LISTENING STRATEGIES, LISTENING TECHNIQUES AND LISTENING SKILLS

Author
Assoc. Prof. Dr. Süleyman GÜN

Edited by
Assoc. Prof. Dr. Sezer Sabriye İKİZ

GLOBAL ACADEMY

LISTENING STRATEGIES, LISTENING TECHNIQUES AND LISTENING SKILLS

Author
Assoc. Prof. Dr. Süleyman GÜN

Editor
Assoc. Prof. Dr. Sezer Sabriye İKİZ

GLOBAL ACADEMY

This book is derived from Dr. Süleyman GÜN's MA dissertation entitled "The Effects of Using Certain Listening Strategies and Techniques on the Development of Listening Skills in a Foreign Language Learning Context", prepared under the supervision of Dr. Sezer Sabriye İKİZ.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS

ELT   : English Language Teaching

EFL   : English as a Foreign Language

ESL   : English as a Second Language

CLT   : Communicative Language Teaching

ANOVA   : Analysis of Variance

PET   : Preliminary English Tests

SPSS   : Statistical Package of Social Sciences

PREFACE

This study examines the effects of using certain listening strategies and techniques on the development of listening skills in a foreign language learning context with listening achievement test, attitude test towards foreign language, observation checklist and learner self-reflection form. The participants in the study were elementary level undergraduate Engineering Faculty English Preparatory Program students at Sıtkı Koçman School of Foreign Languages, Muğla Sıtkı Koçman University in the spring term of 2010-2011 academic years. In order to define the levels of students' listening skills and attitudes, listening achievement test and attitude scale towards foreign language were administered at the beginning and end of the research. Additionally, observation checklist prepared with certain listening strategies, techniques and information about students' participation, interest and ability was filled in for several times during the study by the researcher in a non-participant position. At the end of the study, self-reflection form was given to learners to have their ideas about the possible change in their listening skills and reason for it according to them. The collected data were analyzed with SPSS 17.0 computer software program and the results were presented. With the collected data and results of the analysis it is found that (1) students' listening skills developed to a certain extent during the research process, but it was quite limited. The mean of learners' total listening achievement scores increased from 49.78 (x=49.78) to 54.31(x=54.31) out of 100 points at the end of the study. (2) Most of the defined listening strategies and techniques took place in the lessons at different degrees, but they were taught indirectly. From the observation checklist which contains 26 listening strategies and techniques, 6 items were observed directly, 16 items were observed partially, and 4 items weren't observed. (3) Learners developed positive attitudes towards foreign language throughout the study. The mean of learners' pre-attitude test scores was found as 119,56 out of 190 total points and the mean of their post-attitude test scores was found as 142,41 at the end of the

study. Additionally, 26 learners out of 38 stated that they had a development at their listening skills while 5 learners stated that they didn't have any development at their listening skills and 7 learners preferred not to answer this question about their listening skill. It has been observed that students' listening skills were developed to a certain extent during the research process. Learners developed positive attitudes towards the foreign language. And they developed their listening skills to a certain extent.

Finally, this book focuses on listening skill in foreign language teaching and learning processes and relates listening skill to listening techniques and strategies. In the book, foreign language teaching materials are examined, in-class listening lesson observations are included, quantitative and qualitative data obtained from student achievement tests and self-assessment processes are reported and the academic development of listening skill is examined. I hope that this book will make a valuable contribution to the existing literature and provide a good reading experience for all readers.

<div align="right">

Best Regards,

Assoc. Prof. Dr. Sezer Sabriye İKİZ

Editor

December, 2024

</div>

CHAPTER 1

INTRODUCTION

1.1. Background to the Study

It is commonly assumed that all languages around the world are composed of four basic domains, which are listening skill, speaking skill, reading skill and writing skill. A good language learner needs to be efficient at all these four basic skills of language (Brown, 2001).

Listening is a receptive skill as is reading. It is unobservable and internal. It is one of the four skills along with reading, speaking, and writing. A good learner needs all these four skills. However, listening is seen as a skill which is difficult to develop by most language learners and teachers. It is stated by language learners that it is difficult to understand native speakers (Lightbown and Spada, 2006). Additionally, most of the teachers tend to focus on observable output. They teach as they were taught. However, learners need to use listening skill more than ever day by day. The world is shrinking and international interdependence increased. It leads to a greater focus on face-to-face interaction. These aspects require proficient users of language who are good at all four skills. Listening should not be an overlooked skill in English language teaching.

In order to communicate you need to be both speaker (sender) and listener (receiver). In natural language acquisition model (natural approach), a child first listens, then speaks, reads, and writes. In a silent period, a child only listens to the speaker and tries to comprehend. Comprehension precedes production. Language learners need to apply strategies. Not all of them apply strategies effectively and most of them have problems in the process of coping with oral communication problems. With these reasons, listening skill is found to be problematic, and it is found worthy to examine listening strategies and techniques with this study.

1.2. Scope of the Study

The study is concerned mainly with the listening comprehension, listening comprehension achievement, listening strategies and listening techniques with bottom-up listening techniques, top-down listening techniques, interactive listening techniques and attitude towards foreign language. In the study, 8 listening strategies and 17 listening techniques were observed by the researcher. 5 of the observed listening techniques were bottom-up listening techniques, 5 of them were top-down listening techniques and 7 of them were interactive listening techniques defined by Brown (2001). Also, the attitudes of learners towards foreign language were examined with an attitude scale prepared by Saracaloğlu (1992). Therefore, the basic topics of the study are given below:

(a) The listening comprehension achievement skills of learners at the beginning and end of the study

(b) The listening strategies and techniques used in the lessons

(c) Attitudes of learners towards foreign language at the beginning and end of the study.

1.3. Aim of the Study

The aim of this present study is to find out the content and effect of one term formal instruction of listening skill which is a part of preparatory English course for students at university level before they start their undergraduate education. In the study learners' listening achievements, the course content in view of strategies and techniques for teaching listening comprehension throughout the academic term and attitudes towards foreign language are taken into investigation.

1.4. Research Questions

The study seeks to find out answers to following questions:

1. Is there a difference between the listening comprehension achievement results of undergraduate Foreign Language Learning students at the beginning and end of the study?

2. To what extent does the formal instruction of listening comprehension include the strategies and techniques for listening comprehension?

3. Is there a difference between the attitudes of learners towards foreign language at the beginning and end of the study?

4. What is the relationship between listening comprehension strategies and techniques employed throughout the term and listening comprehension skills of learners?

1.5. Significance of the Study

This study as an investigation for listening skills could be seen as significant in several ways. First as listening is a neglected skill in a teaching learning context, it is also neglected similarly in English as a Foreign Language (EFL) and English as a Second Language (ESL) research field. Although there are many studies with other skills of language, there is limited number of studies related directly to listening (Brown, 2001). With similar studies there will be adequate body of literature dealing with listening skill. This study will give us a view of listening strategies and techniques which take place in the given context. The study may provide data about the listening strategies and techniques that Turkish EFL learners at intermediate level employ while studying listening during the academic term. Additionally, the study may give the chance of making a connection between the level of listening strategies and techniques employed by learners and learners' listening achievement and attitudes towards foreign language. Another aspect of the study is that learners' self

evaluation of their listening development process at the end of the term is taken into account in order to reinforce the collected data and look at the process with the learners' point of view to a certain extent.

1.6. Limitations to the Study

This research is limited to its sampling of 38 intermediate level (European language portfolio: B1) undergraduate English preparatory program students of Sıtkı Koçman School of Foreign Languages at Muğla Sıtkı Koçman University in Türkiye. The study was carried out for one academic term, 14 weeks and 28 hours each week with EFL learners in the spring term of 2010-2011 academic year.

1.7. Operational Definitions

Listening refers to a process in which a listener perceives aural stimuli and attempts to interpret the message of a speaker or oral text.

Listening comprehension refers to "the process of understanding speech in a first or second language" (Richards and Schmidt, 2010: 334).

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

Listening Technique refers to, "in teaching, a specific procedure for carrying out a teaching activity, such as the ways a teacher corrects students' errors or sets up group activities" (Richards and Schmidt, 2010: 590).

CHAPTER 2

LITERATURE REVIEW

2.1. The Skill of Listening

Brown (2001) utters that the studies and scientific investigations of English Language Teaching (ELT) described the "four skills" as – listening, speaking, reading and writing - and they have been given great importance for more than sixty years. Listening skill is a branch of these four basic skills of language. When the biological formation and growth of a human being is considered, it seems possible to state that a person starts to listen to sounds even at mother's womb. We start to do listening before the birth as De Casper and Spence (1986 cited in Flowerdew and Miller, 2005) proved with their distinctive study. In the study of De Casper and Spence, pregnant mothers read a short story to their unborn babies for six weeks before the birth, and then newborn babies listened to two short stories, first one the record of short story read to them by their mothers before birth and the other one record of an unheard short story. It was observed that the babies reacted more to the short story which was read them by their mothers than the new short story. Listening skill starts to be practiced before the birth as a physical activity and then develops with cognitive and intellectual development. "The physical components of the listening process combine with the cognitive development in a child, resulting in sophisticated listening skills" (Flowerdew and Miller, 2005: 21).

Listening as the skill which starts to be developed first is accepted as a receptive skill along with reading. It is internal and unobservable. It is sometimes accepted as a passive skill although this is not the situation. On the contrary listening is an active process. Littlewood (1981: 66 cited in Özgen, 2008: 18) utters that "Listening has often been called a passive skill. This is misleading, because listening skill demands active involvement of the hearer. In order to reconstruct the message that the speaker intends, the hearer must actively contribute knowledge from

both linguistic and nonlinguistic sources." As Littlewood summarized, listening is an active process. Listener needs to take the message and work over in order to transform the message to meaning with the use of 'linguistic' and 'non-linguistic' elements. There is interaction and interpretation in listening comprehension process. Listening is defined as "Essential to all interaction is the ability to understand what others are saying" by Rivers and Temperley (1978: 62 cited in Özgen, 2008: 15). Gürses (2009: 17) gives the meaningful saying of Mevlana Jalal-ud-Din Rumi (1207-1273) as an example of interpretive aspect of listening "No matter how much you say what you have said is as much as the person listening understands". Without the interpretation of the listeners the message is not something else rather than a combination of sounds.

There is a confusion between the terms hearing, listening and listening comprehension. Sometimes these terms are used in state of other inadvertently. Hearing is defined as "the process, function, or power of perceiving sound; specifically: the special sense by which noises and tones are received as stimuli" (Merriam-Webster Online Dictionary, 2012). Sarıçoban (1999: 1) uses the definition of Howatt and Dakin (1974) by stating "Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning." On the other hand, listening comprehension is "the process of understanding speech in a first or second language" (Richards and Schmidt, 2010: 344).

For example, when we meet with a tourist and we don't know his/her language, we only hear what he/she is saying without understanding a word. When we come across with a friend of us on the street, we stop and start to talk with him/her and we listen to him/her during the conversation. When we are doing a listening activity in an English lesson, we listen to the record, try to understand it, even use some listening strategies and techniques and then strive to answer the questions about the record so we do listening comprehension. Therefore, what we mean with listening is listening comprehension at this study.

