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# THE IMPACT OF SELF-REGULATED LEARNING STRATEGY TRAINING ON EFL INSTRUCTORS' METACOGNITIVE AWARENESS

**DOKTORA TEZİ**

**SEZEN BALABAN ŞAHİN**

**Tez Danışmanı**

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Sezen BALABAN ŞAHİN tarafından Prof. Dr. Dinçay KÖKSAL yönetiminde hazırlanan ve **31/01/2023** tarihinde aşağıdaki jüri karşısında sunulan "**The Impact of Self-Regulated Learning Strategy Training on EFL Instructors' Metacognitive Awareness**" başlıklı çalışma, Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü **İngiliz Dili ve Eğitimi Anabilim Dalı**'nda **DOKTORA TEZİ** olarak oy birliği ile kabul edilmiştir.

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Enstitü Müdürü

31/01/2023

## ETHICAL STATEMENT

I hereby declare that in this thesis study I prepared in accordance with thesis writing rules of Çanakkale Onsekiz Mart University School of Graduate Studies; all data, information and documents presented in this thesis have been obtained within the scope of academic rules and ethical conduct, all information, documents, assessments and results have been presented in accordance with scientific ethical conduct and moral rules, all material used in this thesis that are not original to this work have been fully cited and referenced, no change has been made in the data used, the work presented in this thesis is original, or else, I admit all loss of rights to be incurred against me.

## ETİK BEYAN

Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü Tez Yazım Kuralları'na uygun olarak hazırladığım bu tez çalışmasında; tez içinde sunduğum verileri, bilgileri ve dokümanları akademik ve etik kurallar çerçevesinde elde ettiğimi, tüm bilgi, belge, değerlendirme ve sonuçları bilimsel etik ve ahlak kurallarına uygun olarak sunduğumu, tez çalışmasında yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi, kullanılan verilerde herhangi bir değişiklik yapmadığımı, bu tezde sunduğum çalışmanın özgün olduğunu, bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi taahhüt ve beyan ederim.

Sezen BALABAN ŞAHİN

27/02/2023

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Sezen Balaban Şahin

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# ÖZET

## ÖZ-DÜZENLEMELİ ÖĞRENME ARACILIĞIYLA UYGULANAN DİNLEME BECERİSİ FARKINDALIĞI EĞİTİMİNİN İNGİLİZCE'Yİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETİM GÖREVLİLERİNİN ÜST-BİLİŞSEL DİNLEME FARKINDALIKLARI ÜZERİNDEKİ ETKİSİ

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27/02/2023, 78.

Dinleme becerisi yabancı bir dilin öğretimi ya da öğrenimi sırasında dört dil becerisinin içinde en önemli ya da en zorlayıcı dil becerisi olarak kabul edilebilir (Cheung, 2010) . Bu fikir ile alakalı olarak, bu araştırma, dinleme öğretimindeki üstbiliş açısından İngilizce'yi yabancı dil olarak öğreten öğretmenler üzerinde farkındalık yaratmayı hedeflemiştir. Böylelikle, çalışmada katılımcı olarak yer alan, İngilizce'yi üniversite hazırlık programlarında yabancı dil olarak öğreten 16 öğretim görevlisi stratejik dinleme üzerine bir eğitime tabi tutulmuştur. Bu amaçla, katılımcı İngilizce öğretmenleri altı farklı dinleme aktivitesi aracılığı ile altı farklı stratejik dinleme eğitimi almışlardır. Buna ek olarak, her uygulama oturumu öncesinde katılımcılara video izletimi ile üstbilişsel dinleme farkındalığı oturumları sağlanmış, ve sonrasında katılımcıların dinleme üzerine bir tartışmaya dahil olmaları beklenmiştir. Veri toplama araçları çalışma öncesinde uygulanan SWOT analizi ile yapılan bir ihtiyaç analizi, eğitim öncesi ve sonrasında yazılan yansıtma yazıları, araştırmacı tarafından uygulama esnasında alınan tartışma notları ve uygulama öncesi ve sonrasında uygulanan üst bilişsel dinleme farkındalığı ölçeğidir (Vandergrift et al., 2006). Sonuç olarak, katılımcılar, dinlemeyi aktif bir beceriye dönüştüren yeni dijital dinleme platform ve araçlarıyla tanışmanın yanı sıra, yapılan altı uygulama süresince kendi dinleme süreçlerini hem bir öğretmen hem de bir öğrenci perspektifinden değerlendirmiş ve uygulamalarda bu

şekilde performans göstermiştir. Katılımcıların veri toplama araçlarına verdikleri yanıtlar kendilerinin üst bilişsel dinleme farkındalığında ilerleme gösterdiklerine dair bulgulara işaret etmektedir.

**Anahtar Kelimeler:** Dinleme-anlama, Üst-bilişsel farkındalık, Öz düzenleme, Dinlemede yansıtma, Dinleme stratejisi

## ABSTRACT

### THE IMPACT OF SELF-REGULATED LEARNING STRATEGY TRAINING ON EFL INSTRUCTORS' METACOGNITIVE AWARENESS

Sezen BALABAN ŞAHİN
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School of Graduate Studies
Doctoral Dissertation in English Language Teaching
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27/02/2023, 78.

Listening skill could be considered as the most substantial or challenging of four language skills whilst the learning and teaching of a foreign language (Cheung, 2010). With reference to this notion, this research study aimed at constituting an awareness on EFL teachers in terms of their metacognition in listening instruction. In this manner, as participants, sixteen EFL teachers at preparatory program of a state university were exposed to a training on strategic listening. To this end, they were provided with six discrete listening strategy training sessions through six distinct while-listening activities. Additionally, a metacognitive listening awareness session through videos was executed prior to each treatment session and participants were required to involve in a discussion on listening. Data collection tools were identified as a needs assessment through a SWOT analysis before the study, written reflections before and after treatment, discussion notes by the researcher during treatment and metacognitive awareness in listening questionnaire by Vandergrift et al. (2006) which was applied prior to and subsequent to data collection. As a consequence, participants evaluated their listening process and performed in all six training sessions from both a student and a teacher's perspective in addition to meeting new digital listening platforms and tools to transform listening into an active skill. Participants' responses to all data collection instruments specified findings which designated that there has been an improvement in their perceived metacognitive awareness in listening.



**Key words:** Listening comprehension, Metacognitive awareness, Self-regulation, Reflection in listening, Listening strategy

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## SYMBOLS AND ABBREVIATIONS

| | |
|---|---|
| EFL | English as a foreign language |
| MALQ | Metacognitive Awareness in Listening Questionnaire |
| MA | Master of arts |
| SWOT | Strengths weaknesses opportunities and threats |

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# CHAPTER 1

# INTRODUCTION

## 1.1. Background to the Study

Listening could be defined as one of the four language skills which is essential since it plays a substantial role in the learning and teaching of a foreign language. Since this skill is the initial step which makes learners become exposed to the foreign language for the first time, it could be remarked that it is the primary means of exposure to both the language and the culture (Scarcella & Oxford, 1992).

In today's academic world, where English is taught as a foreign language in many countries, there exist a wide variety of adversities both with regard to teaching and learning English listening comprehension. Some listening difficulties arise due to lack of convenient resources or technology, whereas some problems are caused by instructional strategies implemented in language classrooms such as learners from discrete L1 backgrounds, inconvenient listening strategies, unfamiliarity with the target culture, deficiency in catching the speech of the speaker or unknown words in the target langauge. At this point, it could be denoted that the use of appropriate pre-, while- and post-listening strategies in foreign language listening classes could lead to some improvement both in learners' level of listening comprehension proficiency and their metacognitive awareness in listening. For this reason, this study targets at creating metacognitive listening awareness on sixteen EFL teachers at a state university in Turkey and raising awareness related to this concern within similar language learning and teaching environments.

## 1.2. Problem Statement

A considerable amount of research studies has been implemented on EFL listening instruction so far. However, there still exist various adversities experienced by EFL teachers

and learners with reference to EFL teaching and learning. Primarily, most of the studies implemented so far are based on the application of listening strategies on learners, but not teachers. In addition to this, most of the recent research studies encapsulate data collection by means of participants' responses to a scale or some close-ended questions. However, an unlimited means of data collection could have provided a wider scope of data from both teachers' and learners' perspective. Furthermore, no research study in Turkey has been applied specifically on generating awareness on EFL instructors who teacher EFL to young adults at English preparatory programs. Instead, it could be specified that it is not only learners but additionally the teachers who have anxiety in EFL listening comprehension since they do not have sufficient background on how to solve their listening problems. One more concern is that, very short time is provided for teaching listening at language teaching contexts in Turkey, which means teachers may not find sufficient time to employ listening strategies in their classroom. A further element could be that most of the recent research studies generated on the use of metacognitive listening strategies did not intend to embrace an intervention encapsulating listening instruction as pre-, while- and post-listening.

In addition to the concerns above, it could be identified that 'product' is targeted at rather than 'process' of listening. With reference to this notion, learners have a high level of anxiety since their listening comprehension test scores are considered as more crucial than their awareness in listening comprehension. For this reason, it is at the same time the teachers, who are expected to focus on learners' scores, rather than their improvement in listening comprehension.

### 1.3. Research Questions and Hypotheses

#### 1.3.1. Research Questions

Following research questions were reflected to the sixteen EFL instructors who participated in this study:

1. What strengths, weaknesses, opportunities and threats do the participants feel they have in terms of teaching listening skill?

2. How do the participants feel about teaching listening skill and their own listening instruction performance before the listening instruction training ? (Pre-Treatment)

3. What is the participants' initial level of metacognitive awareness in listening?

4. What are the participants' views and perception on the related listening strategy at the end of each treatment session?

5. What concerns do the participant teachers mainly specify through the interactional methodology sessions before each treatment?

6. How do the participants feel about teaching listening skill and their own listening instruction performance after the listening instruction training? (Post-Treatment)

7. What is the participants' final level of metacognitive awareness in listening?

### 1.3.2. Hypothesis and Assumptions of the Study

Throughout this research, it is highly expected that the related metacognitive listening strategy training will have a positive impact on strengthening EFL instructors' metacognitive awareness in listening.

## 1.4. Purpose of the Study

In accordance with the requirements on the concerns above, it was considered as substantial to implement a research study and discover the impact of a self-regulated learning strategy training on sixteen EFL instructors' metacognitive awareness. The essential aim of the study was specified as constituting a metacognitively-aware state on EFL instructors in connection with teaching listening. Making them aware that there exist various online and face-to-face platforms in addition to distinct types of listening strategies which they could employ throughout their listening teaching phase.

### 1.5. Limitations and Delimitations of the Study

This research study encapsulates some limitations despite obtaining a high number of positive findings. Initially, the intervention which comprised six listening strategy training sessions could have embraced a longer period by means of a further number of listening strategies. However, due to overloaded work at the related institution, it was almost impossible for participants to have more time for further sessions. In addition to this, participants' level of listening comprehension proficiency may have been assessed if there had been more time scheduled to the treatment. Furthermore, since this intervention was conducted during the Covid-19 period, merely sixteen participants were eager and available to participate in this research. However, a larger group of participants could have provided richer data.

With regard to delimitations of the study, on the other hand, it was intended to restrict the use of online listening comprehension practice platforms due to pandemic period. Additionally, a greater number of listening strategies might have been selected for the intervention. However, it was aimed at selecting listening strategies which were specifically in connection with the use of other three language skills. Furthermore, a larger group of participants may have enrolled in this research, however, it was targeted at solely the EFL instructors who additionally had an MA degree and an experience of minimum ten years in teaching. The reason for this delimitation was that participants who would instill the notion of this research by means of their own past academic studies and make this strategy training more meaningful with the aid of their teaching experience could provide a larger scope of data for this research.

### 1.6. Significance of the Study

Studies which encompass listening, as one of the four skills, have investigated the listening skill itself within the EFL context and intended to discover original means to increase learners' level of listening comprehension proficiency (Rivas and Cardozo, 2018).

Throughout these studies, learners were expected to be responsible for their own progress in their listening comprehension. However, this study aims to consider teaching listening skill from the standpoint of teachers, not students. In other words, recent literature designates there has been no study implemented with the aim of training EFL instructors mainly on listening and constituting awareness on these professionals in terms of listening at the same time.

Additionally, listening instruction at the related institution among university preparatory classes is often been generated with regard to a post-listening test. In other words, pre- or while-listening stages of the listening course is not comprised in the flow of instruction. This means this research study intended to go beyond recent studies and aimed at focusing on the 'process' rather than the 'product' in terms of listening comprehension.

A further point which comprises the significance of this study is that the SWOT analysis conducted on EFL teachers was a new implementation and means of data collection with regard to recent research studies related to listening strategy instruction. By this means, the primary phase of data collection provided the researcher with a large scope of data which could also suggest alternative ways to structure this research design and content.

An additional element could be presented as the introduction of online listening comprehension practice platforms and listening strategies to teachers. At this point, the primary aim was to provide initially an in-service to teachers and make them metacognitively aware in listening prior to learners.

### 1.7. Key Terminology

With regard of the basis of this research study, the terms below could be designated as the key words:

*Listening comprehension:* the process through which listeners try to apprehend the aural

input

*Metacognitive awareness:* the concern which encapsulates one's own thinking process and the strategies they utilize whilst doing something

*Self-regulation:* the process of regulating oneself with regard to a specific concern without outsider elements

*Reflection in listening:* becoming aware of one's own cognitive process and expressing their thoughts either in a written or in an oral way

*Listening strategy:* techniques which help listeners comprehend what they hear

### 1.8. Organization of the Thesis

The following research design was implemented so as to generate this research study:

Table 1

Research design

| Phase | Research question | Data collection instrument |
|---|---|---|
| Before Treatment | 1. What are the perceived strengths, weaknesses, opportunities and threats of the EFL instructors in terms of teaching listening skill? | Needs Assessment through SWOT Analysis |
| | 2. What are the EFL instructors' views and perceptions on teaching listening skill before listening instruction training? | Pre-reflections in written form |
| | 3. What is the participants' initial level of metacognitive awareness in listening? | Pre-MALQ (Metacognitive Awareness in Listening Questionnaire) by Vandergrift (2006) |
| During Treatment | 4. What are the participant teachers' views and perceptions on the related listening strategy at the end of each treatment session? | Written reflections performed at the end of each training session |
| | 5. What concerns do the participant teachers mainly discuss through the interactional methodology sessions before each treatment? | Observation reports by the researcher |
| After Treatment | 6. What are the EFL instructors' views and perceptions on teaching listening skill after listening instruction training? | Post-reflections in written form |
| | 7. What is the participants' final level of metacognitive awareness in listening? | Post-MALQ (Metacognitive Awareness in Listening Questionnaire) by Vandergrift (2006) |

The timeline below designates how the implementation of the research was materialized:

Table 2

Research timeline

| | Date | Duration |
|---|---|---|
| 1. Research from Literature / Research on Sources | 10.11.2020 | 20 days |
| 2. Data Collection before Treatment | 01.01.2021 | 2 weeks |
| 3. Treatment & Data Collection | 15.01.2021 | 2 / 3 weeks |
| 4. Data Collection after Treatment | 10.02.2021 | 1 week |
| 5. Data Analysis | 20.01.2021 | 1 month |
| 6. Verbalising the Data Gathered | 01.03.2021 | 1 month |

# CHAPTER 2

# LITERATURE REVIEW

Language learning process both in L1 and L2 begins with the activation of receptive skills, namely listening and reading (Al-Issa, 2006). Specifically, in terms of listening skill, the capability to understand the upcoming data is the most crucial concern which identifies the quality of L2 learning and communication. (Lightpown and Spada, 2013). This substantial role of listening in L2 designates the way it directly redounds foreign language learning (Atai and Ghotbeldin, 2012).

