. The 'direct' strategies are described as the strategies that involve the target language explicitly, whereas 'indirect' strategies are the ones that are used to promote and monitor learning. Among the subcategories of direct strategies, 'cognitive strategies' seems as the general representative of the categorization. According to Oxford, cognitive strategies are used to shape the language learning activities and tasks, including the steps such as 'practising', 'analyzing and reasoning' and 'creating structures for input and output'. Additionally, 'metacognitive strategies' as the subcategory of 'indirect strategies' involve internalizing the learning process, including the planning of learning activities, centralizing on learning itself and evaluating the outcomes of learning activities and considering some solutions for detected problems. Table 2 and Table 3 demonstrate the categorization clearly.

Table 2

Direct strategies by oxford (1990b)

Direct Strategies	
1. Cognitive Strategies	• Practicing • Receiving and sending messages • Analysing and reasoning • Creating structure for input and output
2. Memory Strategies	• Creating mental linkages • Applying images and sounds • Reviewing well • Employing action
3. Compensation Strategies	• Guessing • Overcoming limitations

Table 3

Indirect strategies by oxford (1990b)

Indirect Strategies	
1. Metacognitive Strategies	• Centring the learning • Arranging and planning • Evaluating
2. Affective Strategies	• Lowering the anxiety • Encouraging oneself • Taking one self's emotional temperature
3. Social Strategies	• Asking questions • Cooperating with others • Empathizing with others

In the categorization of language learning strategies, different from the other researchers, Stern (1992) has taken the learners to the centre of teaching activities. Stern considers language learning as the analysis of information and completing tasks in classroom settings. Therefore, the centre of his taxonomy is learning activities themselves. With this purpose, he has five main categories of language learning strategies. Table 4 indicates the details about this categorization.

Table 4

Language Learning Strategy Categorization by Stern (1992)

Classification of Stern (1992)	
1. Management and Planning Strategies	• Setting the goals • Selecting the material and methodology • Self- monitoring • Self-evaluation
2. Cognitive Strategies	• Clarification and verification • Inferencing • Deductive reasoning • Practice • Memorization • Monitoring
3. Communicative Experiential Strategies	• Circumlocution • Gesturing • Paraphrasing • Asking for Repetition
4. Interpersonal Strategies	• Contact and cooperation with people speaking that language • Getting used to the culture of the language
5. Affective Strategies	• Overcoming negative emotional feelings that may be induced by uncertainty or anger

Despite the existence of different taxonomies for language learning strategies, the ones which are widely accepted in language teaching settings have been generated by O'Malley (1985), Rubin (1987), Oxford (1990b) and Stern (1992). Thus, these categorizations are under scrutiny to understand the listening strategies better. Also, throughout the study and while creating the cognitive and metacognitive strategy training programme for listening, the categorization of Oxford (1990b) has been considered as the base to teach the target listening strategies as in Oxford's taxonomy, the primary purpose of language learning strategies is regarded as developing communicative competence, which is the primary purpose of developing this training programme in this study. While compromising the basis for this categorization, Oxford (1986: 3) also states that the advantages of the taxonomy over some other learning strategy taxonomies are the fact that it:

- Contains a two-part organization rather than a more complex organization
- Covers the whole range of L2 learning strategies within the two-part classification
- Clearly defines the strategies contained in it
- Applies every strategy to each relevant language skill (in the expanded version of the taxonomy)
- Provides, where necessary, some clarifying examples of strategy use
- Is based on an extensive review of empirical research, not just on personal experience or classroom observation
- Is designed for practical use.

(Oxford, 1986: 3)

Cognitive Strategies

One of the primary tasks of linguists and psycholinguists is to systematically activate the language learning device that is so remarkable in humans. According to Macnamara (1971), cognition in language learning is one of the critical paths to assault language learning skills. Also, the categorization of the strategies demonstrates that cognitive strategies are 'directly related to language learning activities and tasks.

In the classification of Oxford (1990b: 130-131), cognitive strategies consist of "practising the language" and "creating a structure for input and output", which shows that cognitive strategies are employed for the purpose of shaping language activities. Also, Oxford (1990b) puts communication at the centre of language learning activities, and the main aim of all activities is to gain communication skills for learners. Thus, in this respect, cognitive strategies are arranged to foster the interactions skills as different from other taxonomies. Within this perspective, Rubin (1987: 42) has more clear-cut categorization for cognitive strategies. For Rubin, the purpose of cognitive strategies is to make the language piece more permanent and deductively acquired. For this reason, the categorization includes "memorization, practising and monitoring". All these categorizations are the demonstrator of the fact that cognitive strategies are regarded as the ways to make learning setting better, and cognitive strategies have to do with more prominent and observable for researchers.

Thus, in the previous studies, cognitive strategies are considered the direct ways to serve language learning and seen as the ways for variable activities and tasks in the language learning process. When the taxonomies by different researchers are taken into consideration, it is obviously identified that cognitive and metacognitive strategies are the milestones of language learning strategy categorization, although they may have various concepts for different researchers.

Metacognitive Strategies

As a simple term, metacognition is described as "thinking about thinking" (Coskun, 2010). As a phycological term, metacognition might be described as one's understanding of own or something related to cognitive processes (Goh, 2008). Although it is mainly a

psychological term, it consists of essential elements for the language teaching and learning process. Within these elements, the most outstanding one seems to be internalizing and getting involved in the process of learning. In the same vein with these definitions, metacognition in teaching and learning settings is described by Anderson (2002) as a process including the planning of learning activities, implication of learning tasks and evaluation of the whole process, which is a demonstrator of being involved in learning activities.

Specifically, about metacognitive strategies, Graham (1997) states that metacognitive strategies have the most critical role, and rather than optimizing interaction and feedback, they consist of the ability to select and assess one's strategies which is of central importance for language learning. By considering metacognitive strategies as the core of language learning activities, Anderson (2002: 3-4) has created a model of metacognition consisting of five main areas:

- (1) preparing and planning for learning,
- (2) selecting and using learning strategies,
- (3) monitoring strategy use,
- (4) orchestrating various strategies,
- (5) evaluating strategy use and learning.

(Anderson, 2002: 3-4)

In the first stage of this model, learners think about what they need or want to achieve and how they want to achieve it by engaging in training and planning in relation to a learning objective. In the second step, the learner will think about and make deliberate decisions about the learning process, which refers to the metacognitive ability to select and use various techniques for a specific reason in a given context. Also, Anderson (2002) thinks that explicit instruction of metacognitive strategies in language learning is required to foster this skill. In the third step, students are better able to sustain their use of learning techniques by tracking them on the way to achieving their learning goals themselves. When they have chosen and started implementing specific strategies, they are expected to regularly ask themselves whether or not they are still using those strategies as planned. The purpose of the fourth step is to learn to arrange, organize and associate the different strategies available. In the last step,

according to Anderson (2002), when learners evaluate what they are doing is successful, then this means that they are actively involved in metacognition.

From another perspective, while categorizing the strategies as ‘direct’ and ‘indirect’, Oxford (1990b) has mainly focused on gaining communicative competence. According to this point of view, self-monitoring, self-assessment, and self-reinforcement are metacognitive strategies, as well as the ability to set long-term targets and evaluate one's own ideal learning strategies and expectations.

Also, when the relationship between the use of metacognitive strategies and language achievement is analyzed, most of the researchers agree on the positive effects of metacognitive strategies on language proficiency (Chamot & O'Malley, 1990; Wafa, 2003; Yang, 2009). Rubin (1975) has explained the characteristics of ‘good language learners’; one crucial characteristic is the fact that there is a powerful drive for a successful language learner to connect or benefit from communication. Therefore, this willingness makes the ‘good language learners’ employ various strategies, and in most of the cases, especially adult learners plan their learning and take responsibility for learning, which are the main characteristics of metacognitive strategies. Another replication study investigating the relationship between strategy use and proficiency level by Harley (2000) has suggested that although there is no age-related factor affecting strategy use, effective strategy use and success of learners are highly related. Additionally, Islam (2012) means employing and learn metacognitive strategy use as a way to improve listening skills in L2 settings.

In some studies, the relationship between the use of metacognitive strategies and autonomy in language learning is investigated. Cotterall and Murray (2009) focus on the significance of activating metacognition and the use of metacognitive strategies in the process of autonomous learning activities. According to their study, metacognitively active learners have been described as learners who, during the learning process, prepare, coordinate, self-instruct, self-monitor and self-assess. In the same vein, Graham (2006) asserts that learning just for knowledge, where students are motivated to see achievement as the result of commitment, determination, and creative thinking in the process of effective application of strategy, should be prioritized in foreign language instruction. As a conclusion, metacognition is related to thinking about the learning process. Metacognitive

strategies in language learning consist of three main phases: (1) deciding on the strategies to employ in learning activities, (2) planning learning, (3) evaluation of the learning process. Also, effective use of metacognitive strategies may result in more proficient and successful language learners who are aware of their own learning process. As the last point, it is essential to clarify that metacognition and metacognitive strategies have attracted a lot of attention in the literature as the strategies are not observable, but they are totally a part of the mental process.

Other Strategies

For the previous taxonomy research in language learning strategies, it is a widely accepted fact that cognitive strategies and metacognitive strategies are regarded as the key points. However, according to the primary purpose of language learning activities, some other strategies are included in the categorization. Although the general points and basis of these different strategies are very similar in principle, they are labelled with various names. Therefore, other strategies will be covered in three parts based on their purposes: (1) interaction and communication with people and target culture, (2) overcoming the negative feelings related to language performance.

On the first hand, when the purpose of language learning is interaction and learning the target culture, Oxford (1990b) categorizes this purpose as a 'social strategy' and labels this strategy as an 'indirect strategy'. Also, social strategies are listed as asking questions, cooperating with others and empathizing with others, which demonstrates that in language learning, communication is realized through getting involved in the language learning strategies. Another important categorization showing the importance of communication and culture is created by Rubin (1987), who has an inclusive term called communication strategies. Rubin categorized 'the communication strategies' as a very general term as communication was not considered as the primary purpose of language learning activities of earlier linguists. However, a detailed categorization in this issue is by Stern (1992), who labels the strategy for communication as 'interpersonal strategies' like contact and cooperation with people speaking that language and getting used to the culture of the language. Stern also has another category implying some strategies for communication called 'Communicative Experiential Strategies', which includes some strategies such as

asking for repetition. On that point, as Faerch and Kasper (1980) have suggested, the learners are not expected to have a simple, maybe even "scientific" understanding of what she is doing to learn an L2 and communicate in a second language. The learner's concepts of her learning and communication practices are clearly either warped, ignorant, or she does not have a deliberate connection with them at all. Thus, it is possible to say that while creating the taxonomies for strategies, communication and learning about the culture has been significant points, and these may give the learners a way to become more proficient language learners.

Secondly, like in all learning and teaching settings, feelings and self-perceptions related to the learners' own performances are a big deal in linguistic studies. While negative effects of stress and anxiety are the main focus of some language learning studies (e.g. Dewaele, 2007; Woodrow, 2006), some researchers emphasize the positive effects of anxiety, stress or some negative feelings in language learning settings (e.g. Ehrman, 1996). In order to overcome these negative feelings, learners need to use some strategies unquestionably. In order to deal with this handicap of language learning, Oxford (1990b) has suggested 'affective strategies' which included lowering the anxiety, encouraging oneself and taking one self's emotional temperature. Also, while Stern (1992) has labelled the strategies related to feelings and self-perceptions as 'affective strategies', Rubin (1987) does not have such categorization as one of the earliest taxonomies for strategies.

Consequently, the categorization of language learning strategies is generally based upon the organization of learning activities, which are grouped as metacognitive strategies, the strategies used during the learning activities, which are categorized as cognitive strategies and the strategies related to more communicative and phycological perspectives. Obviously, learning occurs only when learners make use of all the strategies effectively.

2.7. Listening Strategies in English Language Teaching

As language learning strategies have various categorizations in general, the strategies have a more specific categorization for all language skills such as reading, writing, speaking and listening. However, in the previous studies, listening strategies have attracted very little attention since listening is regarded as a more passive skill in the process of language

learning (Vandergift, 2004). Another reason is the fact that listening is generally considered to be acquired automatically through communication exercises (Mendelsohn, 1984).

Although with the rise of more communicative approaches in language teaching, listening strategies seem to gain importance. In his early study, Murphy (1985) has emphasized the significance of listening in language teaching as a skill and listed categories for listening strategies. Probably, he has been one of the pioneers in the field to focus on individual listening strategies; namely, he has focused on the process of listening rather than the product. Thus, Murphy had strategy groupings and individual listening strategy categorization for each of these strategy groupings (see Table 5).

Table 5

Strategy Groupings and Individual Listening Strategies

Names for Strategy Groupings	Names for Individual Listening Strategies
(1) Recalling	• Paraphrasing • Word-Hooking • Revising • Checking
(2) Speculating	• Inferring • Connecting • Personalizing • Anticipating
(3) Probing	• Analyzing the Topics • Analyzing the Conventions of Language • Evaluating the Topics
(4) Introspecting	• Self-Evaluating • Self-Describing
(5) Delaying	• Repeating • Fishing
(6) Recording (written responses; non-oral)	• Notetaking • Drawing

(Murphy, 1985: 13)

In addition to Murphy, O'Malley et al. (1989) have two main categories in listening strategies which are cognitive and metacognitive strategies (see Table 6).

Table 6

Listening Comprehension Strategies

Metacognitive Listening Comprehension Strategies	Cognitive Listening Comprehension Strategies
• Directed attention, • Selective attention, • Self-management, • Self- monitoring, • Self-evaluation, • Self- reinforcement	• Repetition, • Directed physical response, • Translation, • Grouping, • Note taking, • Deduction, • Imagery, • Auditory representations, • Key word, • Conceptualization, • Elaboration, • Transfer, • Inferencing, • Question for clarification, • Resourcing.

(O'Malley et al., 1989)

Within all these categorizations, Fujita (1984) attempted to discriminate between successful language learners and unsuccessful ones in terms of strategy use in listening. Although he has suggested some categories that has been mostly employed by these two types of students, he has not come up with a new categorization for the listening strategies. According to Fujita, while successful learners are better in identifying the main idea from the listening text, identifying the key factors affecting task performance in listening activities

and predictions related to the listening text; unsuccessful learners cannot employ these strategies although they tend to listening to familiar information from the listening text; yet, they cannot monitor and evaluate their own performances effectively. Thus, this difference in employing the strategies affects the performances of learners substantially and causes a categorization among the learners as successful one s and unsuccessful ones.

Furthermore, O'Malley and Chamot (1990) have shed light on another important point that has been under scrutiny for a long time. In their research, O'Malley and Chamot (1990) sought to investigate the most preferred listening strategies especially by adult learners. As a result of their study, they reached two important categories selected by their participants: cognitive strategies and metacognitive strategies. In terms of cognitive strategies, note-taking, elaboration, inferencing, summarizing and grouping strategies were labelled as the most preferred cognitive listening strategies by language learners. In the categorization of metacognitive strategies selective attention, self-monitoring and problem identification were the most widely adopted listening strategies by language learners.

With the introduction of the concept of metacognition in the area of education, the research has gained a new shape affected by the psychological factors in comparison with the earlier research. In this respect, based on mental processing in language learning, Young (1997) proposed a number different strategies in sequence in listening comprehension process. According to Young, listeners start with "inferencing" which is employed "to guess the theme or topic of the text by grasping the contextual or acoustic clues" (p. 50) and the second strategies is "elaboration" in order to activate the perception of the context. The third step in strategy is "summarization" that is employed "to reinforce their own interpretation of the text" (p.50) and the fourth listening strategy is "self-monitoring" or "self-evaluation" which is used by the learners to monitor their own performances. Although the sequence may change in accordance with the student profile (ages, proficiency level, language learning purposes) of learners and the setting of learning environment; this sequence is widely accepted and used by Young for the purpose of listening strategy instruction, which will be discussed in the next part of the thesis.

In addition to the strategy sequence suggested by Young (1997) and the categorization of successful and unsuccessful listeners by O'Malley and Chamot (1990), Berne (2004) has attempted to identify the characteristics of "more proficient" and "less proficient" learners with regard to listening strategy use. Thus, Berne suggested some differences between these two types of listeners:

Table 7

Differences between More and Less Proficient Listeners

More Proficient Listeners	Less Proficient Listeners
use strategies more often	process input word by word
use a wide range of strategies	rely heavily on translation/key words as strategies
use strategies interactively	are negatively affected by linguistic and attentional constraints
are concerned with the overall rhetorical organisation of text	are concerned with definitions/pronunciation of words
are better able to: • attend to larger chunks of input • monitor/redirect attention • grasp overall meaning of input • relate what they hear to previous experiences • guess meanings of words	make fewer inferences/elaborations do not verify their assumptions do not relate what they hear to previous experiences
use existing linguistic knowledge to aid comprehension	

(Berne, 2004: 525)

As an addition to all these categorization studies, a widely accepted categorization for listening strategies is suggested by Vandergrift (1997). In this comprehensive categorization, all groups of learners and all settings of learning environment are taken into consideration. Mainly three groups are included as the main categories for 'listening comprehension strategies'.

Table 8

Listening Comprehension Strategies

Metacognitive Strategies		Cognitive Strategies		Socio-affective Strategies
1.Planning	• Advance Organization • Directed attention • Selective attention • Self-management	1.Inferencing	• Linguistic Inferencing • Paralinguistic inferencing • Kinesic inferencing • Extralinguistic inferencing • Between-part inferencing	1.Questions for clarification
2.Monitoring	• Comprehension monitoring • Auditory monitoring • Double-check monitoring	2.Elaboration	• Personal elaboration • World elaboration • Academic elaboration • Questioning elaboration • Creative elaboration • Imagery	2. Cooperation
2. Evaluation	• Performance evaluation • Strategy evaluation	3.Summarization 4.Translation 5.Transfer 6.Repetition 7.Resourcing 8.Grouping 9.Note-taking 10.Deduction/Induction 11.Substitution		3.Lowering anxiety 4.Self-encouragement 5.Taking emotional temperature
3. Problem Identification				

(Vandergrift, 1997)

This taxonomy for the listening process is suggested by Vandegrift in an empirical study conducted with participants who learn French as a second language. However, this taxonomy is also used in many ELT settings (e.g. Golchi, 2008; Ridgway, 2000). Therefore, mainly based upon the taxonomy of language learning strategies by Oxford (1990b), specifically the taxonomy of listening strategies will be used to create a listening strategy training programme throughout this thesis.

In conclusion, although listening strategies have not been considered a separate part of language instruction as listening as a skill is regarded within the borders of other skills in previous studies, the rise of communicative purposes and the concept of metacognition in educational research has changed this case significantly. Moreover, although most studies have concentrated on the relationship between the learners' characteristics and listening strategies, an essential part of them has focused on categorising the listening comprehension strategies. Many of them have suggested comprehensive taxonomies of listening comprehension strategies.

2.8. Strategy Instruction in Listening

In order to foster language learning and provide a good opportunity for the learners, many studies have focused on different instructional approaches in L2 classes. While some of these studies have focused on curriculum-based or classroom-based instruction types, the rise of communicative approaches has led researchers to find solutions to student-centred approaches. Within the student-based approaches, strategy-based instruction has attracted a lot of attention because of the variations of strategies and skills in language learning. Additionally, strategies, identified as the steps taken by language learners to enhance their L2 learning (Oxford, 1990b), have proven to be more valuable because of the difficulty of L2 learning and the wide application of strategies to diverse students, activities and environments (Chamot, 1993). Thus, the significance of using and learning strategies in L2 is unquestionable.

Regarding strategy-based instruction in listening, Mendelsohn (1995) asserts that listeners in L2 listening should be encouraged to employ the strategies that they utilize in L1 listening. This obliges taking these strategies to cognitive awareness and helping learners

adopt them in the sense of an L2, leading the teachers to strategy-based instruction. The use of listening strategies more consciously and purposefully in the L2 setting will help the learners raise self-confidence, leading them to become more proficient listeners. With this purpose, recently, a number of studies concentrate on enhancing the metacognitive skills and consciousness abilities of students; some steer the attention of students to task analysis, and others provide extensive training programs that aim to strengthen both metacognitive learning management and task analysis. (Nguyen & Gu, 2013). For instance, Goh and Taib (2006) have attempted to find the effects of instruction of metacognition and metacognitive strategies on learners' linguistics and academic performance in listening. They have suggested that instruction of metacognitive strategies affect the listening performances and proficiency level of the learners in a positive way, which gives way for further research for the instruction of other strategies. Strategy-based training is a methodology that relies on strategic thinking training through the integration of strategy training into the standard lesson plan (Rubin, Chamot, Harris, & Anderson, 2007).

With the purpose of integrating strategy instruction into language curriculum, employing implicit or explicit strategy training has been an issue of research for a long time. For a considerable number of researchers, explicit instruction for strategies in listening is highly required (Chamot & Kupper, 1989; Duffy, 2002; O'Malley & Chamot; 1990). Explicit strategy instruction is regarded as a way to raise the consciousness of the learners about the use of both cognitive and metacognitive strategies (O'Malley, 1988; Robinson, 1997). According to DeSilva and Graham (2015), the rise of self-consciousness in strategy use results in higher levels of proficiency. Another point about explicit strategy instruction is related to students' self-organization, self-evaluation and autonomy. Although taking the other skills than listening into consideration, Gunning and Oxford (2014) have stated that in the language learning process, explicit instruction leads to awareness about the language learning process and thus it gives the learners an opportunity to monitor their own performances and take the responsibility of their own learning. In designing and integrating the explicit strategy training into language curriculum, Chamot and O'Malley (1987) have suggested a model called 'Cognitive Academic Language Learning Approach' (CALLA), which helps learners to be highly motivated to learn subject areas where English is the medium of education. Another model for explicit instruction is developed by Cohen and Weaver (2005: 5), naming the model as 'styles and strategies-based instruction' (SSBI). The

aim of this model is to offer learners a chance to recognize what they can learn in the target language and how they would learn the language. Because the issue of strategy-based instruction is a relatively new idea, there is still controversy among linguists. Those who study explicit training instruction in listening suggest that explicit training expands the strategy use of listeners (Chen, 2010) and also explicit training promote learners' participation in classroom activities as an advantage for language achievement (Naughton, 2006).

However, there are some studies which focus on implicit strategy training attempting to shed light on the debate between two types of strategy-based instruction types in listening. In most of the implicit strategy training studies, the centre of the implication is metacognitive strategies which consist of an unobservable set of learning activities (Oxford, 1990b; Wenden, 1991). Although the discrimination between explicit and implicit strategy training types are generally done by the studies which are conducted on the basis of one of the strategy types like either cognitive or metacognitive, the general impression in listening skill is the division of the strategy training types in accordance with the category of the strategy.

However, regardless of extensive or intensive, the listening strategy training models in the L2 setting has attracted the attention of linguists. Although more recent studies put emphasis on the awareness of the learners about the language learning process (Carrier,2003; Vandergift, 2003), previous studies have centred on the effects of training on learners' linguistic achievement (Cohen, 1998; Oxford & Leaver, 1996). In the earlier studies, strategy training research was conducted by considering all of the skills in language learning and listening as a separate skill attracted little attention (Graham & Macaro, 2007). However, in more recent studies, it is possible to see listening strategy training as a separate issue to search for. For example, Carrier (2003) conducted a study with a small group of students with an implication of some strategies in listening classes. The results of the pre-test and post-test showed that listening strategy training affected the listening performances of learners positively.

Ultimately, strategy training is a deep issue to be investigated, which seems to be a very controversial issue. Primarily, there are not many research studies on listening skills considering strategy training. Although the need for strategy training is accepted as a

necessary part of language learning, whether to organize this training explicitly or implicitly still remains one of the questions to be answered. The last point about listening strategy training is the fact that although previous studies have focused on language proficiency levels and the linguistic achievement of the learners, recent ones attempt to describe the effects of strategy training with regard to self-direction, autonomy and self-awareness of language learners.

2.8.1. Language Learning Strategy Instruction Models

In strategy-based instruction, planning the instruction and implementing the plan effectively is of importance. In order to have an effective organization, strategy instruction models consist of the initial step of developing an effective programme. Models of language strategy instruction share some common and critical points which constitutes the basis for the characteristics of each model, such as materials, explicitness, teacher training and learner characteristics (Chamot, 2005). Thus, understanding the main point of each different model is essential to create an effective training programme (Oxford, 2011). For this purpose, three prominent and widely accepted models will be covered in this part with relation to the other models suggested in previous studies.