A good language learner needs the mastery of four language skills. Each of these language skills is important in language teaching and learning process. In fact, the integration of four skills is advocated in

language classrooms as productive and receptive skills are inseparable and integral elements, development in one skill will foster the other ones and communication requires both receiving and sending message (Brown, 2001). Despite the importance of four skills, listening has started to receive the importance it deserved with the appearance of Communicative Language Teaching (CLT) in the language teaching and learning environment. At the beginning listening was an overlooked and neglected skill and the importance of it was underestimated. The main focus was mainly on reading and writing until the end of the 1960s (Morley, 1990; Hedge, 2008). It took place in language classrooms as an activity used for teaching other skills and topics or as a free time activity. It was used casually apart from its preliminary aims. Then, with the altering needs of language learners it became essential to learn a new language with the aim of communication. The chance in the needs and aims of language learners affected the way of teaching language and so theories, strategies, methods, and materials have been revised and organized to answer the changed needs. This was the inception of listening for gaining importance (Vandergrift and Goh, 2009).

2.2. Definitions of Listening Comprehension

Listening with an increasing importance during the language teaching and learning history has been defined for several times by different researchers and theorists. One of the first definitions was given by Rankin in 1926 as listening is "the ability to understand spoken language" (cited in Coakley and Wolvin, 1986: 14). Another definition is that listening is "the aural assimilation of spoken symbols in face-to-face speaker-audience situations, with both oral and visual cues present" (Brown and Carlsen, 1955 cited in Buran, 2008: 5). Listening is defined as "the process of receiving, attending to, and assigning meaning to aural stimuli" by Wolvin and Coakley (1988: 91 cited in Rhodes, 1993: 221). They gave us some brief information about the process of listening as starting with receiving aural stimuli,

continuing with attending and finishing with assigning meaning to it. Rost (1990), one of the leading scholars studying listening gives the definition of "essentially an inferential process based on a perception of cues rather than a straightforward matching of sound to meaning" for listening (Rost, 1990: 33 cited in Ellis, 1994: 278).

Upon examining the definitions made for listening skills, Rost found that the focus is on four features: "receptive, constructive, collaborative, or transformative" and stated out four steps of listening activity:

− receiving what the speaker actually says,
− constructing and representing meaning,
− negotiating meaning with the speaker and responding,
− creating meaning through involvement, imagination and empathy (Rost, 2002: 2-3 cited in Gürses, 2009: 16).

2.3. The Aspects of Listening Comprehension Process

Listening contains "a transformation of 'input' into 'intake'- a change from the whirling buzz of noise into a meaningful subset that is internalised by the learner" (Cohen, 1990; Larsen-Freeman and Long, 1991; Ellis, 1986; Scarcella and Oxford, 1992; cited in Wallace, 1998: 244).

Scholars studied and examined the process of listening more closely and provided extended definition. Clark and Clark give the following explanation for listening comprehension process:

> "First, hearers take in the raw speech and retain a phonological representation of it in 'working memory.' Second, they immediately attempt to organize the phonological representation into constituents, identifying their content and function. Third, as they identify each constituent, they use it to construct underlying propositions, building continually onto a hierarchical representation of proposition. Finally, once they have identified the propositions for a constituent, they retain them in working memory and at some point purge memory of phonological representation. In doing this, they forget the exact

wording and retain the meaning" (Clark and Clark, 1977: 49 cited in Kılıç, 2007: 28).

With the increasing number of study and research on listening comprehension process, researchers and scholars started to move one step away and produced classification for listening process and sub-skills of listening.

It became very popular to define listening process under two headings: bottom-up processing and top-down processing. Bottom-up processing is using the received input for understanding the message the while top-down processing use of existing background knowledge for reaching the meaning (Hulstijn, 2003 cited in Kurita, 2012).

With the development of cognitive psychology and studies in psycholinguistics it became possible to take a better picture of the listening comprehension process. Listening action became point of interest, and it was tried to be explained with different models. The process of reaching meaning from the received sounds was explained with two views (Peterson, 2001 cited in Martinez-Flor and Uso-Juan 2006, 33). Information processing view of listening asserts that the received message can only be understood if the listener reproduces it intrinsically in mind. There are two models of listening comprehension in this view:

1. The Perception, Parsing and Utilization model by Anderson (1985)

2. The identify, Search, File and Use Model by Brown (1995). Input, perception, recognition and understanding steps (Lynch 1998) are traced successively in this model.

Second view for listening comprehension is constructivist view. It claims that listening action isn't formed only with receiving and generating meaning; instead, the meaning is formed in parallel with listeners' aim of listening and their existing knowledge. Upon taking into consideration both the information processing and constructivist views of listening comprehension, active participation of listeners and

the highly complex process of listening comprehension draw attention (Peterson 2001 cited in Martinez-Flor and Uso-Juan, 2006: 33).

Learners' prior or existing knowledge gained importance at listening comprehension process and the schema theory developed by Rumelhart (1980) became well-known in listening studies.

For defining the sub-skills of listening and describing the actions of listener in the process, Rost (1991: 4 cited in Özgen, 2008: 16) supplies us with several items:

• Discriminating between sounds

• Recognizing words

• Identifying grammatical groupings of words

• Identifying 'pragmatic units'-expressions and sets of utterances which function as whole units to create meaning

• Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation) in order to construct meaning

• Using background knowledge (what we already know about the content and the form) and context (what has already been said) to predict and then to confirm meaning

• Recalling important words and ideas

Rost (1991) believes that listening is the combination and integration of these items instead of taking these items individually.

2.4. The Bottom-up vs. Top-down Views

It has become a tradition to examine the listening process under two headings since the beginnings of 1980s: 'bottom-up processing' and 'top-down processing' which try to describe listening comprehension process from different departure points. In bottom-up processing listener focus on sounds, words, clauses, sentences sequentially to understand the received message. Listener uses linguistic elements

and grammatical rules of language (Morley, 2001: 74 cited in Ertürk, 2006: 54). Conversely top-down processing looks at listening comprehension process from a general view instead of dealing with small items at the beginning. In top-down processing listener uses existing knowledge, context, and knowledge of world to interpret the received message and reach the meaning of it (Morley, 2001; Vandergrift, 2004 cited in Ertürk, 2006: 54).

Upon the debates of which processing is more effective in listening comprehension activity, Vandergrift (2002a: 3 cited in Ertürk, 2006: 54) expressed that "Listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages." Vandergrift thinks that it is difficult to consider one processing model apart from the other and supports the integration of both processing models instead of taking them individually.

Table 2.1: Differences between Top-down and Bottom-up Approaches to Teaching Listening

Top-down processing	Bottom-up processing
1. It is developed in 1970s and 1980s.	1. It is developed during 1940s and 1950s.
2. Listening comprehension does not have a fixed serial order: listeners use semantic knowledge to understand the phonetic input, the vocabulary, the syntax.	2. Listening comprehension has a fixed serial order: Phonemic units linked to words, words to phrases, phrases to utterances, and utterances to meaningful texts.
3. Listener is described as active model builder as s/he is actively involved in meaning construction.	3. Listener is described as tape recorder as s/he gathers all the parts and makes a meaningful whole.
4. Listener uses background knowledge (schema theory) on the context in comprehension.	4. Listener uses sounds to decode the spoken text in comprehension.
5. Listener prefers fluency.	5. Listener prefers accuracy.
6. It is holistic.	6. It is linear.
7. It goes from whole to parts.	7. It goes from parts to whole.
8. It is mostly preferred by native speakers.	8. It is mostly preferred by nonnative speakers.
9. It is suitable for more advanced listeners.	9. It is suitable for beginner listeners.
10. Important activities are pre-listening, hypothesizing, predicting, inferencing, etc.	10. Important activities are discriminating between the sounds, identifying stress, rhythm, intonation patterns, etc.

In order to understand the aspects of these two processing of listening, Gürses (2009: 35-36) developed the tabulation above from the studies of Lynch (2006), Mendelsohn (1994), Nunan (1999, 2004), Richards & Renandya (2002), Anderson & Lynch (1988), Flowerdew & Miller (2005), Edwards & McDonald (1993), Eskey (2005).

2.5. Listening Comprehension Strategies

Learning strategies are defined as "specific actions, behaviors, steps, or techniques ... used by students to enhance their own learning" (Scarcella and Oxford, 1992: 63) and learning styles are "the general approaches that students use in acquiring a new language or in learning any other subject" (Oxford, 2001: 359 cited in Gürata, 2008: 16). O'Malley and Chamot (1990: 1 cited in Odacı, 2006: 10) give another definition of learning strategies as "the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information." On the other hand, Rost (2001) makes a definition for listening strategies: "Listening strategies are conscious plans to deal with incoming speech, particularly when the listener knows that he or she must compensate for incomplete input or partial understanding" (p. 10). Vandergrift (1997) gives us information about the history of listening strategies and studies done at this field. He states that "The listening strategies of effective and less effective adult ESL learners were first studied by Murphy (1985), using a think-aloud protocol" (p. 388) and effective listeners were found to be more open and flexible, using more and various strategies than less efficient learners. Henner Stanchina (1987 cited in Vandergrift) gave importance to the metacognitive strategies in the process of effective listening, especially to monitoring strategy. Chamot and Kupper (1989 cited in Vandergrift) studied effective and less effective high school learners' listening strategy use and found that intermediate level effective learners preferred to use strategies of selective attention, self-evaluation, note-taking, and elaboration (use of world knowledge).

Goh (1998: 133-138) has many studies on listening strategy types and definitions. She studied listening strategies and tactics of these strategies to define the strategies that are used by high-ability listeners. The listening strategies she found out as a result of her study are given below:

a. **Cognitive Strategies**

1. **Inferencing:** Inferencing is a top-down strategy. Listeners try to find out the missing information like a part of a passage and meaning of an unknown word. There are five tactics; "using context, key words, knowledge about the world, knowledge about English a speaker's body language and visual aids."

2. **Elaboration**: Elaboration is a top-down strategy. Listeners try to combine new information with existing information to reach a better interpretation or study on interpretation and details to make understand it better. There are two tactics; "applying knowledge about the world and applying knowledge about English."

3. **Prediction**: Prediction is a top-down strategy. Listeners try to guess the next item of the text. It may be a word, a phrase or an idea. There are two tactics; "predicting the contents from the title or topic before listening and anticipating details in the next part while listening."

4. **Contextualization**: Contextualization is a top-down strategy. Listeners try to relate new information to a wider context or situation to interpret it generally. There are three tactics; "placing a topic or key word in a familiar context as soon as it is heard before attempting to process the rest of the message, relating what is heard with something from an earlier part of the message and putting difficult words or concepts in a familiar context to derive some general sense of the meaning."

5. **Fixation**: Listeners try to focus mainly on a small part of the listening material to understand it. First tactic is that listeners

search for the spelling of the word or reach the meaning of this word. Second tactic is "paying close attention to one small part of the spoken text in order to understand it."

6. **Reconstruction**: Listeners try to reach the meaning of original input by using the words of text and sometimes background knowledge. Reconstruction strategy includes both top-down and bottom-up processing.

b. Metacognitive Listening Strategies

1. **Selective attention:** Listeners try to pay attention to specific aspects of received input. Tactics of this strategy are "listening for gist, listening for familiar or key words, noticing the way information is structured, listening for repetition, paying attention to meaning in groups of words, and to heeding intonation."

2. **Directed attention:** Listeners try to concentrate mainly on the input and not to be distracted at the same time. The identified tactics of this strategy are "maintaining concentration as much as possible, listening closely to every word, and continuing listening in spite of problems."

3. **Comprehension monitoring:** Listeners try to check and confirm their level of understanding the input during the listening process. Listeners also try to find the errors and problems of interpretation. Tactics related with internal and external sources are put into use such as: "information in the text, visual elements, context and prior knowledge."