## 2.1. Introduction

Listening skill could be considered as the most substantial of the four language skills (reading, writing, listening and speaking) whilst the learning and teaching of a foreign language (Cheung, 2010). This skill needs to be put into prominence since it performs as the initial step for reproduction in a foreign language and has an influential connection with second language acquisition. Furthermore, Scarcella and Oxford (1992) define listening as 'the most frequently-utilized' of all language skills since language learners are most frequently exposed to receiving aural input.

In correspondence to research by Brown (2008), the magnitude of listening skill is in connection with how listeners process the language whilst listening. In other words, an EFL listener specifies an objective for listening, inserts the aural input into short-term memory, categorizes the data they receive, tries to catch the upcoming speech by the speaker, appoints a meaning to the listening input, checks their own apprehension and identifies a space for the aural input in long-term memory.

In addition to the notion above, the designated substantiality of listening is considered with regard to the time spent on this skill (Mendelshon, 1994). According to the researcher, listening embraces almost half (40-50%) of the time during which a foreign

language is learnt. Nunan (1997) expounds the same view with reference to the construction of meaning from verbal and non-verbal data which is encapsulated by listening activation. Furthermore, it was denoted by the researcher that the generation of listening tasks is misunderstood in a way that listeners listen to the aural input silently in a passive way. It is also remarked as a misunderstanding to consider listening comprehension as solely responding to post-listening items related to a listening text. With respect to this attitude towards listening, Rost (2005) portrays listening as an active and complicated skill with which foreign language learners are incorporated in a complex cognitive process. According to this notion by Rost (1990), EFL listeners constitute meaning of what they hear by means of receival, apprehension and interpretation, which are all generated in a neurological network.

One crucial element considering listening is the distinction between listening and listening comprehension. According to Hasan and Hoon (2013), listening is the process through which listeners do not have to interpret the aural input, on the other hand listening comprehension is defined as the stage during which listeners are expected to make meaning of the audio text. In accordance with this distinction, listening comprehension is identified as a 'complicated and dynamic process through which foreign language learners perform focusing on, meaning construction and interpretation of the the spoken input (O'Malley and Chamot, 1989). Some of EFL listener problems could be specified as the fast speech rate of the speaker, pronunciation, accent or hesitation. Besides this, Wenden (1986) designates the adversity of learners in utilising efficient means so as to comprehend the listening text as the primary one of their perceived problems.

A further theme to denote in terms of EFL listening could be stated as 'listening instruction'. To explain, teaching listening was considered as a substantial field of research after 1950s despite being rejected before (Gold, 1975) and Brown (1954) suggested the assistance of instruction to this neglected skill. To this end, the beginning of listening instruction was generated by means of the audio recordings of native speakers around 1950s.

In addition to the significance of listening instruction, the influential use of strategies so as to teach EFL learners how to listen and make meaning of the aural input has been suggested by various researchers. Studies implemented by Vandergrift (1997) and Goh (2002) demonstrated that EFL learners who were efficient in utilizing strategies whilst listening displayed better performance in listening comprehension than those who solely applied a bottom-up phase via trying to catch sounds and other small pieces of the listening text (Li and Liu, 2008). In accordance with strategic listening instruction, Mendelsohn (1998) suggests specific key points on how to implement listening instruction by means of strategies. These essential elements are designated as involving pre-listening activities, raising awareness, guided listening, providing real-life listening materials and utilization of prior knowledge.

### 2.2. Listening in the Foreign Language

Listening is contemplated as an adverse phase during which various concerns such as the listener, speaker, aural input and any background knowledge come incorporate (Duzer, 1997). Learners' listening comprehension performance is often influenced by their prior knowledge, visuals related to the spoken texts and speaker's use of language. In accordance with this, listening in the foreign language could be signified as a process of interpretation of the aural input. This intellect associates listening with a cognitive perspective which considers this language skills as a complicated cognitive phase.

The execution of listening skill in a foreign language classroom was started in 1950s by means of making learners be exposed to listening texts for a number of times and generate speaking drills subsequent to listening. During this phase advancing listening comprehension of foreign language learners was not the essential objective. However, this view of teaching listening was transformed into a distinct perspective to listening with Krashen's notion of listening. To explain, listening comprehension became a more active process whilst language learning at the point when Krashen reflected that learners need to hear apprehensible pieces of language as much as possible so as to acquire the foreign language.

According to Wolvin and Coakley (1991), listening skill comprises most of foreign language learners' daily conversation than the activation of other three language skills. In connection to this view, these researchers denote that listening constitutes the core of all students' academic lives. Furthermore, Rubin defines listening as 'an active phase of foreign language learning through which learners activate their selection and interpretation of the aural input they hear'. From Ferris's (1998) perspective, learning is initiated by means of listening in classroom.

Listening in a foreign language, its significance and active role in learning is extensively put into the background. However, this active skill encapsulates a further perspective rather than merely being exposed to sounds and noises since it comprises specification, comprehension and interpretation of the aural input. Furthermore, this skill encourages EFL learners to raise their own awareness of the foreign language, how it is utilized and provides learners with a genuine way of activating their linguistic elements. Listening additionally supplies learners with self-confidence whilst learning and encourages them to activate their imagination (Asemota, 2015). With reference to this consideration, Harrowoth (1966) reflects that EFL learners own the opportunity to feel confidence in utilizing the foreign language through listening, and they relate their imagination, thinking skills and confidence with the aim of speaking in the foreign language by means of being active listeners. In accordance with this perspective, listening is reflected as the essential means to obtain data from the foreign language, the initial phase of social interaction in the foreign language and a challenge for the listener to apprehend the aural input by the native speaker (Yıldırım, 2015).

In terms of listeners' role whilst the generation of listening comprehension, the initial concern is designated as a logical objective to listen and this aim is provided by the teacher (Ghaderpanahi, 2012). For this reason, a substantial role for teachers to specify the significance of the listening comprehension process is denoted. This activation is implemented by means of genuine listening activities conducted before-, while- and after listening and executed by the teacher. With regard to this view, Ghaderpanahi (2012) emphasizes the impact of teacher preparation prior to the listening class so as to transfer it into an active implementation. Additionally, incorporating listening texts which embrace

real-life content is remarked as substantive. Identifying the listening content is a further requirement of EFL learners in order to make a prediction of the upcoming listening text.

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

The performance of listening instruction and learning is often specified within two discrete listening acts named as 'bottom-up and top-down listening'. Bottom-up listening comprises the utilization of initially the sounds, then syllables and then lexis with the aim of apprehending the linguistic elements of the aural input. Defining bottom-up listening as a means of providing linguistic knowledge, Flowerdew and Miller (2005) remark that listeners need strongly attentive attitude towards the listening text so as to analyze each linguistic detail. Nunan (1997) identifies bottom-up listening as a means to decode linguistic features. The researcher reflects this process of decoding as from sounds to words, sentences and texts which indicate pieces of linguistic knowledge for learners to interpret and constitute meaning from. In correspondence to this notion, Duzer (1997) specifies the significance of bottom-up listening in terms of learners' processing of stress, intonation and rhythm. In other words, it is emphasized by the researcher that foreign language learners can perform identifying sounds and intonation by employing bottom-up listening.

On the other hand, top-down listening is identified as the utilization of one's background knowledge so as to comprehend the spoken input. Additionally, top-down listening is identified as a means to provide listeners with non-linguistic knowledge. Top-down listening process embraces listeners' deduction of the meaning from what they hear by means of their prior knowledge related to the aural input (Hedge, 2001). Through top-down listening, learners additionally catch the opportunity to make sense of the upcoming speech and be better at interpreting the aural input (Nunan,1997). With regard to the significance of top-down processing in listening, learners may encounter deficiency in apprehending a specific statement unless they do not activate their background information related to the listening text sufficiently.

## 2.4. Listener Problems and Difficulties

EFL learners encounter a wide variety of adversities whilst listening since they are required to both apprehend the content and additionally generate and apply the requirements of their course or lecture (Selamat and Sidhu, 2020). Learners are also expected to comprehend the speaker's accent, linguistic features of the aural input and take notes or apply other listening strategies at the same time.

A number of adversities encountered whilst listening comprehension are identified by Underwood (1989). Initially, one obstacle is specified as the speech rate of the speaker which is not sometimes controlled by the listener. The secondary point is denoted as the lack of replay of the listening text, which leads to missing information. Another complexity is stated as the limited vocabulary background of listeners which causes listeners to focus on unknown words and lose motivation to proceed listening. A further concern is designated as learners' deficiency in comprehending signal words or phrases which correlate sentences or statements to each other.

From Scarcella and Oxford's (1992) perspective, listening anxiety is considered as one of the most common adversities foreign language learners experience whilst listening. To explain, it is emphasized that listening becomes adverse at a point when learners encounter with an unfamiliar text or a text which is considerably above their linguistic level. In connection with this notion, Krashen (1992) denotes that anxiety in listening becomes greater than in speaking in a condition that it is excessively unintelligible. The 'listening anxiety' concern has additionally been remarked as the most influential element which has a negative impact on foreign language learning (Gardner and MacIntyre, 1993).

Carter and Nunan (2001) identify learners' problems in listening specifically when they are exposed to a text which does not motivate them to listen to and comprehend. Concerning this, it is suggested that providing learners with meaningful and motivating listening texts is significant so as to insert their area of focus into the aural input.

According to a research study implemented by Selamat and Sidhu (2020), adversities faced by learners whilst listening were identified as deficiency in concentrating on the listening text, application of listening strategies and awareness of organizing their listening comprehension process.

Hamada (2015) specified listeners' most conspicuous problem as apprehending phonological form of each word they receive from a listening text. Furthermore, identifying target vocabulary could even arise as an adversity even if learners have learnt the word or phrase prior to listening.

### 2.5. Listening Strategies

Listening has been considered as the most substantial of four language skills since it initiates communication (Akhgar and Talebinejad, 2015). Research studies implemented in on EFL listening reflect listening strategies should be employed so as to annihilate adversities whilst the apprehension of the aural input. Additionally, it is denoted that the utilization of listening strategies is incorporated with language proficiency levels of EFL learners. In other words, the use of top-down strategies is favored by higher-skilled learners than bottom-up strategies (Clark et al., 2003). Feyten (1991) denotes that listening encapsulates almost half of the total communication process in foreign language learning and use. Despite this significance, the application of more influential techniques or strategies are avail in terms of enhancing EFL learners' level of listening comprehension proficiency. At this point, teachers are expected to discover means of listening instruction which could allow their learners to become more aware and conscious of their own listening comprehension. In accordance with this notion, Rost (2005) specifies that the action of EFL instructors towards organizing listening tasks which could encourage learner awareness in learning listening is considerably crucial. The result of this action could lead learners to become more selective and conscious in pre-, while- and post-listening stages (Goh, 2002). The application of listening strategies is additionally considered as a way to motivate and build autonomy on learners on how to act whilst listening.

Listening strategies were defined in discrete meanings by distinct researchers. One example could be expounded as a definition by O'Malley et al. (1985) which framed listening strategies as 'specific perspectives or actions of individuals to assist them in understanding new information received through listening.' A further definition by Wenden (1986) indicates listening strategies as 'any groups of steps, organizations and routines utilized by language learners so as to receive, maintain, comprehend and utilize the aural input'. According to Chamot (2005), listening strategies are defined as specific techniques which are utilized so as to construct meaning from the information given to learners through listening. For Brown (2008), listening strategies are specified as specific actions taken by language learners with the aim of solving a problem from learners' individual perspective.

O'Malley (1985) categorized listening strategies within three groups remarked as 'cognitive, metacognitive and socio-affective listening strategies. The initial group – cognitive strategies were indicated as a direct interaction of learners and listening material (Brown, 2008). In other words, listeners receive aural input directly by means of these strategies. Examples to cognitive listening strategies are signified as translation, taking notes, transfer of aural information and inferring. The secondary set of strategies – metacognitive listening strategies are denoted as techniques which allow learners and teachers to plan, monitor, assess and reflect a listening process (O' Malley et al., 1985). According to this means of listening instruction, learners activate themselves in planning, correction of mistakes, management and evaluation of their own listening phase. The final type – socio-affective strategies- on the other hand provide learners with the opportunity to interact with other people so as to construct meaning from the listening information they receive.

Corresponding to the substantiality of listening strategies, Vandergrift (1997) specifies that employing listening strategies constitutes awareness and consciousness on foreign language learners. Additionally, it is denoted that learners can acquire discrete linguistic skills through listening strategies such as evaluation and interpretation of the aural input.

A discrete perspective on listening strategy use by Vandergrift (1997) expounds that the selection and use of EFL listening strategies is an individual concern. In other words, this view reflects that a foreign language learner might select discrete listening strategies to employ than his / her classmates. At the same time, learners may transform their use of the same listening strategy or they might change their attitude towards handling the adversities they encounter whilst listening or applying listening strategies. With this regard, no comparison can be made between learners concerning their listening strategy selection or use (Vann and Abraham, 1990).

### 2.5.1. Recent Studies on Listening Strategies

Research exerted on EFL listening strategies expounds a number of studies. One of those studies was conducted by Goh in 2002. Investigating the listening strategies employed by Chinese EFL students, the researcher discovered that participants operated cognitive and metacognitive listening strategies at a higher frequency than other listening strategies.