The first strategy instruction model, which is embraced widely, is suggested by Oxford (1990a). Focusing on the concept of the needs of learners before the instruction, the model proposes eight phases in the training of language learning strategies. The first step is directly related to the analysis of students' needs and characteristics. In this step, analysis of background knowledge, proficiency level, perceptions and purposes of learners along with age, gender and motivation are paramount factors affecting the organization of strategy instruction. After the analysis of the details about learners, having a concrete and applicable timetable and defining the time allocated for specific strategy theory and practice phases are important parts of the first step.

The second step is related to the decision process of which strategy to be taught throughout the programme. The strategies to be covered during the instruction should be decided according to the student profile. Another point about the decision of the strategies is not to select more than one or two strategy types to teach in a specific programme to get

more effective results (Oxford, 1990a). The strategies to be taught should not be culturally biased strategies not to be rejected by the students, and they should be easily transferred to other learning environments.

The third step in this model is about the motivational factors of students to learn the language strategies. Teachers should decide which types of motivation to be used during the instruction. The fourth step is related to utilizing the appropriate ways for the inclusion of instruction in strategy into standard language instruction. Understanding the fourth step is essential to interpret the general points of Oxford in creating strategy instruction because, according to this model, strategy instruction should not be separated from the language instruction itself. After the integration of the strategy instruction into the regular plan for teaching language, the fifth step consists of developing materials and tasks in accordance with the interest and purposes of the learners. This model is designed with the idea of having options for the learners to choose among the materials that appeal best to their interests. Thus, the model supports the idea to teach the strategy explicitly with the theory part by demonstrating an example to the students and then giving an opportunity to the learners to implement the target strategy through the tasks.

The last two steps are for the evaluation and review process of the strategies covered. These steps relate to the practice of utilizing think-aloud protocols, interviews, self-evaluation, diaries that provide details on the results of students' strategy use. Thus, teachers need to set a goal and describe the objectives to be reached at the end of training very clearly. In the borders of this model, the strategy training programme development will be based upon the model suggested by Oxford throughout this thesis.

The second model that has attracted attention in the literature is developed by Chamot and O'Malley (1990), which is called CALLA. As it is understood from the name of the model, this model combines academic knowledge with linguistic skills and strategy instruction. In order to promote the training of procedural information, strategy training is used as a tool in this model. Also, in this model, it is possible to talk about a combination of declarative and procedural knowledge. Declarative knowledge refers to the information that we can convey and describe; whereas, procedural knowledge is described as the knowledge we demonstrate through our behaviours unconsciously. Therefore, this model is a

combination of these two types of knowledge. In the core of the model, two steps exist: the first step is related to the procedural knowledge instruction, which is considered as a step for the learners to acquire the basics of the language with the target strategies, while the second step consists of a more conscious process of language and strategy instruction in the frame of declarative knowledge. Language learning is a complex process, and just like in Oxford's model, strategy instruction should be given explicitly with an integration of the language teaching programme. Additionally, there are five components of strategy instruction which includes planning, presentation, practice, evaluation and extension of this evaluation.

Another strategy instruction model which has attracted attention is proposed by Cohen and Weaver (2006). As it can be deduced from its name, Styles and Strategy Based Instruction (SSBI) refers to a combination of learner styles and appropriate strategy instruction. Thus, this model rejects a standard type of strategy instruction that is applied for each different student with different learning styles. According to Cohen and Weaver, the learning styles of students is an important determinant for any type of instructional activities. While shaping the activities for strategy instruction, personalized differences are taken into consideration. Putting the differences in learners' styles into the centre of strategy instruction, the model consists of five stages. Instruction starts with preparation for strategy and raising the awareness of students, which refer to making students aware of their learning styles and their strategy employment. In the first two stages, the instructor assumes the responsibility of a diagnostician in diagnosing the current strategic usage habits of learners and raising their understanding of how they use the techniques and strategies followed by other learners. After these steps, the third and fourth stages are instruction and practice. For these stages, Cohen and Weaver also suggest a variety of effective activities. The last stage of this model is labelled as strategy personalization, which refers to the evaluation of performances of the learners by themselves and adoption of the strategies in accordance with the learner styles of the students.

There are also a number of models for strategy instruction suggested in the previous studies. The first one is indicated by Grenfell and Herris (1999), and their model is very similar to the model indicated by Oxford (1990a). The stages in the organization of the instruction proposed by this model are raising the awareness of learners, modelling, practising and evaluation the strategies. Additionally, another model is introduced by

Macaro (2001), and in seven different phases, it gives a very similar impression with the aforementioned models. The only difference in this model is Macaro explains how to summarize the strategies already used by the learners. He gives detailed information about conducting surveys or questionnaires to understand the strategy employment of the learners in detail.

Integrating strategy instruction into a language teaching programme is considerably difficult and requires a variety of ideas and implications. However, with the suggested models in previous studies, it is possible to have more effective strategy instructions in language teaching, especially in terms of specific skills. Therefore, for the purpose of developing an effective listening strategy training programme, Oxford's (1990a) eight-stage instruction training model is used throughout this thesis.

2.8.2. Verbal Reports to Understand the Strategy Use of Learners

Verbal reports are essential verbal explanations of the cognitive activities and perceptions of the participants in research (Ericsson & Simon, 1993). Verbal reports have a significant role in understanding the strategy employment of learners in strategy studies in ELT. In order to get a deeper understanding of what is going on in the process of employing a strategy, whether cognitively or metacognitively, different types of verbal reports are suggested by many researchers. Three of the models proposed for verbal reports in especially psychological research, have become prominent in the area of language learning.

The first model to understand the brain processes in language learning activities is introduced by Ericsson and Simon (1980). Actually, their model is based upon information processing. The emphasis is on short-term memory because it is believed that short-term memory is where every action of processing begins. According to Ericsson and Simon, there are two types of verbalization which are "concurrent verbalization" and "retrospective verbalization" (p. 218). In a research setting, if the participants are asked to utter the case that they are in, this is called concurrent verbalization. If the research is set to get information from the participants after a time of the event, this is called retrospective verbalization. Participants may be required to talk about the issue immediately after the process, which can

be labelled as an immediate retrospective process, or they may be asked to supply a verbal report after a long time of the process, and this is called a delayed retrospective process.

Another important model about verbal reports is proposed by Cohen (1987), who shed light on the issue of verbal reports by categorizing the process into three types of verbal reports:

- "Self-report": It is where students give explanations of what they do, described by what they do, such as generic statements about their strategies for language use.

- "Self-observation": It is the examination, introspectively or retrospectively, of real, not generalized, language behaviour.

- "Self-revelation": Usually, it refers to think-aloud, which is distinguished by the flow of exposure of consciousness of thinking patterns while attending to the knowledge (Cohen, 2013: 2).

In order to make the issue clearer, Cohen (2013: 2), similar to Ericsson and Simon (1980), suggests some differences between retrospective and introspective protocols:

> Think-aloud and introspective protocols have the advantage of giving a more direct view of what language users do at the moment that they are doing it. Retrospective interviews, in turn, provide an opportunity for investigators to ask directed questions to gain clarification of what was done. If data are also collected during the performance of the task as well, then the retrospective data can serve as a means for clarifying and amplifying the picture.

In conclusion, verbal reports are one of the best ways to collect data about the thinking process of learners in a language teaching setting. In order to get a deeper understanding of the strategies that are utilized by the learners in a research setting, it is required to understand how verbal reports work and what they mean for different settings of research. In terms of collecting data through interviews and dairies, which are designed as

immediate retrospective verbal reports, the study will make use of Cohen's (2013) three types of verbal reports.

2.9. Developing a Language Teaching Programme

In the origin of developing a language curriculum or programme, the first issue to be stated should be syllabus design. In fact, the first aspect that language educators concentrate on is the syllabus of the related skill. Therefore, to develop a language training programme, the points that are suggested by Richards (2001, pp.1) should be considered very carefully:

1) What procedures can be used to determine the content of a language program?

2) What are learners' needs?

3) How can learners' needs be determined?

4) What is the nature of aims and objectives in teaching, and how can these be developed?

5) What factors are involved in planning the syllabus and the units of organization in a course?

6) How can good teaching be provided in a program?

7) What issues are involved in selecting, adapting, and designing instructional materials?

8) How can one measure the effectiveness of a language program?"

According to Richards (2001), these are the questions to be answered before, during and after the process of developing a language teaching programme. The most important components are determined by the needs and objectives of the students. Hence, the profile

of the students should be analyzed very carefully before developing the materials and language teaching programmes.

After analyzing the needs and objectives of the students, the decision about the design of the courses is another essential step in language programmes. In this step, communicative and task-based approaches attract much attention in previous studies (Nunan, 1989; Richards, 2013). With a combination of these two approaches, Nunan (1991: 279) has listed the characteristic features of communicative approach in language teaching programmes as follows:

- "An emphasis on learning to communicate through interaction in the target language
- The introduction of authentic texts into the learning situation
- The provision of opportunities for learners to focus not only on language but also on the learning process itself
- An enhancement of the learner's own personal experiences as an important contributing element to classroom learning
- An attempt to link classroom language learning with language activation outside the classroom."

As it is clearly seen, Nunan has similar assumptions with Richards in identifying the characteristics of a language teaching programme in terms of the focus on learners' needs and opportunities. Henceforth, it is important to analyze the needs of learners in the step for decision for the type of programme.

Additionally, the history of curriculum/programme development in language teaching stems from the syllabus design. However, programme development is a more complicated process than the syllabus design as the needs, and specific environmental factors should be analyzed very carefully in designing the programme. In that sense, the syllabus design has the assumption that "learners everywhere have the same needs" (Richards, 2001:

15). Also, Rogers (1989) has stated that curriculum is a much broader term than the syllabus, and curriculum includes the information about how the learning takes place and what the supporting materials are in addition to the content in the syllabus. However, with the rise of the communicative approach in language teaching in the 1970s, the focus of the language courses has shifted to the learners' characteristics and learner styles (Brown, 1995). This shift has affected the study areas of curriculum designers, and syllabus design and curriculum design started to be differentiated in terms of main points, which is basically the needs of students in curriculum design.

Analyzing the needs and specific situations of the learners are very broad terms and include many details. These details are important in creating effective programmes in language teaching. Clark (1987) summarizes the issue by probing that language curriculum development is understanding the relationship between the subject to be taught and other factors including socio-political environment, educational system, teachers' experiences, and motivation of the learners. This means that a set of factors along with the needs and characteristics of learners is determinant mainly in shaping the curriculum. Furthermore, for the purpose of need analysis, research is required. This research may include a variety of data collection tools such as questionnaires, interviews, observations, meetings (Benesch, 1996). The reason for the needs analysis is that educators would be able to support learners with the required pervasive language to excel in both their classes and future jobs by defining elements of the target English circumstances of students and using them as the framework of language teaching (Johns & Dudley-Evans, 1991). Thus, the needs and situation analysis are generally designed as descriptive research dedicated to describing the needs and situation of the learners as a base to develop the curriculum.

After the implementation phase of the programme, the last step of curriculum development is analyzing the effectiveness of the programme and the assessment of the programme. In the evaluation part, curriculum design, the syllabus, materials, progress of learners are all the subjects to assessment (Weir & Roberts, 1994). Also, according to the purpose of the evaluation, evaluation may be implemented in three types (Darussalam, 2010; Galuzzo, 1983; Stame, 2004). The first type of programme evaluation is formative evaluation, which refers to the type of evaluation that is a part of the programme in the process. It emphasizes continuing program creation and enhancement, and it provides

detailed information suggestions for development for the following parts of the programme. The second type is illuminative evaluation, which is related to an appraisal that aims to figure out how various elements of the program operate or are being enforced. It aims to provide a better understanding of the teaching process that takes place in the curriculum without actually attempting to change the direction in any way as a consequence. The last type is a summative evaluation associated with assessing the efficacy of a program, its usefulness, and its appropriateness to some degree. It takes place after the implementation of a program. This is the most widely accepted approach to programme evaluation (Richards, 2001).

Consequently, curriculum development in language teaching is based upon the needs of the learners and their learning styles. Another central point is situation analysis and the context of language teaching. After analysis of these factors, the curriculum is created, and following the implementation phase, it is evaluated to be brought to an effective final point. Although developing a language training programme includes very detailed and long steps, the curriculum development models assist the researchers in showing a way to shape the curriculum.

2.10. Curriculum Development Models

In the process of curriculum development, selecting and employing the most appropriate model as a draft for the curriculum is highly important. Although it is possible to find more than 10 models in the previous studies, there are three models which are utilized by most of the researchers and applicable for the language programme development in this study. Within the purpose of creating a base for the programme developed in this study, three of the curriculum development models will be discussed in this part.

2.10.1.Tyler Model

This model for curriculum development is considered as one of the earliest models known, and it is taken as the basis of many other curriculum development models (Posner, 1995). The important issue in this model is the interaction of learners with society, which determines the main objectives of learning (Tyler, 1993). To define the goals and objectives of the teaching programme, this interaction is required to be understood clearly

(Posner,1995). After defining the objectives, the next step is the creation of the curriculum that is specific to defined goals and objectives and the implementation of this programme. The last step is the evaluation of the programme and checking if the results are compatible with the goals of the programme, which are set at the very beginning. The main rationale behind developing this model is summarized by Tyler (1993: 1) by asking four basic questions:

- "What educational purposes should the school seek to attain?
- What educational experiences can be provided that are likely to attain these purposes?
- How can these educational experiences be effectively organized?
- How can we determine whether these purposes are being attained?"

Thus, these questions proposed by Tyler gives a brief shape of the model. The questions clearly address each step in the model. The steps can be clearly shown in Figure 1:

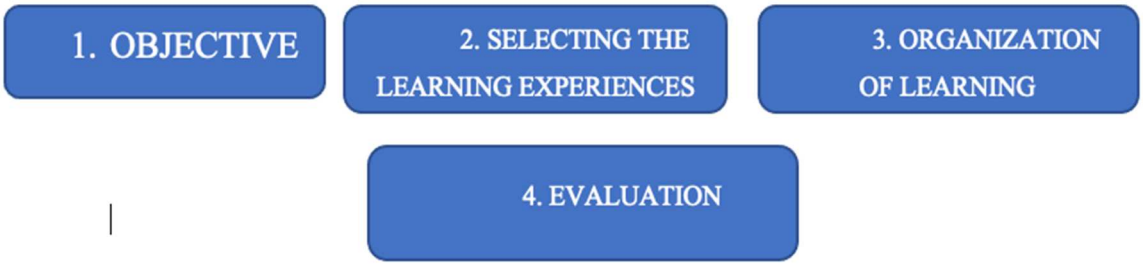

Figure 1: Tyler's Model for Curriculum Development

2.10.2. Taba Model

This model is more student-centred compared to the Tyler model. The starting point of the Taba model is the needs of the learners, schools or society. Thus, the objectives of the learning activities are determined according to the needs (Taba, 1967). After defining the

needs and determining the goals, the content is selected and organized. These steps are all related to the arrangement of the materials in a precise series with the maturity of learners, academic success, interests in mind. Another important step is the selection of learning experiences and organization of learning activities which refer to facilitating learners' engagement with material by effective teaching technique (Lunenburg, 2011). The last step includes the evaluation of the programme in terms of reaching the goals and effects of it in terms of the development of the learners.

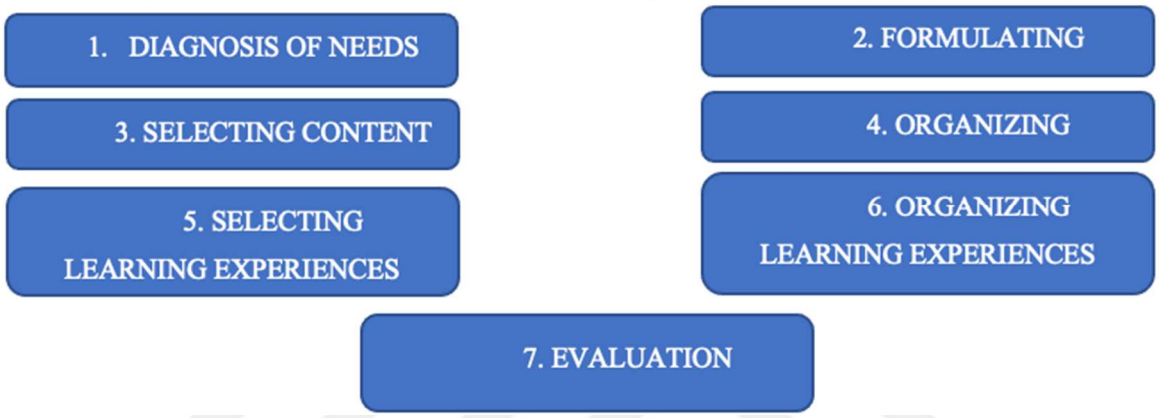

Figure 2: Taba's Model for Curriculum Development

2.10.3. Taba-Tyler Model

This model is developed by arranging the typical characteristics of the Taba model and Tyler model. According to Demirel (1994), the starting point of the model is the needs of the learners mainly, but it has been discussed by many researchers whether to start with the needs or the determination of the objectives. The common part of the Taba-Tyler model and the ideas and rationale of the Taba model is stated by Taba (1962: 49) that "One scarcely needs to emphasize the importance of critical thinking as a desirable ingredient in human beings in a democratic society. No matter what views people hold of the chief function of education, they at least agree that people need to learn to think." Thus, critical learning and learning through the objectives that are shaped by the needs of learners are the essential parts of this curriculum development model.

All the curriculum development models are adapted to be used in all areas of education, and they are designed to be used in all skills in language teaching. However, more

specifically, although in this study the model suggested by Taba (1962) will be the starting point of developing the training programme and describing the needs of learners and the objectives, the main model that will be followed throughout the study is the strategy training model suggested by Oxford (1990a) as stated before.

2.11. Summary

Implicitly, two main sections are presented in this chapter. The first one is related to listening as a skill in language teaching. A brief summary of the relationship between the other skills and listening is provided. Also, a deeper analysis of the previous studies on listening comprehension models, which are categorized as "bottom-up model", "top-down model", and "the interactive model", is extended. Also, the listening process is taken into consideration with reference to the factors that affect the process, such as grammar knowledge, vocabulary knowledge and background knowledge. In the other part of this chapter, language learning strategies and how they have been handled in the literature is presented. Additionally, the classification by different researchers is provided in this part. Following that, language learning strategy types, which are significant to understand throughout this study, such as cognitive, metacognitive and other strategies, are reviewed. The findings of previous research on language strategy teaching, along with particular models for implementing strategy training in ELT classes, are summarized in accordance with language learning methods and various perspectives. Lastly, three important curriculum development models, which are the Tyler model, Taba model and Taba-Tyler model, are discussed, and their relation with this study is presented.

CHAPTER 3
METHODOLOGY

3.1. Introduction

This chapter covers the methodology engaged in the implementation of development and continuity of this study. The primary purpose of this study was to develop an effective cognitive and metacognitive strategy training programme for advanced learners of English by examining their listening strategy use. The chapter begins with the description of the main study, starting with the research design and continuing with the setting and participants. Then, data collection tools and procedures with their rationales will be elaborated. Through the last part of the chapter, detailed information about the pilot study and its implications for the main study will be presented. In the last part of the chapter, how the data analyses have been conducted in this study will be explained in detail.

3.2. Research Design

Previous studies have been reviewed in the process of identifying the research design of the thesis. Demonstrating the difference in the direction of the purpose of the studies, research designs of the studies focused on whether qualitative design or quantitative design. As a difference from previous research, mixed methods research design was employed in this study in order to collect both quantitative and qualitative data. Furthermore, not only mixed methods design was employed in this study but also grounded theory, which has been, historically, seen as a systematic and typically qualitative method that integrates a series of techniques or structural procedures to establish a theory or interpretation of a social as well as social-psychological mechanism or phenomena empirically (Babchuk, 2011). Instead of an explicit hypothesis about the possible integrity of grounded theory as a research technique, findings are sometimes used to create analytical themes and categories (Merriam and Tisdell, 2016). Although the mixed-method and grounded theory have been used for a long time in many studies, the synthesis of the two is fairly recent considering the prevalence of mixed methods and grounded theory studies (Guetterman, Babchuk, Howell and Stevens, 2017). Given the scope and essence of the listening strategies and strategy instruction, it would be beneficial to collect data from multiple sources since a large range of data can be

offered by various sources. The variety of sources and data types would allow the issue under scrutiny to be investigated from different perspectives.

Furthermore, in order to offset the limitations and to compensate for the drawbacks of one data type, the other data would be used (Creswell, Plano and Clerk, 2007). The primary objective of implementing such a research design is to enhance the data and to compare what is applicable in each of these forms of data. Highlighting the basic features of the research design of mixed methods, Creswell (2005) asserts that both qualitative and quantitative data are quite equally relevant as sources of knowledge in this type of design. Additionally, according to Walsch (2015), combining the mixed method with grounded theory opens up a whole new field of scientific opportunities for theory generation. Sharing the same perspective, Mason (2006) focuses on the need for mixing up the methodologies from different theories stating that mixed methods research with a qualitative focus is needed to resolve the scope of personal experiences that are enforced at both the micro and macro levels. In fact, the compatibility of mixed approaches and grounded theory methods are based on the complexity of individual behaviour and relationships within multi-layered contexts (Creamer, 2008).

Also, qualitative and quantitative data is designed to answer the different research questions to be able to get the whole picture of the issue. Thus, the advantage of covering the main topic with the help of various structures of data was used in this thesis. Within the borders of mixed research design, utilizing very different types of data collection tools enhanced the study in terms of validity and reliability. Therefore, for the qualitative data, grounded theory was employed in this study; however, there was a need to see the listening achievement of the students as an effect of the training programme. Within this purpose, quantitative data was used, and thus the research design was a combination of mixed-method and grounded theory (MM-GT).

In that point, it is also possible to see the combination of MM and GT in recent studies, such as the study conducted by Harms, King and Francis (2009) in the field of education attempting to define the effects of training employing a total combination of mixed-method and grounded theory. It is also possible to see examples of this combination in health research. A good example of employing MM linked with GT might be the study

conducted by Shim, Johnson, Gasson, Goodill, Jermyn and Bradt (2017) which develops a model for the patients who have chronic pain.

Ultimately, the research design in this study was a synthesis of grounded theory and mixed-method research design, which would be considered as an effective way for employing different types of data and various tools in order to reach the main purpose of the study. Although the investigation of cognitive and metacognitive listening strategies is a controversial issue, employing a large horizon and different perspectives decreased the weaknesses of any data types in the path to reach the most effective training programme for listening strategies. Thus, quantitative data were obtained in order to understand the effect of the training programme on the listening achievement of learners. In contrast, qualitative data was mainly used to find out the listening strategies that learners claim to use and that they actually use.

3.2.1.Mixed Methods Design

In mixed methods research design, the important point in research is to be able to integrate both qualitative and quantitative types of data in order to answer the research questions (Creswell, 2003; Newman and Benz, 1998). As it has been debated in the previous studies for a long time, there are some inconsistencies between researchers, who support the idea that researchers should distinguish between the type of data and include just one type in the study (Morse, 1991; Patton, 1990) and who justify the idea that in order to get a whole picture of the issue and get a deeper understanding of the argument there should be a variety of data and data collection tools (Creswell, 2005).

Mixed methods design has some different versions according to Tashakkori and Creswell (2007: 4):

- two types of research questions (with qualitative and quantitative approaches),

- the manner in which the research questions are developed (participatory vs preplanned),

- two types of sampling procedures
- two types of data collection procedures (e.g., focus groups and surveys),
- two types of data (e.g., numerical and textual),
- two types of data analysis (statistical and thematic), and
- two types of conclusions (emic and etic representations, “objective” and “subjective,” etc.)

Consequently, considering these features of mixed-method research, in this study, there were different types of research questions, data collection procedures, data, data analysis and thus conclusions.

3.2.2. Grounded Theory

As a research methodology, grounded theory was developed by Glasser and Strauss (1967). In fact, when the grounded theory was formed, it was designed as an inductive methodology as it was not started with a hypothesis, but the hypothesis was constructed in accordance with the results. However, in their study, Strauss and Corbin (1990) reshaped the theory and some deviations from the original approach were proposed, conceptual interaction becoming the theoretical viewpoint indirectly. Also,o grounded theory offers extensive detailed and systematic analytical methods that can provide the freedom to pursue research and enable problems to arise (Bryant, 2002).