4. **Real-time assessment of input:** Listeners try to decide if a part of the input is necessary and required to achieve their comprehension goals. This strategy is used during the listening actions as the aim of it is to notice the problems, so it is a monitoring strategy. The most preferred tactic of this strategy is "to determine the potential value of unfamiliar words."

5. **Comprehension evaluation:** Listeners try to determine the accuracy and integration of the listeners' comprehension. This strategy aims to decide whether the understanding is acceptable. This strategy is used not during the listening activity, instead, it is used at any time after the listening.

O'Malley et al (1989) develop another classification for listening comprehension strategies shown below (cited in Odacı, 2006: 4).

a. Metacognitive Listening Comprehension Strategies

Directed attention, Selective attention, Self-management, Self-monitoring, Self-evaluation and self-reinforcement.

b. Cognitive Listening Comprehension Strategies

Repetition, Directed Physical Response, Translation, Grouping, Note taking, Deduction, Imagery, Auditory representations, Key word, Conceptualization, Elaboration, Transfer, Inferencing, Question for clarification, Resourcing.

After the detailed strategies and tactics defined by Goh, some listening strategies were provided by Brown (2001: 259). These strategies were used in the study as the first eight items of observation check list (Appendix 1). These listening techniques are given below:

- looking for key words

- looking for nonverbal cues to meaning

- predicting a speaker's purpose by the context of the spoken discourse

- associating information with one's existing cognitive structure

- guessing at meanings

- seeking clarification

- listening for the general gist

- various test-taking strategies for listening comprehension.

Brown advocates helping learners improve their general strategic competence and teaching of learning. He gives great importance to listening strategies in the process of successful learning. He states that most of the EFL learners don't know effective ways listening and they should be supplied with listening strategies both inside and outside of the classroom.

Nakatani (2005, 2006 and 2010) who is an important scholar in the strategy field studied oral communication strategies. He focused on learner perception at communicative tasks and developed an Oral Communication Strategy Inventory which was composed 8 categories of strategies for coping with speaking problems and 7 categories for coping with listening problems during communication. Below are the 26 strategies for coping with listening problems of Oral Communication Strategy Inventory developed by Nakatani (2006: 166-168):

Factor 1: Negotiation for meaning while listening

1. I ask for repetition when I can't understand what the speaker has said.

2. I make a clarification request when I am not sure what the speaker has said.

3. I ask the speaker to use easy words when I have difficulties in comprehension.

4. I ask the speaker to slow down when I can't understand what the speaker has said.

5. I make clear to the speaker what I haven't been able to understand.

Factor 2: Fluency-Maintaining Strategies

6. I pay attention to the speaker's rhythm and intonation.

7. I send continuation signals to show my understanding in order to avoid communication gaps.

8. I use circumlocution to react to the speaker's utterance when I don't understand his/her intention well.

9. I ask the speaker to give an example when I am not sure what he/she has said.

10. I pay attention to the speaker's pronunciation.

Factor 3: Scanning strategies

11. I pay attention to the subjects and verb of the sentence when I listen.

12. I especially pay attention to the interrogative when I listen to WH-questions.

13. I pay attention to the first part of the sentence and guess the speaker's intention.

14. I try to catch the speaker's main point.

Factor 4: Getting the gist strategies

15. I don't mind if I can't understand every single detail.

16. I anticipate what the speaker is going to say based on the context.

17. I guess the speaker's intention based on what he/she has said so far.

18. I try to respond to the speaker even when I don't understand him/her perfectly.

Factor 5: Nonverbal strategies while listening

19. I use gestures when I have difficulties in understanding.

20. I pay attention to the speaker's eye-contact, facial expression and gestures.

Factor 6: Less active listener strategies

21. I try to translate into native language little by little to understand what the speaker has said.

22. I only focus on familiar expressions.

Factor 7: Word-oriented strategies

23. I pay attention to the words which the speaker slows down or emphasizes.

24. I guess the speaker's intention by picking up familiar words

25. I try to catch every word that the speaker uses.

26. I pay attention to the first word to judge whether it is an interrogative sentence or not.

The study of Nakatani (2006) was carried out in three steps. First step was the process of preparing and administering an open-ended questionnaire for defining learners' general perception of oral communication strategy use. Second step was pilot study of factor analysis for defining the items of the inventory. Third and the last step was final factor analysis of the inventory. After administering the Oral Communication Strategy Inventory, Nakatani found that "students with high oral proficiency tended to use specific strategies, such as social affective strategies, fluency-oriented strategies, and negotiation of meaning" (p. 151).

2.6. Listening Techniques

Method, technique and strategy are classifications of the actions in ELT classrooms. Technique as one of these actions is defined as "in teaching, a specific procedure for carrying out a teaching activity, such as the ways a teacher corrects students' errors or sets up group activities" (Richards and Schmidt, 2010: 590). A table of listening techniques for intermediate learners is given below. It is composed of bottom-up exercises, top-down exercises and interactive exercises.

Table 2.2: Techniques for Teaching Listening Comprehension (Brown, 2001: 260-264 adapted from Peterson, 1991: 114-121)

FOR INTERMEDIATE-LEVEL LISTENERS

Bottom-up exercises

Goal 1: Recognizing fast speech forms

Listen to a series of sentences that contain unstressed function words. Circle your choice among three words on the answer sheet- for example: "up", "a", "of".

Goal 2: Finding the stressed syllable

Listen to words of two (or three) syllables. Mark them for word stress and predict the pronunciation of the unstressed syllable.

Goal 3: Recognizing words with reduced syllables

Read a list of polysyllabic words and predict which syllabic vowel will be dropped. Listen to the words read in fast speech and confirm your prediction.

Goal 4: Recognize words as they are linked in the speech stream

Listen to a series of short sentences with consonant/vowel linking between words. Mark the linkages on your answer sheet.

Goal 5: Recognizing pertinent details in the speech stream

Listen to a short dialogue between a boss and a secretary regarding changes in the daily schedule. Use an appointment calendar. Cross out appointments that are being changed and write in new ones.

Listen to announcements of airline arrivals and departures. With a model of an airline information board in front of you, fill in the flight numbers, destinations, gate numbers and departure times.

Listen to a series of short dialogues after reading questions that apply to the dialogues. While listening, find the answers to questions about prices, places, names, and numbers. Example: "Where are the shoppers?", "How much is whole wheat bread?"

Listen to a short telephone conversation between a costumer and a service station manager. Fill in a chart which lists the car repairs that must be done. Check the part of the car that needs repair the reason, and the approximate cost.

Top-Down Exercises

Goal 6: Analyze discourse structure to suggest effective listening strategies

Listen to six radio commercials with attention to the use of music, repetition of keys words, and number of speakers. Talk about the effect these techniques have on the listeners.

Goal 7: Listen to identify the speaker or the topic

Listen to a series of radio commercials. On your answer sheet, choose among four types of sponsors or products and identify the picture that goes with the commercial.

Goal 8: Listen to evaluate themes and motives

Listen to a series of radio commercials. On your answers sheet are four possible motives that the companies use to appeal to their customers. Circle all the motives that you feel each commercial promotes, escape from reality, family security, snob appeal, sex appeal.

Goal 9: Finding main ideas and supporting details

Listen to a short conversation between two friends. On your answer sheet are scenes from television programs. Find and write the name of the program and the channel. Decide which speaker watched which program.

Goal 10: Making inferences

Listen to a series of sentences, which may be either statements or questions.

After each sentence, answer inferential questions such as "Where might the speaker be?" "How might the speaker be feeling?" "What might the speaker be referring to?"

Listen to a series of sentences. After each sentence, suggest a possible context for the sentence (place, situation, time, participants).

Interactive Exercises

Goal 11: Discriminating between registers of speech and tones of voice

Listen to a series of sentences. On your answer sheet, mark whether the sentence is polite or impolite.

Goal 12: Recognize missing grammar markers in colloquial speech

Listen to a series of short questions in which the auxiliary verb and subject have been deleted. Use grammatical knowledge to fill in the missing words; ("Have you) got some extra?"

Listen to a series of questions with reduced verb auxiliary and subject and identify the missing verb (does it/is it) by checking the form of the main verb. Example: "Zit come with anything else? "Zit arriving on time?"

Goal 13: Use knowledge of reduced forms to clarify the meaning of an utterance

Listen to a short sentence containing a reduced form. Decide what the sentence means. On your answer sheet, choose the one (of three) alternatives that is the best paraphrase of the sentence you heard. Example: You hear "You can't be happy with that" You read (a) "Why can't you be happy?" (b) That will make you happy" (c) "I don't think you are happy".

Goal 14: Use context to build listening expectations

Read a short want-ad describing job qualifications from the employment section of a newspaper. Brainstorm additional qualifications that would be important for that type of job.

Goal 15: Listen to confirm your expectations

Listen to short radio advertisements for jobs that are available. Check the job qualifications against your expectations.

Goal 16: Use context to build expectation. Use bottom-up processing to recognize missing words. Compare your predictions to what you actually heard

Read some telephone messages with missing words. Decide what kinds of information are missing so you know what to listen for. Listen to the information and fill in the blanks. Finally, discuss with the class what strategies you used for your predictions.

Goal 17: Use incomplete sensory data and cultural background information to construct a more complete understanding of a text

Listen to one side of a telephone conversation. Decide what the topic of the conversation might be and create title for it.

Listen to the beginning of a conversation between two people and answer questions about the number of participants, their ages, gender, and social roles. Guess the time of day, location, temperature, season, and topic. Choose among some statements to guess what might come next.

These 17 goals are listening techniques for intermediate learners designed by Brown (2001: 260-264). All of these listening techniques were used in the study as the items of observation checklist which was used to observe the lessons during the study (Appendix 1). Although there are listening techniques defined for beginning-level and advanced level learners, listening techniques for intermediate level listeners were covered in the study because the learners in the study were at intermediate level learners.

First five techniques are bottom-up techniques. They deal with individual and small parts of spoken language. The first technique aims to find the fast speech forms like "of, on and in" which are unstressed words in the spoken sentences. Second technique aims to find the stressed syllable unlike the first technique. Learners should listen to words with two or more syllables and find the stressed syllables and predict the pronunciation of syllables. Third technique aims to find the reduced syllables in the words. Learners should predict the dropped syllables after reading the given words and check whether they are correct after listening to the given words in normal tone and pronunciation. Fourth technique aims to find the linked words in speech stream. Learners should listen to given sentences which contains vowel or consonant linking and try to recognize these linkages in their handouts. Fifth technique aims to find the pertinent details in the speech stream. Learners should listen to a conversation and try to recognize required details like the names of people, places or time.

After the previous five bottom-up techniques, next five techniques are top- down techniques. They deal with general meaning of the listening material. The gist, main, idea, supporting ideas, themes, motives and inferences are important for reaching the meaning. Sixth technique aims to analyze the discourse structure. Learners listen to several conversations with different aspects and try to find the differences between these conversations and their effects on themselves. Seventh technique aims to listen and find the speaker and topic of the listening

material. Learners listen to the material and try to recognize the people, event and topic in their handouts. Eighth technique aims to listen and recognize the themes and motives in the listening material. Learners listen and try to find the themes and motives like life, reality, ambition, dark and light. Ninth technique aims to recognize main and supporting ideas. Learners listen to the material and try to find the main idea and supporting ideas and details which is a basic activity in listening and reading lessons. Tenth technique aims to make inferences from the listening material. Learners listen and make deductions for the place, participants, time and context of the listening material.