A further study by Vandergrift (2003) was dispensed with the aim of exploring the correlation between listening comprehension proficiency levels of learners and their listening strategy application. 36 high school learners activated in this research as participants. Since this research did not comprise an experimental design, it solely aimed at eliciting the correspondence between listening proficiency and listening strategy utilization of participants. Results enumerated that there was a significant correlation between those two concerns. In other words, it was denoted that learners who were proficient in listening additionally had a higher level of metacognitive listening strategy performance. In accordance with this study, similar findings were obtained by means of the results discovered by Liu (2008).

In addition to the studies above, a further study implemented by Bidabadi and Yamat (2010) was executed so as to reconnoiter the association between EFL university students' listening strategy use and their learning styles. Findings demonstrated that there was a significant correspondence between the two concerns. To exemplify, participants who

considered their learning style as ‘communicative’ at the same time employed metacognitive listening strategies such as planning and direct attention.

Another study with reference to the application of EFL listening strategies was implemented by Rajaei (2015). Comprising 80 EFL learners’ participation, this research encapsulated a treatment period of pre-listening sessions through which learners were informed about the listening content prior to listening to the text. Participants were categorized as experimental and control group learners. As a conclusion, the experimental group learners who were exposed to the pre-listening training sessions had a higher performance in the post-test than the control group who received no specific listening strategy training.

### 2.6. Metacognitive Awareness in Listening

Alternative manners in listening instruction have arisen recently thanks to advancements in cognitive psychology (Flowerdew and Miller, 2005). In correspondence to this, metacognition in teaching has been prioritized within language teaching (Chamot, 1995). Accordingly, comprising a metacognitive approach in teaching listening has been put into prominence since it has been considered as an influential means of listening instruction (Mendelsohn, 1994).

The ‘metacognition’ concern was initialized by Flavell (1979). Metacognition is basically designated as ‘thinking about one’s own thinking’ by the researcher. Incorporating metacognition with language learning, the researcher specifies the substantiality of self-awareness throughout this cognitive process.

In terms of the discrepancy between an effective and an ineffective listener, Vandergrift (1997) stipulated the use of metacognitive listening strategies as the most essential concern. In other words, the researcher enumerates that an effective listener can actively engage in a listening process through analyzing a listening text, making decisions

and predictions on their listening problems, applying convenient strategies for further comprehension and evaluating their performance. As a consequence of a research study he applied in 1999, the researcher reflects metacognition in listening as the initial step towards self-regulation in learning. In correspondence to this notion, it is denoted that learners acquire self-regulation skills such as planning, checking, monitoring, revising and evaluating by means of employing metacognitive strategies throughout their learning.

According to Wenden (1998), integrating metacognition into listening instruction encapsulates a considerable number of advantages. The primary advantage is that learners who are exposed to metacognitive listening instruction become strategic in learning and acquire ease in their cognitive process in listening. Furthermore, these learners feel confident whilst learning since they display no hesitation in requesting assistance from their teachers or peers whenever required. Additionally, they gain an insight on how they could become efficient learners and can easily realize their incorrectness as soon as they encounter failure in listening. Besides these concerns, they can confidently adapt their listening learning process to discrete conditions. As a consequence, learners who catch the opportunity to receive metacognitive listening training acquire an increased level of awareness of their strategic listening process. In like manner, Cohen (2000) designates that language learners' discrete personal characteristics allow them to activate in distinct cognitive stages and select discrete strategies which could allow them to take action towards a further comprehension of the listening text. In other words, it was mentioned that metacognitive listening instruction leads learners to employ the most convenient listening comprehension strategies for their own cognitive features.

Anderson (2002) designates the implementation of metacognitive listening strategies within five stages. In other words, learners operate five discrete phases whilst the application of a metacognitively-aware listening training. The first stage comprises the organization of listening. At this stage, learners are expected to enumerate their needs and goals in listening. The second stage incorporates the selection of listening strategies. Learners activate by selecting the most convenient listening strategy for their comprehension. The third stage encapsulates the management of their strategy application. During this stage, listeners analyze and reflect on their own improvement in strategy use. The fourth phase involves the

coordination of a number of listening strategies through which the listener relates discrete listening comprehension strategies to each other. And the final action is identified as evaluation during which the listener reflects on and questions their own strategy use and level of comprehension.

Metacognition in EFL listening reflects to what extent an EFL learner is aware of his / her use of strategies whilst listening and how much he / she considers his / her listening comprehension process. Specifically, metacognitive listening strategies are encapsulated within five discrete categories as problem-solving, planning and evaluation, mental translation, person knowledge and directed attention. Problem-solving strategies embrace the means utilized by listeners to construct meaning and inferences from the listening text. Planning and evaluation strategies are identified as the strategies learners use to prepare themselves prior to listening and evaluate their listening comprehension subsequent to listening. Mental translation strategies reflect the concerns which learners need to be far from so as to become an active and proficient listener. Person knowledge strategies embody the self-perception of learners in terms of their own listening comprehension performance. The final category namely directed attention strategies encapsulate learners' selected means to perform the listening session in a concentrated way.

Yang (2009) expresses the significance of metacognitive listening strategies as crucial means to make learners' listening process more influential.

From Ghavidel, Nosratinia and Zaker's (2015) perspective, metacognitive strategies have been considered as one of the most essential language learning strategies. The reason for this notion is that metacognition in any stage of learning provides learners with creative thinking skills, autonomy and activation in learning.

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

Literature related to research on the integration of metacognition into L2 listening instruction designates a number of studies. One of these research studies was conducted on 20 Japanese EFL learners. The study was generated so as to discover whether metacognitive listening instruction would enhance learners' level of listening comprehension proficiency. With this aim, a listening training which embraced five discrete listening sessions through which learners were expected to watch news on television was implemented. Each treatment session comprised a pedagogical cycle and participants were required to apply discrete tasks on one listening material. Additionally, reading and discussion were applied as pre-listening activities of this cycle. Watching the related television news and taking notes of the aural input was specified as the while-listening phase. The final stage embodied the discussion of learners on the content of the aural input and their oral reflection of the strategies they had employed whilst listening and trying to apprehend the speaker. As a consequence, findings which were obtained by means of a pre- and post-test design reflected that the five listening treatment sessions had a positive impact on advancing less-skilled learners' listening comprehension proficiency level.

Another example of these studies was implemented by Bozorgian (2014). The study was administered on 30 Persian EFL students in Iran. By means of this research, the study aimed to identify the influence of metacognitive awareness training on listening proficiency level of learners. To this end, an intervention comprising eight weeks of metacognitive strategies training was performed. Specifically, learners had an additional training on planning, monitoring and evaluation strategies whilst listening. Data collection instruments within this research encapsulated a listening comprehension test and Metacognitive Awareness in Listening Questionnaire. Results stipulated a positive impact on learners' level of proficiency in listening comprehension subsequent to metacognitive listening training. On the other hand, no significance in terms of metacognitive awareness was discovered as a result of participant responses to the questionnaire.

Another research study on the influence of metacognitive strategy instruction on EFL learners' listening proficiency was generated by Farhadi, Zoghi and Talebi (2015). 60 EFL learners were encapsulated in the study and were identified as experimental and control groups. The experimental group learners received a treatment which embraced discrete metacognitive listening strategies with reference to Chamot and O'Malley's strategy training model. In correspondence with this model, participants were provided with their training in five distinct phases namely as preparation, presentation, practice, evaluation and expansion. Subsequent to the training, it was detected that learners had a higher level of listening comprehension proficiency with the aid of the comparison between their pre- and post-test scores.

### 2.7. Listening Instruction

Teachers could be considered as the essential concern to focus on the utilization of strategies within listening instruction and they need to adapt their flow of teaching to a more convenient level for learners' comprehension (Akhgar and Talebinejad, 2015). With regard to this attitude, it is additionally expounded that teachers need to encourage learners' improvement in listening comprehension proficiency by means of constituting a perception of metacognition in listening (Bozorgian, 2014). Duzer (1997) views listening as a combination of pre-, while- and post-listening stages. According to the researcher, this language skill could be advanced by means of employing a wide range of activities such as selecting, organizing, transferring or modelling. Additionally, he encourages the incorporation of listening skill into the instruction and use of the other three language skills (reading, writing and speaking). However, Morley (1991) designates that listening has not received the sufficient significance despite owning a substantial role in language instruction. On the other hand, listening has been enumerated as a complicated cognitive process through which language learners identify a reason to listen, inserts the aural data into short-term memory, spends effort to organize the information from the listening text, makes guesses about the listening content, associates their prior knowledge to the listening text, interprets the message and transfers the message to long-term memory (Duzer, 1997).

The stages of a listening instruction were specified within three discrete phases by Duzer (1997). According to the researcher, a listening class should begin with a pre-listening task which could constitute the essential objective of that course in learners' minds. This stage could additionally supply learners an activation of background learners and assist them to relate their prior knowledge to the upcoming content. The subsequent task was denoted as the while-listening stage through which learners directly engage in the listening process itself. The final phase following wile-listening was mentioned as a post-listening period during which listeners check their level of listening comprehension after listening the text and own the opportunity to correspond their listening activation to other three language skills. In addition to these stages, it was emphasized by the researcher that the selection of listening materials and strategies to be utilized within a listening instruction should be identified through specifying the needs of learners. In accordance with this notion, it was considered avail to instill specific listening strategies into their curriculum solely after clarifying learner needs. The post-listening phase was specifically found crucial since it provides learners with an integration of listening with reading, writing and speaking.

Furthermore, distinct suggestions which were made as a result of research studies are discovered in literature. Primarily, enhancing the amount of time spent on listening and providing learners with apprehensible and interesting listening materials are identified. A further suggestion favors the integration of listening into the application of three other skills. Employing discrete listening techniques, activating learners' prior knowledge on the content and allowing learners to utilize divergent listening strategies are designated as alternative concerns to generate listening instruction in an active and competent way (Brown, 2008).

A further concern with reference to teaching listening in an EFL context is reflected as listening sub-skills (Buck, 2001). According to this notion, these elements such as listening to comprehend the gist, listening to discover significant details, making inferences or apprehending phonological pieces which constitute listening process need to be taken into consideration by teachers. Another standpoint on listening instruction, on the other hand, reflects the significance of listening as a 'process' rather than a 'product' (Biria & Karimi, 2014), which supports the similar view by Sheerin (1987) that reflects the substantiality of teaching listening than testing it.

### 2.8. Listening Strategy Instruction

Strategy instruction in any phase of language learning or teaching has been expounded as teaching or learning how, when and why to administer language learning strategies with the aim of learning a language more influentially (Carrell, 1996). At this point, a doubt by Wenden (1987) emerges on whether to make learners aware of their strategy implementation or not. In accordance with this, O'Malley and Chamot (1989) frame strategy instruction within two discrete types. The initial one is named as 'direct or informed training'. By this means, learners are provided with required awareness on the reason behind their learning, the benefits and significance of the related strategy use. On the other hand, the second type named as 'embedded training' requires learners to activate in learning unaware of the value, target or substantiality of the related strategy use.

According to Cohen (2000), the target in listening strategy instruction is to provide language learners with strength so that they could manage and check their own listening and understanding process.

Vandergrift (2006) remarks the significance of listening strategy instruction as 'moving one step further from a traditional perspective to instructing listening'. To explain, learners who receive listening strategy instruction own the opportunity to constitute an algorithm of their own listening. In other words, by means of a listening strategy instruction, they are ensured with a feasibility to perform listening through distinct types of listening materials and exams. At this point, the researcher stipulates the substantiality of the teacher's role as the main concern who encourages learners towards the discovery of distinct listening strategies.

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

One of the research studies implemented on the impact of metacognitive strategy training in listening was generated by Selamat and Sidhu (2020). This study comprised the

implementation of a metacognitive strategy instruction within listening on 34 learners at a faculty of education in Malaysia. The intervention aimed at developing learners' proficiency in listening skill and enhancing their metacognitive strategy use. By this means, metacognitive strategies such as summarizing, planning, task knowledge or peer evaluation were utilized. Each treatment session incorporated three phases as pre-, while- and post-listening. Within the pre-listening phase, learners were expected to generate a discussion by means of the questions reflected by the teacher. The while-listening phase comprised the application of the related listening strategy of that session, and learners were required to practice that strategy subsequent to the listening as the post-listening stage. Findings of this study demonstrated that learners viewed this metacognitive strategy instruction avail in enhancing their listening proficiency and their confidence in listening comprehension. Additionally, it was denoted that learners could become able to organize their own listening process by means of the KWL (Know-Want to Know- Learn) Charts. Furthermore, reflecting on their prior listening allowed these learners to become more aware and accordingly prepared them to a further listening comprehension for the second time. Learners also identified the significance of their preparation before applying a listening task. As a consequence, the metacognitive strategy training had a positive influence on learners' listening comprehension from distinct perspectives.

A further study on the execution of metacognitive listening strategies was implemented by Ghadivel, Nosratinia and Zaker (2015) on 130 EFL learners who attended a TOEFL preparation training. The research comprised two experimental and two control groups. The experimental group had training on metacognitive strategy use. An experimental research design was implemented and pre- and post-tests were employed so as to identify the influence of the treatment. Results of the study indicated that the experimental groups had a higher level of listening comprehension when the two groups' difference between pre- and post-test scores were compared. In conclusion, findings of this implementation remarked the positive impact of metacognitive strategy instruction on EFL learners' proficiency in listening comprehension.

## 2.9. Self-Regulation Theory and EFL Listening

With regards to listening instruction, Self-Regulation Theory has been designated as one of the fundamental concerns which is expected to orient the implementation of this research. Self-Regulation has been specified as the essential element of Social-Cognitive Theory by Vygotsky (1978). It is defined as a key to pave the way for independent language learners who transform into more autonomous ones by means of self-reflection. Self-Regulation, which encapsulates 'metacognition' of learners, embraces the utilization of language learning strategies (Oxford, 1993).

Oxford (2016) reflects the view that metacognition is the strongest element of self-regulation. To explain, this notion suggests that strategies, which are taken as actions towards transforming listening into an active process, need to be employed whilst teaching listening. With reference to this view, a research study implemented on 63 Iranian students was generated so as to discover the impact of metacognitive listening strategy instruction on the self-regulation level of learners. With this aim, participants were expected to respond to Motivated Strategies for Learning Questionnaire (MSLQ) so as to explore their improvement of their self-regulation in terms of listening comprehension. Findings revealed that this experimental group of learners who received metacognitive strategies in listening training had a high level of progress in their self-regulation in listening comprehension.

A research study by Dündar and Köksal (2017) was administered so as to explore the self-regulated strategy application of EFL learners. This research additionally intended to discover the association between learners' self-regulated strategy use and their personality features, perceptions and traits. The study which encapsulated 205 university students was operated by means of a mixed methods' design. To explain, the collection of quantitative data was dispensed by means of the Self-Regulated L2 Learning Strategy Use Scale, whereas the qualitative data was obtained with the aid of semi-structured interviews. Findings demonstrated that the most frequently utilized strategy was identified as affective strategies. Conversely, cognitive strategies were indicated as the least-performed ones.