Therefore, as a type of field approach, grounded theory aims to create conceptual models that describe the behaviour in the cultural setting of research. It comprises a set of theories related in a rather manner that the phenomenon can be explained. Stern (1980) highlights five points considering the differences of grounded theory:

1) The conceptual construct is created from data instead of from earlier research, though the final result of the analysis is still influenced by previous research.

2) Instead of identifying the category under analysis, the researcher seeks to find influential mechanisms in the social scene.

3) Instead of comparing index totals, each bit of evidence is contrasted with just about every other component.

4) According to the developed theory, the set of data can be altered; false steps are discarded, or more probing questions can be asked that initially appear appropriate.

5) When they arrive, the researcher analyses data and starts to code, categorize, define, and document the several initial insights about the research paper from the very beginning of the study.

Thus, the grounded theory shapes the data collection and analysis part directly. Especially coding and categorizing process of qualitative data is included in the steps of the process. Throughout this study, steps of grounded theory will be followed for the purpose of analyzing the qualitative data and answering the related research questions.

3.3. Setting

The study was conducted at a state university in the western part of Turkey in the fall term of 2019-2020. As the purpose of the study is to develop a listening strategy training programme for advanced learners, the English Language Teaching department was chosen for this purpose since learners placed in this department can be considered advance with reference to a national level university entrance exam dealing with language proficiency that they took. Also, there was only one treatment group in the study, constituting 10 participants. The instruction for the main study was conducted by an independent lecturer throughout the study. Another main reason for choosing the students from the ELT department was that they were still taking listening courses for three hours weekly, and it was a good opportunity for them to apply what they have learnt throughout the training and to give effective feedback for the strategy training programme. Furthermore, after selecting the students to form the department, the training programme was implemented as a separate course hour from the regular courses. Apart from these training hours, the data for semi-structured interviews were

collected by making use of various settings in order to get more detailed information about the experiences of participants, both for the development of an effective training programme and to understand the strategy use of the participants.

Thus, the employment of a variety of data collection tools led to the setting of the research to have diversity. This diversity of setting was also caused by the participants' background knowledge, which was covered as an effective factor for the study in the previous chapter. Therefore, it will help gain more accurate data and achieve wider understandings by gathering data from different settings.

3.4. Participants

The participants of this study were 10 first-year students at the state university in Turkey, and they were taking the listening course for the first time at the university level. They were the advanced level of students who have taken a national level language test called YDS in order to be accepted to the ELT department of that university. The test is a part of the university entrance exam demonstrating the proficiency level of the students. Based on this test, the participants were thought to be advanced level of learners of English. There was only one first-year group in the fall term of 2019-2020. A pre-test designed for the purpose of evaluating listening skills was applied in order to choose the participants of the study. Although all of the first-year students took the listening pre-test, only 10 of the students were chosen according to their grades in this test. The variance of the test results was taken, and all of the students were listed according to the grades that they got. There were 25 first-year students in total, but three of them were excluded as they were taking the course for the second time because they failed the course last term. Thus, the participants are selected to represent the average score of the group. Four of the participants are male, and six of the participants are female, which reflects the percentage for the English language teaching department. Additionally, the ages of the participants were in the same range and varied between 18 and 19. Another important point about the participants is that although they are all native Turkish speakers, they are all from different parts of Turkey, which shows that they have different backgrounds and experiences in language learning. In that sense, while three of the participants were from western parts of Turkey, two of them were from the eastern part, and three of them were from the central part of Turkey, and two of them

were from the Black Sea region of Turkey. Lastly, it is important to highlight the fact that the participants were highly enthusiastic about being engaged in such a study, and they considered this an opportunity for their future careers.

While choosing the participants of a study, it is possible to talk about two types of the participant selection process. The first one is random sampling and the second one is non-random sampling (Sedgwick, 2013). In this study, the participants were selected by using purposeful sampling, which is a type of non-random sampling. Indeed, non-random sampling includes two types of sampling; convenient sampling and purposeful sampling, which was used in this study.

3.4.1.Convenient Sampling

In grounded theory, convenient sampling entails collaborative collection of data, evolving codes and data analysis, and decision-making on next resources, appropriate and required for the theory development (Glaser and Strauss, 1967). According to Taherdoost (2016), the participants are chosen in convenient sampling since they are the most conveniently and readily accessible people. Corbin and Strauss (1998) focus on the features of convenient sampling, and the most attention-grabbing convenient sampling characteristic is that it optimizes the ability to explore gaps between definitions and measurements. The participants of this study were selected by using non-random sampling type, as convenient sampling, which is not used as purposeful sampling technique, has not served to the purpose of this study.

3.4.2. Purposeful Sampling

Purposeful sampling refers to the selection of participants in accordance with some criteria. Purposeful sampling involves connections to crucial field sources who can assist in detecting events deep in knowledge (Suri, 2011). Purposeful sampling is a tool generally adopted in qualitative research to define and classify instances rich in knowledge for even the most productive use of scarce data (Patton, 2002). Since the participants of the study were selected after the implementation of a pre-test to shade the average characteristics of the ELT department students, purposeful sampling was used for this study. Also, purposeful

sampling has some variations for the process of selecting participants, and in this research, criterion-based sampling was utilized "to identify and select all cases that meet some predetermined criterion of importance" or "to illustrate or highlight what is typical, normal or average" (Palinkas, Hortwitz, Green, Wisdom, Duan and Hoagwood; 2015: 535). Therefore, selecting ten students from the ELT department from the 'average score', 'average background', 'average percentage of gender distribution' and 'average age' was all related to purposeful sampling and criterion-based sampling.

3.5. Data Collection Instruments and Procedures

As the study was designed as mixed-methods research with grounded theory, there we both qualitative and quantitative data collection tools. For qualitative data, every week immediately after implementing the training programme, the participants were asked to write a diary about their experiences throughout the training. The second tool of qualitative data was the semi-structured interviews, which were held after each implementation phase with the students one by one. The last type of qualitative data collection tool was the video recordings of the training sessions, which was very helpful to understand the strategy employment of the learners and they were used as an observation tool for the research. The quantitative data collection tool in this study was pre-test and post-test-taken from ETS (2012), which included 30 multiple-choice listening questions and was implemented at the very beginning and at the end of the implementation for the purpose of analyzing the listening achievement of the learners with reference to the training programme developed during this study.

3.5.1.Dairy

Using a diary as a qualitative data source is a good way to get a deeper understanding of the feelings and perceptions of the participants. As noted by Polit and Beck (2010), in comparison with other data collection tools, the diary is a good way to learn the private ideas of participants that they cannot utter during interviews or in other circumstances. Also, according to Snowden (2005), there are a number of reasons to use the diary as a research tool, such as points and perceptions of participants about the research, understanding the

reasons for an alteration in the research methodology or personal ideas and emotions experienced at any point of research.

Henceforth, in this research, the reason for using diary was to understand that whether the participants found the programme effective for them, or if the programme was not very efficient for them, which points should have been changed. Also, another reason for using diary in this study was to comprehend which strategies were effectively used by participants in the week of that specific diary and which strategies were difficult to employ for them. The rationale behind their statements was also asked the students. Another important point about the diary is that the diaries were asked to be written immediately after the implementation of the programme each week. Thus, after six weeks of implementation, 60 diaries in total were collected from the students addressing the specific points about each week of implementation. The students were asked the following questions to write about each week:

- Was the programme effective?
- In what ways the programme was effective?
- In what ways it should be changed?
- Which strategies did you use effectively? Why?
- Which strategies were difficult to use? Why?

The detailed diaries answering these questions were written by 10 participants regularly just after weekly implementations, and they were given a chance to write them either in Turkish, which is their first language meaning that they may feel more relaxed or in English.

3.5.2. Interview

The interview was the other type of data collection tool for the present study. Also, the previous studies mention a number of advantages of making use of interviews as a data collection tool. On the first hand, It is well adapted to the study of behaviours, opinions, principles and motivations (Smith, 1975). Another advantage is it allows you to assess the authenticity of a participant's responses by analyzing nonverbal cues, which is especially useful when dealing with controversial subjects. (Gordon, 1975). Also, in this study, interviews helped to analyze better the video recordings, which is another data collection tool. As in all types of research, for the sake of credibility and validity, data collected using a specific way was triangulated with another data collection tool (Brink, 1989). Therefore, interviews and diaries could be considered as a way to validate the data collected through each of these tools.

The semi-structured interview type was utilized in this study in order to shed light on the cognitive and metacognitive listening strategies that were claimed to be used by the participants. Additionally, the purpose of the interview was to understand whether the programme was effective for them and clarify the points to be changed in the programme flow. Although the interview was semi-structured and the questions were not strictly determined, the key points that were outlined were:

- Was it an effective training week?
- What was effective or ineffective? Why?
- What was different with the training?
- Were you using the strategy before? How?
- Did you have any problems during this week's training?
- What were the best and the worst parts of the week?

The interviews took very long hours with all the participants one by one, and every week after the implementation of the programme, the interviews were conducted. The participants were offered to choose whether to speak Turkish or English during the interviews, and most of the time; the interviews were conducted in Turkish, which seemed the best way to express their ideas for participants.

3.5.3. Video recordings

Video recording of the training sessions was another data collection tool for the present study. The rationale behind using video recording was mainly the idea that the stronger a tool, the more data it shares through different verbal and non-verbal signals, the better the willingness of people to exchange meaning and input (Daft, Lengel & Trevino, 1987). Video offers a more interactive way of capturing visual activity and audio to convey and interpret perceptions and context (Pink, 2013). Additionally, and most importantly, videos can be viewed millions of times after the event to understand the issue better (Bishop, 2012).

Regarding all the points and advantages of video recordings, throughout the study, the video served the purpose of understanding which strategies were actually employed by the participants. It was a good tool to compare what the students said in the diary and interview and what they did during the training sessions. Every minute of the training session was recorded, capturing the whole class and students. Every week, the sessions lasted for 45 minutes. Two weeks for pre-test and post-test were added to the six weeks of instruction, and in total, eight weeks of recordings were utilized as the qualitative data of the present research.

3.5.4. Listening tests

Another data collection tool was the listening test, which constituted the quantitative part of the research. The listening test was implemented as a midterm test for first-year ELT students at another university. Thus, it was not required to have a pilot study to develop this test as the test was not subject to any change during the adaptation process. There were 30 multiple choice questions, including seven different listening texts. The listening texts were

ordered, starting with the easiest one and moving towards the most difficult one suitable for advanced learners. Before the implementation, the listening text and the comprehension questions, covering options including the right answer and the distractors, were all checked carefully by two independent researchers who were EFL instructors. Additionally, exactly the same questions and listening texts were used both for the pre-test and post-test. Lastly, the purpose of these tests was to see the effect of the cognitive and metacognitive listening strategy training programme on the listening achievement of the participants.

3.5.5. Cognitive and Metacognitive Listening Strategy Training

As the main purpose of the study was to develop an effective cognitive and metacognitive listening strategy training throughout the study, a prospective training programme was implemented for six weeks. The training was held for one hour, of course, lasting 45 minutes each week. Each training session was implemented in two main parts. In the first part, the theoretical information about the strategy of the week was discussed with the students. PowerPoint presentations were employed as the materials of this part. In the second part of each strategy, listening exercises and tasks were included. The listening materials were mainly taken from (www.youtube.com) or (www.esl-lab.com) as the most authentic listening materials appropriate for the advanced level of the students were presented on these websites.

3.6.Data Collection Procedure

The core of the study was the training programme for cognitive and metacognitive strategies in listening. Thus, the programme was conducted for six weeks, and each week the training sessions lasted for 45 minutes. At the beginning of these six weeks, there was one week separated for the listening pre-test, and at the end of the training phase, there was one more week for the listening post-test. Therefore, the study took eight weeks in total. Each week immediately after the six training sessions, the students were asked to write their diaries. Also, after the course hour, on the same day, the appointments were arranged with each student individually, and the interviews were conducted. Additionally, throughout these eight weeks, including the pre-test and post-test sessions, all classes were recorded.

3.7. Data Analyses

The data analyses of the study included two main parts. The first one is the analysis of quantitative data and the second one is the analysis of qualitative data.

Quantitative data, which were collected by using pre-test and post-test, was analyzed by using the programme Statistical Package for Social Sciences (SPSS 21.0). As the sample size was too small to run a parametric test (Larson-Hall, 2010), the Wilcoxon Signed-Ranked test as a non-parametric one was run to compare the results of pre-test and post-test.

To analyze the qualitative data in the study, a number of data analysis types were employed. In the initial step for the analysis of data collected through semi-structured interviews and diaries included the steps suggested by Creswell (2012). In the first hand, all the data were transcribed and translated into English. In the translation phase of the data, two ELT instructors checked the transcriptions to ensure the validity of this phase. At the end of the translation, the raw data were examined and coded. Then, these codes were grouped into a category, and the categories constituted the related themes. Creswell (2012: 237) shows this process in a figure:

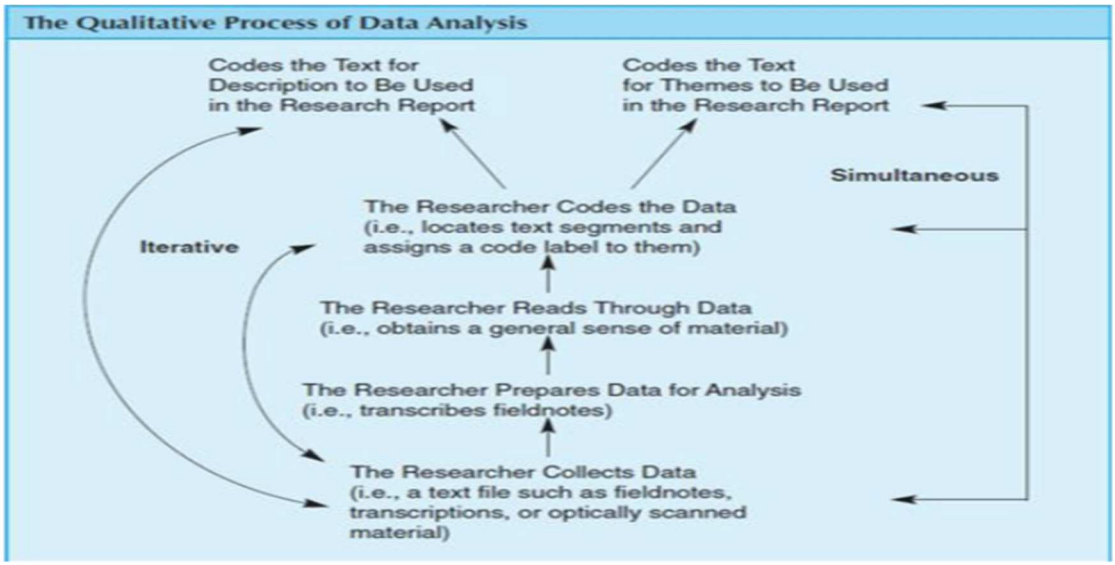

Figure 3: The qualitative process of data analysis (Creswell, 2012: 237).

In addition to the steps suggested by Creswell (2012), the steps suggested by grounded theory were also used in the qualitative data analysis process. The three steps of qualitative data analysis were also considered as the steps to be followed during the analysis of the qualitative data. These steps are open coding, axial coding and selective coding (Strauss & Corbin, 1990). To assist these analyses, for some parts, the programme called Amazon Web Services (AWS) was utilized to transcribe the data, and for coding the data and grouping, the related data, the programme called MAXQDA (2020) was utilized. However, these programmes were employed only for a limited part of the data in order to get a deeper understanding of the data collected; traditional ways to analyzing the qualitative data was employed mostly.

Another type of data to be analyzed in this research is the video recordings of the training sessions, for analysis of video recordings. This stimulated recall technique could be seen as a variation of introspective research techniques that reach the perspectives of participants on cognitive processes and have their roots in psychology and philosophy (Mackey & Gass, 2005).

3.7.1.Open coding

Open coding is regarded as the first step of qualitative data analysis generally. The process of creating the initial codes and categories for the transcribed data is the process of open coding. Thus, combining the coding steps of Creswell (2012) with the grounded theory, open coding was the first step of qualitative data analysis for diaries and interviews. Open coding refers to creating the initial codes from the raw data as a draft (Strauss & Corbin, 1998), and codes should be created out of the transcribed data line by line (Glaser, 1992). Thus, in this case, it is not surprising for the researcher to finish up with several meaningless explanations which would not be applied to the research results (Glaser, 2016). In the process of open coding, there are three significant questions that may help the researchers to conceptualize their results (Glaser, 2016: 109):

"1) What is this a study of?

2) What category does the problem incident indicate, or what property of the core category does the incident indicate?

3) What theoretical codes may apply to integrate the emerging theory?"

Thus, open coding is the initial step of analyzing and creating the codes of qualitative data in research. It might be considered as creating the drafts of codes to be developed in the next steps of coding. Given the difficulty of creating related codes and categories that are applicable in research results has always been a question mark for the researchers. Thus, to overcome this problem, the first step of coding in this research was open coding. It was an opportunity to cope with a significant amount of qualitative data through this way in the present study.

3.7.2.Axial coding

Axial coding is the step that comes after open coding, which "involves finding patterns in the data by comparing coding categories within and across cases" (Friedman, 2012: 191). The axial coding process involves narrowing down the categories by finding the common data between different categories and creating the subcategories. In the light of these definitions, the second step of the coding phase of the study was axial coding. The codes that were created in the open coding process were matched with the other related codes, and some subcategories for the codes were also created in this step. This step was in between the raw data and the last phase of the analysis. This step was also very essential to ensure the validity of the research (Revesz, 2012).

3.7.3. Selective coding

The last step in coding the data collected through diaries and interviews was selective coding. According to Strauss and Corbin (1990), selective coding is the method of choosing, explicitly linking and validating the initial codes to other categories. Hence, in this study, the last step was utilized for the purpose of shaping the data analysis as the last version for results. The main objective of this phase was to establish a conceptual framework by constantly resolving the ties between categories and defining key categories by revealing the

patterns. Additionally, in this step, the validity of the codes, categories and themes constructed was checked through peer reviews. As a result of the reviews and discussions, the codes, categories and themes were given the last version to serve for the results.

3.7.4. Stimulated Recall

In the video recording analysis of the present study, the technique called stimulated recall was used. Stimulated recall can be seen as a branch of contemplative fields of research that reach the thoughts of subjects on cognitive states and have their roots in philosophy and psychology (Mackey & Gass, 2005). The stimulated recall is a procedure to comment on the data gathered through video recordings. Bloom (1953) highlights that stimulated recall is the retrieval of experiences. Therefore, what was being experienced during the recording could be expressed in a detailed way in this method. The most important advantage of this method is the participants are allowed to talk about and rationalize their decision-making process (Sime, 2006). Additionally, video recordings allow the researchers to watch and decide on the procedures again and again (Lyle, 2002). Another advantage is the stimulated recall has a considerable effect on the studies for cognitive and metacognitive processes (Sime, 2006), which demonstrates the appropriateness of it for the present study.

Thus, in this study, for the video recordings, the method of stimulated recall is employed. Not only students were asked about the reasons and rationales for their behaviour in video recordings, but also the information from the other lecturer who was responsible for the application of the cognitive and metacognitive listening strategy training programme was taken about the specific points in the video recordings. As stimulated recall does not require any detailed training (Slough, 2001), using this method for video recordings was very effective. Lastly, the field notes from the stimulated recall analysis were used to constitute the codes, categories and themes for video recordings.

3.8.Validity

In controversies about the credibility of qualitative research, validity has long been a critical point; if qualitative studies do not consistently yield reliable results, then measures, services, or forecasts based on these studies cannot be depended upon (Maxwell, 1992). In

order to get more generalizable and more consistent results (that do not change from one setting to another or in time), reliability and validity are the key factors to be considered in research. Although it has been argued whether validity or reliability is related to the quantitative studies in positivist approach to research (Stenbacka, 2001), Lincoln and Guba (1985) highlight the importance of validity for quantitative research and consistency or applicability of qualitative research. Thus, for the internal validity of the positivist approach, the term credibility might be used, and for external validity, transferability might be used in qualitative research (Sandelowski, 1993).

There are a number of ways to improve validity in qualitative research (Morse, Barrett, Mayan, Orson & Spiers; 2002). One of the most important ways to ensure validity is triangulation. Triangulation has some variations, such as triangulation of methodology, which requires the use of several data collection techniques within the same process (Polit & Beck, 2008). Thus, in qualitative research, in order to ensure validity, researchers may use interviews, diaries, observation or field notes for the same phenomenon. Therefore, to ensure the validity of the study, triangulation of methodology was used in this study. For the purpose of understanding the strategies that are employed and that are claimed to be employed by the students, interviews, diaries and video recordings of the training were used. Another type of triangulation is investigator triangulation. To produce several findings and conclusions, it requires the involvement of two or more researchers in the same study (Denzin, 2017). Thus, within this study, investigator triangulation is executed by involving two researchers in the main study. Although in the pilot study, the researcher was the teacher in the training sessions to understand the implications of the pilot study deeper, in the main study, there were two investigators, one is responsible for teaching activities, and the other is the researchers. Another point to ensure the validity of the study is the fact that the translation phase of interviews and diaries from Turkish to English was conducted by three ELT instructors. Additionally, for the purpose of peer review, three more instructors – two of them had PhD degrees – were involved in the last step of coding the data, which was selective coding. Lastly, the video recordings of the study were also checked by the teacher who conducted the training and the researcher after each session. The third type of triangulation that was involved in the study was theory triangulation, which requires a combination of theories, assumptions or hypotheses to analyze and interpret the data. Thus, for data

collection and analyses, mixed-method and grounded theories were employed together to ensure the validity of the data.

Regarding the quantitative data, the test used as pre-test and post-test was used as a midterm test for listening course in another university for first graders of ELT department before. The test was adopted directly, so the validity of the test was ensured by this way.

3.9. Pilot Study

In order to detect any problematic case that may affect the flow of the strategy training programme, a pilot study was conducted in the spring term of the year 2018-2019. The sample size and the characteristics of the participants were totally the same as the main study. There were 10 students who were the first graders in the ELT department of the public university that was chosen for the main study. However, for the selection of the participants, the test that was employed during the main study was not used. The grades that the students got from the "Listening and Pronunciation I" course in the fall term was used for the participant selection process. Another difference in the implication of the pilot study was related to the instructor of the strategy training.

3.9.1. Result Notes for Pilot Study

The results of the pilot study were analyzed in the same way as the main study that was explained deeply in the data analysis part. Although some codes, categories and themes were created after the process of the pilot study, some field notes that helped to understand the implications for the main study will be presented in this part of the study to get a deeper understanding of the implications for the main study part.

Table 9

Notes for Diary Analysis

Result Notes for Diary Analysis
1st week: Planning Strategies that are used by participants: 1. Looking at the questions and guessing the ideas in listening text/thinking about the possible answers 2. Focusing on some keywords from the questions 3. Making connections between the questions 4. Using the pre-listening activities to get an idea about the listening passage 2nd week: Monitoring Strategies 1. Trying to understand nearly all the words-if they can catch all the words, then they are a good listener 2. Note-taking distracts students 3. Taking notes at the second stage 4. Getting just the main idea 5. Finding out the easy parts to understand and trying to answer the questions 6. Some students not sure of doing the right thing while monitoring 3rd week: Evaluation and Problem Identification Strategies 1. Catching the keywords as a solution- problem: vocabulary knowledge 2. Not understanding-slowing down and relistening 3. Listening more carefully 4. Using a dictionary to overcome lexical issues while listening 5. Getting prior knowledge about the listening text 6. Stopping taking notes and focusing on the audio 4th week: Inferencing Strategies 1. Analyzing what the speaker says 2. Summarizing 3. Getting individual inferences 4. Making people think out of the box 5. Catching the important clues 6. Realize what the main idea is

7. Commenting on the speech or essay

5th week: Elaboration Strategies

1. Using keywords
2. Taking notes with the own words (Paraphrasing)
3. Writing down one or two keywords - trying to catch the words

6th week: Summarization, Translation, Resourcing, Note-Taking, Grouping, Induction/Deduction, Substitution Strategies

1. Paraphrasing what you hear in the audio
2. Getting the main idea
3. Associating with background knowledge
4. Comparing the answers with the friends

Table 10

Notes for Interview Analysis

Result Notes for Interview Analysis
1st week: Planning Strategies: 1. Looking at the questions before listening makes students feel more relaxed. 2. Seeing the connections between the questions makes it easier to understand the listening text. 2nd week: Monitoring Strategies: 1. Understanding all the words in the listening text is a demonstrator of being a good listener. 2. Taking notes while listening distracts the students. 3. They cannot monitor their strategies effectively. 3rd week: Evaluation and Problem Identification Strategies: 1. More successful in videos rather than just the listening text. 2. Having problems with vocabulary knowledge rather than listening skills. 4th week: Inferencing Strategies: 1. Trying to catch the important clues seems enough. 2. Summarizing or paraphrasing are easier ways than to catch all the words. 3. If one can answer the questions of the listening passage no need for anything more, that is enough. 5th week: Elaboration strategies: 1. Noting down personal clues is easier. 2. After the course, it is easier to remember the personal cues. 6th week: 1. Translating the listening passage into the mother tongue. 2. Needing more strategy training. 3. As a teacher candidate, how important the strategy training is seen. 4. Being conscious about the cognitive and metacognitive strategies makes the students confident about their listening skills.