The next seven techniques are interactive techniques. They require the use of both individual items and general meaning of the listening material. Eleventh listening technique aims to discriminate between registers of speech and tones of voice. Learners listen and try to find whether the listening material is formal or informal, polite or impolite and imaginary or real. Twelfth technique aims to find missing grammar markers in language. Learners listen and try to find the missing grammar items in their handouts like auxiliary verbs, helping verbs or prepositions. Thirteenth technique aims to find the meaning of an utterance by using the knowledge of reduced forms or implied meaning. Learners listen and try to find the correct paraphrase or extended version of listening material in their handouts. Fourteenth technique aims to use context to build listening expectations. Learners listen and produce expectation according to the listening material. Fifteenth technique aims to listen and check your expectation they produced at the previous technique. Sixteenth technique aims to use context, to recognize missing words and make comparison between their expectations and the listening material. Seventeenth technique aims to have a deeper understanding of the listening material by using incomplete sensory data and cultural background information. Learners listen to the beginning or half of the listening material and make prediction and deductions about the missing parts.

CHAPTER 3

METHODOLOGY

3.1. Method

This study was designed as mixed methods research which contains both qualitative and quantitative data and methods of data analysis. Dörnyei (2007: 163) defines the research method as "the collection and analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process." Briefly, it is the use of both quantitative and qualitative methods (Johnson and Christensen, 2004 cited in Dörnyei, 2007). Mixed method was named as "third methodological movement" beside the quantitative and qualitative methods by Teddlie and Tashakkori (2003). Johnson and Onwuegbuzie (2004: 16) state that "mixed methods research should use a method and philosophy that attempt to fit together the in-sights provided by qualitative and quantitative research into a workable solution."

This study focused on the place of listening strategies and techniques in a foreign language learning context and their effects on learners' listening achievement levels and attitudes towards foreign language. With this aim quantitative and qualitative data were collected in four different ways. In order to collect quantitative data listening comprehension achievement test and attitude scale were given to the learners at the first week of the term as pre-tests. An observation check list (Appendix 1) designed with Brown's (2001) listening comprehension strategies and techniques for intermediate learners was used to examine the teaching- learning process throughout the term. At the end of the term post-tests of listening comprehension and attitude scale towards foreign language were administered again. These listening achievement test and attitude scale were the first two instruments of data collection process. In order to collect qualitative data self-reflection form as the third data collection instrument was

given to learners at the last week of the term in order to have their self-assessment of their listening development for one term.

Fourth data collection instrument was observation checklist. It was used for collecting both quantitative and qualitative data about the research process.

3.2. Participants

The Turkish participants of the study were elementary level undergraduate Engineering Faculty Preparatory Program students at Sıtkı Koçman School of Foreign Languages, Muğla Sıtkı Koçman University in the spring term of 2010-2011 academic years. These students were chosen because the medium of instruction at their faculty after they finished preparatory class is English. Therefore, they give great importance to English, especially to listening skills. As English is compulsory, all the students need to pass an achievement test before they start their first year at their department.

Engineering faculty students attending the Preparatory Program at Sıtkı Koçman School of Foreign Languages, Muğla Sıtkı Koçman University were required to take an achievement test administered by test office and score 70 or above out of 100 in order to be exempted from preparatory class and be a freshman at their faculty of engineering. Achievement test includes grammar, reading, writing and listening sections. Students scored below 70 on the achievement test had to attend English language preparatory program for one year. Those students taking preparatory program are classified into proficiency groups with regard to their scores at the achievement test. After an academic term, another achievement test was administered to students. According to the new scores of the students, proficiency groups were designed again. The results of the proficiency tests administered by test office and achievement tests administered by the researcher at the spring term were applied to examine the students' listening comprehension level. The participants had intensive course

of 14 weeks and 28 hours per week. "Face2face student book" set and "Complete First Certificate Student book" from Cambridge press house were used during the year.

The participants of the study consist of both female and male learners attending four different classes at elementary level. The distribution of the participants according to gender and class is given below with table 3.1.

Table 3.1: The Distribution of the Participants According to Gender and Class

Class	Female	Male	Total
E-5	4	9	13
E-6	3	5	8
E-7	2	5	7
E-8	3	7	10
Total	12	26	38
Percentage	31.58%	68.42%	100%

At the study there are 38 students attending four different groups as it can be seen at the table given above. At the first group, E-5 class, there are 4 female and 9 male totally 13 learners. E-6, second group, has 3 female and 5 male totally 8 learners. Another group of E-7 has 3 female and 7 male totally 10 learners as well as the last group of E-8 has 3 female and 7 male totally10 learners. Female learners constitute the 31.58 % while the male learners 68.42 % of the research's sampling. It can be considered reasonable that males form the majority of the sampling as the mentioned learners will attend the engineering faculty and engineering as a job is mainly preferred by males. In addition, gender is not taken as a variable for the research therefore the learners are chosen in a random manner regardless of gender.

The ages of the subjects range between 17 and 23. They are young adult learners who were having their first years at the university. The mother tongue of all the subjects is Turkish and all of them learn English as EFL.

3.3. Instrumentation and Data Collection Procedures

The data required for the research was collected in four different ways. First, achievement tests were administered for gathering information about the general and listening comprehension proficiency level of learners. Second, attitude scale towards foreign language was used in order to include the affective domain to the research. Third, observation check lists were used to observe the teaching-learning process with respect to listening comprehension strategies and techniques during the term (Appendix 1). Fourth, self-reflection reports of students for their listening comprehension developments throughout the term were obtained at the end of the term (Appendix 2).

Achievement tests are Cambridge Preliminary English tests (PET) published by Cambridge University for English for speakers of other languages. Tests are composed of reading part, writing part and listening part. As the research is related directly with listening comprehension, listening scores of the students were taken into consideration. Listening part of the PET exam had 25 questions from different types to be replied in 35 minutes. The first seven questions of the test were about listening to the record and choosing the correct picture out of three pictures. The next 8 questions were about listening to the record and finding the specific words at the conversations. The other 8 questions were about listening to the record and filling in the blanks at the given written material. The last 6 questions were about listening to the record and deciding if the given sentences were correct or incorrect. As the test was PET exam developed by Cambridge University press it was considered as reliable and valid. This listening achievement test was administered at the beginning and end of the term.

At the beginning of the term an attitude scale towards foreign language was administered in addition to the PET achievement test. The attitude scale was designed by Saracaloğlu (1992) as a five-point Likert scale. Alpha reliability coefficient was found to be .96 which makes the scale highly reliable to be used. In order to prevent any

possible misunderstanding the attitude scale was administered in the mother tongue of the learners namely in Turkish. The first part of the scale used for defining the attitude of learners toward foreign language starts with the instruction giving information about the scale and the questions about background of students. These questions were about age, department, the high school they graduated from, foreign language they started to learn, university entrance exam scores and type of the exam score, previous abroad experience and information about this experience were asked to the participants as demographic data. The second part of the scale includes 21 positive, 17 negative and totally 38 items (Saracaloğlu and Varol, 2007). The possible lowest score which could be taken by participants was 38 while the highest score was 190 from the scale. Participants were expected to respond to each item by showing the degree of agreement or disagreement. As the scale was a five-point Likert scale, there were five options available for each item.

Table 3.2: Table of Options for Attitude Scale towards Foreign Language

Turkish Version	English Version	Value for Positive Items	Value for Negative Items
Tamamen Katılıyorum	Totally Agree	5	1
Katılıyorum	Agree	4	2
Biraz Katılıyorum	Partly Agree	3	3
Katılmıyorum	Disagree	2	4
Asla Katılmıyorum	Totally Disagree	1	5

As it could be seen at the table, there are five choices of totally agree, agree, partly agree, disagree and totally disagree for each item. Positive items were graded from 5 to 1 while negative items were graded from 1 to 5. High scores taken from the attitude scale represent positive attitudes towards foreign language while low scores represent negative attitudes towards foreign language. Table 3.2 shows an item from attitude scale. The scale has got items at the left side and the options for the items at the right side. Learners choose one option that they think it fits best.

Figure 3.1: Sample from Attitude Scale towards Foreign Language

Yabancı Dile Yönelik Tutum Ölçeği	Tamamen Katılıyorum	Katılıyorum	Biraz Katılıyorum	Katılmıyorum	Asla Katılmıyorum
1. Yabancı dil çalışırken zamanın nasıl geçtiğini anlamıyorum.					

Another instrument used for collecting data was observation check list filled in by the researcher. The checklist was composed of five subparts with 28 items. The items are taken from Brown (2001 adapted from Peterson, 1991: 114-121) as the listening strategies and techniques for teaching listening comprehension for intermediate learners. The first part of the observation checklist composed of eight listening strategies. The other subcategories of the checklist were bottom-up exercises, top-down exercises, and interactive exercises. There were three additional questions for observing the participation, interest and ability of learners during the observation process at the last part of the observation checklist.

Another way of data collection was gathering information about learners' self-evaluation of their listening development process at the end of the term. Some pre-determined questions were asked to learners about any possible development at their listening skills. Basically, the questions look like the questions are as follows:

1. Is there any positive development at your listening skills during the term?

2. If there is a development, what is the reason?

3. If there isn't any development, what is the reason?

In this way it would be possible to include learners' ideas about the process to the study.

3.4. Data Analysis

Analysis of the data collected for testing the research questions will be presented in this part. As the data were collected in four different ways, they were analysed in four different ways. The quantitative data were analysed by Statistical Package of Social Sciences 17.0 (SPSS for Windows 17.0) computer program.

Firstly, listening comprehension test prepared by a publishing house was used to define general listening comprehension proficiency levels of learners at the beginning and end of the process. Listening comprehension test was composed of four parts with 25 questions. The correct answers of the students were found, and they were turned into marks out of 100 for each student. The scores of the students were typed in SPSS 17.0 computer software program and analysed. Analysis of Variance (ANOVA) and Scheffe analysis were conducted to determine the arithmetical mean of the learners' points they had at the achievement test. The analysis included both the results of the test at general and results for each four subgroups. The same process was applied for the post-test scores of listening comprehension test at the end of the term. The general points of 38 students and results for each four subgroups were also found for post-test results. Afterwards pre-test and post-test results of learners at listening comprehension achievement test were compared for being able to have right to comment on the possible change of students listening comprehension achievement if there were any.

Secondly attitude scale prepared by Saracaloğlu (1992) was incorporated into the data analysis process. The attitude scale was administered both at the beginning and end of the term in order to make a comparison between the attitude states of learners. Attitude scale is a five-point Likert scale with 21 positive, 17 negative and totally 38 items. The possible lowest score is 38 and possible highest score is 190 at the attitude scale. There are five different options available to select. Students were expected to choose one option for each item. 21 positive items were pointed from 5 to 1 while 17

negative items were pointed from 1 to 5. Some of the items were left with no answers by the students. In order not to differ the arithmetic values of the assessment "Replace Missing Values" command of SPSS 17.0 software program was executed, and the missing values are typed in according to the existing items by the software program. Then, the total points of each student were found to identify the state of their attitude towards foreign language at the beginning of the term. The same procedure was applied for the post attitude scales and post attitude points of each student at the end of the term. Afterwards, mean and standard deviation for pre- and post-attitude scales were obtained.