# CHAPTER 3

# METHODOLOGY

## 3.1. Introduction

This research study encapsulates the exploration of self-regulated learning strategy training and its impact on EFL instructors' metacognitive awareness and performance in listening instruction. To this end, this study aims to discover the answers to the following research questions:

1. What strengths, weaknesses, opportunities and threats do the participants feel they have in terms of teaching listening skill?

2. How do the participants feel about teaching listening skill and their own listening instruction performance before the listening instruction training ? (Pre-Treatment)

3. What is the participants' initial level of metacognitive awareness in listening?

4. What are the participants' views and perception on the related listening strategy at the end of each treatment session?

5. What concerns do the participant teachers mainly specify through the interactional methodology sessions before each treatment?

6. How do the participants feel about teaching listening skill and their own listening instruction performance after the listening instruction training? (Post-Treatment)

7. What is the participants' final level of metacognitive awareness in listening?

A mixed method design was destinated to generate this research study. Both qualitative and quantitative data collection instruments were employed so as to discover answers to the research questions above. Furthermore, this study of research embraces an experimental study which incorporates a listening strategy training period of six discrete sessions. A one-group quasi-experimental design was encapsulated. To explain, this type of research design was selected since only one group of participants were involved in the research. Additionally, the treatment, before and after which pre- and post-data collection

tools were implemented, was conducted only on this group of participants.

### 3.2 Research Design

This research study encompasses an explanatory design in terms of its objectives (Robson and Midorikawa, 2002). To explain, it aims to generate a change by means of an intervention and additionally explain the phenomena prior to and subsequent to it with regard to this treatment. To this end, this study, providing EFL instructors with a listening strategy teaching training, aims to serve its objectives within an explanatory design.

Concerning the level of data collection and analysis, this research study aims to conduct a treatment on 16 participants individually. To explain, EFL instructors who participated in this study were expected to respond to all seven data gathering instruments in a discrete way before, during and after the intervention.

In terms of the final concern, the scope of this research study embraced a self-regulated view and perspective towards teaching listening. To explain, 'self-regulation' within a specific implementation incorporates one's self-management, self-instruction, self-analysis and self-interpretation of their understanding of data. Therefore, this study aimed at transforming participants into more self-regulated ones since they were all required to analyse, evaluate and elucidate their metacognitive listening treatment phases through activation, monitoring, control, reaction and reflection, all of which are defined as 'main constructs of self-regulation theory'.

### 3.3. Setting

The research study is executed at the foreign languages school of a state university in Turkey. The institution which offers an English preparation program of two semesters encapsulates EFL teaching to preparatory class learners who will study at discrete

departments. Skills-based instruction is deployed in this institution and this program encapsulates an additional teaching of grammar and vocabulary, as well. All four language skills, grammar and vocabulary are instructed by means of solely one course book, Language Hub.

Learners at this institution at EFL preparation program are expected to take a proficiency and a placement test prepared by the testing office so as to be exerted in the appropriate language level classes. These levels are identified with reference to CEFR (Common European Framework of Reference). With regard to this system, this institution embraces A2, B1 and B1+ levels of English learners throughout one academic year.

The preparatory program which embodies two academic semesters comprise two quarters through which each class of learners are expected to cover one course book. Within the first three quarters, learners are required to study Language Hub A1, B1 and B1+, whereas Q Skills course book which encloses the instruction of essential academic listening, reading, writing and speaking skills is introduced. At this point, learners are expected to base their learning more on academic English and to this end, they become exposed to performing English in correspondence with contents such as procrastination, time management, success in professional life.

Testing of learners at this institution is materialized by testing office members who activate as both EFL instructors and exam generators. Learners are expected to take one quiz and one midterm exam through one quarter, and all items in the tests are constituted with reference to teaching specifications and objectives which are identified prior to the beginning of the academic year.

The physical setting encapsulates an interactive EFL learning context enclosing smart boards, e-books, computers and an EFL library for all learners to contribute to their out-of-class studies.

EFL instructors who teach B1 level learners are expected to teach 22 hours a week. Since there is no distinction among the teaching of four skills, instructors are required to cover the related units at the related time. In other words, no specific time or frame is provided to the instructors so as to teach and develop learners' specific skills or implement extra classroom tasks. As a consequence, a traditional form of listening comprehension is conducted within most classes due to time constraint. Learners are provided with listening comprehension questions as a post-listening activity and, within such a restricted time instructors are solely able to check learners' responses to these listening comprehension questions. The same design is applied within the quizzes and midterms learners take at the end of each quarter.

### 3.4. Participants

Participants in this research study embrace twelve female and four male EFL instructors teaching at preparatory program of a state university in Turkey. Aged between 32-40, participants all have an MA degree in ELT field and teaching experience of at least ten years. Furthermore, participants all come from similar English learning backgrounds since they had their English education through a secondary program of seven years and an additional four years at BA. This similarity in both their pedagogical and professional background designates that these instructors had a similar means of listening training and a similar means of teaching listening. In other words, it is expected that they encounter similar experiences and adversities whilst the teaching of listening skill, which constitutes the essential focus of this research study. To explain, they teach listening with reference to a specified schedule and are required to teach this skill by means of the same listening tasks and materials. Additionally, they are all given the same period of time allotted to listening instruction. On the other hand, they all have groups of learners whose learning styles, fields of interest or listening problems differ.

In terms of participants' selection for this research, an announcement meeting was held at the institution so as to inform all the instructors about the scope of this study and detect the voluntary ones. Additionally, questions reflected by the instructors with regard

to the time, data collection and procedures of the study were answered. Among 60 instructors, 16 of them were specified as voluntary participants for the study and another information meeting was organized to inform them about the intervention and data gathering phase before, during and after the intervention.

The academic profile of the participants corresponding to their listening instruction performance and their level of metacognitive awareness in listening are demonstrated as a response to the first, second and third research questions of this study, which are identified in 'results' section.

Distribution of participants in terms of gender is designated in Table 3.1. Concerning this information, it is clear that male instructors form solely one fourth of the total number of participants.

Table 3

Distribution of participants in terms of gender

| | n | f (%) |
|---|---|---|
| Female Instructors | 12 | 75 |
| Male Instructors | 4 | 25 |
| Total | 16 | 100 |

### 3.5. Data Collection Instruments

Data of this study were gathered by means of four discrete data collection instruments.

### 3.5.1. Needs Assessment through SWOT Analysis

The initial means of data collection was identified as the SWOT (Strengths Weaknesses Opportunities and Threats) analysis sheets which were expected to be completed by participants. Through this instrument, this study aimed at discovering participants' perceived strengths, weaknesses, opportunities and threats in connection with teaching listening and their own listeing instruction performance. Since all the four parts comprised one open-ended question, participants were allowed to reflect their perceptions without constraints.

### 3.5.2. Written Reflections before and after Treatment

The secondary means of data collection was specified as reflections in written form by instructors. Participants were required to identify their views and perceptions on teaching listening skill. The objective with this instrument was not merely the instructors' evaluation of their own performance in teaching listening, but additionally how they perceived teaching listening as a notion.

This type of data collection was utilized in three discrete phases of this research study. Primarily, participants were required to provide their reflections in the written way before the treatment started. This means of data collection was supplied so as to gather data on how they felt about teaching listening and their own listening performance prior to the treatment. An additional written reflection was required from participants subsequent to each listening treatment session in order to identify how they felt about each listening strategy training. Lastly, the final written reflections were performed by participants since they were expected to remark on how they felt about teaching listening and their own listening performance subsequent to the treatment.

### 3.5.3. Discussion Notes by the Researcher (During the Treatment)

The third means of data collection comprised discussion notes generated by the researcher whilst the intervention. By means of this instrument, it was aimed at exploring how participants would teach listening through the materials provided for the related training session. To this end, participants were required to execute an interactional methodology session by performing a discussion and reflect their perceived and foreseen performance on the specified listening material. Each discussion phase was completed prior to the listening strategy training so that participants could be more objective before applying the related strategy. Three participants were involved in each of these discussion phases as they had been scheduled prior to the treatment. By this means, participants' oral reflections were videorecorded by the researcher for later analysis, and their statements through each discussion were reported verbally subsequent to each training session. All data gathered with the aid of these discussion notes were identified as the responses to the fifth research question of this study.

### 3.5.4. MALQ (Metacognitive Awareness in Listening Questionnaire)

The final means of data collection was a scale selected as Metacognitive Awareness in Listening Questionnaire (MALQ). This scale was constituted by Vandergrift, Goh, Mareschal and Tafaghodtari (2006) and embraces 21 items which are embodied within five discrete categories namely problem-solving, planning and evaluation, mental translation, person knowledge and directed attention (Appendix F). This questionnaire, which explores participants' attitudes towards listening and their use of listening strategies, was employed so as to discover self-regulation level of participants. Participants were expected to respond to this scale both before and after the intervention so that whether there would be any divergence regarding their perceptions between the pre- and post-awareness of instructors in listening would emerge.

### 3.6. Data Collection Procedure

Data were gathered throughout the spring semester of the 2021-2022 academic year. As demonstrated in Table 3.2, data collection was initiated by selecting and organizing participants. Subsequent to the concrete formation of the research design, participants were provided with a detailed information meeting through which their questions were answered and they were provided with all phases of data collection as organized. Additionally, expectations from participants, specifications on each training session, data analysis and the role of the researcher were identified throughout this meeting. Initially, they were provided with an overall information on the treatment and purpose of this research study. Besides this, the scope of each listening session and means of data collection were specified in details. Following this, time allotted to the whole training was denoted and participants were all provided with a timeline to join their training sessions online. Also, the online platform and the digital sources were introduced to participants so as to build some awareness on the implementation.

Following this step, listening strategy instruction materials were prepared, a timeline to schedule participants for the six training sessions was generated and instructors were required to complete a consent form (Appendix A) which indicated that they were volunteer participants in this research study. In addition to the listening strategy teaching training materials, a training manual for the implementation of the six specific listening strategies was prepared (Appendix B). This training manual was not shared with participants prior to treatment sessions since they were expected to generate their pre-treatment discussions without notice of the related listening strategy of that session. Furthermore, some guidelines corresponding to the application of each listening strategy training session were presented to the participants as designated below:

- Activate your prior knowledge during the discussion sessions

- Prior to each training session, imagine you will teach listening by means of that related text

- Try to consider your own teaching listening performance during discussion

- Do not hesitate to ask any questions in terms of applying the six listening strategies

- Do not try to catch every piece of aural input you hear whilst the application of listening strategies

- Try to take your own class and students into consideration while you are applying the related listening strategy

- Try to be as objective as you can while making comments on the use of the related listening strategy

Subsequent to providing participants with this guideline, participants were given the pre-treatment data collection instruments defined as SWOT analysis, pre-reflections in written form and MALQ responses as pre-scale. Each participant emailed their responses to the three distinct pre-treatment data collection instruments in two days' time.

Following the pre-treatment data collection, the intervention phase began and participants were exposed to six discrete listening strategy training sessions on the dates scheduled online on Zoom platform. Each session embraced one and a half hours. At the beginning of each session, each participant was introduced a video of three to four minutes which incorporated information on metacognitive listening strategy instruction (Appendix E). All six videos embraced information on EFL listening instruction emphasizing that listening is an active process, teachers need to employ listening strategies to transform their learners into active listeners, bottom-up and top-down listening processes and the significance of metacognition in listening.

Following this, participants were expected to listen to the selected listening text for that session for three to four minutes and answer this question soon afterwards "How would you teach listening if you had this listening material in your class?". Each participant was required to respond to this question activating their background knowledge. At this point, participants were expected to be quick and practical and specify their ideal way of listening instruction on the given listening text. In other words, they were required to mention how they would perform that related aural text in their own classroom with their own learners.

Next, the specific listening strategy was instructed to the participants and its practice was implemented by listening to the same text. Participants were then expected to write a reflection at the end of each listening strategy training session and reflect their views and perceptions on the related strategy specified through that session. These reflections were emailed to the researcher subsequent to the session.

Post-treatment data collection instruments were completed when the six listening strategy training sessions were covered completely. They were emailed to the researcher. Similar to the pre-treatment data collection instruments, post-treatment data collection tools comprised post-reflections of participants and their responses to MALQ.

### 3.7. Pilot Study

Prior to the data collection phase, a pilot study was implemented on ten EFL instructors at the same institution. This phase was specifically generated so as to discover whether there were any adversities to arise or any questions by the instructors concerning the same six listening strategy training sessions. During the pilot study, participants listened to the same texts and were expected to employ the same strategies as in the actual data collection procedure. Participants of the pilot study were different from the participants of the actual study.

As a consequence of the pilot study, it was detected that asking close-ended questions to participants would narrow their scope of discussion. Therefore, it was decided to allow participants to make a nonstop oral reflection without the researcher's interruption. Furthermore, listening comprehension questions had been prepared as a post-listening activity for each listening strategy training session. However, findings from the pilot study indicated that the essential focus of the study should be based on a process-based listening instruction, not a product-based one. Therefore, listening comprehension questions were omitted from the data collection procedure. Table 3.2. specifies the data collection procedure of this research study as indicated below:

Table 4

Data collection procedure

| Dates | Procedures |
|---|---|
| May 16-21, 2021 | Selection of participants |
| May 24, 2021 | Information meeting |
| May 25-28, 2021 | Completion of consent forms |
| June 1-6, 2021 | Scheduling participants' training dates |
| June 1-6, 2021 | Completion of pre-treatment data collection instruments |
| June 7-12, 2021 | Listening strategy instruction training session 1: shadowing |
| June 14-19, 2021 | Listening strategy instruction training session 2: mindmapping |
| June 21-26, 2021 | Listening strategy instruction training session 3: dictogloss |
| June 28- July 3, 2021 | Listening strategy instruction tTraining session 4: bingo cards |
| July 5-10, 2021 | Listening strategy instruction training session 5: say what is next |
| July 12-17, 2021 | Listening strategy instruction training session 6: key word chart completion |
| July 19-27, 2021 | Completion of post-treatment data collection instruments |

Listening Treatment Session Contents (Appendix B):

1. Shadowing

Participants were expected to repeat a few seconds after the speaker started speaking. In such a while-listening activity, they were required to listen to the speaker, repeat after the speaker, follow the upcoming speech and try to hear the speaker clearly, which was also considered as an oral activity, as well. They needed no digital platforms for this implementation, and they performed this strategy aloud at the same time as the participants' group.