Table 11

Notes for Video Analysis

Result Notes for Video Analysis
1st week: Planning Strategies employed by the students: 1. Advance organization: - They first see the questions and organize their listening in relation to the questions - In the second listening, they organize what they need, and they listen in a more organized way. 2. Selective attention -The very first thing they do is reading the questions first in order to arrange their listening and the points that are important to catch throughout the listening. 2nd week: Monitoring Strategies employed by the students: 1. Comprehension Monitoring - They are very careful about all pieces of listening, and they do not give up even the questions are over. - They are passionate about understanding the text fully. 3rd week: Evaluation and Problem Identification Strategies used by the students: 1. Performance Evaluation: -They only evaluate their performance rather than the strategies they employ. -In case of failure to understand the text, they criticize their performances, and they do not think about changing their strategies. 4th week: Inferencing Strategies employed by the students: 1. Linguistic Inferencing:

-when they are asked how they come to this inference, they mostly answer as it is verbalized in the video that…

2. Paralinguistic Inferencing:

-When they infer something, they say that because in the video the speaker behaved like that…. Or speaker's gestures and body language showed that…. Or speaker's tone of voice showed that…

5th week:

Elaboration Strategies used by the students:

1. Personal elaboration:

-They use coding, but some of the codes that they have written down are very personal, and only they can explain what the codes mean.

2. Questioning Elaboration Strategy

-Before the second listening, some students took some notes about the questions that they could not understand. They wrote questions about the missing parts in their minds as an elaboration strategy.

6th week:

1. Note-taking Strategy:

-When the students cannot see the questions at first, they prefer taking notes on every word that they hear.

2. Summarization Strategy:

-most of the students write down what they hear or watch with their own words to remember when they have a look at their notes. They seem so personalized that I cannot understand some of their notes.

3.9.2. Implications for the Main Study

The problematic parts of the pilot study and the processes that should be changed in the main study were as follows:

1) In the pilot study, the participants were selected according to their grades from the previous term. However, for the main study, there should be a specific test employed both for student selection and to analyze the effect of the strategy

training programme on the listening achievement of the participants. Therefore, there is a need for a more careful selection of participants and careful analysis of the participants' proficiency level regarding listening skills.

2) In the pilot study, the training sessions were constituted of two parts: theory and listening practice. During the training sessions, there was more emphasis on the theoretical part of the strategies, and this has to be decreased in the main study, and there should be more time for practice and listening part instead of the theoretical part.

3) Students felt more relaxed when the visuals were placed during the listening sessions, such as videos or pictures. Thus, in the main study, training materials should be revised, and more visuals should be placed in the listening exercises.

4) There was not consistency between the diaries of the students within the weeks and among themselves. Thus, diaries of the students for each session should be led by some particular questions before they start writing in the main study.

3.10. Summary

This chapter has given detailed information about the methodological background of the study. Grounded theory along with the mixed method for research was employed for this study, and detailed information about the implication of these was given by reviewing the related literature in combining these two. Additionally, how data was collected and the data collection procedure were given in detail. For the purpose of selecting the participants that reflect the general shape of the ELT department and how purposeful sampling was utilized were the topics of this chapter. Furthermore, details about data collection tools, which were arranged in two sections as qualitative and quantitative data collection tools, were discussed in this chapter. In this study, the qualitative data collection tools were diaries, semi-structured interviews and video recordings of the training, while the pre-test and post-test designs were preferred for the quantitative data collection tools. In the same vein, the data analyses process of the study was demonstrated within the groups of qualitative and quantitative data. Although non-parametric tests of SPSS were employed to analyze

quantitative data, for the analyses process of qualitative data, open coding, axial coding and selective coding processes were employed with the steps suggested by Creswell (2012). Also, stimulated recall was the method to analyze the video recordings of the training sessions. To ensure the validity of the study, some steps were followed. To validate the data and findings, triangulation of methodology, triangulation of investigator and peer reviews were utilized throughout the study. Lastly, a pilot study was conducted before starting the main study in order to see the problematic parts in the design of the study and data collection tools. In this chapter, the data gathered through the pilot study was also discussed.

CHAPTER 4
RESULTS

4.1.Introduction

This chapter will present the results of both qualitative and quantitative data. Detailed information about the codes, categories and themes created with the help of qualitative data in order to create an effective listening strategy training programme will be presented in this chapter. Also, to demonstrate the effect of training programme on listening achievement of advanced students Statistical Package for Social Sciences (SPSS 21.0) analysis of quantitative data will be presented in this chapter. Given all the details about the results of data analysis, discussions considering the previous studies covering the research presented in chapter two will be outlined in this part, too.

4.1.1.Research Questions and the Hypotheses of the Study

It is essential to revise the research questions and hypotheses of the study as the findings of the study will be presented on the basis of answers to the research questions.

This study is designed to explain the following main research question:

RQ: Does listening strategy training programme have an impact on the use of cognitive and metacognitive listening strategies of advanced learners of English?

In order to shed light on the issue with a deeper understanding the following sub research questions are set to be answered through this study:

RQ1: Which listening strategies are developed by learners after the implementation of listening strategy training?

RQ2: Does listening strategy training have an impact on listening achievement of learners?

RQ3: What are the most common cognitive and metacognitive listening strategies which are claimed to be employed by ELT department students?

RQ4: What are the most common cognitive and metacognitive listening strategies which are actually used by ELT department students?

4.1.2. Hypotheses of the Study

Based on the main research question, the study has the following hypotheses. Also, null hypotheses are provided for the main research question:

$H_{RQ\text{-}a}$: Listening strategy training programme will have a positive impact on the use of cognitive and metacognitive listening strategies of advanced learners of English.

$H_{RQ\text{-}0}$: Listening strategy training programme will not have a positive impact on the use of cognitive and metacognitive listening strategies of advanced learners of English.

$H_{RQ1\text{-}a}$: Learners will be able to utilize cognitive and metacognitive listening strategies after the implementation of listening strategy training programme.

$H_{RQ1\text{-}0}$: Learners will not be able to utilize cognitive and metacognitive listening strategies after the implementation of listening strategy training programme.

$H_{RQ2\text{-}a}$: There will be a significant difference between the listening achievement of the participants before and after the implementation of the listening strategy training programme.

$H_{RQ2\text{-}0}$: There will not be any significant difference between the listening achievement of the participants before and after the implementation of the listening strategy training programme.

$H_{RQ3\text{-}a}$: Planning and note-taking are among the most common strategies that the learners claim to employ in listening classes.

$H_{RQ3\text{-}0}$: Planning and note-taking are not among the most common strategies that the learners claim to employ in listening classes.

$H_{RQ4\text{-}a}$: Note-taking and translation are among the most common strategies that the learners actually employ in listening classes.

$H_{RQ4\text{-}0}$: Note-taking and translation are not among the most common strategies that the learners actually employ in listening classes.

4.2. Results and Discussion for Research Question 1 and Hypothesis 1

Research question 1 has sought to find an answer for the question of which listening strategies have been developed by the participants after the implementation of the listening strategy training programme. The answer for this question was deduced from the qualitative data provided by interviews, diaries and video recordings of the training sessions. In fact, the listening strategies developed with the effect of the training programme were listed as a subcategory of the theme "Benefits of Listening Strategy Development Programme".

Table 12

Results for Research Question 1

Theme: Benefits of LSTP	Codes
Category 1: New strategies	-monitoring strategy -evaluation and problem identification strategy -inferencing strategy -grouping strategy
Category 2: Language proficiency development	-developing listening proficiency -vocabulary knowledge -new structures

As seen in Table 12, Category 1 clearly illustrates which strategies were instructed through the strategy training programme and stated by the participants as newly introduced strategies. The data demonstrates that the participants have positive attitude towards the programme in general. They seem to be aware of the strategies that are new for them and the programme has included the detailed theory and practice part about the strategies. As an answer to the question of which strategies are newly learnt through the programme, it is important to direct the attention that the strategies stated by the learners are mostly metacognitive strategies. In that sense one of the participants stated learning new strategies as one of the benefits of the strategy training programme and stated that:

> As a teacher candidate, I have learnt a lot in this programme. It was a good experience to see such a programme before teaching listening. Also, I realized that while listening in English, I was not aware of evaluating my own performance and identifying my problems related to my own listening performance. So, without doing this on my own, how can I help my students to improve their own listening? With the help of this trainings, I have learnt to monitor my own performance and infer the problems related to my performance in listening. Now, I know that I need to learn some new vocabulary and I need to have more advanced listening activities to improve my listening achievement. (P.7) (interview-Week 6).

As an addition to this idea, there are some other participants who have stated some positive aspects of the programme as follows:

> One of the best issues in this training was to learn new strategies that we have not heard before. For example, evaluation and problem identification were not the strategies that I have used before. This training made me aware of these strategies and now I am able to use them effectively. (P.10) (Interview- Week 6).

Also, observation notes especially towards the end of the data collection process clearly supports the ideas stated in the interviews:

> When the students were asked to talk about their experiences during the training, they talked about various benefits of the training. In the first hand, they did not seem

to know much about monitoring strategies as they asked many questions related to how to apply the strategy in the activity part exactly. (Video recording notes- Week 5).

Regarding the strategy training as an effective part of listening courses, in the same vein with these results, Rost (1990) has reached the conclusion that explicit training for strategy instruction helps learners to realize and identify some new strategies. Learning new strategies and being able to implement them during listening activities, unquestionably, helps the learners to foster listening skill and thus achievement (Imhof, 2001). As listening is of major significance whilst communication, it is important for the speakers to be able to use self-monitoring strategies effectively and to identify their problems related to their listening performances. Supporting the idea of developing monitoring and problem identification strategies through an explicit training programme, Schwartz (1992) conducted a similar study. In the research, Schwartz had a cognitive and metacognitive training programme for Spanish university students who were learning English. In the pilot study, he concluded that without teaching self-monitoring strategies in listening, it is not possible to foster listening achievement of the students. For this purpose, in the main study, he taught self-monitoring strategies and the results showed that the only way to provide communication in the target language, listeners should be aware of their own performances and identify their problems in terms of listening. More positive results related to improvement of monitoring and problem identification strategies were suggested by Graham (2003). In the study with 16 French students, the evaluation and problem identification phase of the listening performances outlined as essential part of strategy instruction. Planning strategies were also outlined as particularly important in this research. Thus, as suggested in the results of this study, the monitoring and problem identification strategies were defined as the new strategies that were learned through the cognitive and metacognitive listening strategy training programme. These strategies were also considered as an essential part of listening skill, showing the importance of training in this study.

Sharing the similar ideas, some of the participants find the programme very fruitful by referring to its effectiveness in terms of their language proficiency. Raising the awareness of strategy employment through such an explicit programme makes the learners satisfied

with their language learning experiences (Rost, 1990). By stating this satisfaction, one of the participants illustrated that:

> It was not easy to adopt such a difficult programme for me because I am not good at listening. Until taking these courses, I always believed that listening is a matter of ability. However, with the help of this training, I have learnt that it is a matter of strategy. As a student, if I am aware of my own learning style, I can employ the correct strategy to make myself a better listener. In that sense, this training was a good opportunity for me to learn and internalize the new strategies such as inferencing strategy. Understanding the listening text and making inferences seemed very advanced at the beginning of the session. However, then I realized that the listening activity requires this anyway and our background knowledge helps us a lot. (P.3) (Diary- Week 6)

> For me there are many interesting and new things about the listening training programme. But one of the most interesting things was to learn new strategies as a language department student. Personally, I was trying to infer the meanings from the listening texts but I was not aware that this is a strategy and helps us to answer to the questions in the activities. (P.1) (Diary- Week 6)

> Students felt more comfortable with the cognitive strategies as they got used to the programme and flow of the training. But while we were talking about the inferencing strategies, they tend to ask many details and they needed to be sure about the ways to employ this strategy, which is an indicator that the learners learnt about inferencing strategies for the first time. (Video recording notes- Week 6)

Thus, through this training, inferencing is one of the strategies that were new for the participants. Although there are a lot of studies including inferencing strategy and reading comprehension (Laufer, 2003), there are fewer studies that discussed the inferencing strategies in listening comprehension as it is very challenging to infer the knowledge while listening (Wilson, 2003). Although Ridgway (2000) has claimed that teaching some listening strategies such as inferencing strategies is waste of effort and loss of time, Field (2003) has concluded that the learners rely heavily on their strategic knowledge and inferences to

complete some listening activities such as form filling. Supporting the idea presented by Field, Guo (2015) has concluded from two different studies that explicit instruction for strategy training helps to foster listening achievement and it is helpful in teaching inferencing strategies and using the background knowledge especially for some specific listening activities. Additionally, Zang (2012) concluded that along with some other metacognitive listening strategies, inferencing strategy and being able to connect the listening text with the existing knowledge of the listeners is a very essential part of listening achievement. Although the research included 56 secondary year students from Economics department within the different proficiency level of English, significant development was observed after teaching some basic strategies including inferencing strategies. Therefore, one of the new strategies for the participants of this study was inferencing strategies and the previous research shows how important inferencing strategies are for listening achievement of students in any proficiency level.

The last strategy reported by the participants was grouping strategies. Although it is expected that the students were able to use grouping strategies as one of the cognitive strategy types, according to the students, using cognitive strategies depend on the requirements of the activities and most of them did not have any necessity to employ or develop such a strategy. Thus, they reported that:

> For me, cognitive strategies were more surprising because we use most of the metacognitive ones and we are doing this subconsciously. However, for cognitive ones, we should be more aware of what we are doing while listening just like note-taking. But grouping strategy is not like note-taking for me. I realized that I have not thought about such a strategy beforehand. This might be because I did not need it in the listening questions. (P.5) (Diary- Week 5).

> I believe that I am a good listener and I was using most of the strategies that you mention until this week whether consciously or subconsciously. Especially for metacognitive strategies, I can say that I was using almost all of them but I have not thought about the theoretical part of them before. However, this week we talked about some cognitive strategies and grouping strategies were the most surprising for

me. I did not know this strategy and this was the first time that I have learnt some theory about it. (P.2) (Interview- Week 6)

As it can be understood from the statements of the participants, although they feel good in terms of cognitive strategy use in listening, grouping strategy is the one which they have never needed before. Not having the requirement to use grouping strategy does not mean that this strategy is unnecessary or less important. Any advance level learners may need to employ grouping strategy in accordance with the nature of listening text or activities. O'Malley et al. (1985) conducted a study including all cognitive strategies for listening and in their research, they had both students and instructors as their participants. As a conclusion to their observation of the cognitive strategy training session, grouping and note-taking strategies were deduced as the strategies which were derived from the listening source, which means that these strategies were not originated form the teachers or the students but there arises a need to use these strategies during the listening activities. Thus, whether consciously or subconsciously, students were observed to use these strategies. Furthermore, in a descriptive study by Vandergrift (1997b), the French students whose ages were 15-16, defined the grouping strategies as recalling details according to different attributes based on grouping and they were able to use and define the grouping strategies after a process of explicit training for listening strategies. Hence, the cognitive and metacognitive listening strategies are different in nature and cognitive strategies are more likely to be employed when they are required by the listening text or activities. However, in this study, the students stated that they did not know any theory about grouping strategy and they have not used it before; thus, the training sessions were helpful for them to be enlightened about the issue.

Although the first research question of the study was answered by listing a number of cognitive and metacognitive strategies including monitoring, evaluation and problem identification, inferencing, grouping strategies; one of the most important themes retrieved from the qualitative data was the "benefits of the training programme". There exists one more category for the benefits of the programme called "language proficiency development" in addition to strategies that were learnt through the programme. The participants stated that this programme did not only teach them the listening strategies but also helped them to foster their language proficiency by maintaining about vocabulary knowledge and different structures:

I believe the training programme was very effective. I got a number of important points from the training. In the first hand, of course it was very effective in terms of supplying theoretical knowledge first and then giving us opportunity to practice what we have learnt. However, this was not the only advantage of this programme. I have also learnt some new vocabulary through the listening texts. (Diary- Week 2).

It was good to look at the activities before listening in the training. So, I had the chance to see if there were any unknown words. Also, the teacher always asked us if there were any unclear or problematic points. Sometimes, we came across some grammar topics that we forgot or we have not covered during the grammar courses before. (Interview- Week 4).

This week [4th week], was very impressive for me that although we were supposed to have just the listening courses, the teacher asked some questions to ensure that we know some words before listening. As a teacher candidate, this showed me that language learning is a complete set of knowledge and teachers cannot claim that they are only teaching listening or grammar but knowing a language is a combination of all skills. So, apart from listening and strategies, we covered grammar, speaking, vocabulary and etc. (Diary- Week 4).

Some of the students asked to revise the words to fill in the gaps and the others supported this idea. They talked about the structures we have covered until this week [5th Week]. This shows that students are learning something more than listening. (Video recording notes- Week 5).

Given the importance of the strategy training within this programme, the participants claimed that the training programme was effective in teaching other skills especially grammar and vocabulary. Within a similar vision with this study, in their pilot study Lam and Wong (2000) deduced that explicit strategy training is effective in strategy development but it is also effective in interaction of students and developing peer help. They also claimed that whenever the students had difficulty in understanding the target strategy, peer help made it possible for them to understand and use the strategy effectively. Thus, rather than maintaining other language skills, the different programmes may result in different skills as

an addition to the target strategies. As a different perspective to this result of the study, Chen (2010) concluded that listening strategy training is a useful tool for raising the awareness of the learners in terms of listening strategies but other effects of the training programme is not to be covered as the purpose of such programmes are teaching the strategies that appeal to the students and the context most. In this study, other effects of the programme were not considered. However, the participants reported the effect of the strategy training programme on other skills as it is not possible to cover only one skill in language classes. Henceforth, it is possible to say that learners found the programme efficient in terms of fostering their language proficiency level by emphasizing the effect of it on other skills such as vocabulary and grammar.

Last but not least, before conducting this research, it was not expected to come to such a detailed conclusion about the strategies that were taught through the programme. As understood from the first hypothesis of the research, both cognitive and metacognitive listening strategies were expected to be taught. However, the participants were aware of some of the strategies and some of them were totally new for them. The new strategies were listed as monitoring, evaluation and problem identification, inferencing, grouping strategies by the participants and their importance for a listening strategy training programme was outlined by the previous research, too.

4.3. Results and Discussion for Research Question 2 and Hypothesis 2

One of the questions that has been under scrutiny since the beginning of the arguments related to listening strategy has been whether strategy use has an impact on listening achievement or not (Graham & Macaro, 2008; Park, 2008; Vandergrift & Tafaghodtari, 2010). Therefore, regarding the significance of the issue, the training programme developed in this study was tested to see its effects on listening achievement of the participants. The quantitative data gathered through the pre-test which was implemented before the start of the training sessions and post-test grades which was conducted at the end of the sessions were employed to understand the difference clearly. For this reason, to compare the mean score of the participants from these two tests were analysed through the programme Statistical Package for Social Sciences (SPSS 21.0). To analyse the data Wilcoxon Signed-Rank test was run as the most appropriate type of SPSS test for the data

type gathered was Wilcoxon Signed-Rank test. The rationale for using a nonparametric test for the analysis is that the number of the participants (N=10) are lower than the assumptions of parametric tests (Singh, Roy & Tripathi, 2013). According to Singh et al., using nonparametric tests shapes the data as easier to understand. Also, Singh et al. clearly demonstrates that if there is one group of the participants to compare the pre-test and post-test scores, Wilcoxon Signed-Rank test should be used. The comparison of pre-test and post-test is demonstrated in Table 13:

Table 13

Wilcoxon Signed-Rank Test Results for Pre-test and Post-test Scores

Null Hypothesis	Test	Sig.	Decision
The median of differences between pre-test and post-test equals 0.	Related Samples-Wilcoxon Signed-Rank Test	.005	Reject the null hypothesis.

As seen in Table 13, pre-test and post-test scores are significantly different from each other (p =.005) supporting the idea that the strategy instruction had a significant effect on the listening achievement of the participants. It is possible to assert that the training programme created a positive impact on the listening achievement of the participants as the median differences ($Mdn_{Pre\text{-}test}$ = 28.2, $Mdn_{post\text{-}test}$ = 74.7) between the pre-test and post-test scores creates a difference which is significant enough to reject the null hypothesis stating that there is no difference between the median values of the tests.

A considerable number of studies have employed listening tests and quantitative statistics to shed light on the issue of the effects of strategy training or strategy employment on the listening achievement of the learners (e.g. Kök, 2018; Oxford, 2001; Stern, 1975). Some of the previous studies have highlighted the importance of listening strategy training for the advancement in listening proficiency (e.g. Graham, 2006; O'Malley & Chamot, 1990) even though in some other studies the effect created by other issues included during the trainings have been discussed (Feyten, 1991; Fujiwara, 1990).

Sharing the similar points with the present study, Graham (2006) analysed the attitudes of a group of English learners about listening cognition in French and discovered that listening comprehension was the ability for which they thought they were the least competitive. Failure to cope with the rate of conversation, poor levels of assumed listening capacity, and unawareness of the function of listening abilities and strategies were their key issues. Graham indicated that having more listening experience among the learners would just add to their sense of disappointment. Rather, by using more bottom-up and top-down processing, she recommended that teachers be conscious of the challenges of learners in listening comprehension and allow them to improve more suitable listening strategies.

Similarly, stating the significance of teaching listening strategies, Vandergrift (2003) also examined the correlation between the categories and frequency of personal strategic usage of both successful and less successful listeners by considering the language skills, gender, listening capacity, and style of learning. The proficiency level of the learners was determined by a multiple-choice test just like in the present study. He found that there were differences between proficient learners and less proficient learners in terms of the strategies they reported to use and the effect of this statement was shown in proficiency test according to Vandergrift.

Furthermore, Carrier (2003) conducted research with high school students on listening instruction. After receiving 15 training sessions, the participants showed a significant improvement in note-taking strategies and listening to video-tapes. Similarly, in the present study, the participants showed an improvement in listening test performance as well as use of some strategies.

Although most of the studies support the idea of having explicit strategy training sessions for the improvement in listening proficiency level of the learners, a limited number of studies concluded that there is no correlation between listening strategy instruction and listening achievement. In this point, Hidayanti and Umamah (2019) had a quantitative research with 140 university students from English Department seeking the effects of strategy instruction on gender and listening achievement. Pointing a very distinctive view, they deduced that there is no significant correlation between strategy use and gender or listening achievement. Although they stated very different ideas from the present study, there

might be some important points as a difference between these studies as there is no training or instruction phase in the study of Hidayanti and Umamah.

However, in this point, it is important to consider one of the limitations of the present study. As the study was conducted with one group, which means that there is not a control group, the significant difference between pre-test and post-test cannot be explained just as the impact of training programme. There might be learning impact of the courses that students went through during the study. However, as there is not a control group, it is not possible to label the change as the learning impact of the courses that the students were taking at the time of study.

As a conclusion, in previous literature, although it is possible to see some different point of views, most of the studies share the similar points with the present study regardless of the differences in participants of the studies. However, some studies suggest that strategy instruction may not create any positive or negative effect in listening achievement but there might be some other impacts affecting the process. Thus, for the hypothesis of Research Question 2, the null hypothesis is rejected through the quantitative data results and positive effect of the training programme developed in this study is clearly identified on the listening achievement of the participants.