Thirdly the data obtained through an observation checklist developed by the researcher were analysed with SPSS 17.0 software program. The observation checklist is composed of five subparts with 28 items. First part includes 8 listening strategies as well as 17 listening techniques taken from Brown (2001 adapted from Peterson, 1991: 114-121); first 5 items of listening techniques are bottom-up exercises, the next 5 items of listening techniques are top-down exercises, the last 7 items of listening techniques are interactive exercises. The last part of the observation checklist comprises 3 items for observing the participation, interest and ability of learners during the observation process.

Another way of data collection was learners' self-evaluation of their listening development process at the end of the term. Some pre-determined questions were asked to learners about any possible development at their listening skills. The replies of the learners were collected and analysed in order to reflect their general ideas.

CHAPTER 4

RESULTS

4.1. Findings and Results

This study intends to examine the effect of using certain listening strategies and techniques on the development of listening skills in a foreign language learning context. With this aim the research process was designed and required data were collected in several ways and analysed according to the nature of the research design.

4.1.1. Research Question 1

Is there a difference between the listening comprehension achievement results of undergraduate Foreign Language Learning students at the beginning and end of the study?

Firstly, pre-achievement and post-achievement tests were administered in order to define general listening comprehension proficiency levels of students at the beginning and end of the research process. A listening comprehension test composed of four parts with 25 questions and prepared by Cambridge Press House was used for this aim. The points of students were transformed into marks out of 100 and analysed with SPSS 17.0 software program. The arithmetical mean ($\bar{X}$), standard deviation, and significance of the listening comprehension scores of students were estimated and presented in the Table 4.1 below.

Table 4.1: Pre- and Post-Test Achievement Results of Learners

	N	*M*	*SD*	*t*	*df*	*sig.*
Pre-Test Achievement	38	49,7895	18,66223	16,446	37	,000
Post-Test Achievement	38	54,3158	9,73738			

It could be seen in Table 4.1 above that the mean of the pre-achievement test is 49.78 (x=49.78) and mean of post-achievement test is 54.31(x=54.31) out of 100 points. The students were able to give correct answers to nearly half of the total questions at the pre-achievement test and more than half of the questions at post-achievement test. It can be said that the general listening comprehension proficiency levels of learners increased throughout the term and the significance value of ,000 makes the analysis significant. The standard deviation of pre-test is 18.66 which shows higher rate of difference between the subjects while the standard deviation of post-test is lower namely, 9.73. It can be uttered that the scores of students at the post-achievement test are much closer to each other when compared with pre- achievement test scores.

4.1.2. Research Question 2

To what extent does the formal instruction of listening comprehension include the strategies and techniques for listening comprehension?

After defining general listening comprehension proficiency levels of learners, the place of listening strategies and techniques at the lessons during the term was analysed. An observation check list was designed in 3-point Likert scale type with 28 items. It was composed of five subparts. The first part of the observation checklist is composed of eight listening strategies. The next 17 items of the 3 subparts of observation checklist are listening techniques. These techniques are bottom-up exercises, top-down exercises, and interactive exercises for intermediate level learners. The last part of the checklist consists of three items for observing the participation, interest and ability of learners during the observation process. The findings of the observation checklist were typed in SPSS 17.0 software program and statistical analysis was done. Following section gives the detailed examination of each item in the observation checklist. Each table shows the values of E5, E6, E7, E8 and mean of all four groups for each item in the observation checklist.

Item 1

Table 4.2: Item 1 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
1	Looking for key words			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
2,33	2,33	2,33	2,33	2,33		

As it could be seen in the table 4.2 above the first item of the checklist is "looking for key words." The lessons were observed in view of the activities fostering this listening strategy and the mean of total observation results for E5, E6, E7, E8 and mean of all four groups was found as 2.33 after all observations done throughout the term by the researcher. The score of 2.33 means that this listening strategy was observed more than the average namely more than the "partly" option of the observation checklist. This listening strategy took place in the teaching learning context of one term almost partly.

Item 2

Table 4.3: Item 2 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
2	Looking for nonverbal cues to meaning			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
1,00	1,00	1,00	1,00	1,00		

Second item of the checklist is "Looking for nonverbal cues to meaning." The mean of total observation results for E5, E6, E7, E8 and mean of all four groups was found as 1 after all observations done throughout the term by the researcher. It can be said that this listening strategy didn't take place during the teaching learning process of one term. The possible cause of this result is that as the listening activities of the lessons were done with records of the course book, there was a limited place for nonverbal cues to meaning.

Item 3

Table 4.4: Item 3 from Observation Checklist						
Does the listening section contain the goal below?				Yes	Partly	No
3	Predicting a speaker's purpose by the context of the spoken discourse			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
2,33	2,33	2,33	3,00	2,50		

Third item of the checklist is "Predicting a speaker's purpose by the context of the spoken discourse." The mean of total observation results for E5, E6 and E7 was found as 2,33, E8 as 3,00 and mean of all four groups as 2,50 after all observations done throughout the term by the researcher. This listening strategy took place almost partly at E5, E6 and E7 groups while the same strategy took place totally at E8 group during the teaching learning process of one term. The mean of all observations for third item is found to be more than partly.

Item 4

Table 4.5: Item 4 from Observation Checklist						
Does the listening section contain the goal below?				Yes	Partly	No
4	Associating information with one's existing cognitive structure			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
1,00	1,00	1,00	1,00	1,00		

Fourth item of the checklist is "Associating information with one's existing cognitive structure." The mean of total observation results for E5, E6, E7, E8 and mean of all four groups was found as 1 after all observations done throughout the term by the researcher. It can be said that this listening strategy didn't take place during the teaching learning process of one term. It was observed that there wasn't any special listening activity for making a connection between existing and new knowledge throughout the term. The listening activities were organized as independent of each other. Therefore, it became difficult for learners to associate new information with existing ones.

Item 5

Table 4.6: Item 5 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
5	Guessing meanings/contextual guessing			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
3,00	3,00	3,00	3,00	3,00		

Fifth item of the checklist is "Guessing meanings/contextual guessing." The mean of total observation results for E5, E6, E7, E8 and mean of all four groups was found as 3.00 after all observations done throughout the term by the researcher. This listening strategy took place directly during the teaching learning process of one term. Lessons contained activities which aimed to develop learners' ability of guessing meaning from the context and given information.

Item 6

Table 4.7: Item 6 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
6	Seeking clarification			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
1,00	1,00	1,00	1,00	1,00		

Sixth item of the checklist is "Seeking clarification." The mean of total observation results for E5, E6, E7, E8 and mean of all four groups was found as 1 after all observations done throughout the term by the researcher. This listening strategy didn't take place during the teaching learning process of one term. There weren't enough activities designed for directing learners to use the listening strategy of seeking clarification. As the majority of the listening activities practiced in the classroom were done by listening to the records, the interaction is one-way so learners couldn't find enough chance for using the listening strategy of seeking clarification.

Item 7

Table 4.8: Item 7 from Observation Checklist						
Does the listening section contain the goal below?				Yes	Partly	No
7	Listening for the general gist			3	2	1
E5	E6	E7	E8	Mean		
3,00	3,00	3,00	3,00	3,00		

Seventh item of the checklist is "Listening for the general gist." The mean of total observation results for E5, E6, E7, E8 and mean of all four groups was found as 3 after all observations done throughout the term by the researcher. It can be said that this listening strategy took place during the teaching learning process of one term. The listening parts of the lessons contained the strategy of listening for the general gist. Learners practiced the activities of listening for finding the general meaning of speech.

Item 8

Table 4.9: Item 8 from Observation Checklist						
Does the listening section contain the goal below?				Yes	Partly	No
8	Test-taking strategies for listening comprehension			3	2	1
E5	E6	E7	E8	Mean		
3,00	3,00	3,00	3,00	3,00		

Eight item of the checklist is "Test-taking strategies for listening comprehension." The mean of total observation results for E5, E6, E7, E8 and mean of all four groups was found as 3 after all observations done throughout the term by the researcher. This result shows that this listening strategy took place directly during the teaching learning process of one term. As the achievement tests which learners should pass contain some listening parts, learners and teachers gave great importance to test-taking strategies for listening comprehension.

Item 9

Does the listening section contain the goal below?				Yes	Partly	No
9	Recognizing fast speech forms			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
1,67	1,00	1,00	1,67	1,33		

Ninth item of the checklist is "Recognizing fast speech forms." The mean of total observation results for E5 was found as1,67, E6 and E7 as 1, E8 as 1,67 and mean of all four groups was found as 1,33 after all observations done throughout the term by the researcher. It can be said that this listening strategy didn't take place at E6 and E7 groups and rarely at E5 and E8 groups and much more rarely in total during the teaching learning process of one term.

Item 10

Does the listening section contain the goal below?				Yes	Partly	No
10	Finding the stressed syllable			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
3,00	2,33	1,67	3,00	2,50		

Tenth item of the checklist is "Finding the stressed syllable." The mean of total observation results for E5 and E8 groups was found as 3, for E6 as 2,33, for E7 as 1,67 and mean of all four groups was found as 2,50 after all observations done throughout the term by the researcher. This listening strategy took place at E5 and E8 groups, more than partly at E6 group nearly partly at E7 group and more than partly in total during the teaching learning process of one term. There were some activities at the course book for finding the word stress after listening to words of two or three syllables.

Item 11

<table>
<tr><td colspan="6">Table 4.12: Item 11 from Observation Checklist</td></tr>
<tr><td colspan="3">Does the listening section contain the goal below?</td><td>Yes</td><td>Partly</td><td>No</td></tr>
<tr><td>11</td><td colspan="2">Recognizing words with reduced syllables</td><td>3</td><td>2</td><td>1</td></tr>
<tr><td>E5</td><td>E6</td><td>E7</td><td>E8</td><td colspan="2">Mean</td></tr>
<tr><td>1,67</td><td>1,00</td><td>1,00</td><td>2,33</td><td colspan="2">1,50</td></tr>
</table>

Eleventh item of the checklist is "Recognizing words with reduced syllables." The mean of total observation results for E5 was found as 1,67, for E6 and E7 as 1, for E8 as 2,33 and mean of all four groups was found as 1,50 after all observations done throughout the term by the researcher. This listening strategy didn't take place at E6 and E7 groups, nearly partly at E5 group and more than partly at E8 group and nearly partly in total during the teaching learning process of one term. Two groups did some activities for finding words with reduced syllables at listening sections of the course book while two groups preferred to pass these activities.

Item 12

<table>
<tr><td colspan="6">Table 4.13: Item 12 from Observation Checklist</td></tr>
<tr><td colspan="3">Does the listening section contain the goal below?</td><td>Yes</td><td>Partly</td><td>No</td></tr>
<tr><td>12</td><td colspan="2">Recognizing words as they are linked in the speech stream</td><td>3</td><td>2</td><td>1</td></tr>
<tr><td>E5</td><td>E6</td><td>E7</td><td>E8</td><td colspan="2">Mean</td></tr>
<tr><td>2,33</td><td>1,67</td><td>1,67</td><td>1,67</td><td colspan="2">1,83</td></tr>
</table>

Twelfth item of the checklist is "Recognizing words as they are linked in the speech stream." The mean of total observation results for E5 was found as 2,33, E6, E7, E8 as 1,67 and mean of all four groups was found as 1,83 after all observations done throughout the term by the researcher. It can be said that this listening strategy took place more than partly at E5 group, nearly partly at E6, E7, E8 and mean of all four groups during the teaching learning process of one term. One group did some activities for finding the linkages in the speech stream at more than partly degree while the other groups did activities at nearly partly degree.