2. Mindmapping

Participants had to note down what they had heard while they were listening to the speaker. They were provided with a digital mindmap builder platform and had been trained to use this website prior to the training session. This was considered as a while-listening activity as well as a note-taking strategy.

3. Dictogloss

Participants were provided with Cornell note-taking templates (Appendix C) prior to this session and were informed about how they would use the templates. Cornell note taking sheets embraced three discrete sections as key words, detailed information and summary of the listening text. After such an introduction, participants were required to listen to the speaker, note down on the templates and rewrite the aural input in their own words after listening. At this point, this session incorporated a while- and a post-listening activity.

4. Bingo Cards

Participants were sent a link and expected to open the link which would direct them to the digital bingo cards comprising the target words from the listening text. They were expected to click on the word they heard while listening. This type of an activity embraced an identification task while listening.

5. Say What is Next

Participants had to listen to the aural text and the speaker stopped within frequent intervals. The question "What is next?" was asked to the participants, and they were expected to make guesses and give quick answers orally. This session involved a while-listening activity as well as an oral task.

6. Key Word Chart Completion

Participants were given a link to open a key word chart on a digital platform. The chart

comprised two sections as key words and key phrases. Participants had to listen to the the audio text and complete the key word chart at the same time. This session included a while-listening and a note-taking activity.

### 3.8. Data Analysis

Data concerning this research study were gathered by means of four distinct data collection instruments identified as needs assessment through SWOT analysis, discussion notes by the researcher, written reflections of participants and participants' responses to MALQ before and after the intervention. Data collected by means of the instruments above were analyzed both qualitatively and quantitatively.

Research questions 1, 2, 4, 5 and 6 encapsulate the discovery of participants' views and perceptions in correspondence with pre-, while- and post-treatment listening strategy sessions implemented as intervention. With reference to these questions' objectives, participants' responses to them were analyzed qualitatively. This means, 'thematic analysis' was employed since data obtained by these research questions were categorized in terms of their themes and concepts. To explain, thematic analysis, which is defined as a qualitative data analysis method incorporating the review of a data set provided by participants, was executed by the researcher without a software. To this end, patterns in meaning across the data were specified so as to extract themes. Additionally, an active process of reflexivity was encapsulated within this thematic analysis of data since the researcher was required to elucidate and construe meaning from data by means of their way of interpretation.

On the other hand, research questions 3 and 7 intended to discover participants' responses to MALQ and those responses collected both before and after the treatment were analyzed quantitatively by means of SPSS program. A Wilcoxon signed-rank test was conducted to determine the effect of training intervention on MALQ scores a long with its factors PE (Planning and Evaluation), DA (Directed Attention), PK (Person Knowledge), MT (Mental Translation), and PS (Problem Solving) scores. This scale was selected for

this research study since recent literature designates that the use of MALQ could assist listeners to explore opportunities to be reflective through their EFL listening process and increase their metacognitive awareness in listening by making them think, analyze, evaluate and construct more (Vandergift, 2003).

# CHAPTER 4

# RESULTS

The objective of this research study was to investigate the effect of a listening instruction training on EFL instructors' metacognitive awareness and performance in listening instruction. With this aim, data was collected by means of discrete data collection instruments namely as SWOT analysis questions, written reflections before and after treatment, discussion notes by the researcher and Metacognitive Awareness in Listening Questionnaire (by Vandergrift et al.). Findings could be identified in correspondence to each research question.

## 4.1. Research Question 1: What strengths, weaknesses, opportunities and threats do the participants feel they have in terms of teaching listening skill?

### Strengths in Listening

Data gathered from participants before the treatment in terms of strengths reveal that over four fifth (n=14) of the instructors are able to highlight the objective of each listening task and the same percentage of their responses indicate that they activate learners' schemata prior to listening. Additionally, thirteen participants specified that they took learners' learning styles into consideration and emphasize the importance of listening strategies. A further finding reflects that half of these participants (n=8) could manage their students' anxiety and stress while listening.

Table 5

Participants' strengths in listening

| Ideas | n | f (%) |
|---|---|---|
| Being able to highlight the purpose of each listening task | 14 | 88 |
| Activating learners' background knowledge before listening | 14 | 88 |
| Taking learners' learning styles into consideration | 13 | 81 |
| Highlighting the importance of listening strategies | 13 | 81 |
| Managing learners' anxiety and stress while listening | 8 | 50 |

**Weaknesses in Listening**

With reference to weaknesses in teaching listening, data gathered reflects that all participants (n=16) have adversities in involving less proficient learners in listening and do not have sufficient class time to implement listening tasks. Besides this, almost all of them (n=14) identified that they sometimes did not realize what went wrong with listening. On the other hand, it is identified that half (n=8) of the participants, four of which were females and the other four of which were males, have difficulty in motivating learners towards listening and do not have enough listening resources. A final finding highlights that only one-eighth (n=2) of participants have difficulty in setting the purpose for listening.

A statement by Participant 3 is given as below:

" It is demanding for me to motivate my students if they cannot understand the text."

Table 6

Participants' weaknesses in listening

| Ideas | n | f (%) |
|---|---|---|
| Having difficulty in involving less proficient learners in listening class | 16 | 100 |
| Not having enough class time to apply listening activities | 16 | 100 |
| Not sometimes realizing when things go wrong with listening | 14 | 88 |
| Finding it difficult to motivate learners when they cannot understand the text | 8 | 50 |
| Not having sufficient informal & everyday listening resources | 8 | 50 |
| Having difficulty in setting the purpose for listening | 2 | 13 |

**Opportunities in Listening**

With regard to opportunities, data reveals that almost all (n=15) of the participants highlight Internet sites which provide free listening tasks and recommend podcasts or videos for learners. Furthermore, one-fourth (n=4) of them specify the opportunity to speak to native teachers.

A reflection by Participant 11 was identified as:

"In terms of opportunities, I can identify podcasts as great resources to improve listening."

A further expression by Participant 15 was denoted as:

"Chatting with native teachers at our school as an opportunity."

Table 7

Participants' opportunities in listening

| Ideas | n | f (%) |
|---|---|---|
| Internet sites that provide free service to improve listening | 15 | 94 |
| Podcasts or videos that appeal to their interests | 14 | 88 |
| The opportunity to speak to native teachers at school | 4 | 25 |

**Threats in Listening**

In terms of threats, participant responses identify that all instructors (n=16) consider their overloaded schedule, technological issues, inappropriate materials and learners having discrete L1 backgrounds as threats in listening. Additionally, 63 % (n=10) of participants reflect the disadvantage of teachers' burnout.

It was asserted by Participant 8 as:

"The overloaded schedule at my school always makes it hard to teach listening well."

Participant 13 reflected their response below as:

"We feel a strong burnout all through the semester and I believe this will often prevent our active listening instruction."

Table 8

Participants' threats in listening

| Ideas | n | f (%) |
|---|---|---|
| A tight schedule to follow | 16 | 100 |
| Threats such as technological issues and inappropriate materials | 16 | 94 |
| Learners having different L1 backgrounds | 16 | 75 |
| The disadvantage of teachers' burnout | 10 | 63 |

### 4.2. Research Question 2: How do the participants feel about teaching listening skill and their own listening instruction performance before the listening instruction training ? (Pre-Treatment)

Pre-Reflection Responses of Participants

According to participants' written reflection responses which were gathered prior to the listening strategy training, it was explored that all participants (n=16) believe in the superior challenge of listening to the challenge of other three skills. Similarly, all participants (n=16) consider it crucial to build up confidence in listening and think listening is the most significant of all four skills. Additionally, almost all participants (n=15) specify that they support notetaking while listening and activate learners' schemata as pre-listening. Furthermore, over half of the instructors (n=10) reflect the importance of comprehensible input with reference to teaching listening.

Participant 1 declared a response such as:

"Listening is the most challenging of four skills."

Another expression by Participant 4 was as below:

"I believe I can activate my students' notetaking skill during listening."

Table 9

Pre-reflection responses of Participants

| Ideas | n | f (%) |
|---|---|---|
| Believing teaching listening is more challenging than teaching other skills | 16 | 100 |
| Thinking it is important to build up learners' confidence in listening | 16 | 100 |
| Considering listening as the most important of four skills | 16 | 94 |
| Encouraging notetaking during listening | 15 | 94 |
| Activating learners' prior knowledge as a pre-listening phase | 15 | 81 |
| Reflecting the importance of comprehensible input in listening | 10 | 63 |

### 4.3. Research Questions 3 & 7: What are the participants' initial and final levels of metacognitive awareness in listening?

Preliminary Data Analysis

Shapiro-Wilk Test run for the preliminary analysis showed that the distribution of the Pre-test MALQ scores in the (SW = .939, df = 16, $p$ >.05) and the Post-test MALQ scores (SW = .954, df = 16, $p$ >.05) were normally distributed, yet in other factor constructs the normal distribution of at least one data set in each case failed to have normal distribution, respectively Post-test PE (SW = .882, df = 16, p <.05), Post-test DA (SW = .718, df = 16, $p$ <.05), Pre-test PK (SW = .820, df = 16, $p$ <.05) , Post-test PK (SW = .882, df = 16, $p$ <.05), post-test MT (SW = .876, df = 16, $p$ <.05), and post-test PS (SW = .869, df = 16, $p$ <.05). Although Shapiro-Wilk test results indicated normal distribution of the Pre-test and Post-test MALQ scores, a Wilcoxon signed-rank, which is non-parametric alternative of paired sample t-test test, was conducted because the literature proposes that t-tests can be unreliable with the sample sizes smaller than 30 (Kaur &Kumar, 2015).

Descriptive Statistics

The MALQ scores of the Pre-test case range from 3.05 to 3.52 with a mean value of 3.32 (*SD*=.14) while the scores of the post-test scores range from 4.05 to 4.57 with a mean value of 4.34 (SD=.15)

MALQ consisted of five factors namely, Planning-Evaluation (PE), Directed Attention (DA), Person Knowledge (PK), Mental Translation (MT), and Problem Solving (PS).

The PE scores of the Pre-test case range from 2.00 to 3.40 with a mean value of 2.58 (*SD*=.42) while the scores of the post-test scores range from 4.00 to 4.80 with a mean value of 4.41 (SD=.24).

The DA scores of the Pre-test case range from 3.25 to 4.50with a mean value of 3.77 (*SD*=.32) while the scores of the post-test scores range from 3.00 to 3.75 with a mean value of 3.53 (SD=.30).

The PK scores of the Pre-test case range from 2.00 to 2.67with a mean value of 2.33 (*SD*=.24) while the scores of the post-test scores range from 4.33 to 5.33 with a mean value of 4.73 (SD=.30).

The MT scores of the Pre-test case range from 1.67 to 3.67with a mean value of 2.60 (*SD*=.70) while the scores of the post-test scores range from 4.00 to 5.33 with a mean value of 4.56 (SD=.32).

The PS scores of the Pre-test case range from 4.17 to 4.83 with a mean value of 4.50 (*SD*=.18) while the scores of the post-test scores range from 4.33 to 4.83with a mean value of 4.52 (SD=.16).

Table 10

Descriptive statistics of Planning-Evaluation, Directed Attention, Person Knowledge, Mental Translation, and Problem Solving scores

| | Test | N | Mean | *SD* | Min | Max | Med | SW | *p* |
|---|---|---|---|---|---|---|---|---|---|
| MAL | Pre-test | 16 | 3.32 | .14 | 3.05 | 3.52 | 3.33 | .939 | .34 |
| | Post-test | 16 | 4.34 | *.15* | 4.05 | 4.57 | 4.38 | .954 | .56 |
| PE | Pre-test | 16 | 2.58 | .42 | 2.00 | 3.40 | 2.70 | .925 | .21 |
| | Post-test | 16 | 4.41 | .24 | 4.00 | 4.80 | 4.40 | .882 | .04* |
| DA | Pre-test | 16 | 3.77 | .32 | 3.25 | 4.50 | 3.75 | .923 | .19 |
| | Post-test | 16 | 3.53 | .30 | 3.00 | 3.75 | 3.75 | .718 | .00* |
| PK | Pre-test | 16 | 2.33 | .24 | 2.00 | 2.67 | 2.33 | .820 | .01* |
| | Post-test | 16 | 4.73 | .30 | 4.33 | 5.33 | 4.67 | .882 | .04* |
| MT | Pre-test | 16 | 2.60 | .70 | 1.67 | 3.67 | 2.67 | .896 | .07 |
| | Post-test | 16 | 4.56 | .32 | 4.00 | 5.33 | 4.67 | .876 | .03* |
| PS | Pre-test | 16 | 4.50 | .18 | 4.17 | 4.83 | 4.50 | .910 | .11 |
| | Post-test | 16 | 4.52 | .16 | 4.33 | 4.83 | 4.50 | .869 | .03* |

The Change in the Participants' MALQ, PE, DA, PK, MT, and PS Scores

A Wilcoxon signed-rank test was conducted to determine the effect of training intervention on MALQ scores a long with its factors PE, DA, PK, MT, and PS scores. Sixteen participants were recruited to the study who each filled in MALQ in the beginning and at the end of the intervention as Pre-test and Post-test. The difference scores of MALQ, PE, DA, PK, MT, and PS scores were approximately symmetrically distributed, as assessed by a histogram with superimposed normal curve, so Wilcoxon signed-rank test could be run on each data set. The results indicated statistically significant changes in MALQ, PE, PK, and MT scores. There was a statistically significant increase in all of the 16 participant teachers' MALQ scores in the Post-test (*Mdn* = 4.38) when compared with Pre-test (*Mdn* =

3.33), $z = 3.52$, $p < .001$. Similarly, there was a statistically significant increase in all of the 16 participants' PE scores in the Post-test (*Mdn* = 4.40) when compared with Pre-test (*Mdn* = 2.70), $z = 3.53$, $p < .001$, and PK scores in the Post-test (Mdn = 4.67) when compared with Pre-test (Mdn = 2.33), z = 3.54, p < .001. There was also a statistically significant decrease in all of the 16 participant teachers' scores of MT, which is consisted of reverse items, in the Post-test (Mdn = 4.67) when compared with Pre-test (Mdn = 2.67), z = 3.52, p < .001. However, there was no statistically significant change in DA scores in the Post-test (Mdn = 3.75) when compared with Pre-test (Mdn = 3.75), z = .06, p > .05, and there was an increase in only three out of 16 participants. In the same way, there was no statistically significant change in PS scores in the Post-test (Mdn = 4.50) when compared with Pre-test (Mdn = 4.50), z = .63, p > .05 although there was an increase in six out of 16 participants.