4.4. Results and Discussion for Research Question 3 and Hypothesis 3

The purpose of the Research Question 3 is to get a deeper understanding about the self-perceptions of the students related to their strategy use. This was an important question in order to shape the strategies included in the training programme. Thus, the claim of the students about their employment of the certain strategies were under scrutiny via the research question 3. The answers for this question were provided with the help of qualitative data collected through interviews and weekly dairies of the participants. The results with their themes, categories and codes are presented in Table 14 and Table 15:

Table 14

Metacognitive strategies that were claimed to be used by the participants

Theme: Metacognitive Strategies (claimed to be used)	Codes:
Category 1: Planning strategies	-being conscious about the purpose of listening -being ready for what is coming next -being aware of the requirements of the tasks -knowing which parts are more important -getting prepared for the listening topic -getting prepared for the unknown vocabulary and grammar parts
Category 2: Monitoring strategies	-monitoring is an essential skill for the candidate teachers -being aware of one's own performance helps get proficient in listening -monitoring own performance is used by proficient learners.

As it can be clearly seen in Table 14, participants claimed to use two metacognitive strategies effectively in this training programme. The first one is planning strategy and the second one is monitoring strategy, which most of them claimed to learn through the training programme. For the planning strategies, the ideas of the participants were as follows in the diaries and interviews:

> I feel relaxed and more successful when I get ready for the listening and when I know the purpose of listening beforehand. This helps me to plan my listening and I use planning strategy by looking up the dictionaries for the unknown words or by looking at the activities related to the listening text. (P.3) (Diary- Week 1)

This week [1st week], we talked about the planning strategies. However, I was using the planning strategy and I was aware of what I was doing for planning before taking this class. For me, it is good to know what is the next step in the listening and knowing the tasks and its requirements before starting listening. So, I use planning strategies and I believe I can answer the questions more accurately when I use planning strategies. (P.4)- (Interview- Week 1)

Especially for gap filling tasks in listening, I prefer to read the questions very carefully before starting listening. I try to recognize if there are any unknown vocabulary or different grammatical structures. I do not know if it helps me to get higher points but it is certain that I feel more relaxed. In this training, I had the opportunity to see that I miss some part in planning strategies and I have learned some important points thanks to this training." (P.1)- (Interview- Week 1).

In reading and listening, generally I like to learn about some cultural or scientific issues. Thus, topic of the listening text is very important for me. For example, this week [6th Week], we listened to the process of making chocolate, which was very interesting for me. Thus, knowing about the topic in general before listening makes me feel more prepared to listen. So, I try to read the questions and listen to the instruction very carefully before listening. (P.10) (Interview- Week 6).

The statements of the participants demonstrates that the participants have learnt planning strategy either during the training or before the training. They claim that they have used the planning strategy effectively with some reasons whilst the training sessions. Common point of the reasons for employing planning strategy for the participants depends upon feeling more relaxed about knowing what is coming next or being more successful in listening tasks. It is also important for the listeners to be accustomed to the vocabulary and grammar structures given in the listening texts. The participants believe that when they minimize the unclear points and unknown structures or vocabulary, they might get more successful listeners.

The second metacognitive strategy claimed by the learners was the monitoring strategy. Although for most of the participants it was a new strategy, learnt through the training programme, they proclaimed to utilize the strategy effectively. In that sense the statements of the participants about the effective use of monitoring strategy were as follows:

> I did not know the monitoring strategy and how to employ it before this training. However, after learning the details about the monitoring strategy, the most effectively used one for me was exactly the monitoring strategy. As a teacher I will need it for my students a lot but I did not think of using it for my own performance in listening. I believe to be able to use monitoring strategy is an essential skill for us (the candidate teachers) to be aware of our performances and to guess the problems that our students might face with in a listening text. (P. 8)- (Interview-Week 6).

> To be honest, I try to use all of the strategies but there are some difficult ones and some strategies that I could use effectively during the training sessions. The best example for me was monitoring strategies. I knew what monitoring strategy before and I was trying to use it. I said 'trying to use' because I needed a training to use the strategies for listening. Thus, with the help of this course, I have learned to use the monitoring strategy and I believe that I become a more successful listener. I can recognize my faults in a listening task and I try not to do the same again. This helps me to be more successful and proficient in listening. (P.9)- (Interview- Week 6).

> When I think about the whole training and my performance in the whole training, which is monitoring strategy for me, I can say that I am still using monitoring strategy effectively and most probably from now on I will use it a lot." (P. 4)- (Diary- Week 6).

Although it is very difficult to talk about metacognitive strategies, which are subconsciously or unconsciously employed by the listeners (Chamot, 1994); in strategy research, it is a good methodology to ask for the ideas and perceptions of the learners (Costa, 2001). Following these ideas in this study, planning and monitoring strategies seemed to be employed by the learners and in the research. Sioson (2011) has concluded that although

there might be some differences between the statements of the participants and the actual case, research on metacognitive strategy employment has been based on the assertions of the learners. The reason for labelling the theme in this section as 'the strategies claimed by the learners' depends upon the idea created by Sioson. Thus, scrutiny of the strategies that are actually in use and that are claimed to be used is another question of this research. The main rationale for using interview and diary results which shed light on the ideas and perceptions of the learners is maintaining the results in two categories as strategies claimed to be used and strategies in actual use in practice.

Given the reasons for employing planning strategies, there are a number of studies having investigated the statements and claims of the participants related to the strategy employment. Planning strategy is regarded as the starting point of strategy use and generally as a kind of organizing part of the listening activities (Goh, 2008). In the same vein, with the findings of previous research, the planning strategy is a good way to be aware of the important points in listening activities (Goh & Taib, 2006; Rubin, 1994). Hence, as suggested in this study, the participants have outlined planning strategy as one of the metacognitive strategies that they can use without having any obstacle. The justifications of the participants for the adaptation of planning strategy are highly supported in the previous research on metacognitive strategy employment (Wenden, 1998).

Being claimed as the second metacognitive strategy used effectively, monitoring strategy was also among the strategies that are learnt through the training in this study. When the statements of the participants were outlined by their reasons for using this strategy, Goh (2008) identified a similar frame with these results stating that:

> Monitoring: Checks the progress of own comprehension while listening and general efforts at developing own listening ability, checks understanding of message by drawing on appropriate sources of knowledge (e.g. context, factual, linguistic), checks the appropriateness and accuracy of one's understanding against old and new information, considers progress of listening development in light of what has been planned, assesses chances of achieving learning goals. (Goh, 2008: 198).

Compared with the ideas of Goh, it is possible to say that the learners are aware of what they are doing while employing monitoring strategies.

Another categorization to answer this research question is related to the cognitive strategies that are claimed to be employed effectively by the participants. In that sense, four main categories under this theme were drawn from the interviews and diaries of the participants. These categories included summarization, translation, note-taking and grouping strategies. Table 15 demonstrates the detailed codes and categories for the theme of cognitive strategies that are claimed to be used by the learners.

Table 15

Cognitive Strategies that were claimed to be used by the participants

Theme: Cognitive Strategies (claimed to be used)	Codes:
Category 1: Summarization	-easy to understand the text when use the summary -answering the questions easily when own words are used -converting the text with easier words -transition of the text to easier structures -simplifying the listening text -simplifying the questions
Category 2: Translation	-feeling better with own language -understanding better in Turkish -needing some extra explanation -creating better sentences in questions -need to feel relax in difficult texts
Category 3: Note-taking	-forgetting some parts in the listening text

	-texts are very long -missing some parts -easier to concrete on the listening text -need to feel that even the sound is over everything is in hand -need to control the knowledge
Category 4: Grouping	-categorizing the information -different types of questions -saving the related parts together -requirement of the follow-up questions

The participants claimed to be able to use summarization, translation, note-taking and grouping strategies effectively in listening process. In the first hand, the learners voiced some advantages and disadvantages of summarization strategy along with the rationales to employ the strategy stating these points:

> In listening courses, while listening to very difficult text, I summarize what I hear. Because, in some cases, it is not. Possible for me to remember some parts of the text which would be useful to answer the questions in the tasks. So, I write them with my own words to recall the information supplied in the listening text. (P. 6) (Diary- Week 6).

> Listening makes me irritated during the courses. Because you have only one or two opportunities to listen; however, this is not the case in real life. I have some ways to relax myself and to be sure that I understand everything I listen to. The best way to do that is using your own concepts and own words by summarizing what you hear. Of course, you cannot use summarization in every case like exams because it is pretty time-consuming for me. (P.2) (Interview- Week 5).

> This week [6th Week], we have covered all of the strategies. Before taking these courses, I was making use of summarization strategy anyway. It is good to comment

on the things that you hear. It is a way of making the things I listen easier and simpler. While answering the questions especially the when long answers are required summarization helps me to express my understanding better. (P. 5) (Diary- Week 6).

Outlining the disadvantage of summarization strategy as being time-consuming, the participants agreed upon the idea that this strategy is helpful in providing simplified information in the pursuit of having the correct answers for the tasks. Also, it is obviously understood from the statements of the participants that they feel relaxed when they see a summary of the listening text created by their own words.

The second strategy claimed to be used by the participants is translation strategy. Although translation or use of mother tongue is not supported by some of the linguists (Harbord, 1992; Willis, 1990), sometimes learners use their mother tongue as a strategy to overcome the challenges in specific skills regardless of their proficiency level. As an example of this, the participants in this study claimed to employ translation strategy regardless of any negative reactions from their instructors in listening. In that point, they stated the following ideas:

Translating some parts of the listening text or the tasks help me to understand the issue better. Sometimes, it gets very hard to understand the whole issue without taking some help from Turkish. I feel more relaxed but understanding the listening text and the questions are more important than feeling more relaxed for me. (P.8) (Interview- Week 5).

Our instructor is very strict about using English all the time in the classroom. However, I cannot stop translating some of the parts during listening courses. Then, with the help of this training I have learnt that it is a listening strategy in fact. I also believe that as EFL teacher candidates, we need to get used to speaking English all the time. But, as a student, if it helps me to reach the best result in my listening courses, I will always employ it as usual." (P.10) (Diary-Week 6).

Despite of some objections to use mother tongue, learners make use of their mother tongue as a strategy in listening. In fact, using this strategy may vary according to the purpose of the listening (Richards, 1983). If the purpose is to answer the questions correctly and to get higher points, there is no problem how much learners apply this strategy (Atkinson, 1987). However, if the purpose is to understand the whole listening text and making inferences from the text, it is not possible and logical such a strategy.

Another strategy stated by the participants is note-taking strategy. It is not surprising to see this strategy in the list as the participants take all of the courses in English in ELT department in this university and they need this strategy not only for listening courses but also for other lectures. Thus, the statements of the participants outweighing the lectures that they take in English as follows:

> Absolutely, I use note-taking and grouping strategies very effectively not only for this training or listening course but also for my other courses in this department. Note-taking is very useful in recalling the issues covered in the listening text and also it is a way of personalizing the information given in the listening text. (P.3) (Interview-Week 4).

> I and my friends use note-taking a lot, which I really hate. Because when I miss some parts, it is not possible to use the notes of other friends as the notes can be understood by the person who takes it only. However, I like to use my notes in listening courses, they provide a lot of information within a few words. (P.1) (Diary- Week 5).

> The only way to keep the information in hand after the listening text is over is note-taking. As stated in a Turkish proverb 'The palest ink is stronger than the sharpest memory'. After the sound recording finishes, we have no chance to listen to it to answer the questions. Thus, to get some help from the notes seems the best way to overcome this challenge of listening courses. (P.3) (Diary- Week 5)

As understood from the statements of the participants, note-taking is claimed to be an indispensable part of their listening performances. The advantage of note-taking is suggested as helping the listeners to recall the details in the listening text easily. However, as an obstacle for the learners, it is not possible to make use of other listeners' notes as they are difficult to understand from different perspectives.

The last cognitive strategy in this theme is grouping strategy. Mainly, the participants stated that they make use of grouping strategy when the tasks of the listening activity require it. Although it was claimed to be a newly introduced strategy through this training programme, the learners believe that they utilize the strategy effectively. Thus, they claimed:

> Some listening texts are very complicated for me. So, I need to organized the information presented in the listening text. Dividing similar ideas and information into similar categorization makes it more manageable and organized. That is why I use grouping strategy. (P.7) (Interview- Week 6)

> This week [6th Week], during the training, thanks to grouping strategy, I made groups of the steps in the video of chocolate and these groups helped me answer the questions related to the steps of the process. I believe I use the grouping strategy very effectively. (P.8) (Diary- Week 6)

> When I come across very long listening text, at least I make groups of the sequence of the events and I can answer the questions easily. (P.2) (Interview- Week 4).

As clearly seen in the statements of the participants, most of them claimed to use the grouping strategy effectively and uttered the reasons for using this strategy as being more organized for long and complicated listening texts.

Regarding the use of cognitive listening strategies, previous research demonstrates that use of cognitive strategies is affected by the learning style, type of the task and proficiency level according to Lui (2008). The learners are more conscious about their preferences in cognitive strategies; thus, it is much easier for them to talk about the reasons underlying their choice (Vandergrift, 2003). Though previous research does not indicate

what strategies were claimed to be used by the listeners, previous studies have sought an answer to what affects the preferences of the learners (Nisbet & Shucksmith, 2017; Paris & Winograd, 1990). The underlying factors in choosing the cognitive listening strategies seem to be proficiency level, nature of the listening text, style of learners, task requirements (Field, 2004; Sheerin, 1987), which was also supported by the participants of this study. In all of the cognitive strategies stated by the learners, the specific requirements of the tasks and nature of the listening texts are emphasized clearly.

Another important point about the cognitive strategy preferences of the learners is their background knowledge and the effect of their use of L1. According to Harbord (1992: 350-351), although there exist some acceptable points to use the mother tongue in ELT classes such as employing it 'a learner preferred strategy', 'humanistic approach' and 'an efficient use of time'. In the case of this study, the use of mother tongue for the purpose of translation strategy is a result of 'a learner-preferred strategy', which means that it is acceptable to employ mother tongue in order to cope with the challenges of certain tasks or skills.

The last point about the preferences of the cognitive listening strategies depends upon the feelings of the students. Considering listening as a challenging skill for the learners, it is essential to maintain the effects of feelings on listening performances and strategy preferences. Golchi (2012) summarizes the relationship between the anxiety and strategy use of the learners in listening stating that the use of strategy increases the self-confidence of listeners and thus the listening achievement. Furthermore, according to Lu and Liu (2011), it is important for the learners to manage their learning and to employ the appropriate strategy for the tasks in order to feel more confident about their performances. In the same vein, with the results of the present study and the previous literature, Sioson (2011) suggests that planning and monitoring are the strategies that are most effective in making the learners confident. According to Sioson, planning gives a chance to the students to manage their own learning and plan in accordance with their learning style. Additionally, monitoring strategy makes learners aware of their performances and supplies them with an opportunity to compensate for the missing parts.

In terms of Hypothesis 3 in this research, the hypothesis was mainly based on the study by O'Malley and Chamot (1990), in which the most favoured strategies by learners were grouped based on their study about the strategy preferences of the high school level students. The study was based on think-aloud protocol of the students about their favourite listening strategy straining. Although, the proficiency level and the profile of the learners were different in these two studies, the third hypothesis of the present study was built upon the ideas suggested by O'Malley and Chamot. Also, the results of the study demonstrated similarity with the research by O'Malley and Chamot.

As a conclusion, the participants in the study claimed to utilize planning and monitoring as metacognitive strategies. Additionally, summarization, translation, note-taking and grouping are the cognitive strategies that are thought to be employed by the learners according to the qualitative data collected through interviews and diaries. As it is possible to conclude differences between the statements of the participant and the real strategy employment, a further question for the study was required to shed light on the actual strategy use of the learners.

4.5. Results and Discussion for Research Question 4 and Hypothesis 4

It is essential to highlight that, in listening strategy research, the statements of the participants in think-aloud protocols or interviews mostly have been considered as the actual strategy employment. However, the idea of detecting any differences between the actual strategy use of the participants and their claims have led this research to have another research question. Thus, with the conclusions drawn from the research question 4, the actual strategy employment of the participants was aimed to be defined in the present study. For this purpose, another data collection tool, which was the video-recordings of the training sessions analysed by the 'stimulated recall technique'. According to the data gathered through the video recordings of the training session, three categories for the cognitive and metacognitive strategy that the participants are able to use were created. Table 16 demonstrates the codes, strategies as categories and the theme to answer the research question 4.

Table 16

Cognitive and Metacognitive Strategies Actually Used by the Participants in Training Sessions

Cognitive and Metacognitive strategies (actually in use)	Codes:
Category 1: Note-taking Strategy	-using own notes -written notes -notes to remind the text -taking notes while listening -arranging notes after listening
Category 2: Translation Strategy	- notes in L1 -translating the answers -translating the questions -translating the written notes
Category 3: Planning strategy	-need to see the tasks -plan their listening -preparing for unknown words -preparing for unknown structures

It is observed that the participants used three types of strategies. In the first hand, it was clearly seen that the participants used note-taking in every session even if the requirement of the activities was not related to using note-taking strategy. Also, in the observation notes, it was stated that:

> This week [1st Week], although the topic was a metacognitive strategy and the focus was on planning strategy, in the activity part, the students all took notes and some of the students used some extra paper to take notes. At the end of the session, it is observed that the students had some notes which were not related with the activities. (Video recording notes- Week 1).

The most interesting part of the session for today was the question of the students at the end. He asked that he took a lot of notes but made use of only a small part so he wondered if this was a good thing or bad thing for listening. (Video recording notes- Week 3).

Not only for this week but since the beginning of this training, at the end of the theory sessions, some students seemed to arrange and shorten their notes of the week. Thus, not only for listening activities but also for the lectures students took notes while listening to the instructor. (Video recording notes- Week 4).

While answering the questions, some of the students were using the notes they took while listening and they made use of the notes to recall the listening text. (Video recording notes- Week 5).

The topic for this week was note-taking strategy. In the activity part, the instructor did not show any questions but asked the students just to listen and take notes and then he showed the open-ended questions related to the listening text. Most of the students answered all of the questions correctly and they were good at understanding the text as they seemed to have a lot of notes. (Video recording notes- Week 6).

As understood from the notes about the video recordings, the participants utilized note-taking strategy very effectively. They did not use the note-taking strategy just for the listening activities but for the presentations for the lecture parts. Furthermore, they used their notes in order to recall the details in the listening text or the lecture, which was also emphasised by Di Vesta and Gray (1972). Thus, the methods that emphasize note taking, instant chance for analysis, and test activities are beneficial for remembering key ideas learned during a presentation listening. Also, according to their study, when the length of the listening text is increased, probably the use of note-taking strategy will increase, too. Anyway, in previous research about note-taking strategies in listening, the effectiveness of note-taking has been outlined and it is seen as one of the most favoured strategies that the listeners employ (Carrell, Dunkel & Mollaun, 2004). As an addition and clarification for the results of this study about note-taking strategy, Van Matre (1975) concluded that in any case,

when combined with the analysis of notes, note taking seems to be a useful method for influencing eventual recall; note taking is indeed of major importance. Therefore, associating the previous research with the result of one of the listening strategies to be employed by the participants of the presents study shows the ways and rationales in the process of employment of note-taking strategy.

The next strategy suggested in the data of video recordings as employed by the listeners is translation strategy. Since the beginning of grammar translation method in language teaching, it has been a question under scrutiny whether to include the mother tongue in language classes or not (Hall & Cook, 2014). In fact, starting from the beginning of the training, the students were highly enthusiastic to use their mother tongue, which is Turkish. This case may stem from the fact that the student were first year students although they are advanced level students. The most remarkable point about use of mother tongue is the feelings of the learners. In most of the cases, because students claimed that they feel more relaxed and natural, they preferred to use Turkish during the interviews and for the diaries. Regarding all these issues, the video recording notes suggested that:

> Although it is really time consuming for the students, the students make use of translation a lot. Because they are advanced level of students, they do not tend to translate everything but they have the tendency to translate the questions and unknown words. (Video recording notes- Week 2).

> Another important issue about this week was that the students seemed to feel relaxed when the instructor switched to Turkish for just ten seconds in the pre-listening part of the listening session to explain a word. (Video recording notes- Week 3).

> Anyway, it has been observed since the beginning of the training that all of the students need translation strategy. But, some of the students have timing problem because of translation and too much dependence on the Turkish dictionaries." (Video recording notes- Week 5).

> This week [week 6] the topic was centred on translation strategies and in the practice part, the students seemed to feel more confident about their answers and they seemed to understand the issue better." (Video recording notes- Week 6)

As the significance of the translation strategy in listening can be understood in the notes for video recordings, it is highly important for the participants to see the equivalent terms in their mother tongue for a better justification. Although there are limited number of studies addressing translation strategy directly in listening skill, the importance of translation and mother tongue for the feelings and motivations of the learners was covered in especially earlier linguistic studies (Atkinson, 1987; Duff, 1989; Prodromou, 2000). In the previous research, use of translation in ELT classes has been argued whether it should be allowed or not. In that point, although some researchers (e.g. Atkinson, 1987; Duff, 1989) claimed that translation strategy is not a good one to teach any skill effectively, Brooks-Lewis (2009) conducted a classroom research on use of translation and came up with the conclusion that use of translation and L1 in ELT classes enhances learning, decreases anxiety, reduces the disadvantage of cultural-bias and helps learners to be more confident, which suggested similar results with the present study. Similarly, Schweers (1999) demonstrated how significant to use L1 in some cases, where students feel biased with the language to care for the emotions of language learners and to overcome the cultural-bias of a specific language. Hence, it is can be clearly understood that use of translation and L1 in language classes helps learners feel less anxiety and more confidence. Therefore, even though there have been critical arguments about using L1 in language classes, the main point in translation strategy is not exactly using L1 in listening. It should be kept in mid, the main issue in using translation strategy is not always about writing or speaking in L1 but thinking in L1. Unquestionably, the process of thinking in L1 needs more detailed research, but as a result of this study, it can be said that the translation strategy is one of the strategies that the advanced level participants use in this research.

The last strategy most commonly observed through the present study is planning strategy. Although describing the use of metacognitive strategies has been a more challenging issue, the cues and the actions of the students during the training sessions cause to reach this conclusion. In the video recording notes, it was clearly stated that:

The topic of the week was note-taking strategy and the instructor did not show anything related to the task and wanted the students just to take notes what they heard. However, the students kept asking if they have any opportunity to see the questions in the listening task beforehand. (Video recording notes- Week 6).

The instructor was about to start the listening recording and the students asked for extra time to read the questions in the handout. (Video recording notes- Week 2).

While reading the questions before listening to the text, some of the students were observed to look up the dictionaries. Most probably, there are some unknown words in the activities and these students were searching for it. (Video recording notes- Week 4).

While the instructor was talking about the next listening text, one of the students interrupted and talked about the topic as he understood the topic from the questions in the activity part. (Video recording notes- Week 4).

Obviously, the participants used dictionaries, asked some questions and requested some extra time for the preparation phase, which can be used as cues to reach the conclusion that the participants actually employed planning strategies during the training. Supporting the idea in this study, Brown (2004) concluded that although listening process is an invisible process, which starts in the ears and ends in brain; students may have some indications of this process such as their questions, their activities or their reactions. Thus, in the present study, all of the cues suggested by Brown was used to get an idea about the strategies that were actually used by the participants during the training sessions. Another important idea about use of planning strategies was suggested by Golchi (2012) who concluded that use of some strategies in listening such as planning strategy helps learners internalize the process and lower anxiety. Associating this idea with the results of this study, it is possible to say that in order to feel relaxed and confident about the listening process, learners make use of some strategies more frequently than the others.

As a conclusion, the research question 4 has sought to find an answer for the strategies that are actually in use by the advanced level ELT department students. The study suggested that there are three most commonly used strategies observed throughout the study. Although, in the previous studies, listening is considered as a challenging process to be observed, the actions, behaviours, questions and even the mimics of the participants were used to reach a result about the listening strategies that are actually used by the learners. The results suggested categories of note-taking, translation and planning strategies. This does not mean that the learners do not employ any other methods. However, most of the students agree upon these three strategies most of the times as far as observed. The reasons for employing these strategies might be about the emotions and motivation of the learners, which seems as an important issue in listening.