Item 13

Table 4.14: Item 13 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
13	Recognizing pertinent details in the speech stream			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
3,00	3,00	3,00	3,00	3,00		

Thirteenth item of the checklist is "Recognizing pertinent details in the speech stream." The mean of total observation results for E5, E6, E7, E8 and mean of all four groups was found as 3 after all observations done throughout the term by the researcher. This listening strategy took place directly during the teaching learning process of one term. All groups did activities for finding some details in the speech stream.

Item 14

Table 4.15: Item 14 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
14	Analyzing discourse structure to suggest effective listening strategies			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
1,00	1,00	1,00	1,00	1,00		

Fourteenth item of the checklist is "Analyzing discourse structure to suggest effective listening strategies." The mean of total observation results for E5, E6, E7, E8 and mean of all four groups was found as 1 after all observations done throughout the term by the researcher. It can be said that this listening strategy didn't take place during the teaching learning process of one term. Learners didn't do any activities for analyzing discourse structure.

Item 15

Table 4.16: Item 15 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
15	Listening to identify the speaker or the topic			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
3,00	3,00	3,00	3,00	3,00		

Fifteenth item of the checklist is "Listening to identify the speaker or the topic." The mean of total observation results for E5, E6, E7, E8 and mean of all four groups was found as 3 after all observations done throughout the term by the researcher. This listening strategy took place during the teaching learning process of one term. All groups did activities for finding the speaker or the topic in the record.

Item 16

Table 4.17: Item 16 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
16	Listening to evaluate themes and motives			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
1,67	1,67	1,67	1,67	1,67		

Sixteenth item of the checklist is "Listening to evaluate themes and motives." The mean of total observation results for E5, E6, E7, E8 and mean of all four groups was found as 1,67 after all observations done throughout the term by the researcher. This listening strategy took place rarely during the teaching learning process of one term. All groups did activities for evaluating themes and motives at nearly partly degree.

Item 17

Table 4.18: Item 17 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
17	Finding main ideas and supporting details			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
2,67	2,67	2,67	2,67	2,67		

Seventeenth item of the checklist is "Finding main ideas and supporting details." The mean of total observation results for E5, E6, E7, E8 and mean of all four groups was found as 2,67 after all observations done throughout the term by the researcher. This listening strategy took place more than partly during the teaching learning process of one term. All groups did activities for finding main ideas and supporting details at more than partly degree.

Item 18

Table 4.19: Item 18 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
18	Making inferences			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
2,33	2,33	2,33	1,67	2,17		

Eighteenth item of the checklist is "Making inferences." The mean of total observation results for E5, E6 and E7 was found as 2,33, for E8 as 1,67 and mean of all four groups was found as 2,17 after all observations done throughout the term by the researcher. It can be said that this listening strategy took place more than partly at E5, E6, E7 groups and nearly partly at E8 and mean of all four groups during the teaching learning process of one term. Three groups did some activities for making inferences at more than partly degree while the other group did activities at nearly partly degree.

Item 19

Table 4.20: Item 19 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
19	Discriminating between registers of speech and tones of voice			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
1,67	1,67	1,67	1,67	1,67		

Nineteenth item of the checklist is "Discriminating between registers of speech and tones of voice." The mean of total observation results for E5, E6, E7, E8 and mean of all four groups was found as 1,67 after all observations done throughout the term by the researcher. This listening strategy took place less than partly during the teaching learning process of one term. All groups did activities for discriminating between registers of speech and tones of voice at nearly partly degree.

Item 20

Table 4.21: Item 20 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
20	Recognizing missing grammar markers in colloquial speech			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
2,33	2,33	2,33	3,00	2,50		

Twentieth item of the checklist is "Recognizing missing grammar markers in colloquial speech." The mean of total observation results for E5, E6 and E7 was found as 2,33 for E8 as 3 and mean of all four groups was found as 2,50 after all observations done throughout the term by the researcher. It can be uttered that this listening strategy took place more than partly at E5, E6, E7 groups, directly at E8 and more than partly at mean of all four groups during the teaching learning process of one term. Three groups did some activities for finding missing grammar markers in colloquial speech at more than partly degree while the other group did activities directly and the mean of all four groups is found to be more than partly degree.

Item 21

Table 4.22: Item 21 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
21	Using knowledge of reduced forms to clarify the meaning of an utterance			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
2,33	1,67	1,00	2,33	1,83		

Twenty first item of the checklist is "Using knowledge of reduced forms to clarify the meaning of an utterance." The mean of total observation results for E5 was found as 2,33, for E6 as 1,67 for E7 as 1 for E8 as 2,33 and mean of all four groups was found as 1,83 after all observations done throughout the term by the researcher. It can be stated that this listening strategy took place more than partly at E5 and E8, less than partly at E6, didn't take place at E7 groups and less than partly at mean of all four groups during the teaching learning process of one term. Three groups did some activities for using knowledge of reduced forms to reach the meaning at nearly partly degree while the one group didn't do any activities directly and the mean of all four groups is found to be less than partly degree.

Item 22

Table 4.23: Item 22 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
22	Using context to build listening expectations			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
3,00	3,00	2,33	3,00	2,83		

Twenty second item of the checklist is "Using context to build listening expectations." The mean of total observation results for E5, E6 and E8 was found as 3 for E7 as 2,33 and mean of all four groups was found as 2,83 after all observations done throughout the term by the researcher. It can be uttered that this listening strategy took place directly at E5, E6, E8 groups, more than partly at E8 and almost directly at mean of all four groups during the teaching learning process of one term. Three groups did activities for using context to build listening expectations while the other group did activities more than partly degree and the mean of all four groups is found to be quite near to total degree.

Item 23

Does the listening section contain the goal below?				Yes	Partly	No
23	Listening to confirm your expectations			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
3,00	3,00	3,00	3,00	3,00		

Twenty third item of the checklist is "Listening to confirm your expectations." The mean of total observation results for E5, E6, E7, E8 and mean of all four groups was found as 3 after all observations done throughout the term by the researcher. This listening strategy took place during the teaching learning process of one term directly. All groups did activities for listening to confirm their expectations.

Item 24

Table 4.25: Item 24 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
24	Using context to build expectations. Using bottom-up processing to recognize missing words. Comparing your predictions to what you actually heard			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
3,00	3,00	2,33	3,00	2,83		

Twenty fourth item of the checklist is "using context to build expectations, using bottom-up processing to recognize missing words, comparing your predictions to what you actually heard." The mean of total observation results for E5, E6 and E8 was found as 3 for E7 as 2,33 and mean of all four groups was found as 2,83 after all observations done throughout the term by the researcher. It can be asserted that this listening strategy took place directly at E5, E6, E8 groups, more than partly at E8 and almost directly at mean of all four groups during the teaching learning process of one term. Three groups did activities for using this goal at the lesson while the other group did activities more than partly degree and the mean of all four groups is quite close to total degree.

Item 25

Table 4.26: Item 25 from Observation Checklist						
Does the listening section contain the goal below?				Yes	Partly	No
25	Using incomplete sensory data and cultural background information to construct a more complete understanding of a text			3	2	1
E5	E6	E7	E8	Mean		
1,67	1,67	1,67	1,67	1,67		

Twenty fifth item of the checklist is "Using incomplete sensory data and cultural background information to construct a more complete understanding of a text." The mean of total observation results for E5, E6, E7, E8 and mean of all four groups was found as 1,67 after all observations done throughout the term by the researcher. This listening strategy took place less than partly during the teaching learning process of one term. All groups did activities for discriminating between registers of speech and tones of voice at nearly partly degree.

Item 26

Table 4.27: Item 26 from Observation Checklist						
Does the listening section contain the goal below?				Yes	Partly	No
26	Including learner participation generally			3	2	1
E5	E6	E7	E8	Mean		
3,00	2,67	2,00	2,67	2,58		

Twenty sixth item of the checklist is "Including learner participation generally." The mean of total observation results for E5 was found as 3, for E6 and E8 as 2,67, for E7 as 2 and mean of all four groups was found as 2,58 after all observations done throughout the term by the researcher. General learner participation was observed as highest at E5 group, more than partly at E6 and E8 groups, partly at E7 group and the mean of four groups was observed as more than partly during the teaching learning process of one term.

Item 27

Table 4.28: Item 27 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
27	Including learner interest generally			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
3,00	2,67	2,00	2,33	2,50		

Twenty seventh item of the checklist is "Including learner interest generally." The mean of total observation results for E5 was found as 3, for E6 as 2,67, for E7 as 2 for E8 as 2,33 and mean of all four groups was found as 2,50 after all observations done throughout the term by the researcher. General learner interest was observed as highest at E5 group, more than partly at E6 group, partly at E7 group, more than partly at E8 group and the mean of four groups was observed as more than partly during the teaching learning process of one term.

Item 28

Table 4.29: Item 28 from Observation Checklist

Does the listening section contain the goal below?				Yes	Partly	No
28	Including learner ability generally			3	2	1
E5	**E6**	**E7**	**E8**	**Mean**		
2,67	2,00	2,00	2,00	2,17		

Twenty seventh item of the checklist is "Including learner ability generally." The mean of total observation results for E5 was found as 2,67, for E6, E7 and E8 as 2 and mean of all four groups was found as 2,17 after all observations done throughout the term by the researcher. General learner interest was observed as more than partly at E5 group, partly at E6, E7 and E8 groups, and the mean of four groups was observed as more than partly during the teaching learning process of one term.