In the light of these findings, the statistical increase in post-scale responses through the Planning-Evaluation category of MALQ scale demonstrated that participants have been more able to build a plan in their mind about how they would listen after the treatment. Additionally, it was discovered that they could evaluate their past listening process and make future decisions by means of this evaluation. Furthermore, it was dicovered that they had an improvement in questioning their own listening comprehension performance and their level of satisfaction with it, and having a target for listening in their mind.

In terms of the Person Knowledge category in MALQ scale, the statistical increase in post-scale responses demonstrates that participants had a lower level of nervousness whilst listening subsequent to the treatment. On the other hand, such a change in their post-scale responses display they still found listening as more difficult than three other language skills.

With reference to Mental Translation category, which comprised reverse items, participants' responses demonstrated that there was an increase in their post-scale responses when compared to pre-scale. This finding displays that their need to translate words or the text increased after the treatment.

In connection with Directed Attention category in MALQ scale, participants' responses showed no difference between pre- and post-scale reports. This finding designates that their perceived level of concentration is still low as long as they have difficulty in comprehending the listening text.

Finally, responses to Problem Solving items in the MALQ scale displayed there was no statistical difference between pre- and post-scale findings by participants. In the light of this finding, it could be denoted that there was no change in participants' action towards existing problems while listening. In other words, it was discovered that they are at the same level in getting help from their background knowledge, schema, experience and the general idea of the text so as to make meaning of the unknown parts of the listening text.

### 4.4. Research Question 4: What are participants' views and perception on the related listening strategy at the end of each treatment session?

Shadowing - Discussion Responses of Participants

Data gathered with reference to participants' views on shadowing specifies that almost all of the participants (n=14) find shadowing useful and like this listening strategy. The same number of participants, on the other hand, reveal that shadowing could cause a high level of noise in class. Besides this, 81 % (n=13) of them are willing to apply shadowing in their future instruction and find the strategy fun. At the same time, one fourth (n=4) of them believe that shadowing could be disadvantageous since it may not work well with young learners and it may prevent learners' concentration while listening.

Participant 6 commented as:

"The loud noise in the class while listening is a disadvantage."

A further expression by Participant 9 was:

"This strategy could never go well with young learners."

Table 11

Shadowing - discussion responses of participants

| Ideas | n | f (%) |
|---|---|---|
| Finding shadowing useful to improve speaking | 15 | 94 |
| Favoring shadowing | 15 | 94 |
| Feeling shadowing may lead to a high level of noise in class | 15 | 88 |
| Wishing to apply shadowing in their future teaching | 13 | 81 |
| Thinking shadowing is a fun activity | 13 | 81 |
| Believing shadowing does not work well with young learners | 4 | 25 |
| Believing shadowing prevents learners' concentration while listening | 4 | 25 |

Mindmapping - Discussion Responses of Participants

Participants' responses to mindmapping reveal that 63 % (n=10) of them wish to utilize mindmapping in the future, find this strategy helpful and useful in enhancing metacognitive awareness of both teachers and learners. Additionally, over half of them (n=9) feel this strategy provides learners with visuals, find it enjoyable and consider the strategy as more useful than shadowing.

It was denoted by Participant 2 as:

"Mindmapping was quite enjoyable to apply in class."

Participant 8 specified their view on mindmapping as:

"This activitiy is more useful than shadowing."

Table 12

Mindmapping - discussion responses of participants

| Ideas | n | f (%) |
|---|---|---|
| Planning to use mindmapping in their future teaching | 10 | 63 |
| Thinking mindmapping will help learners acquire key words | 10 | 63 |
| Believing mindmapping increases metacognitive awareness of both teachers and learners | 10 | 63 |
| Feeling mindmapping provides learners with visuals | 9 | 56 |
| Finding mindmapping enjoyable to apply | 9 | 56 |
| Thinking mindmapping is more useful than shadowing | 9 | 56 |

Dictogloss - Discussion Responses of Participants

In accordance with dictogloss as the third listening strategy, data by participant responses reflect that over four fifth (n=13) of participants find dictogloss useful. Similarly, 75 % (n=12) of them feel that dictogloss on Cornell templates is practical and 69 % (n=11) of them become more organized through dictlogloss.

Participant 12 reported their reflection as:

"Notetaking while listening made me feel organized."

Another expression by Participant 14 was as below:

"This activity could improve learners' written production."

Table 13

Dictogloss - discussion responses of participants

| Ideas | n | f (%) |
|---|---|---|
| Finding dictogloss useful | 13 | 81 |
| Thinking dictogloss on Cornell templates is practical | 12 | 75 |
| Feeling more organized using this strategy | 11 | 69 |
| Feeling dictogloss supports production in writing after listening | 8 | 50 |

Bingo Cards - Discussion Responses of Participants

Participants' reflection with reference to bingo cards remark that all (n=16) of them find this strategy useful, think it enhances metacognitive awareness in listening and feel it is fun. Additionally, all (n=16) of them believe bingo cards in listening could be beneficial for learners of all ages. Furthermore, three fourth (n=12) of participants feel bingo cards activate the use of bottom-up skills.

Participant 7 expressed their views as:

"I think I can use this activity in classes in the future."

A further comment by Participant 16 was made as:

"It is a funny game to apply in class."

Table 14

Bingo cards - discussion responses of participants

| Ideas | n | f (%) |
|---|---|---|
| Thinking using bingo cards is useful | 16 | 100 |
| Specifying using bingo cards increases metacognitive awareness of learners | 16 | 100 |
| Planning to use bingo cards in their future teaching | 16 | 100 |
| Thinking using bingo cards is fun / a game | 16 | 100 |
| Believing using bingo cards is beneficial for learners of all ages | 16 | 100 |
| Feeling using bingo cards supports the activation of bottom-up skills | 12 | 75 |

Say What is Next' - Discussion Responses of Participants

With regard to the fifth listening strategy, data reveals that it is found useful by 75 % (n=12) of participants. Besides this, exactly half (n=8) of the participants feel this strategy enhances metacognition in listening, plan to use this strategy in the future and denote that it supports oral production of learners. Furthermore, 13 % (n=2) of participants remark that this strategy in listening enhances creativity.

Participant 12 specified their perception of the related activity as:

"I can consider this activity as a means to increase my creativity."

A reflection made by Participant 14 could be noticed as:

"A teacher can apply this activity to make improvement in speaking performance of their learners."

Table 15

‘Say what is next’ - discussion responses of participants

| Ideas | n | f (%) |
|---|---|---|
| Finding this strategy useful | 12 | 75 |
| Believing using this strategy increases metacognitive awareness in listening | 8 | 50 |
| Planning to apply this strategy in their future teaching | 8 | 50 |
| Specify this strategy encourages oral production | 8 | 50 |
| Thinking using this strategy increases creativity | 2 | 13 |

Key Word Chart Completion - Discussion Responses of Participants

In accordance with key word chart completion in listening, over 80 % (n=14) of participants found this strategy useful and over half of them (n=9) think it helps to store listening input. In addition to this, half (n=8) of them believe this strategy enhances metacognitive awareness in listening and 31 % (n=5) of them specify that it helps students learn vocabulary.

A reflection made by Participant 3 is denoted as:

"I feel I can have further metacognition in listening by the help of this activity."

Participant 5 remarked on the activity denoting as:

"I will for sure use this activity in the future."

Table 16

Key word chart completion - discussion responses of participants

| Ideas | n | f (%) |
|---|---|---|
| Finding this strategy useful | 14 | 88 |
| Thinking this strategy helps learners to store information from listening | 9 | 56 |
| Believing this strategy increases metacognitive awareness in listening | 8 | 50 |
| Planning to apply this strategy in their future teaching | 7 | 44 |
| Feeling this strategy helps learn vocabulary | 5 | 31 |

### 4.5. Research Question 5: What concerns do the participant teachers mainly specify through the interactional methodology sessions before each treatment?

Data to seek for answers to this research question was gathered by means of discussion notes by the researcher. Each discussion was executed by participants subsequent to watching informative videos on metacognitive listening and prior to each listening strategy training. While the participants were having a discussion on the related listening text, the discussion was videorecorded by the researcher and data was reported in the written form subsequent to each training session.

#### Session 1 - Shadowing

In accordance with their personal notions, the primary concern discussed by participants was the problems they experience while teaching listening and the solutions they generated for these adversities.

Such remarks were made by Participants 2 and 11:

"I have difficulty in focusing my learners' attention on the listening text."

"I try to mention the purpose for listening to keep their concentration on the listeing text."

In addition, participants discussed alternative ways for better listening instruction and the importance of guessing before listening to a text. Another point of discussion was participants' own notion of metacognitive awareness in listening. To explain, they intended to specify that they shared their own listening comprehension process with their students so as to create some awareness on them.

An opinion by Participant 5 on their own metacognition in listening was as below:

"I try to share what I do whilst listening with my students since I wish them to be aware of what a listener does during listening."

**Session 2 - Mindmapping**

With reference to the second listening strategy session, the initial element of discussion was the significance of using signposts within a listening activity. Participants specified that either as a pre-listening or as a while-listening activity should signposts be introduced to learners so as to ease listening comprehension.

Participant 7 denoted their view on signposts as:

"I find signposts as the key sources in a listening text for comprehension."

Furthermore, the importance of note-taking and also stopping the listening text within frequent intervals was denoted as crucial. It was additionally discussed and agreed upon that listening is the most substantial among four language skills.

**Session 3 - Dictogloss**

With regard to the third discussion session prior to the listening strategy, the connection of listening with three other language skills was remarked.

Participant 15 commented on this relationship as:

"Each of the four language skills are connected to each other. Therefore, listening cannot be considered separate from other three skills."

Besides this, a common point of discussion by participants was the deficiency of listening hours in their weekly schedule.

This deficicency was remarked as :

"We mostly cannot find sufficient time to apply listening activities in our classes."

Furthermore, the importance of being aware of learners' level of listening comprehension proficiency and their attitude towards listening comprehension was designated as crucial.

**Session 4 - Bingo Cards**

In accordance with the fourth session, the primary concern discussed was the significance of setting goals for learners prior to listening instruction. Additionally, implementing role-play and other types of group work prior to and subsequent to listening comprehension were identified.

A remark made by Participant 4 on role-play was as:

"A role play activity should be implemented either before or after a listening task so as to activate learners."

**Session 5 - 'Say What is Next'**

In terms of the fifth session, the first point of discussion was demonstrating visuals to learners before listening so that they could provide them with some schema and background knowledge related to the aural input.

Participant 1 commented on this element as:

"Listeners always need a background knowledge related to the listening text through visuals."

In addition to this, letting learners make some small talk or reflecting them pre-listening questions were remarked. Furthermore, participants agreed that it is considerably crucial for teachers to make a preparation and listen to the text prior to the listening class. The final element of discussion was the difference between online and in-class listening instruction.

This difference was remarked by Participant 8 as:

"A listening task can never be the same online as in classroom. We need to find alternative ways online for listening comprehension tasks."

**Session 6 - Key Word Chart Completion**

In the final session before implementing the last listennig strategy, participants made a discussion on their own perceived deficiencies in listening instruction. Additionally, it was

suggested that any time-consuming activities before-, while- or post-listening should be avoided. Furthermore, it was denoted that the participants who enrolled in TOEFL preparation had a further metacognitive awareness in listening instruction since they intended to employ a primitive version of TOEFL listening in their B1 level listening classes.

### 4.6. Research Question 6: How do the participants feel about teaching listening skill and their own listening instruction performance after the listening instruction training? (Post-Treatment)

Post-Reflection Responses of Participants

Reflections in the written form were gathered from participants at the end of the listening instruction training as well as the ones prior to the training. According to the responses by participants, it is clear that all (n=16) of them enjoyed the listening training sessions, gained fresh insight into teaching listening, feel this training will enhance their metacognition in listening and are hopeful about the future benefits of this training. Additionally, almost of the participants (n=15) find all six strategies fun to apply and remark that this training will also be efficient in their teaching other three skills. Furthermore, 75 % (n=12) of participants denote that they own a larger reservoir of activities and gained awareness on top-down and bottom-up listening strategies by means of this training. The same percentage (n=12) feel an enrichment since they practiced using different platforms on listening online. On the other hand, over half (n=10) of them still believe listening is the most challenging among four skills.

With regard to their views as a result of the treatment, Participants 4, 7 and 15 made comments as below:

Participant 4:

"I believe this treatment will be beneficial for my future teaching."

Participant 7:

"Wow, all six activities were fun."

Participant 15:

"Learning top-down and bottom-up skills were quite beneficial to me."

Table 17

Post-reflection responses of participants

| Ideas | n | f (%) |
|---|---|---|
| Enjoying the listening strategy sessions | 16 | 100 |
| Acquiring fresh insight into listening | 16 | 100 |
| Believing this training will boost their metacognitive awareness in listening | 16 | 100 |
| Being hopeful about the future benefits of this training | 16 | 100 |
| Believing this listening strategy training will make their learners more proficient listeners | 15 | 94 |
| Finding all six strategies fun to apply | 15 | 94 |
| Thinking this training will have a positive effect on their teaching other skills | 15 | 94 |
| Feeling they possess a larger reservoir of activities | 12 | 75 |
| Acquiring awareness on top-down and bottom-up strategies | 12 | 75 |
| Feeling they became enriched in using different platforms on listening online | 12 | 75 |
| Reflecting the significance of specifically shadowing in improving listening | 10 | 63 |
| Still believing listening is the most challenging of all skills | 10 | 63 |

# CHAPTER 5

# DISCUSSION AND IMPLICATIONS

This final chapter of the dissertation encapsulates a discussion of the findings with reference to research questions, and additionally implications in accordance with both language education and research in the field.

## 5.1. Research Question 1: What strengths, weaknesses, opportunities and threats do the participants feel they have in terms of teaching listening skill?

Findings corresponding to this research question designate participants' perceived strengths, weaknesses, opportunities and threats with regard to teaching listening.

Data collected in accordance with strengths and weaknesses specifies that most of the participants consider listening skill and listening strategies as substantial. Additionally, half of them feel efficient in managing learners' stress while listening. On the other hand, findings demonstrate that almost all of the participants have some adversities whilst teaching listening.

In the light of these findings, some considerations could be reflected. First of all, participants' responses to strengths reflect that most of them consider listening as a crucial language skill. This finding demonstrates that participants have some awareness on the significance of this skill, which could be identified as the core element of success in teaching listening efficiently. In addition to this, most of the participants believe they have sufficient effort so as to transfer learners into active listeners, and they also highlight the importance of listening strategies, which is considerably in correspondence with the main objective of this research study. This finding corresponds to the notion within Ghaderpanahi's (2012) study since the researcher highly suggests the substantiality of both teachers' role and the application of pre-, while- and post-activities implemented to teach listening. Furthermore,

this finding relates to that of Vandergrift (1999) in the way that the research study essentially focuses on the importance of implementing listening strategies and listening awareness. Another element reflected by half of the participants is the role of psychological factors in teaching listening. This clearly displays that stress and anxiety affect teaching listening as well as listening strategies.