4.6. Overview of the Results

The data gathered through diaries, interviews and video recordings have suggested some other results related to the effects of the training programme and effectiveness of the training programme. Firstly, the effects of the strategy training programme were listed as contribution to listening proficiency level, experiencing a different listening course, teaching listening strategies, preparing for teaching listening, and some other effects. Table 17 demonstrates detailed list of categories and codes for the theme of “effects of strategy training programme”:

Table 17

Effects of Strategy Training Programme

Effects of Strategy Training Programme	Codes:
Category 1: contribution to listening proficiency level	-better listener -becoming more proficient -understanding the listening text better
Category 2: experiencing different listening atmosphere	-different listening experience -different listening text -different question types -creative organisation
Category 3: teaching listening strategies	-combination of theory and practice -being aware of the strategies -getting deeper in the strategies -difference between cognitive and metacognitive strategies -knowledge about metacognition -organising your own learning -responsibility for own performance -use of various strategies -different strategies for different tasks -difference between cognitive and metacognitive strategies
Category 4: preparing for teaching listening	-sample listening course for future -awareness of strategies -awareness of the difficulties that students may face with -theory knowledge -effective teacher example

Category 5: Others	-contribution to each language skill -awareness of each skill is connected -efficient programme for listening -different style of teaching

As it can be seen in the Table 17 clearly, the first effect of the strategy training sessions in this study is related to the listening proficiency of the participants. Most of the participants argued the contribution of the programme to their listening proficiency and they uttered this:

> The first and very beneficial part of the training for me was to have opportunity to listen to different texts, which helped me develop my listening skill. (P.3)-(Interview-Week 5).

> The best thing about this week [3rd week] for me was that I realized that how beneficial the listening activities for me and at least we had the chance to listen to something every week. It started to help my listening grades become better. So, I am happy to be a part of this. (P.8)- (Interview- Week 3).

> At the beginning of the training, there were some questions in my mind. If I spare some time and energy, I should get something from this training. And this week (week 6), I can see that the training was useful to make me a better listener at least. (P. 10)- (Diary- Week 6).

Additionally, most of the students claimed that this was an opportunity for them to be included in a different listening atmosphere and they have learnt a lot about listening strategies throughout the programme:

> In a standard listening course, it is not possible to see such different materials, different types of tasks and listening texts. This was a good programme and

especially this week [4th Week], was very effective in terms of including very different contents. (P.3)- (Diary- Week4)

I think learning about the listening strategies was invaluable part of this sessions. I have learnt the difference between cognitive and metacognitive strategies and I realized that although I made use of some strategies, I was not conscious enough about using the strategies and I am more aware of the types of listening strategies now. (P.2)- (Interview- Week 6).

I need to say that knowing about listening strategies makes a difference in your perception as a student towards listening courses. I am happy to learn the strategies and learn to take the responsibility of my own listening via metacognitive strategies thanks to this training. (P.5)- (Interview- Week 5).

Another result suggested by the participants as an effect of the strategy training programme was about its impact on preparation for teaching listening for the candidate teachers. According to the participants, this programme not only thought them how to employ listening strategies but also how to teach listening by using these strategies.

I feel really lucky to take part in such a programme as I have learnt how to tech listening in my real teaching experiences. (P.2)- (Interview- Week 3).

I have always been questioning how to teach specific skills. I know that it is too early for the first graders to worry about teaching but I have always believed that listening and speaking cannot be taught but within this programme I learnt that there are some strategies that we can teach to our students and help them with their listening performances. (P.7) (Diary- Week 6).

Thus, as answer to research question 2, it is seen that the listening strategy training programme applied in this study was effective in terms of the listening achievement of the participants. The statements of the participants in their diaries and interviews shed light on the question of on which aspects the programme was effective. As well as its benefit on listening proficiency, the participants stated that the programme was effective in terms of

teaching new listening strategies, giving a chance to experience different learning atmospheres and preparing candidate teachers to teach listening. Sharing the same perspective with this point of the present study, Nunan (2017) concluded that the students who had participated the strategy training programme outperformed the participants who had not in terms of "motivation, knowledge and perceived utility" (p.137). Thus, the similar results were suggested in the present study as the participants found the training programme very interesting in terms of teaching atmosphere and very effective in terms of teaching new strategies. Similarly, Zhang (2012) suggested that explicit strategy instruction in listening creates an effect of motivation of the learners, which leads to higher listening proficiency level. The effects of different listening strategy training programmes were investigated in a number of studies in the past and training sessions were found effective in terms of motivation and higher listening proficiency (Chen, 2010; Graham & Macaro, 2008; Vandergrift, 2011) stating similar results for the programme instructed in this study.

Furthermore, the data collected through interviews and diaries suggested some advantages and drawbacks of the programmes with some suggestions for the improvement of the programme. According to the participants, the listening strategy training programme was efficient enough to contribute to the listening proficiency level and theoretical knowledge. However, the programme should continue all through the term and an online platform should be created to reach all the training materials anytime. Table 18 suggests the details about these ideas:

Table 18

Effectiveness of the Listening Strategy Training Programme

Theme: Effectiveness	Codes:
Category 1: Advantages of the programme	-efficient -contribution to proficiency level -different listening experience -theory knowledge -preparation for profession
Category 2: Drawbacks of the programme	-time limit -limited access to listening texts
Category 3: Suggestions for Improvement	-more emphasis on listening part -access to materials after the course

Thus, evaluating the effectiveness of listening strategy training programme, the programme should be dealt for a longer process and during the training sessions, an online platform should be offered to the learners in order to access the presentation and listening materials which cannot be found online.

As a conclusion, the strategy training programme was a good opportunity for the participants to improve their listening proficiency level along with their motivation not only to learn listening but also to teach it as candidate teachers.

4.7. Summary

The results of both qualitative and quantitative data were presented in this chapter. The chapter was organised on the basis of research questions and hypothesis. Also, the discussion and some suggested results by the previous research on the issue was covered in this part. The first research question was about which strategies were taught as a new strategy to the learners throughout the programme and results from qualitative data suggested four new strategies that the participants learnt with the help of this programme: monitoring

strategy, evaluation and problem identification strategy, inferencing strategy, grouping strategy. The second question was about the effect of the programme on listening achievement of the participants. The answer to this question was supplied by the quantitative data, which was gathered through the comparison of pre-test and post-test results of the participants. The comparison of the listening test results through the programme called Statistical Package for Social Sciences (SPSS) demonstrated that there is a significant difference between the results of pre-test and post-test points of the participants. The third question was about the cognitive and metacognitive listening strategies claimed to be used mostly by the participants. The participants claimed to use two metacognitive strategies effectively in this training programme. The first one was planning strategy and the second one was monitoring strategy. Additionally, the cognitive strategies claimed to be used by the participants were summarization, translation, note-taking and grouping strategies. The last research question in this study aimed to find the differences between the real actions of the students and the self-perceptions of them in terms of strategy employment in listening skill. Within this purpose, the last research question was about the strategies that were actually employed by the participants effectively. The results suggested that note-taking, translation and planning strategies were the strategies that were actually utilized by the participants effectively throughout the training sessions. The results also suggested some advantages and drawbacks of the programme. The training programme was perceived as effective in terms of listening achievement of the participants and their motivation for learning and teaching listening strategies as candidate teachers. However, the results suggested that the programme needs an online platform to offer the students with all the materials included in the theory and the listening practice part of the training sessions.

CHAPTER 5
CONCLUSIONS AND IMPLICATIONS

5.1. Introduction

This chapter provides a summary of the aims and the methodology of the present study. Conclusions drawn from the results and discussions presented in chapter four will be presented in detail based on the research questions separately. Lastly, the implications of the study from a methodological perspective and from pedagogical perspectives will be presented at the end of the chapter.

5.2. Summary of The Study

5.2.1. Aim of the Study

The primary purpose of the study was to develop a cognitive and metacognitive listening strategy training programme for advanced level English learners. Centralizing around this primary purpose, the study was conducted by taking the following research questions as the basis of the research:

RQ: Does the listening strategy training programme have an impact on the use of cognitive and metacognitive listening strategies of advanced learners of English?

In order to shed light on the issue with a deeper understanding, the following sub research questions are set to be answered through this study:

RQ1: Which listening strategies are developed by learners after the implementation of listening strategy training?

RQ2: Does listening strategy training have an impact on the listening achievement of learners?

RQ3: What are the most common cognitive and metacognitive listening strategies which are claimed to be employed by ELT department students?

RQ4: What are the most common cognitive and metacognitive listening strategies which are actually used by ELT department students?

Additionally, the hypothesis related to the research questions were shaped as follows:

$H_{RQ\text{-}a}$: Listening strategy training programme will have a positive impact on the use of cognitive and metacognitive listening strategies of advanced learners of English.

$H_{RQ\text{-}0}$: The listening strategy training programme will not have a positive impact on the use of cognitive and metacognitive listening strategies of advanced learners of English.

$H_{RQ1\text{-}a}$: Learners will be able to utilize cognitive and metacognitive listening strategies after the implementation of the listening strategy training programme.

$H_{RQ1\text{-}0}$: Learners will not be able to utilize cognitive and metacognitive listening strategies after the implementation of the listening strategy training programme.

$H_{RQ2\text{-}a}$: There will be a significant difference between the listening achievement of the participants before and after the implementation of the listening strategy training programme.

$H_{RQ2\text{-}0}$: There will not be any significant difference between the listening achievement of the participants before and after the implementation of the listening strategy training programme.

$H_{RQ3\text{-}a}$: Planning and note-taking are among the most common strategies that the learners claim to employ in listening classes.

$H_{RQ3\text{-}0}$: Planning and note-taking are not among the most common strategies that the learners claim to employ in listening classes.

$H_{RQ4\text{-}a}$: Note-taking and translation are among the most common strategies that the learners actually employ in listening classes.

$H_{RQ4\text{-}0}$: Note-taking and translation are not among the most common strategies that the learners actually employ in listening classes.

5.2.2. Summary of the Methodology

This study was conducted as a mixed study designed based upon grounded theory. At the beginning of the main study, before starting the implementation of the cognitive and metacognitive training programme, a listening test as a pre-test was employed. Six-week training sessions for cognitive and metacognitive strategies were conducted with ten ELT department students, who were assumed to be advanced level learners of English. During these training sessions, diaries, interviews, and video recordings of each session helped to see the effects of the programme clearly. At the end of training sessions, the same listening test with the pre-test was implemented in order to see the effects of the programme on the listening achievement of the participants.

5.2.3. Summary of Results

Before drawing the conclusions from the results of the study, it is important to remember the results of the study, which will help to understand the conclusions better. Conclusions drawn from the study have the insight to develop the cognitive and metacognitive listening strategy training programme.

The answer to the first research question was from the qualitative data, which was gathered through weekly diaries, semi-structured interview sessions and notes from the video recordings. The results showed that the new strategies, which were started to be used by the participants after each training session, were monitoring strategy, evaluation and problem identification strategy, inferencing strategy, grouping strategy. Although the alternative hypothesis and the null hypothesis were given more broadly at the beginning of the study, the alternative hypothesis was supported by these results. The participants managed to develop some of the cognitive and metacognitive strategies after the implementation of the training programme. It should be remembered that the participants also stated that they had already known some of the strategies before attending the training programme.

In order to answer the second research question, before starting the training sessions, a listening test, which was regarded as the pre-test, was implemented. Also, at the end of the programme, the same listening test was implemented as the post-test of the present study. The difference between the mean scores of the participants for these two tests showed the effect of the programme on the listening achievement of the participants. In order to analyze the quantitative data, SPSS 21.0 was used, and the Wilcoxon Signed-Rank test was run to see if the difference between the mean scores showed a meaningful diversity. It is demonstrated through the results that the mean score difference meant that the programme was effective in terms of listening achievement of the participants, and thus the alternative hypothesis for the second research question was supported. However, in this point, it is important to consider one of the limitations of the present study. As the study was conducted with one group, which means that there is not a control group, the significant difference between pre-test and post-test cannot be explained just as the impact of the training programme. There might be a learning impact of the courses that students went through during the study. However, as there is not a control group, it is not possible to label the change as the learning impact of the courses that the students were taking at the time of the study.

The third research question was about the claims of the participants as there might be some difference between the statements of participants about strategy employment and the real case. Therefore, quantitative data gathered through weekly diaries and interviews of the participants were utilized to answer this question. The results indicated that the participants claim to use planning strategies and monitoring strategies as metacognitive strategies and summarization, translation, note-taking and grouping strategies as cognitive strategies. Based on the previous studies, in alternative hypothesis for this research question was structured as planning and note-taking strategies to be claimed in use by the participants. The alternative hypothesis was partly supported as there were more strategies stated by the learners. However, it is not possible to say that the null hypothesis was acceptable for this research question.

The fourth and the last research question was sought to find an answer to the actual metacognitive and cognitive strategy employment of the participants. The results were constructed with the help of notes gathered through the video recordings of the training

sessions. Planning, translation and note-taking strategies found to be used by the participants throughout the training, and it seems that although there were some extra strategies in the participants' statements, the strategies they actually use overlapped some parts of their statements. Note-taking and translation strategies were hypothesized as the strategies that are used by the participants, and there was one more strategy (planning strategy) which was regarded as an extra, and it seems that the alternative hypothesis for the fourth research question is acceptable in that point.

Regarding the results, there were also some points that attract the attention related to the training programme. It is possible to conclude the effectiveness and effects of the training programme from the qualitative data gathered through diaries and interviews. Thus, there are some parts regarded as the drawbacks of the programme such as time limit and limited access to the training materials. Also, the advantages of the programme were outlined by the participants as being efficient, having a contribution to proficiency level, giving opportunity for different listening experiences and theoretical knowledge. Furthermore, as a suggestion for the improvement of the training programme, an online platform to share all the materials covered during the sessions were recommended by the participants.

5.3. Conclusions

The results of the present study constitute the rationale for the use of a strategy training programme, developed through the present study, for Turkish young adults to be used by EFL university students. Considering the benefits of the existing programme to listening strategy development of the learners and their listening achievement, the strategy training programme in this study is to be encouraged to be used for advanced level of university students.

Contemplating the results within this perspective, the conclusions drawn from the study will be presented in the borders of each research question in this part.

5.3.1. Conclusions from Research Question 1

It can be concluded that the cognitive and metacognitive training programme has an impact on the use of cognitive and metacognitive strategy employment of the advanced level of Turkish university students. The programme caused the participants to employ some cognitive and metacognitive strategies effectively, which demonstrates the impact of the programme clearly. The data apparently reveals that the participants mastered some of the strategies, specifically stating that they had already known the strategies that they did not state as a new strategy learnt through the programme. Although the expectation was to find out more general results at the beginning of the study, the learners have specified the new strategies for them as monitoring strategy, evaluation and problem identification strategy, inferencing strategy, grouping strategy. Therefore, the programme is effective in teaching the strategies motioned here specifically rather than being categorized as cognitive and metacognitive strategies.

Thus, the programme was effective in terms of teaching new cognitive and metacognitive strategies to the advanced level of ELT department students.

5.3.2.Conclusions from Research Question 2

Another noteworthy effect of the training programme was related to the listening achievement of the participants. It is statistically shown in the present study that the programme has a positive effect on the listening achievement of the advanced level of learners, and the participants outperformed their own performances in the pre-test implemented before starting the training session through the post-test implemented at the end of the training programme. Thus, it is possible to conclude that the strategy training programme developed for this study was effective to promote the listening performances of the learners.

5.3.3. Conclusions from Research Question 3

In strategy employment, for a learner, it is important to be aware of the strategies that they make use of. However, sometimes, there might be some differences in the statements

of the learners about their performance and actual case. Therefore, to have a more profound idea about this issue and to see the effect of the strategy training programme on the self-perception of the participants, the present study has sought an answer to the differences between self-perception and actual case about the listening strategy employment of the learners throughout the implication of the training programme. Hence, it can be concluded that advanced level university students perceive themselves as using planning strategies and monitoring strategies in the category of metacognitive strategies. The participants also believe that they are good users of summarization, translation, note-taking and grouping strategies more effectively in the group of cognitive strategies than the other strategies that were covered in the programme. Although the claim of the students may show a different direction in terms of listening strategy employment, when the actual case was compared, it could be concluded that the programme also affected their self-perception and awareness in terms of strategic performance in listening.

5.3.4. Conclusions from Research Question 4

The qualitative data drawn from the present study have shed light on the issue of actual strategy employment of the participants during the training sessions. Although the participants have stated which kinds of strategies they effectively employ during listening, it was important to understand which strategies are effectively used by the participants to see the actual effects of the programme on teaching new listening strategies. Therefore, as the actual strategy employment of the participants differs from their self-perceptions about listening strategy use, it is possible to conclude that the training sessions are more effective in teaching some specific strategies such as planning, translation and note-taking strategies, showing the effectiveness of the programme in teaching both cognitive and metacognitive strategy types.

Hence, as a combination of the self-perception of the advanced level of Turkish university students about listening strategy use and the actual case, there are minimal differences between the strategies listed. Despite these minimal points, in both cases, it is possible to conclude that the strategy training programme is effective in making the learners aware of the listening strategies they employ, and this effect of the training sessions can be listed as an advantage of the programme developed through the present study.

5.3.5. General Points about Conclusion

In the pilot study of the data collection procedure, it is planned to detect the drawbacks of the training programme and strengthen these parts in the main study in order to see the effects of the programme clearly. However, in the main study, there are still some points suggested by the participants to have a more sophisticated programme. In that sense, although the study was found efficient and it was regarded as a good opportunity to learn new listening strategies and teaching environments, the learners suggested having more time for the training, such as adding one or two extra weeks and an online platform to share all the materials covered during the training sessions. Therefore, the suggestions for further research or programme development can be concluded from the qualitative data of the present study.

Considering the results of the study, it is essential to frame the terms 'cognitive' and 'metacognitive' strategies. The results suggest cognitive strategies are far more closely tied to a learning process and include manipulating or transforming the learning contents explicitly, which outlines the similar description with O'Malley and Chamot (1990). The cognitive strategies used by the learners and claimed to be used by the learners and the descriptions of the learners about their way to employ these strategies basically reveals that learners are more conscious about how to employ, where to employ and when to employ these strategies showing a direct relation between cognition and conditional, procedural and declarative knowledge (Pintrinch, 2002). The frame of metacognitive strategies in this study matches up with the definition of Goh (1998), who states thinking about how information is digested and retained, as well as taking necessary actions to govern and control certain thought processes, are examples of metacognitive strategies. In that sense, this study demonstrates that cognitive strategies require awareness and a complicated mental process. In order to shape this mental process, the learners need to be more aware of what is going on in their learning process.

Another critical conclusion from the present study is the fact that the LSTP has led to promotion in learning some new strategies for advanced learners of English. As stated by Ellis (2002), explicit strategy instruction is an important way to teach the strategies and to promote the awareness of language learners about their actual strategy employment. Thus,

it is important to emphasize the conclusion that the programme has been found to be effective in promoting listening strategies both from cognitive and metacognitive categorization. It is demonstrated in the study that monitoring strategy, evaluation and problem identification strategies which are placed in the metacognitive strategy category; inferencing and grouping strategies which are found in the cognitive strategy group, are the strategies that were developed after the implementation of LSTP.

One of the purposes of LSTP is to raise listening strategy employment awareness of advanced learners in language teaching. Explicit strategy instruction in listening has been regarded as one of the best ways to promote the awareness of the learners in terms of strategy use (Cross, 2009). Supporting this idea, LSTP has a significant effect considering the awareness of advanced language learners. LSTP also has filled a gap in previous studies by demonstrating the effectiveness of explicit strategy instruction in listening skills for advanced learners rather than lower-level learners of English (Carrier, 2003). Therefore, although the results of the study about raising awareness of the learners in listening strategy employment are in the same vein as the previous studies, which supported the idea that explicit instruction is effective in raising the awareness of the learners, it sheds light on the question of advanced learners in this respect.

Within the purpose of raising the awareness of the learners about their strategy employment, one of the effects of the programme is to lead learners to be more autonomous and raise the awareness about self-directed learning in listening. As suggested by O'Malley & Chamot (1990), explicit strategy training is not only effective in raising awareness about strategies, but it is also effective in leading students to take responsibility for their own learning, which is labelled as autonomous learning. In that sense, the explicit strategy instruction provided by LSTP all through the study has led to self-evaluation and problem identification, which is one of the target metacognitive strategies in listening skills. Thus, the present study has an important contribution to the literature regarding its effect on showing the difference between the self-perception of the learners and the actual strategy employment performances (Woodrow, 2006). As one of the conclusions of the present study, it should be highlighted that there is a gap between the actual strategy use and the self-perception of students in listening, which brings a new perspective for the upcoming studies.

The last general point about the conclusions drawn from the study is about the effect of the programme on advanced learners of English. Research on listening strategy employment in listening has been centralized on younger and lower-level learners of English in general (Carrier, 2003; Chen, 2010). Although this study was an important attempt to fill in the gap of advanced and adult learner profile in listening strategy instruction research, LSTP has some question marks for the young and lower-level English learners. Thus, it is vital to remember that all the effects of the LSTP are prevailing for advanced level learners of English.

5.4. Implications

The present study aimed to develop a cognitive and metacognitive strategy training programme for advanced learners of English in the Turkish context. The investigations for the purpose of developing the most effective training programme within the borders of the hypothesis were investigated in the context of the classroom with the target sample. Although the investigations were attempted to be examined as generalizable as possible all through the study, it may not be possible to say that the results of the study and the training programme developed in the study are applicable in all the conditions with various participants. However, the results of the present study suggest some significant implications both methodologically and pedagogically regarding listening instruction.

Although it is impossible to claim the training programme is as effective as in this study in other conditions or with other participants, it should be kept in mind that the programme was developed in the light of the results of the presents study. The training programme demonstrates the effectiveness of strategy instruction in listening. In this respect, the implications of the study will be discussed in two main parts, which are methodological implications and pedagogical implications.

5.4.1. Methodological Implications

Oxford (1995) points out the significance of instruction in teaching strategies in listening. Sharing similar points with Oxford, Wu (2005) states that the listening strategies are teachable regardless of being cognitive or metacognitive; however, the important point

in teaching the strategies has long term training sessions. Regardless of their proficiency levels, it is not possible to train the students through just one or two training sessions. Additionally, Ponton et al. (2005) regard the long process of strategy training to make the learners more autonomous and more focused on their own needs and characteristics in the process of language learning. Similarly, Vandergrift (1997) highlighted the idea that training sessions in teaching listening strategies are of utmost importance. However, according to Vandergrift, the design of these instructions are the key point in the way of searching for the best implications for listening. Within the perspective concluded from these related research, the present study aimed to get more permanent results by developing a long-lasting training programme.

Design of the training programme with the purpose of making the learners aware of the strategies in first hand is suggested as the basis of the teaching process of the listening strategies (Ellis, Johnson & Harley, 2012). In the presents study, the programme is started with the metacognitive strategies, and after raising the awareness of the learners about strategy employment for the first three weeks, then the rest of the programme is devoted to the cognitive strategies which they are supposed to be used consciously. By starting the training with the metacognitive strategies, the learners are expected to gain autonomy for the listening strategy use and figure out the training related to cognitive strategies without any problem (Dörnyei, 1995).

The last point about the results suggested in this study with regard to methodological implications is related to the curriculum development issue. Although some different variations of curriculum development have been suggested by various previous studies, strategy training is a distinctive issue (Lancaster, 2015; Nunan, 1991), and strategy training development has its own ways within the combination of both psychology and language acquisition. Therefore, engaging the different models in the study while developing the training programme seems the best way to understand how, when and why learners react to some specific points of the programme.

5.4.2. Pedagogical Implications

Since the rise of communicative approaches, strategy training in listening has been under scrutiny by considering listening as a significant skill to be developed in language teaching (Howatt & Dakin, 1993; Mendelsohn, 1994; Sarıçoban, 1999). In the first hand, even though the requirements of the courses and the language exams assessing proficiency in the Turkish educational system and the university entrance exam for ELT department students depend merely on reading comprehension, grammar or vocabulary knowledge. This idea leads the ELT department students to think listening to a much more sophisticated skill to be learnt at university. However, the curriculum at the universities considers these students as the advanced level of students in English without any discrimination between the skills. Therefore, seeing all these factors as an effective basis of the present study, the listening strategy training programme was developed throughout this dissertation in order to fill the gap related to the perceptions of ELT department students in terms of listening skills. The main purpose of the programme was to raise the awareness of the participants about cognitive and metacognitive strategy employment, which is supported by many previous studies in the field (Cross, 2009; Ngo, 2019; Zhang & Goh, 2006). Thus, as a result of the study, it is not only obviously observed that the learners had more consciousness about their preferences of the strategies, but also the participants clearly stated their improvement in terms of awareness.