Table 4.30: Table of Means for Each Item in the Observation Checklist
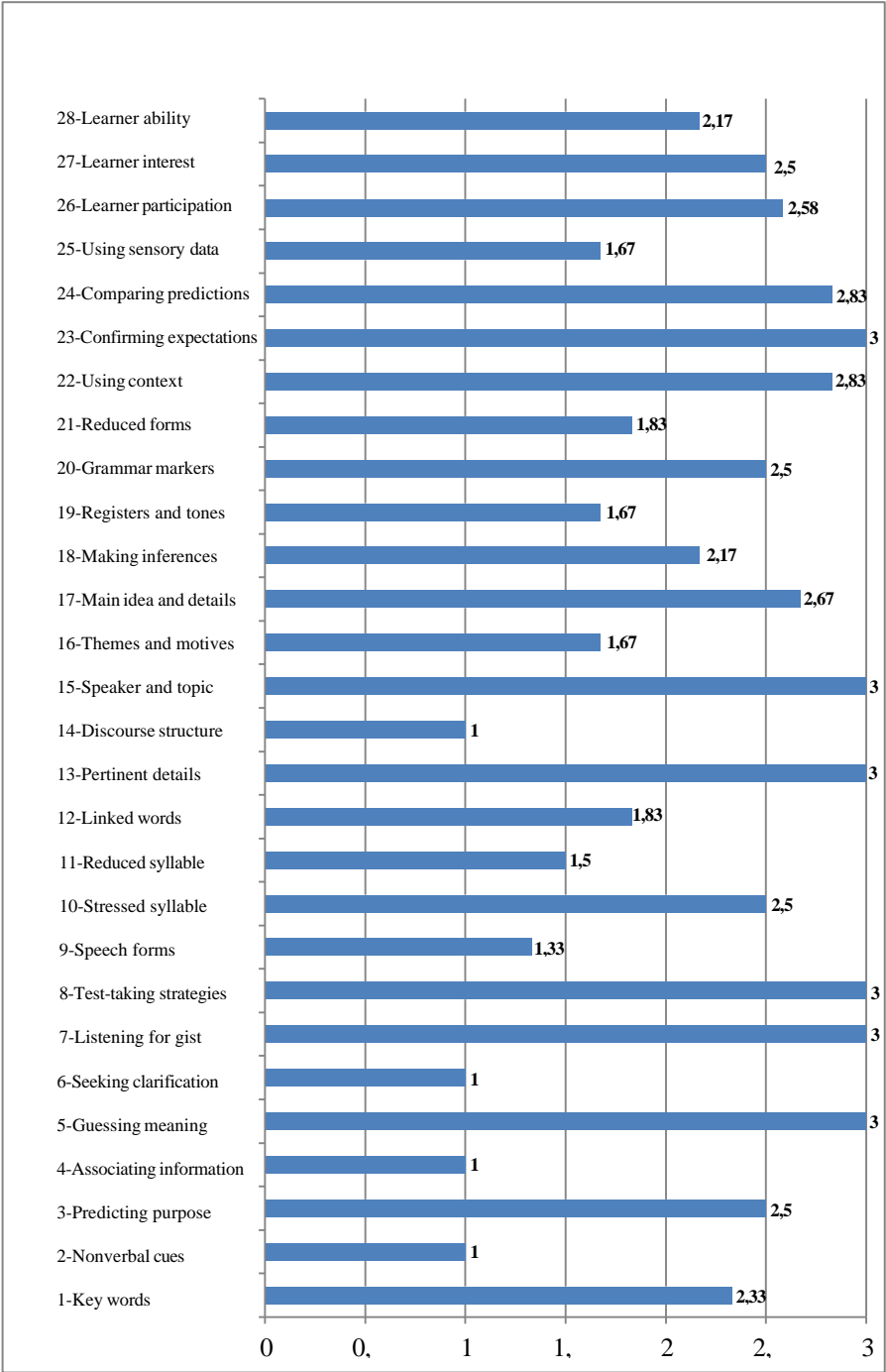
Table 4.30 illustrates the arithmetical means of each item in the classroom observation checklist. The scores of each item can be found in the table. Six items (5, 7, 8, 13, 15 and 23) of observation checklist have the highest mark of 3 while four items (2, 4, 6 and 14) have the lowest mark of 1. It can be stated that six items have been observed directly but four items didn't take place during the observation process. Eleven items (1, 3, 10 17, 18, 20, 22, 24, 26, 27 and 28) were observed more than partly degree. Five items (9, 11, 12, 16, 19, 21 and 25) were observed less than partly degree. Additionally, the arithmetical mean of all arithmetical means was found to be 2,18 and this score is more than partly degree of observation checklist.

Figure 4.1: Percentage of Items in the Observation Checklist
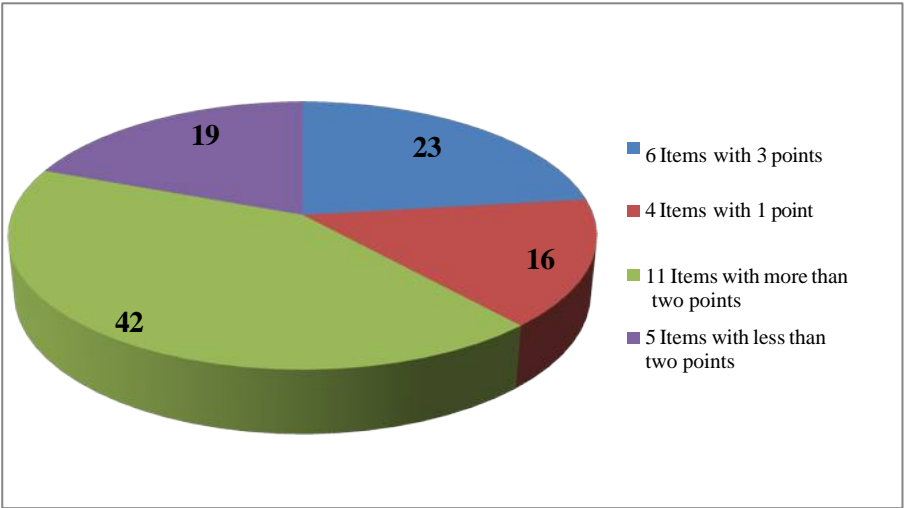
Taking results of each item into consideration, it can be stated that 22 items were observed at different degrees during the research process except for four items as it could be seen in the Figure 4.1. When these results were transformed into percentages, it is found that 84% of all items were observed at various ratios but 16% of all items weren't observed at this process.

Below is the table of paired groups' correlation. This table is used for indicating the correlation between three observations done for four groups. Three observations were done for all groups. First observation was done at the beginning of the research, second observation at the middle and third observation at the end of the research. This process was actualized for all study groups of E5, E6, E7 and E8. Totally, 12 observations were done. Each observation of a group was paired with the other two observations of the same group and the correlation between these observations was examined for each pair by looking at the correlation and significance value. To illustrate, "E5_1" observation states the first observation of E5 group which was done at the beginning of research process, "E5_2" observation states the second observation of E5 group which was done at the middle of the research process and "E5_3" observation states the third observation of E5 group which was done at the end of the research process.

Pearson correlation coefficient value of 1.00 shows a perfect positive correlation between groups, the value of -1.00 shows a perfect negative correlation and the value of 0.00 shows no correlation. Also, correlation coefficient between 0.70 and 1.00 is accepted as high correlation, correlation coefficient between 0.70 and 0.30 as normal correlation and correlation coefficient between 0.30 and 0.00 as low correlation. Significance value below 0.05 ($p < 0.05$) is accepted as good significance while above this value as problematic (Büyüköztürk, 2009).

Table 4.31: Paired Samples Correlations of Observations

		N	*r*	*p*
Pair 1	E5_1 & E5_2	28	,313	,105
Pair 2	E5_1 & E5_3	28	,487	,009
Pair 3	E5_2 & E5_3	28	,354	,065
Pair 4	E6_1 & E6_2	28	,491	,008
Pair 5	E6_1 & E6_3	28	,375	,049
Pair 6	E6_2 & E6_3	28	,444	,018
Pair 7	E7_1 & E7_2	28	,427	,023
Pair 8	E7_1 & E7_3	28	,268	,168
Pair 9	E7_2 & E7_3	28	,455	,015
Pair 10	E8_1 & E8_2	28	,260	,182
Pair 11	E8_1 & E8_3	28	,384	,044
Pair 12	E8_2 & E8_3	28	,718	,000

After doing the analysis, 12 pairs were found as the table 4.31 shows. For the first pair, which shows the correlation between the first and second observations of E5 group, correlation coefficient was found as .313 and significance as .105. This pair can be said to have a low correlation and significance. For the second pair, which shows the correlation between the first and third observations of E5 group, correlation coefficient was found as .487 and significance as .009. This pair can be said to have a normal correlation and significance. For the third pair, which shows the correlation between second and third observations of E5 group, correlation coefficient was found as .354 and significance as .065. This pair can be said to have a low correlation and good significance. For the fourth pair, which shows the correlation between the first and second observations of E6 group, correlation coefficient was found as .491 and significance as .008. This pair can be said to have a normal correlation and good significance. For the fifth

pair, which shows the correlation between the first and third observations of E6 group, correlation coefficient was found as .375 and significance as .049. This pair can be said to have a low correlation and good significance. For the sixth pair, which shows the correlation between the second and third observations of E6 group, correlation coefficient was found as .444 and significance as .018. This pair can be said to have a normal correlation and significance. For the seventh pair, which shows the correlation between the first and second observations of E7 group, correlation coefficient was found as .427 and significance as .023. This pair can be said to have a normal correlation and good significance. For the eight pair, which shows the correlation between the first and third observations of E7 group, correlation coefficient was found as .268 and significance as .168. This pair can be said to have a low correlation and significance. For the ninth pair, which shows the correlation between the second and third observations of E7 group, correlation coefficient was found as .455 and significance as .015. This pair can be said to have a normal correlation and good significance. For the tenth pair, which shows the correlation between the first and second observations of E8 group, correlation coefficient was found as .260 and significance as .182. This pair can be said to have a low correlation and significance. For the eleventh pair, which shows the correlation between the first and third observations of E8 group, correlation coefficient was found as .384 and significance as .044. This pair can be said to have a low correlation and good significance. For the twelfth pair, which shows the correlation between the second and third observations of E8 group, correlation coefficient was found as .718 and significance as .000. This pair can be said to have a high correlation and perfect significance. It could be said that there is correlation between observations of groups at different levels and the relation is significant by taking all the results into consideration.

Another way examining the process was taking the ideas of learners about the process. At the end of the term some questions were asked to the learners about their reflections for the possible change at their listening skills. After examining the reflections of 38 learners, 26

learners stated that they had a development at their listening skills while 5 learners stated that they didn't have any development at their listening skills and 7 learners preferred not to answer this question about their listening skill.

The second question was about the cause of the development at learners' listening skill. It asked them the source of development. 17 learners expressed that the most effective cause was the lessons they had during the research process. 5 learners verbalized that the most effective cause was the self-study of them specifically movies, television, internet, foreign music. 4 learners attested that the most important causes were both the lessons they had during the research process and the self-study of them specifically movies, television, internet, foreign music. None of the learners accepted the interaction with foreigners as the most effective cause. Also, 12 learners didn't prefer to answer this question.

The third question was that if there wasn't any development at their listening comprehension skills, what can be the possible reasons? 33 learners didn't answer this question while 5 learners uttered some reasons as answer. First learner had comprehension problems during listening stage and stated that "They swallow nearly all the words in a speech." Second learner stressed the listening development and uttered that "There occurred development. I felt it." Third learner thought himself/herself as the source of fail and said that "Probably, the fault is mine. I don't like listening." Fourth learner thought the context and conditions as the source of failure and expressed that "It is difficult to both study lessons and do listening in such a short time period." Fifth learner had problem with individual items of spoken material and said that "I can't focus, and I can't understand the words." Sixth learner had affective problems towards listening and said that "Although there was a development, foreign language is boring for me, and I wouldn't have started learning a foreign language if I hadn't been obligated to learn it." When the reflections of six learners are taken into consideration, it is found that learners had

different kind of problems some of which during the listening activity and some of which before and after the listening activity. There were cognitive, meta-cognitive and affective problems which were reported by learners.

4.1.3. Research Question 3

Is there a difference between the attitudes of learners towards foreign language at the beginning and end of the study?

An attitude scale towards foreign language developed by Saracaloğlu (1992) was administered at the beginning and end of the research process to have information about the affective dimension of learners by gathering information about learners' attitudes towards foreign language. The collected data were analyzed with SPSS 17.0 software program. The mean scores for each student and the mean of pre- test and post-test were counted. The possible lowest score which could be taken by participants at the test was 38 while the highest score was 190 at the scale.

Table 4.32: Pre- and Post-Attitude Test Results of Learners

	N	M	SD	t	sd	p
Pre-Attitude Total	38	119,5646	9,58829	76,869	37	,000
Post-Attitude Total	38	142,4175	18,16508			

As the Table 4.32 above shows, arithmetical mean of pre-attitude test scores is 119,56 and arithmetical mean of post-attitude test scores is found to be 142,41. The mean of pre-attitude test scores, 119,56, is above the average, therefore it could be said that learners had positive attitudes towards foreign language at the beginning of the research. With the degree of 142,41 learners kept positive attitudes at the end of the research again. When the results of the pre-attitude and post attitude tests are compared, it could be said that students have developed positive attitudes towards foreign language during the

research process. One-sample t-test analysis was done also to see whether there is any significant difference between the pre-attitude and post-attitude points of 38 students. The significance of the pre- and post-attitude scales was found to be ,000 which makes the difference significant.