Findings gathered with regard to weaknesses remark that all participants experience adversities whilst teaching listening. This finding could be considered in connection with participants' further reflections. To explain, it could be denoted that participants' difficulties during listening classes may arise from factors such as time limitation, lack of motivation and resources. These negative statements imply that participants have adversities in managing listening problems even though they find this skill substantial and have awareness on teaching listening. These findings could refer to that of Rost's (1990) research study since the researcher highlights listening as an adverse language skill which embraces a complex cognitive phase.

With reference to participants' perceived opportunities in teaching listening, Internet, digital resources and native teachers were identified. Of these, online elements may have specifically been specified due to the pandemic period as language learners have been intensely exposed to online education and tools since then. In addition to this, digital version of language teaching materials has been becoming more and more popular every year.

On the other hand, perceived threats were remarked as participants' tight schedule, technological problems, inappropriate listening materials, discrete L1 backgrounds of learners and teachers' burnout. With regard to these findings, the notion identified in Scarcella and Oxford's (1992) study could be considered as parallel since these researchers reflect the adversity learners experience when they are exposed to inconvenient listening materials. These findings could be considered as adversities which could be overcome and changed within time and effort. Additionally, the background of most of these specified threats do not relate to learners but to teachers and institutional factors, which is also in correspondence to the primary objective of this research study.

As a consequence, the incorporation of a SWOT analysis was considered as a substantial implementation within this research study so as to explore the internal and external elements with regard to teaching listening from teachers' perspective. With this aim, this SWOT analysis aimed at embracing EFL instructors' attitudes towards and efficiency in teaching listening, their perceived deficiency in managing their listening classes, the opportunities they feel will broaden their teaching listening environment and some probable disruptions which may damage their teaching context. Further SWOT analysis could be conducted in future language teaching studies through employing specific SWOT analysis tools or research questions, or reflecting more specific research questions. Furthermore, such a SWOT analysis application could be generated on teachers to investigate their attitudes towards four language skills.

### 5.2. Research Question 2: How do the participants feel about teaching listening skill and their own listening instruction performance before the listening instruction training ? (Pre-Treatment)

Participants' responses to this research question designated that all of these EFL instructors believe listening is a challenging skill and is the most important of four language skills. Such a reflection could display that participants have both a positive and challenging perspective towards teaching listening. The positive attitude might exist due to their language teaching experience which indicated the productive effect of listening on teaching and learning a foreign language. On the other hand, the negative attitude might occur due to participants' adversities while teaching listening. In addition, findings indicate that participants intended to highlight the significance of note-taking, comprehensible input and pre-listening activities so as to teach listening efficiently. In connection with the reflection of this response, it could be denoted that data gathered both before and after a treatment could specify a rich variety of reflections by teachers. In other words, it could be remarked that EFL instructors who have a teaching background of at least ten years and an MA degree can have a wide variety of notions to reflect even prior to a research intervention thanks to their teaching experience and academic background.

Findings above correspond to data identified in the research study by Duzer (1997) since the researcher specifies teaching listening as an 'adverse' period whilst language teaching. Furthermore, findings also relate to that of Wolvin and Coakley (1988) since these researchers highlighted listening as the most crucial of four skills and remarked that this skill activate sdaily conversation of learners more than other three skills.

As a consequence, in the light of these findings, EFL teachers' reflection to their own teaching could be considerably useful by means of written reflections. Since they are expected to identify their own views and perceptions freely in the written way, it could be quite practical to gather information for both academic improvement and practice in research studies. Further research studies could be conducted utilizing such written reflection which additionally encapsulate specific questions which could guide participants to respond in a more reflective way.

### 5.3. Research Questions 3 & 7: What are the participants' initial and final level of metacognitive awareness in listening?

This research question was asked to participants so as to explore how much aware they were of their own use of strategies whilst listening and teaching listening. With this aim, Metacognitive Awareness in Listening Questionnaire by Vandergrift et. al, (2006) was employed prior to and subsequent to the listening strategy treatment sessions. Participants' responses provided a clear picture of the significant difference between pre- and post-scale results. According to these results, a significant difference was discovered with reference to three of the five categories within the scale. To explain, participants had an increase in their planning and evaluation (PE) and person knowledge (PK) strategies. These findings demonstrate that participants had a more efficient performance in preparing themselves prior to listening and evaluating themselves after listening. Additionally, it is clear that they have become more aware of their own listening process subsequent to the treatment. At this point, it could be apprehended that this research study has reached its final objective to some extend by generating awareness on listening skill and its teaching through a six-sessions treatment. Furthermore, another significant difference was explored as a result of this metacognitive

listening treatment with regard to 'mental translation (MT)' category. This category encapsulates reverse items which means participants need to avoid performing. As a result, significant decrease between pre- and post-scale responses were spotted at the end of the treatment, which demonstrates that participants are now more conscious listeners and listening teachers. On the other hand, no significant difference was identified in accordance with directed attention (DA) and problem-solving (PS) categories.

Based on the findings above, it could be denoted that the listening strategy training which was the core element of this research study encouraged participants to constitute a plan plan in their mind, explore what they have already learned, evaluate their own listening and decrease their listening anxiety. In other words, such an implementation helped EFL instructors in terms of not only their listening awareness, but additionally their psychological state before, while and after listening.

In accordance with recent studies, one could remark that findings of this study correspond to that of past studies in connection with metacognitive listening strategy training. The mere point which differs this current study from recent studies is that this study was implemented on EFL instructors, but recent studies were conducted on EFL learners. However, similar findings were obtained from both group of participants.

The primary correspondence could be explored between findings of this current study and that of Vandergrift (2003) and that of Li, Y., & Liu, Y. (2008). In both studies, it was discovered that there was a strong relationship between listening comprehension performance and metacogmitive strategy use, which displays a similar data to current findings. Furthermore, findings of this study associate could with that of a study by Rajaei (2015). Both studies encapsulated a metacognitive listening strategy use treatment and findings of both studies indicate higher performance and stronger perceptions in listening. In addition to these, another study by Bozorgian (2014) designated a similar treatment to that of this research study. By means of both studies, it was aimed at strengthening participants' level of metacognitive listening awareness. An intervention of listening strategy use was implemented during both treatment phases. However, distinct responses to MALQ

scale were obtained. Unlike this current study, no significance with regard to metacognitive listening awareness was obtained by participants in Bozorgian's (2014) study.

In the light of these findings, it could be suggested that not only EFL learners, but alo EFL teachers should be trained with metacognitive awareness in listening training. The use of several listening strategies could help researchers in their intervention both in class and on digital platforms. Furthermore, the employment of MALQ before and after a listening training could support any participants' self-evaluation of their listening awareness. By means of this scale, it could be much possible to be conscious about their own listening process since the items in the scale assist participants to evaluate their own listening performance. At the same time, MALQ, which embraces five discrete categories, provides participants with items which help them consider their listening process from five distinct perspectives.

### 5.4. Research Question 4: What are the participants' views and perception on the related listening strategy at the end of each treatment session?

This research question was asked to participants so as to gather information about their views and perceptions on each related listening strategy training session. To this end, they were expected to remark their ideas with reflections in written form. In general, findings specified that almost all participants found each listening strategy useful, wished to apply each strategy in their future teaching and thought each listening strategy was avail to increase level of metacognitive awareness in listening. Based on these findings, it could be denoted that listening strategies could be implemented not only in class, but also on online platforms and still be useful throughout foreign language learning. Additionally, one could consider that the implication of various listening strategies in a foreign language class could be useful to generate awareness on both teachers and learners, and also transform learners into active listeners. At the same time, with the aid of such listening strategies teachers can manage their listening teaching process in a better way, monitor their listening classes as pre-, while- and post-listening, solve problems in a more practical way and direct their classes in a thought-provoking state.

In addition to these findings, different from other five listening strategies, shadowing was thought to lead to noise and some disruption of listening by almost all of the participants. This reflection could have been made since shadowing is a loud repetition activity and listeners are expected to repeat after the aural input the same time as they listen. For this reason, this listening strategy could be considered as a complicated cognitive and physical listening process and may lead to misunderstanding whilst listening. At this point, silent shadowing, which could be described as 'the silent form of shadowing activity', could be preferred as a more manageable while-listening strategy.

Furthermore, findings revealed that mind mapping was the sole listening strategy which was thought to provide learners with visuals among the six strategies. The reason for this reflection could be since the website and digital tool to prepare mind maps was quite practical and enjoyable. Also, it was a platform which could be used by learners while they are listening to a text from another platform. As a result, this response by participants reflect that the selection of practical and easy-to-use visual materials is substantial with regard to the use of a listening strategy.

Another finding with reference to Bingo Cards strategy identified that more than half of the participants supported the use of this strategy since they felt it encouraged the activation of bottom-up skills. Based on this finding, it could be designated that identifying a clear objective and instructions before applying a listening strategy might make it more meaningful to implement. Besides this, it may be crucial for some teachers to employ a listening strategy which specifically encapsulates the use of either bottom-up or top-down listening skills.

With respect to its connection with recent studies, it could be specified that findings of the current study are specifically in correspondence to that of Rajaei (2015) since the experimental group found the listening strategy treatment useful as they received a treatment period of pre-listening sessions.

As a consequence, in the light of the responses by participants to this research question, EFL teachers could be suggested to apply discrete pre-, while- and post-listening strategies to make listening an active process. In addition to this, it could be avail to utilize distinct listening comprehension practice platforms so as to supply variety and serve discrete needs of their learners. Furthermore, considering learners' age, level of foreign language and tendency towards visual or aural materials could assist teachers to select appropriate listening resources. Besides all, implementing listening strategies which could strengthen learners' top-down or bottom-up skills could additionally encourage their level of listening comprehension proficiency as well as their metacognitive awareness in listening.

### 5.5. Research Question 5: What concerns do the participant teachers mainly specify through the interactional methodology sessions before each treatment?

This research question was specified in order to discover participants' elements of discussion prior to each listening strategy session. Before these discussions, they were expected to watch a video with reference to metacognitive awareness in EFL listening and make a discussion with regard to their own listening instruction experience and notion.

Primarily, all participants were thankful for each metacognitive listening session and opportunities for discussion since they identified that they had not found such a time and platform for a long time to discuss on specifically listening. It was not surprising that all six discussions began with participants' problems in listening instruction since most of them believed that listening was the most challenging of all four language skills both before and after this listening strategy treatment. Additionally, they had the opportunity to share the listening strategies or alternative activities they often applied in their classes in accordance with the solutions they created for their own adversities whilst teaching listening. Since over half of the participants had been enrolling in TOEFL preparation classes, it was also not very unfamiliar to teach listening by means of strategies.

A further inference which could be made from discussion reports is that almost all participants find it substantial to relate listening with other three language skills. For this

reason, they denoted the significance of note-taking, dictogloss and role-plays during discussion sessions.

Another point of discussion is that all participants believe implementing pre-listening activities are considerably crucial since they feel activating learners' background knowledge through exposing them to means of any schema is quite useful.

The final element discussed by participants was metacognitive awareness in listening. Almost all participants had some level of metacognitive listening awareness since all of them were interested in evaluating their own teaching and instructing the foreign language skills through strategy use. In correspondence to this, they were found eager to raise their learners' awareness in listening through sharing their own listening comprehension process with them.

In the light of these findings above, participants' oral reflections through these discussion sessions demonstrate that they were quite willing to be and transform their students into a further metacognitively-aware state in listening. Additionally, it could be remarked that such group discussions may be useful so as to find further solutions to both teachers' and learners' problems in listening comprehension. Further interventions could be implemented within a longer time and a wider scope of discussion topics on listening. Beside all, such discussions through which participants are not guided or reflected could allow EFL teachers to express their own mental and physical listening instruction phase in an unrestricted way.

### 5.6. Research Question 6: How do the participants feel about teaching listening skill and their own listening instruction performance after the listening instruction training? (Post-Treatment)

This research question was reflected to participants so as to explore their overall views and perceptions as a consequence of the six listening strategy training sessions. As a result of participants' responses, data revealed that all sixteen EFL instructors enjoyed the

listening sessions, acquired fresh insight into listening, feel a further strength in their metacognitive awareness in listening and have hope about the future benefits of this training. With regard to these responses, it could be inferred that the listening strategy training sessions were found quite useful by participants and constituted belief and awareness on their own listening teaching. Additionally, it could be identified that these participants may generate more enjoyable listening classes for their students since they specified that they had enjoyed learning discrete listening strategies, as well. Furthermore, prior to this training, they may not have felt the need for such a training. However, by means of such an intervention, they found the opportunity to become more aware of their own listening teaching performance, evaluate or think on it critically.

Further post-treatment responses by almost all participants reveal that they believed this training could be beneficial on teaching other three language skills. This reflection may have been made by participants since the six instructed listening strategies were introduced to participants and practiced in accordance with either speaking or writing. For this reason, it could be denoted that the implementation of discrete listening strategies in a foreign language classroom could be generated in connection with other three language skills and generate both apprehension of aural input in a more active way and production in the target language.

Additionally, more than half of the participants identified that they possessed a large reservoir of activities by means of this training. This reflection could be remarked as one of the positive outcomes of this listening strategy training since participants were exposed to apply distinct strategies to teach listening. In correspondence to this notion, one could identify that in-service training sessions which encapsulate the teaching of four language skills actively could transform teachers and instructors into an updated form. Through benefitting from such trainings, both teachers and learners of a foreign language could benefit academically, especially in educational setting where teachers are expected to complete a systematic schedule of instruction. Furthermore, a large reservoir of listening activities could work where solely one type of instruction is not sufficient for some type of learners. Reflections which specify the strength of utilizing distinct online listening

platforms additionally support the same notion and highlight that this listening training has produced various positive outcomes in terms of teaching listening.

A further concern by over 60 % of participants highlighted that they still found listening skill the most challenging of four language skills. This reflection may still not sound surprising since teachers are highly expected to learn and implement updated strategies and activities in their listening classes. As mentioned by Vandergrift (2005), it is substantial to transform learners into active listeners through raising learners' metacognitive listening awareness.