One other pedagogical implication of the present study is related to the new strategies that are learnt through the training programme. Although it is a well-known fact that the learners are making use of some of the strategies before such training (Vandergrift, 2004), for most of them, it is of utmost importance to have some instruction about some other strategies that they have not used previously or been unaware (Carrier, 2003). This study outlined some cognitive and metacognitive strategies that were effectively learnt through the programme by the participants. Thus, it is important to reach the conclusion that although the advanced level of students make use of some particular cognitive or metacognitive strategies, explicit training with a certain programme is an important tool to learn some new cognitive and metacognitive listening strategies. The meaning of learning new strategies is not only knowing their names, but also the underlying meaning of learning new strategies is related to knowing where and how to use the strategies. Within this perspective, it is essential

to understand the relation of strategy training with three knowledge types which are declarative knowledge, procedural knowledge and conditional knowledge (Fayol,1994). Declarative knowledge refers to instruction of what the strategy is; procedural knowledge is about how to use the strategy, and conditional knowledge includes the most appropriate time to use the strategy. Although these knowledge types are applicable for reading or writing strategies in the previous literature (Duffy, 1993; Wilson, Grisham & Smetana, 2009), the results of this study demonstrate that these three types of knowledge are also applicable in listening strategy instruction. Supporting the ideas of Siegel (2013), as a variation of explicit strategy training in listening, the programme developed through the present study demonstrates and teaches the participants where and how to employ the strategies.

In addition to raising awareness and including some new strategies for learners, this programme is a good opportunity for the students of the ELT department, who will be supposed to teach different language skills, to prepare for their future career by constituting an alternative model of teaching listening. Supporting the idea to have some role models and demos for teaching for candidate teachers before taking the stage in the real-life environment (Freeman, 1989; Harris & Sass, 2011), this training programme might be regarded as an advantage for candidate teachers to experience and observe a different style of listening courses.

Furthermore, the listening materials and presentations used in the theory part of the instruction demonstrated that material choice in listening comprises a very paramount component of explicit listening strategy training. Listening skill focuses on mainly the auditory intelligence of the learners (Gardner, 1991); however, it might be amiss to categorize and consider all the students as skilful in terms of auditory intelligence. Therefore, supporting the research findings by Woottipong (2014), the materials all through the training were attempted to be diversified, and more visuals and videos were found to be required to promote the learning environment (Chung, 2009; Gruba, 2018; Lee & Wallace, 2017; Wang, 2015). As suggested by Cross (2018), videos and visuals in listening classes may display a variety of contexts in terms of language use which enrich the lesson content. Thus, the programme designed on the basis of the materials, which includes videos and visuals rather than just the audios for the listening practice parts.

The last point that should be noted is the fact that just like the strategy training programmes of the previous studies, the programme developed in this study prompted the proficiency level of learners in listening skills and the training session had a positive effect on the listening achievement of the learners (Bao & Guan, 2019; Carretti, Caldarola, Tencati & Cornoldi, 2013). The main point in the previous studies is generally the effect of strategy training on the listening achievement of the learners (Shawer, 2016). Also, some studies (e.g. Graham & Macaro, 2008; Murray, 2010; Vandergrift & Tafaghodtari, 2010) categorized the strategy employment of the learners as the strategies employed by successful learners and the strategies used by less successful learners. Although the present study did not aim to have such a categorization, the purpose of comparison of pre-test and post-test results are related to the effectiveness of the programme developed throughout the research on listening achievement of the advanced learners. Therefore, in the same vein with the related literature, this study also maintained the effectiveness of strategy training on the listening achievement of the learners.

5.5. Suggestions for Further Research

As presented in the literature review, listening has been considered as a very important core skill in ELT settings acknowledged as the starting point of communication, which is the underlying factor of the language learning activities (Brown, 2001; Goh, 2012; Mendelsohn, 2006; Young, 2012). Thus, teaching listening requires special attention, and there have always been different suggestions and ideas related to teaching activities. One attention-grabbing of these activities is related to strategy instruction in listening (Chamot, 1993; Oxford, 1990a). There have been various attempts within the purpose of investigating the effects of listening strategy instruction on teaching listening (Chamot & Kupper, 1989; Duffy, 2002; O'Malley & Chamot; 1990). However, in any of the studies mentioned, including the present study, the effect of the strategy employment in the first languages of the participants was disregarded and considered beyond the scope. Thus, there might be some effects of first language and the strategies employed in the first language listening on the strategy employment in foreign language listening. For further research, it might be interesting to investigate the relationship between the strategies used in the first language and the target language of the participants in terms of listening skills.

Moreover, the present study was designed with the purpose of developing a cognitive and metacognitive listening strategy training programme; thus, the programme was implemented in the setting of one group, including 10 participants from the ELT department. In further research, the research design might be turned into an experimental study in which two groups of students might be included in the study, and the effects of the developed programme might be investigated by evaluating the differences between the control group and the experimental group.

Another important issue for future research might be the implication of delayed post-test in order to shed light on the delayed effect of the programme on listening achievement. Additionally, delayed interviews with the participants might enlighten the issue of substantivity of the effects of the programme on the listening strategy employment. Also, it should be noted that all the investigations in this study were conducted with the purpose of creating the programme and understanding the deficiencies to be corrected throughout the implication phase. Thus, to clearly see the effects of the programme, some delayed research on the programme might be conducted as a follow-up research study.

The last important issue to be covered in the upcoming studies might be conducted in an online setting. Although it is suggested in previous research about teaching listening that in-class education for listening skills is preferred by the learners (Caruso, Colombi & Tebbit, 2017), some differences in strategy training might be expected. With reference to the results of the present study, one of the most significant parts to be improved in the programme was including online materials that the students are able to reach whenever they need the course documents, including the presentations and the listening activities. Therefore, it would be interesting to implement the programme in an online setting and to see which kinds of differences may occur between an in-class setting and an online setting. It is clearly seen with the outbreak of COVID-19 disease that there might come up a need for emergency remote teaching. This study was conducted before the COVID-19 illness. Still, with the recent developments in language teaching, online materials have come into prominence. For further study, it might be a good idea to implement the training programme through online education.

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APPENDICES

APPENDIX 1:

COGNITIVE AND METACOGNITIVE LISTENING STRATEGY TRAINING PROGRAMME

1st Week	Knowledge of Metacognition, Metacognitive and Cognitive Reading Strategies- Knowledge of "Planning Strategies"
2nd Week	Theory and Practice about "Monitoring Strategies"
3th Week	Theory and Practice about "Evaluation and Problem Identification Strategies"
4th Week	Theory and Practice about "Inferencing Strategies"
5th Week	**Theory and Practice about "Elaboration Strategies"**
6th Week	**Theory and Practice about "Summarization, Translation, Resourcing, Note-Taking, Grouping, Induction/deduction, Substitution Strategies"**

Week 1: Lesson Plan For Teaching "Planning Strategies"

Aims:

1. Giving brief information about metacognition, metacognitive listening strategies
2. Giving theoretical background about "Planning Strategies" which is the first metacognitive strategy in the lesson schedule.
3. Practicing "Planning Strategies" through listening

Outcomes:

1. Students will be able to describe what listening strategies are and they will be able to list the cognitive and metacognitive listening strategies.
2. Students will be able to analyse and relate the training programme with their previous listening courses and they will be able to distinguish the differences between the new training programme and the previous ones.
3. Students will practice "Planning Strategies" while having a listening course and at the end of the course students will be able to choose and apply the "Planning Strategies" that seems more useful to them.
4. The students will be able to explain which planning strategies they used, how and why.

Materials:

Q Skills For Success Listening and Speaking 5 (Oxford University Press)- Main Course Book

Additional Listening for strategy Training- http://www.esl-lab.com/universitydegree/universitydegreerd1.htm

Presentation:

-A brief presentation of metacognitive and cognitive strategies will be demonstrated and a general overview about all strategies will be presented.

-A detailed presentation about the implementation of "Planning Strategies"-including how, why and when to implement the "Planning Strategies" and students will talk about their own experiences.-"How are they prepared for a listening text?" "Why do they use that specific planning strategy?" "When do they prefer to use these specific strategies?"

-Preparation of sts for the listening passage " A university Degree"- The students will be asked to implement the proper "Planning Strategies" for the listening passage.

- After listening twice, students will be asked to answer to the multiple choice questions related with the listening passage.

-At the end of the course, students will be asked to record/write/talk about their thoughts and advantages and difficulties of implementing "Planning Strategies". They will explain which "planning strategy" they used, how and why.

Week 2: Lesson Plan For Teaching "Monitoring Strategies"

Aims:

1. Demonstrating and explaining the theoretical features of "Monitoring Strategies"

2. Practicing “Monitoring Strategies” and giving the students opportunity to monitor and evaluate their own performances on listening through the listening activities.

Outcomes:

1. Students will be able to identify and describe Understand the theoretical background of “Monitoring Strategies”, they will be able to answer the questions of “What are monitoring strategies” and “How, when and why to use monitoring strategies”
2. Students will be able to differentiate between “Comprehension Monitoring”, “Auditory Monitoring” and “Double-check Monitoring” and choose among them while listening and apply the one that they choose.
3. Students will be able to monitor and interpret their comprehension in listening and develop new strategies to become better in listening and imply these strategies at the end of the course.

Materials:

Q Skills For Success Listening and Speaking 5 (Oxford University Press)- Main Course Book

Additional Listening Video for strategy Training- https://www.youtube.com/watch?v=BqSxjmvXzzY

Presentation:

-A presentation of theoretical background of “Monitoring Strategies” will be overviewed at the beginning of the course.

-A brief information about “Comprehension Monitoring”, “Auditory Monitoring” and “Double-check Monitoring” will be given and students will talk about their own experiences on these monitoring types.

-Before starting the listening students will be asked to take notes while listening and at the end of the listening they will see the open-ended question and answer them by using the notes they take.

- Students will be asked to get prepared by using the strategies that we have talked about last week (Planning Strategies) for the listening passage “ 57-years Apart: A boy and A man talk about life”- the students will be asked to implement “Monitoring Strategies”

- As a post-listening activity, students will answer the open-ended questions related to the listening passage by interpreting their knowledge from the video.

-At the end of the course, students will be asked to write diaries including their thoughts and advantages and difficulties of implementing "Monitoring Strategies".

Week 3: Lesson Plan For Teaching "Evaluation and Problem Identification Strategies"

Aims:

1. Explaining the theoretical background of "Evaluation and Problem Identification Strategies".
2. Framing and classifying the strategies as "Performance Evaluation" and "Strategy Evaluation" Strategies.
3. Practicing "Evaluation and Problem Identification Strategies" and giving the students time and opportunity to evaluate their performances, talk about the outcomes and solutions.

Outcomes:

1. Students will be able to identify and explain the theoretical background of "Evaluation and Problem Identification Strategies"
2. Students will apply "Performance Evaluation" and "Strategy Evaluation" Strategies and they will be able to integrate their solutions for the problems they identified while evaluating their performance.
3. Students will be able to identify the problems in their listening skill and create particular solutions to improve their performances through the selected listening passage.

Materials:

Q Skills For Success Listening and Speaking 5 (Oxford University Press)- Main Course Book

Additional Listening Video for strategy Training- https://www.youtube.com/watch?v=bn9yQdAmHGk&t=137s

Presentation:

-A brief theoretical background of "Evaluation and Problem Identification Strategies" will be presented and students will be asked to associate the presentation with their previous listening strategies.

- "Performance Evaluation" and "Strategy Evaluation" Strategies will be explained.

- Students will be asked to get prepared by using the planning strategies for the listening passage “8 Interesting Psychological Facts”- ask them to implement “Evaluation and Problem Identification Strategies” and the students will be asked to voice the problems they identified in their listening and talk about the possible solutions.

-At the end of the course sts will be asked to write a diary about their thoughts and advantages and difficulties of implementing “Evaluation and Problem Identification Strategies” answering the questions of how they implied it, what were the problems they identified and what are their solutions.

Week 4: Lesson Plan For Teaching “Inferencing Strategies”

Aims:

1. Giving detailed information about “Inferencing Strategies”
2. Framing “Linguistics/Paralinguistic/Kinesics/ Extra linguistics/ between-part inferencing”
3. Practicing “Inferencing Strategies” through a listening passage and inferring the underlying ideas in the passage.

Outcomes:

1. Students will be able to define what “Inferencing Strategies” are.
2. Students will be able to differentiate between “Linguistics/Paralinguistic/Kinesics/ Extra linguistics/ Between-part inferencing”
3. Students will be able to apply the “Inferencing Strategies” to the listening passage and they will be able to discuss the underlying ideas of the outspoken facts in the listening passage by illustrating the hidden facts from the listening text.

Materials:

Q Skills For Success Listening and Speaking 5 (Oxford University Press)- Main Course Book

Additional Listening for strategy Training- https://www.youtube.com/watch?v=ibVpDhW6kDQ

Presentation:

-A presentation of theoretical background of “Inferencing Strategies” will be shown including the definition, how to apply it, why to teach it and how to teach it parts.

-The theory of “Linguistics/Paralinguistic/Kinesics/ Extra linguistics/ Between-part inferencing” will be clarified and discussed with the students.

- Students will be asked to get prepared for the listening passage “Charlie Chaplin The Great Dictator Speech” and they will be asked implement “Inferencing Strategies.

- The students will complete the passage with the missing words from the speech and they will give answers to the open-ended questions by using the knowledge that they infer from the listening text.

-At the end of the course, the students will be asked to write a short diary about their thoughts and advantages and difficulties of implementing “Inferencing Strategies”

Week 5: Lesson Plan For Teaching “Elaboration Strategies”

Aims:

Giving detailed information about “Elaboration Strategies”

Talking about the differences between “personal/ world/ academic/ questioning/ creative/ imaginary elaboration”

Practicing “Elaboration Strategies” through the listening text.

Outcomes:

Students will be able to explain and identify what “Elaboration Strategies” are.

Students will be able to express the differences between “personal/ world/ academic/ questioning/ creative/ imaginary elaboration” in listening.

Students will be able to apply “Elaboration Strategies” in their listening activities by using the key words to get the main idea of the text or by paraphrasing the listening text by using their background knowledge.

Materials:

Q Skills For Success Listening and Speaking 5 (Oxford University Press)- Main Course Book

Additional Listening for strategy Training- http://www.bbc.co.uk/learningenglish/english/course/go-the-distance/unit-3/session-1

Presentation:

-A PowerPoint presentation of theoretical background of “Inferencing Strategies” is demonstrated at the beginning of the class. The presentation included what the inferencing strategies are, how they are used, what are the benefits of them for the candidate teachers and how to apply it in their own listening.

-A brief information about the differences between “personal/ world/ academic/ questioning/ creative/ imaginary elaboration” are also presented and the questions of the students about the application phase are answered.

- The students get prepared for the listening text “Student Life-Academic Talk” by using the planning strategies that they have learned at the very beginning of the training programme and they are asked to implement “personal/ world/ academic/ questioning/ creative/ imaginary elaboration” implication of pre-listening, while-listening and post-listening stages.

- After listening the text, students are given open-ended questions about the listening passage and answer to these questions by using their notes that they are expected to take while listening.

-Students are asked to write their thoughts and advantages and difficulties of implementing “Inferencing Strategies”.

Week 6: Lesson Plan For Teaching “Summarization, Translation, Resourcing, Note-Taking, Grouping, Induction/deduction, Substitution Strategies”

Aims:

1. Identifying the differences between “Summarization, Translation, Resourcing, Note-Taking, Grouping, Induction/deduction, Substitution Strategies”
2. Framing “Summarization, Translation, Resourcing, Note-Taking, Grouping, Induction/deduction, Substitution Strategies”
3. Practicing “Summarization, Translation, Resourcing, Note-Taking, Grouping, Induction/deduction, Substitution Strategies” in listening activities.

Outcomes:

1. Students will be able to identify detailed information about “Summarization, Translation, Resourcing, Note-Taking, Grouping, Induction/deduction, Substitution Strategies”
2. Students will be able to employ “Summarization, Translation, Resourcing, Note-Taking, Grouping, Induction/deduction, Substitution Strategies” by choosing one of the suitable strategy for them and applying that strategy in the listening activities in order to take the notes of correct points to be able to summarize the stages that are mentioned in the video.

Materials:

Q Skills For Success Listening and Speaking 5 (Oxford University Press)- Main Course Book

Additional Listening for strategy Training- https://www.youtube.com/watch?v=xPe1jMuX32s

Presentation:

-A presentation of detailed information about theoretical background of "Summarization, Translation, Resourcing, Note-Taking, Grouping, Induction/deduction, Substitution Strategies" are demonstrated at the beginning of the course.

-Students are expected to talk and outvoice their questions about "Summarization, Translation, Resourcing, Note-Taking, Grouping, Induction/deduction, Substitution Strategies"

- Students are let prepare for the listening passage "How Chocolate is Made" by using the planning strategy of which the most appealing for them and they are asked to implement "Summarization, Translation, Resourcing, Note-Taking, Grouping, Induction/deduction, Substitution Strategies" implication of pre-listening, while-listening and post-listening stages.

-After listening the passage students are asked to summarize the steps of making chocolate in the factory by paraphrasing the steps that are listed in the video.

- At the end of the course, students are asked to write their thoughts and advantages and difficulties of implementing "Summarization, Translation, Resourcing, Note-Taking, Grouping, Induction/deduction, Substitution Strategies"

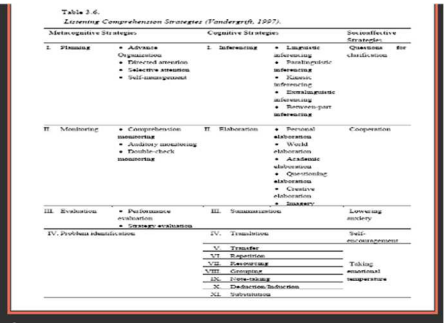
APPENDIX 2:

PRESENTATIONS USED FOR COGNITIVE AND METACOGNITIVE LISTENING STRATEGY INSTRUCTION

WEEK 1: PLANNING STRATEGIES

PLANNING STRATEGIES IN LISTENING

1



2

- Vandergrift (1997) lists four strategy categories, planning, monitoring, evaluation and problem identification, which make up the basics of his model. For planning, he draws attention to an appropriate action plan to deal with difficulties that may hinder the listener from completing a task successfully. At this stage, he underlines the importance of pre-listening activities that help students make predictions about what to listen for and, subsequently, to focus attention on meaning while listening.

- CALLA was developed by Chamot and O'Malley as a metacognitive strategy training model. It helps teachers to combine language, content, and learning strategies in a carefully planned lesson. In the CALLA model, students' prior knowledge and their habit of evaluation of their own learning seem to be the major principles. This model has five instruction phases as explained below (Chamot and O'Malley ,1994, p. 43-44):

- 1. Preparation: Students prepare for strategies instruction by identifying their prior knowledge about and the use of specific strategies. e.g.: Setting goals and objectives, identifying the purpose of a language task, over-viewing and linking with already known materials
- 2. Presentation: The teacher demonstrates the new learning strategy and explains how and when to use it. e.g.: Explaining the importance of the strategy, asking students when they use the strategy
- 3. Practice: Students practice using the strategy with regular class activities. e.g.: Asking questions, cooperating with others, seeking practice opportunities

5

- 4. Evaluation: Students self-evaluate their use of the learning strategy and how well the strategy is working for them. e.g.: Self-monitoring, self-evaluating, evaluating their leaning
- 5. Expansion: Students extend the usefulness of the learning strategy by applying it to new situations or leaning for them. e.g.: Arranging and planning their learning

6

References

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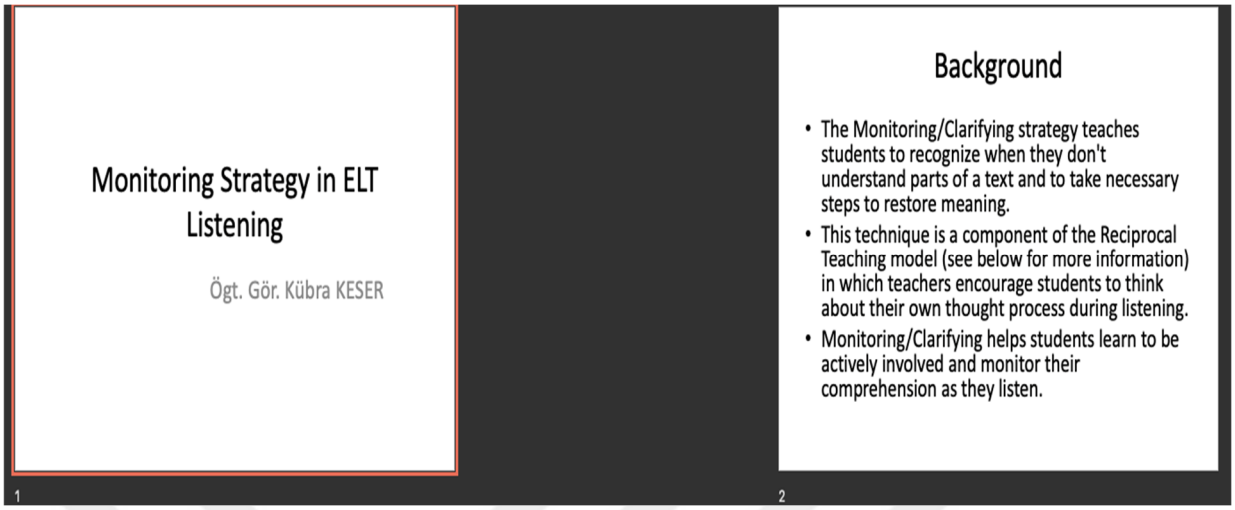
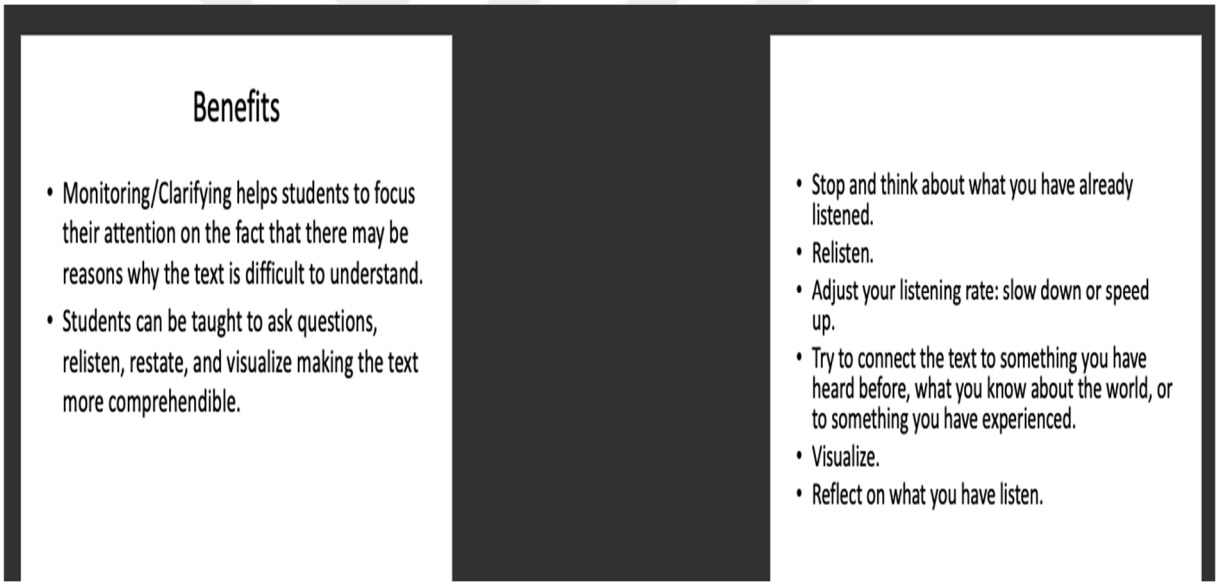
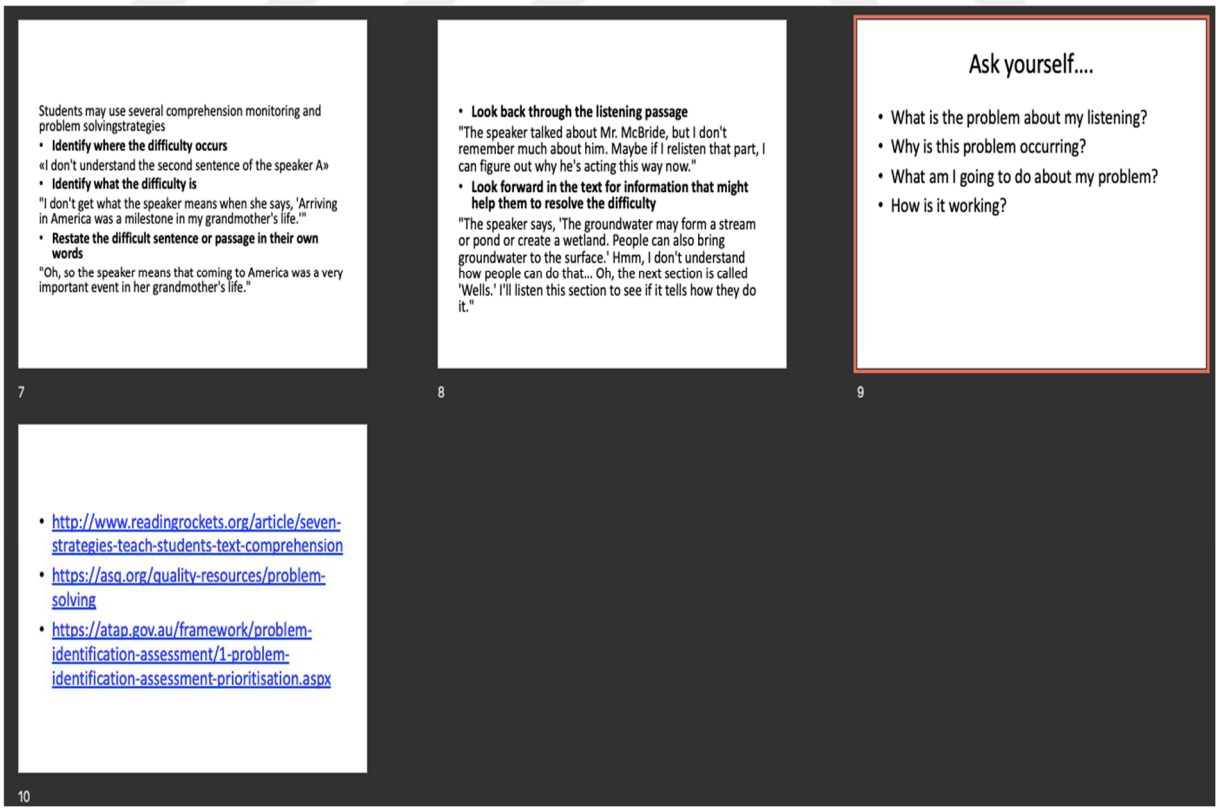
WEEK 2: MONITORING STRATEGIES