As a consequence the findings obtained as a response to the sixth research question correspond to that of Vandergrift (2003) since both research studies encourage and highlight the positive impact of listening strategy instruction and application. The sole difference between the studies was that Vandergrift's (2003) study embraced learners' level of listening comprehension proficiency before and after the intervention. A similar association was additionally obtained between the findings of current study and that of Rajaei (2015).

In conclusion, there exists a considerable number of findings obtained and inferences made. To finalize, it could be convenient to denote that the ‘Metacognition’ concern made participants think excessively on their teaching of not only listening but also other three skills. Additionally, participants evaluated their listening process and performed in all six training sessions from both a student and a teacher’s perspective. Furthermore, the use of the listening materials at participants’ own institution allowed them to consider metacognitive listening strategies from a wider perspective. Besides this, almost all participants remarked that they had been applying metacognitive strategies in listening but had not named this performance before. The scope and content of the listening strategy training sessions could be developed in later studies and the training manual could be employed as a guide by EFL teachers.

In the light of all findings obtained by means of participants' responses and discussion notes by the researcher, a further research study which is aimed at demonstrating the

professional, practical and concrete outcomes of this listening strategy treatment could be targeted. To explain, the practical outcomes of this intervention could solely be recognized by means of participants' future listening strategy implementations on their learners in class. With regard to this notion, it could be constructive to establish an action plan and specify the required processes of this strategic future plan. The following steps could be encapsulated within such an action plan:

- Defining the goal as constituting metacognition on EFL learners in terms of listening

- Selecting learner participants

- Denoting the listening tasks and activities to implement (specifically the six related listening activities executed throughout this research study)

- Specifying the digital platforms to generate the treatment

- Identification of the listening texts (either the related course book or alternatives)

- Setting deadlines and constructing a timeline

- Enumerating data collection tools to utilize before, while and after treatment

- Planning an information meeting for participants and clarifying the outline of the research

- Initializing the intervention

- Monitoring pre-, while- and post-data collection processes

- Evaluating the real outcomes of such a listening strategy training on learners in class

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# APPENDICES

## APPENDIX A
## Participant Consent Form

### The Impact of Self-Regulated Learning Strategy Training on EFL Instructors'

### Metacognitive Awareness and Performance in Listening Instruction

**Introduction**

***** You are invited to participate in this research study of a Ph.D dissertation.

* You are kindly expected to read the items in this form and reflect any questions prior to agreement.

**Purpose of the Study**

* The target of this study is to discover the impact of a listening strategy training on EFL instructors' metacognitive awareness in listening

* Additionally, this research study might be published in form of an academic book or research paper.

**Description of Procedures**

***** If participants agree to participate in this research, they will be expected to receive a listening strategy training of six sessions, respond to a questionnaire and written reflecions both prior to and subsequent to the intervention.

**Confidentiality**

* All records and responses by participants will be preserved as confidential. All data by participants will be retained in a lockedfile.

**Consent**

* Your signature below designates that you are volunteer to participate in this research study. You will be provided with a printed version of this paper in addition to alternative documents in connection with this research.

Subject's Name: _____ Date: _____

Subject's Signature: _____

Investigator's Name: _____ Date: _____

Investigator's Signature: _____

## APPENDIX B

## TRAINING MANUAL

## LISTENING STRATEGIES TO BE APPLIED THROUGHOUT THE TREATMENT PHASE

### Training Session 1:

### SHADOWING (A Repetition Activity)

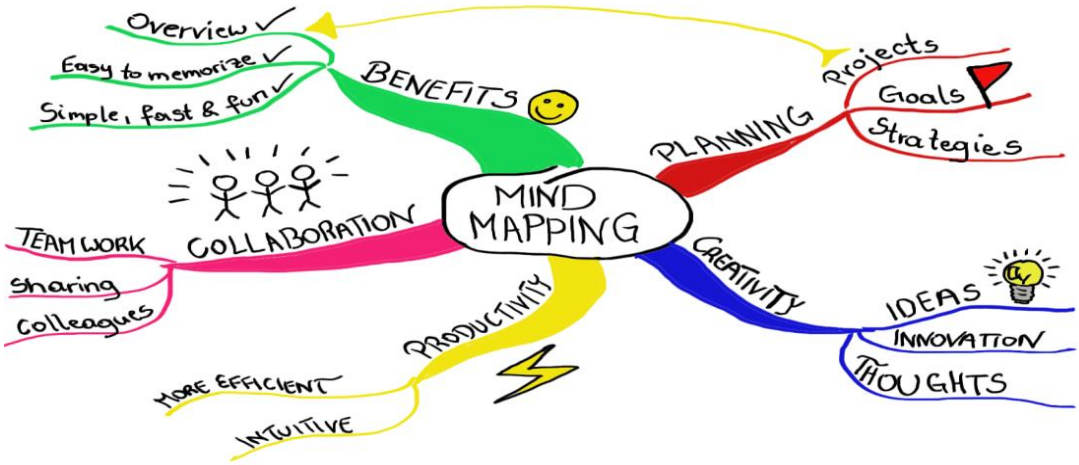
Shadowing is defined as a while-listening strategy which transforms the listening process into an effective phase (Takizawa, 2002). By means of this application, learners gain the efficiency to catch the aural input, be more accustomed to discrete accents and apprehend the listening material more influentially.

This while-listening strategy is generated through the repetition of the listener. However, unlike repetition, the listener starts vocalising the audio text a few seconds after the speaker and the speaker / audio material proceeds continuously without a break.

### Training Session 2:

### MINDMAPPING (A Note-taking Activity)

A mind map could be identified as an instrument by which the listener organizes the key concepts on a specific theme in their mind and specifies these key words within an image whilst listening (Buzan,1993).




Throughout this research study, participants are expected to generate their mind maps by means of online mind mapping tools (such as mindmeister.com or xmind.net) since the treatment sessions will applied on online platform.

**Training Session 3:**

**DICTOGLOSS (A Note-taking Activity)**

Dictogloss is an ESL listening activity through which listeners note down what they hear in their own words and reconstruct the audio text (Vasiljevic, 2010). Originally, the reconstruction of the listening text is generated subsequent to listening. However, since the essential focus of this research study is while-listening, listeners are expected to take notes in their own words and rewrite the text whilst listening.

**What is the Purpose of Cornell Notes?**

The purpose of Cornell notes is to make note-taking easier for the students in a way that they would be able to recall the lecture quite well in the future. It is devised in a manner that it would make it easy for a student to jot down the notes. There are columns to note the

key points of the lecture and for the questions. Following the format of Cornell notes would assist in improving the listening skills of a student.

https://www.wordtemplatesonline.net/free-cornell-note-templates/

**Training Session 4:**

**BINGO CARDS (An Identification Activity)**

Listening Bingo is a while-listening strategy utilised to keep listeners' focus on the audio text similar to the strategies above. The difference is that participants are expected to identify and recognize the words on the bingo chart they are provided prior to listening. Instead of note-taking or shadowing, listeners will be given a vocabulary list and mark the words they notice as soon as they hear the related part (Pellicano, 2004). Since the treatment sessions will applied on online platform, learners will be provided with their listening bingo cards by means of 'myfreebingocards.com' website.

| B | I | N | G | O |
|---|---|---|---|---|
| football | hockey ball | golf ball | bat | golf club |
| hockey stick | ice skates | racing car | racket | sailboard |
| skis | surfboard | Free Space | athlete | basketball |
| boxer | cyclist | diver | golf | gymnast |
| hockey player | jockey | driver | rider | rugby |

**Training Session 5:**

**SAY WHAT IS NEXT (An Oral Activity)**

Try to guess what the speaker will say next. The teacher will stop the audio text within frequent intervals. This strategy may sound demanding, but could act as a stimulating technique to proceed listeners' concentration on the aural input.

**Training Session 6:**

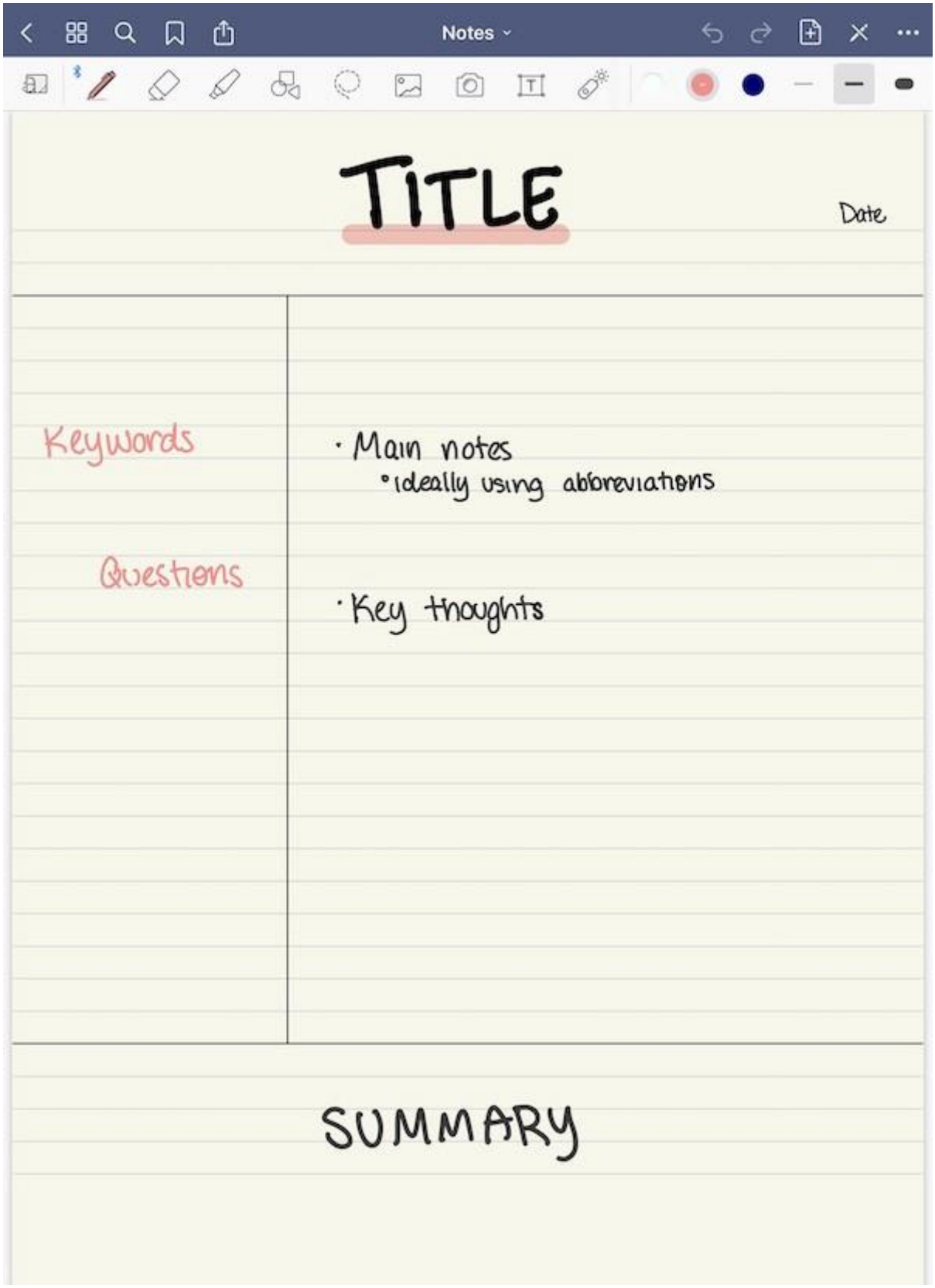
**KEY WORD CHART COMPLETION (A Note-taking Activity)**

The application of this while-listening strategy requires the teacher to provide learners with a key word chart which merely comprises some key words from the audio text. By means of this instrument, listeners will be expected to fill in a chart organized with categories named with keywords. Responses by listeners may vary although they are expected to display similarities.

| | **1st point** | **2nd point** | **3rd point** |
|---|---|---|---|
| **WORDS** | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| **PHRASES** | | | |
| | | | |
| | | | |
| | | | |
| | | | |

## APPENDIX C

## CORNELL NOTE-TAKING TEMPLATE



## APPENDIX D

## KEY WORD CHART TEMPLATE (A Notetaking Activity)

| | 1st point | 2nd point | 3rd point |
|---|---|---|---|
| **WORDS** | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| **PHRASES** | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

## APPENDIX E

## METACOGNITIVE LISTENING STRATEGY TRAINING SESSION VIDEO LINKS

1 (metacognition)

https://www.the-learning-agency-lab.com/science-of-learning-research-metacognition.html#

2 (listening difficulties)

https://www.youtube.com/watch?v=j2bXeP5dhqI

3 (how to teach listening)

https://www.youtube.com/watch?v=iN9mgVvEDmE

4 (listening strategies)

https://www.coursera.org/lecture/tesol-speaking/video-2-listening-strategies-for-learners-3AeBL

5 (list strategies)

https://www.youtube.com/watch?v=iCBO69h6r4c

6 (how to teach listening)

https://www.youtube.com/watch?v=e16mymdji68

7 (topdown listening)

https://www.youtube.com/watch?v=RLTCveq0RKo

**APPENDIX F**

# Metacognitive Awareness Listening Questionnaire*

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

* Adapted from Vandergrift, L., Goh, C., Mareschal, C. & Tafaghodtari, M.H. (2006). The Metacognitive Awareness Listening Questionnaire (MALQ): Development and validation. *Language Learning, 56*, 431-462.

## APPENDIX G

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim
Enstitüsü Etik
Kurulu Bilimsel
Araştırma Etik
Kurulu

Sayı : E-84026528-050.01.04-2200073485 01.04.2022
Konu : Başvuru İncelenmesi

Sayın Sezen BALABAN

Yürütücülüğünüzü yapmış olduğunuz 2022-YÖNP-0275 nolu projeniz ile ilgili Bilimsel Araştırmalar Etik Kurulu'nun almış olduğu 31.03.2022 tarih ve 07/01 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

**KARAR 01- Sezen BALABAN**'ın sorumlu yürütücülüğünü yaptığı "The Impact of Self-Regulated Learning Strategy Training on EFL Instructors' Metacognitive Awareness and Performance in Listening Instruction (Öz-Düzenlemeli Öğrenme Aracılığıyla Uygulanan Dinleme Becerisi Farkındalığı Eğitiminin İngilizce Öğretim Elemanlarının Üst-Bilişsel Dinleme Farkındalıkları ve Dinleme Becerisi Öğretimi Üzerindeki Etkisi)" başlıklı araştırmasının, Bilimsel Araştırmalar Etik Kurul ilkelerine **uygun** olduğuna oy birliği ile karar verilmiştir.

Prof. Dr. Salih Zeki GENÇ Kurul Başkanı