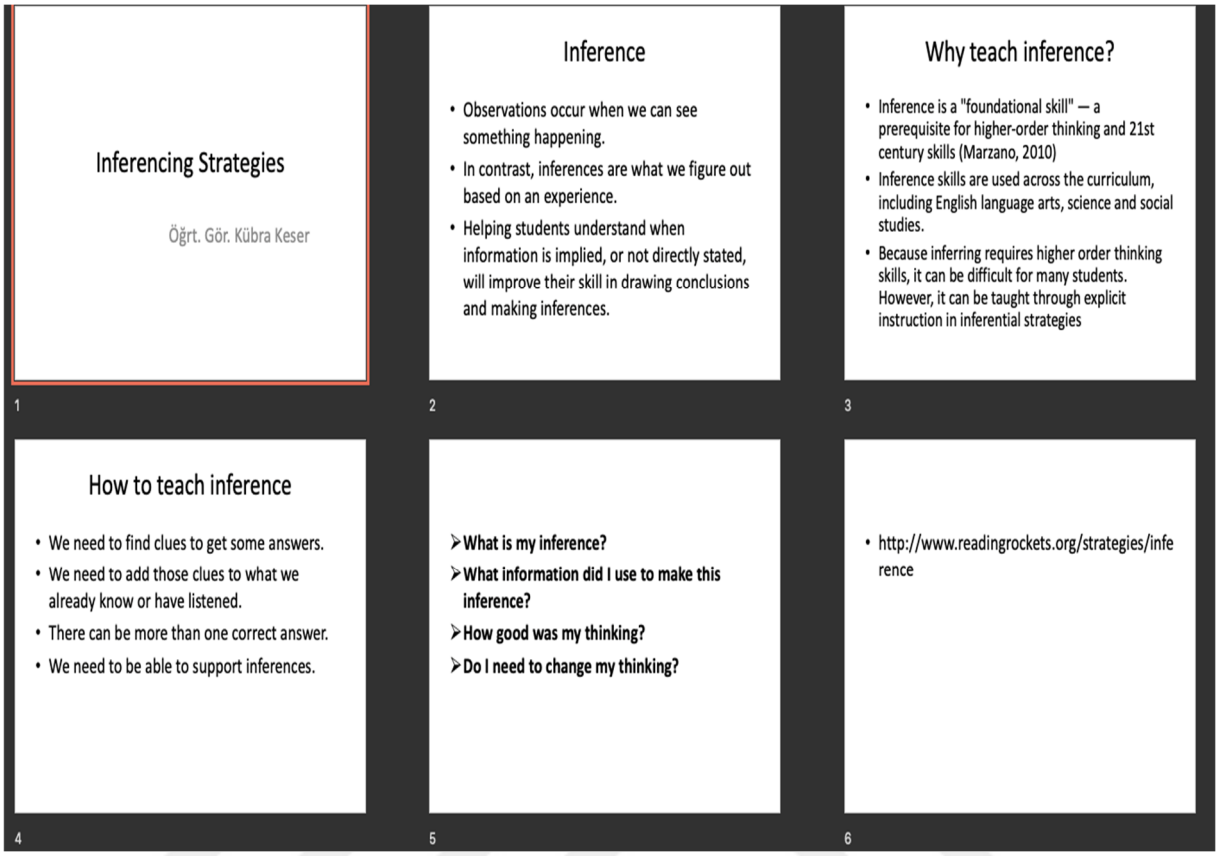


WEEK 3: EVALUATION AND PROBLEM IDENTIFICATION STRATEGIES



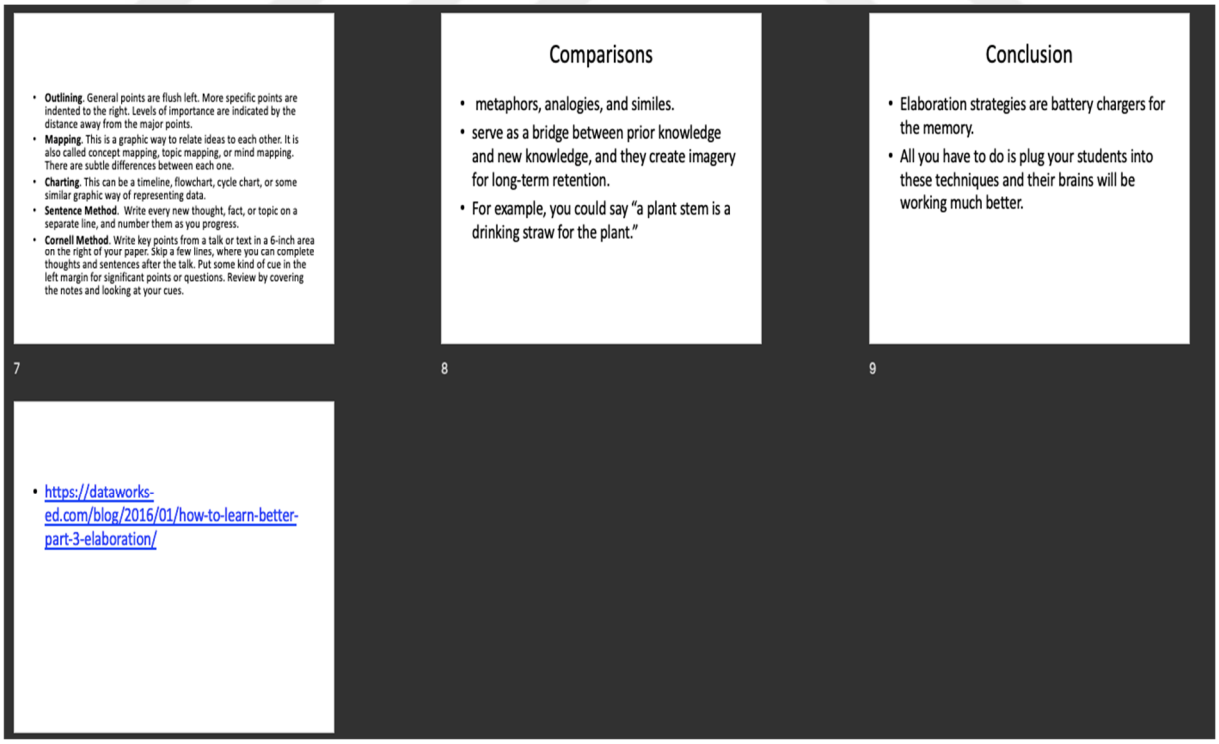


WEEK 4: INFERENCING STRATEGIES

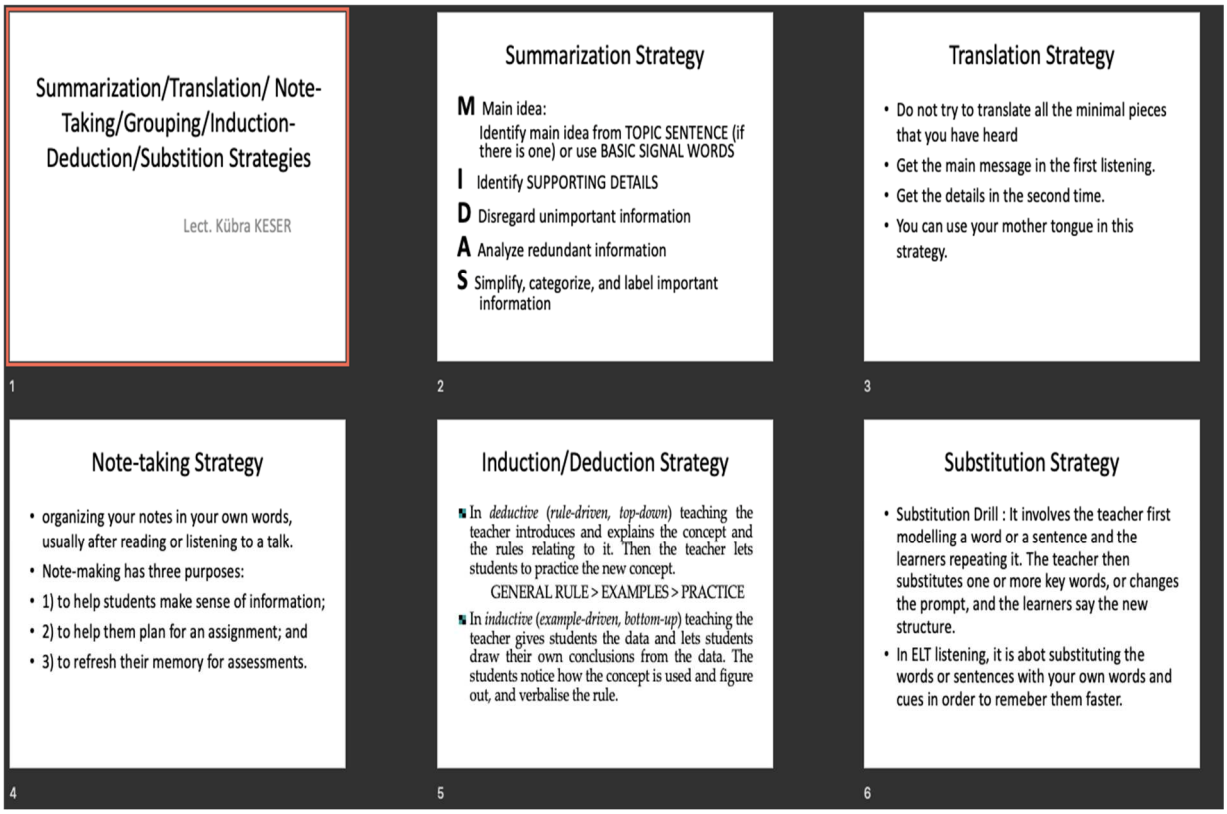


WEEK 5: ELABORATION STRATEGIES





WEEK 6: SUMMARIZATION, TRANSLATION, RESOURCING, NOTE-TAKING, GROUPING, INDUCTION/DEDUCTION, SUBSTITUTION STRATEGIES



APPENDIX 3:

SOME OF THE ACTIVITIES USED IN TRAINING SESSIONS

1.

Charlie Chaplin-Great Dictator Speech

I'm sorry, but I don't want to be an (1) _____. That's not my business. I don't want to rule or conquer anyone. I should like to help everyone - if possible - Jew, Gentile - black man - white. We all want to help one another. Human beings are like that. We want to live by each other's happiness - not by each other's misery. We don't want to hate and despise one another. In this world there is room for everyone. And the good earth is rich and can provide for everyone. The way of life can be free and (2)_____, but we have lost the way.

Greed has poisoned men's (3)_____, has barricaded the world with hate, has goose-stepped us into misery and bloodshed. We have developed speed, but we have shut ourselves in. Machinery that gives abundance has left us in want. Our knowledge has made us cynical. Our (4)_____, hard and unkind. We think too much and feel too little. More than machinery we need humanity. More than cleverness we need kindness and gentleness. Without these qualities, life will be violent and all will be lost….

The aeroplane and the radio have brought us (5)_____ together. The very nature of these inventions cries out for the goodness in men - cries out for universal (6)_____ - for the unity of us all. Even now my voice is reaching millions throughout the world - millions of despairing men, women, and little children – (7)_____ of a system that makes men torture and imprison innocent people.

To those who can hear me, I say - do not (8)_____. The misery that is now upon us is but the passing of greed - the bitterness of men who fear the way of human progress. The hate of men will pass, and dictators die, and the power they took from the people will return to the people. And so long as men die, (9)_____ will never perish. …..

Soldiers! don't give yourselves to brutes - men who despise you - enslave you - who regiment your lives - tell you what to do - what to think and what to feel! Who drill you - diet you - treat you like cattle, use you as cannon fodder. Don't give yourselves to these (10)_____ men - machine men with machine minds and machine hearts! You are not machines! You are not cattle! You are men! You have the love of humanity in your hearts! You don't hate! Only the unloved hate - the unloved and the unnatural! Soldiers! Don't fight for slavery! Fight for liberty!

In the 17th Chapter of St Luke it is written: "the Kingdom of God is within man" - not one man nor a group of men, but in all men! In you! You, the people have the (11)_____ - the power to create machines. The power to create happiness! You, the people, have the power to make this life free and beautiful, to make this life a wonderful adventure.

Then - in the name of (12)_____ - let us use that power - let us all unite. Let us fight for a new world - a decent world that will give men a chance to work - that will give youth a future and old age a security. By the promise of these things, brutes have risen to power. But they lie! They do not fulfil that promise. They never will!

Dictators free themselves but they (13)_____ the people! Now let us fight to fulfil that promise! Let us fight to free the world - to do away with national barriers - to do away with greed, with hate and intolerance. Let us fight for a world of reason, a world where science and progress will lead to all men's happiness. Soldiers! in the name of democracy, let us all unite!

2.

1. What is the worst thing about being young?
2. What is the worst thing about being old?
3. What is young boy's dream about falling in love?
4. Who does the little boy love most now?
5. Did the old man fall in love?
6. What is the advice of young boy?
7. What is the advice of old man?

3.

1. What is the purpose of this speech?
2. Why did he make this speech?
3. How did you make this inference?

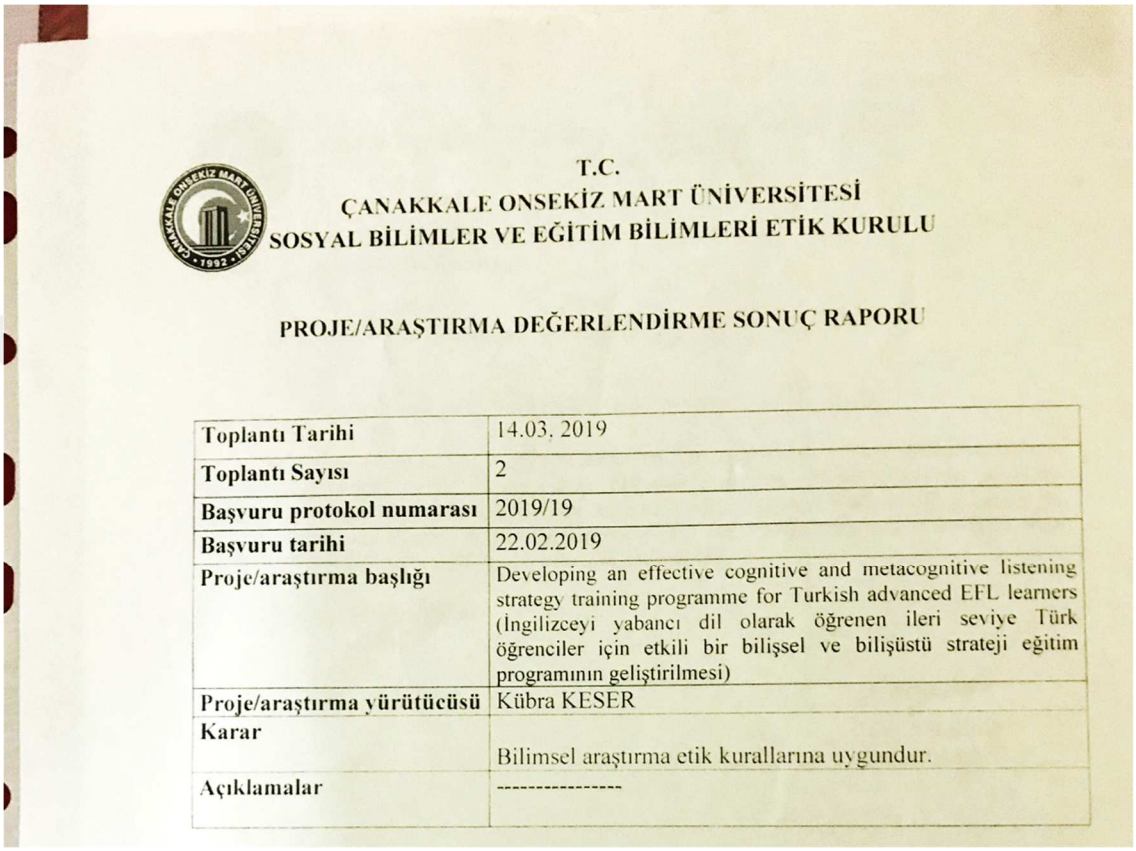
APPENDIX 4:

SEMI-STRUCTURED INTERVIEW QUESTIONS

1. Was it an effective training week?
2. What was effective or what was not effective? Why?
3. What was different with the training?
4. Were you using the strategy before? How?
5. Did you have any problems during this week's training?
6. What was the best part and the worst part of the week?

APPENDIX 5:

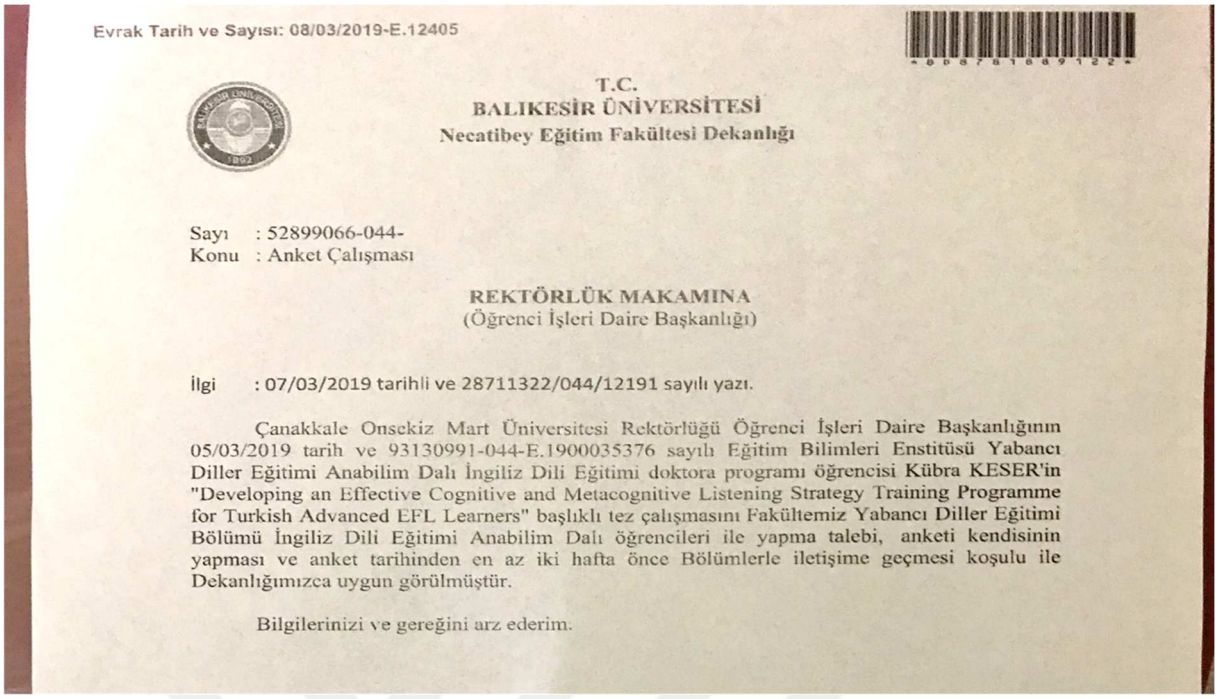
PERMISSION FOR RESEARCH



T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
SOSYAL BİLİMLER VE EĞİTİM BİLİMLERİ ETİK KURULU

PROJE/ARAŞTIRMA DEĞERLENDİRME SONUÇ RAPORU

Toplantı Tarihi	14.03. 2019
Toplantı Sayısı	2
Başvuru protokol numarası	2019/19
Başvuru tarihi	22.02.2019
Proje/araştırma başlığı	Developing an effective cognitive and metacognitive listening strategy training programme for Turkish advanced EFL learners (İngilizceyi yabancı dil olarak öğrenen ileri seviye Türk öğrenciler için etkili bir bilişsel ve bilişüstü strateji eğitim programının geliştirilmesi)
Proje/araştırma yürütücüsü	Kübra KESER
Karar	Bilimsel araştırma etik kurallarına uygundur.
Açıklamalar	----------



Evrak Tarih ve Sayısı: 08/03/2019-E.12405

T.C.
BALIKESİR ÜNİVERSİTESİ
Necatibey Eğitim Fakültesi Dekanlığı

Sayı : 52899066-044-
Konu : Anket Çalışması

REKTÖRLÜK MAKAMINA
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 07/03/2019 tarihli ve 28711322/044/12191 sayılı yazı.

Çanakkale Onsekiz Mart Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığının 05/03/2019 tarih ve 93130991-044-E.1900035376 sayılı Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi doktora programı öğrencisi Kübra KESER'in "Developing an Effective Cognitive and Metacognitive Listening Strategy Training Programme for Turkish Advanced EFL Learners" başlıklı tez çalışmasını Fakültemiz Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı öğrencileri ile yapma talebi, anketi kendisinin yapması ve anket tarihinden en az iki hafta önce Bölümlerle iletişime geçmesi koşulu ile Dekanlığımızca uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

CURRICULUM VITAE

KİŞİSEL BİLGİLER

İsim SOYİSİM : KÜBRA KESER
Doğum Yeri :
Doğum Tarihi :

EĞİTİM DURUMU

Lisans Öğrenimi :
Yüksek Lisans Öğrenimi :
Doktora Öğrenimi :
Bildiği Yabancı Diller :

BİLİMSEL FAALİYETLERİ

a) Yayınlar

İŞ DENEYİMİ

Çalıştığı Kurumlar ve Yıl:

İLETİŞİM

E-posta Adresi :
ORCID :