4.1.4. Research Question 4

What is the relationship between listening comprehension strategies and techniques employed throughout the term and listening comprehension skills of learners?

Indeed, the answer of the fourth research question is the combination of previous three research questions. By considering the answers of previous research questions, the relationship between listening comprehension strategies and techniques employed throughout the term and listening comprehension skill of learners will be explained.

Firstly, the general listening comprehension proficiency levels of learners were assessed at the beginning and end of the research with a listening achievement test. The mean of all learners' pre-achievement listening test scores was found as 49.78 (x=49.78) and the mean of all learners' post-achievement listening test scores was found as 54.31(x=54.31) out of 100 points. This increase between the means of pre-achievement and post-achievement listening test scores demonstrate that the general listening comprehension proficiency levels of learners increased throughout the term. Also, significance value of analysis was found as ,000 therefore analysis was totally significant. Although there is a development at learners' listening proficiency levels, this development is limited. The mean of learners' post- achievement scores is found as 54.31 out of 100 points and this score is nearly half of the total score.

Secondly, twelve observations were done at scheduled times by the researcher in order to collect data about the process of instruction. An observation checklist was filled in for each four groups of learners at

the beginning, middle and end of the term. Observation checklist included 8 listening strategies and 17 listening techniques. After the observations, arithmetical means of the scores of each item in the observation checklist were calculated with SPSS 17.0 software program and the following results were found.

Three listening strategies (Items 5, 7 and 8) had the highest mark of 3 and they were observed directly by the researcher. 3 listening strategies (Items 2, 4 and 6) had the lowest mark of 1 and they weren't observed during the research process. Remaining 2 listening strategies (Items 1 and 3) had marks over 2 and they were observed more than partly degree. With a simple calculation, 62,5% (5 listening strategies) of all 8 listening strategies in the observation list were observed at different rates while 37,5% (3 listening strategies) of all 8 listening strategies weren't observed.

Three listening techniques (Items 13, 15 and 23) had the highest mark of 3 at the observation and they were observed directly. One listening technique (Item 14) had the lowest mark of 1 and it wasn't observed during the research process. 6 listening techniques (Items 10, 17, 18, 20, 22 and 24) had marks over 2 and they were observed more than partly degree. Remaining 7 listening techniques (Items 9, 11, 12, 16, 19, 21 and 25) had marks under 2 and they were observed less than partly degree. If the percentages of the results are estimated, 94,12% (16 listening techniques) of all 17 listening techniques in the observation checklist were observed at different rates while 5,88% (1 listening technique) of all 17 listening techniques weren't observed during the research process.

With regard to these results of listening strategies and techniques in the observation checklist, it could be said that the majority of the listening strategies and techniques were observed at different rates as 84% (21 items) of all 25 items were observed at various rates but 16% (4 items) of all 25 items weren't observed at this process. This result helps us to make a connection between the increase at learners' listening achievement and high rates of listening strategy and

technique use during the research process. Therefore, it could be expressed that high rate of listening strategy and technique use affects listening comprehension achievement positively.

Thirdly, an attitude test towards foreign language was administered to the learners both at the beginning and end of the study. After the statistical analysis of the learners' scores, arithmetical mean of pre-attitude test scores was found as 119,56 and arithmetical mean of the post-attitude test scores as 142,41 out of 190 total points. Means of both pre-attitude and post-attitude tests were above the average and learners had positive attitudes towards foreign language at the beginning and end of the study. However, comparing the means of pre-attitude and post-attitude test results, it could be asserted that learners developed positive attitude throughout the term. As it is stated previously learners' listening comprehension achievement increased during the term and high rate of listening strategy and techniques use was observed. Additionally, learners developed positive attitudes towards foreign language during this process in harmony with previous results. Increase in listening comprehension achievement, high rate of listening strategy and technique use and development of positive attitudes towards foreign language affected each other throughout the research process. Therefore, learners' listening comprehension skills improved, high rate of listening strategy and technique use was observed and learners developed positive attitudes towards foreign language.

CHAPTER 5

CONCLUSION

5.1. Discussions, Implications, and Suggestions

The preliminary goal of this study was to examine the effects of using certain listening strategies and techniques on the development of listening skills in a foreign language learning context and to observe the possible change on the attitudes of students during the research process. In order to observe the development of listening skills, a listening achievement test was used at the beginning and end of the research. An attitude test was also administered at the beginning and end of the research for observing the alteration at attitudes of learners. Observation checklists were filled in for several times by the researcher. Additionally, learners' self-reflections about their listening skills throughout the term were taken at the end of the research.

With the examination and analysis of the collected data some results were found about the research process. Students' listening skills were developed to certain extent during the research process. Learners developed positive attitudes towards foreign language. Most of the strategies and techniques were put into use according to the results of the observation checklists filled in by the researcher for several times during the data collection process of the study. Most of the learners stated that they developed their listening skills to a certain extent.

It becomes possible to make a connection among the rate of listening strategy and technique use, increase in listening comprehension achievement, development of positive attitudes towards foreign language and positive self-reflections of learners. All domains affected each other, and they are all inter-connected. This study gave us the chance of noticing the connection between these domains of research. It could be suggested that the rate of listening strategy and technique use has impact on listening comprehension and

development of listening skills. Therefore, it can be claimed that higher rate of listening strategy and technique use by the learners directly makes contributions to the development of listening skills. Learners should be aware of the listening strategies and techniques, and they should be trained to become effective listeners. In this context, strategy training plays a significant role in language classroom. Additionally, teachers and course books should give learners the chance for learning and practising listening strategies and techniques as much as possible.

Certain listening strategies and techniques take place in the course books as listening activities. Some of these activities were done while some of them were skipped. The implication for us here may be having learners realize the strategies and techniques in real communication settings. Supplementary materials should be given to learners, and extra activities should be done to include the strategies and techniques which are excluded by course books or teachers.

Another significant point in the study is that although there is an increase in the means of learners' pre- and post-listening achievement test results, the final scores of learners were quite low. The mean of the pre-achievement test was found as 49.78 (x=49.78) and mean of post-achievement test was found as 54.31(x=54.31) out of 100 total points. Learners could correctly answer only the half of the questions in the test. General listening comprehension proficiency level of learners increased, and the significance value was found as .000. However, this increase may be accepted as a limited one. The standard deviation of pre-test was 18.66 and the standard deviation of post-test was 9.73. Standard deviation was decreased, and it shows that the scores of learners got closer to each other at the post-test if it was compared with the results of pre-test. When the possible reason of this limited increase was considered, it was found that some listening strategies and techniques were used at high rates while some of them were used at low rates. As it was stated at previous chapters, there are 8 listening strategies, 5 bottom-up listening techniques, 5 top- down

listening techniques and 7 interactive listening techniques in the observation checklist. Four items from listening techniques (Items 3, 5, 7 and 8), two items from bottom-up listening techniques (Items 10 and 13), two items from top-down listening techniques (Items 15 and 17) and four items from interactive listening techniques (Items 20, 22, 23 and 24) had high marks from the results of observation checklist analysis. These items mainly deal with general meaning and basic aspects of the listening material. They are about predicting purpose, guessing meaning, listening for the general gist, listening to identify speaker or topic, finding the main and supporting details, producing and confirming expectations.

On the other hand, three items from listening strategies (Item 2, 4 and 6), two items from bottom-up listening techniques (Item 9 and 11), one item from top-down listening techniques (Item 14) had low marks from the results of observation checklist analysis. They are about looking for nonverbal cues to meaning, associating information with existing cognitive structure, seeking clarification, recognizing fast speech forms, recognizing words with reduced syllables and analyzing discourse structure to suggest effective listening strategies. These items deal with specific detail information.

When the results of listening strategies and techniques with high and low rate of use are taken into consideration, it can be concluded that listening strategies and techniques dealing with general meaning and basic aspects of the listening material had been used generally in the lessons while listening strategies and techniques dealing with specific and detail information had been used never or rarely in the lessons throughout the study. This may be a reason of limited increase in the listening scores of learners at the end of the term. If activities supporting deep learning, high order thinking skills, analytic thinking and listening for details are used, learners may get better listening scores.

During the observations it is realized that all the listening activities done in the classroom was listen and do type of activities. Learners

listened to the records and then tried to answer some questions taking place in the course book. These types of activities are the most general ones. They are fundamental in the listening skill development process, but these activities are one-way activities. They require learners only to listen to the records, comprehend them and do activities. Lee and Vanpatten (1995) regard listening as an active not passive skill and state that "a communicative act involves both expression and interpretation of meaning" (p. 63). Interpretation includes speaking and listening in oral communication. Lee and Vanpatten divide listening situations into two; collaborative and non-collaborative. Collaborative situations include both speaker and listener who struggle to exchange information; on the other hand, in non-collaborative situations listener is not a participant and is only observer. Besides these non-collaborative types of activities done in the lessons, learners should be given some collaborative, real-life and authentic listening activities in order to prepare them to daily-life use of English.

This research, dealing with the effects of using certain listening strategies and techniques on the development of listening skills in a foreign language learning context, could be seen as significant in various aspects. There is much research conducted in such skills as reading, speaking, and writing skills, but listening skill remains as an overlooked skill (Hedge, 2008). While the integration of all skills become more and more popular and the requirement for teaching of each skill in language teaching and learning context, listening should be seen as important as the other skills. Nihei (2002: 4) states that "...listening is an important skill for the person who is learning English because in verbal communication we cannot communicate with each other without listening to the speaker's utterances and understanding them." Therefore, teachers of language, course books and course content developers, syllabus designers and all shareholders of this context should give importance to listening skills and cater for the development of listening skills.

Another importance of the study is that it deals with strategy and technique use. As language learners face with lots of listening problems, they need to be aware of the strategies and techniques and therefore be capable of using them in order to overcome listening and communication problems. Gebhard (2009) shows the difference between English as a foreign language (EFL) and English as a second language (ESL). Gebhard utters that "...in EFL settings there are fewer chances for students to use English outside the classroom" (p. 40). Therefore, developing listening skills in an EFL context like the sample of this research is quite difficult and listening strategies and techniques are crucial in order to develop listening skills.

5.2. Suggestions for Further Research

This study examined the effects of using certain listening strategies and techniques on the development of listening skills in a foreign language learning context with listening achievement test, attitude test towards foreign language, observation checklist and learner self-reflection form.

Further studies can be designed to monitor learners' listening achievement and attitude much more closely with administering more tests. Also, instead of observing many listening strategy and techniques generally, a few listening strategy and technique may be observed in detail. This study doesn't regard a comparison between genders, age and proficiency groups. Further studies examining the listening strategy and technique use between different learner groups may reveal different results.

On the other hand, based on the fact that the teaching materials used to make language education and training processes more effective and efficient with the developments in today's technology have also changed, the effects of materials, learning platforms and applications that can be used in and out of the classroom on listening strategies, listening techniques and listening skills can be investigated in further studies.

REFERENCES

Anderson, A., & Lynch, T. (1988). *Listening*. Oxford: Oxford University Press.

Anderson, J. R. (1985). *Cognitive psychology and its implications* (2nd ed.). New York: Freeman.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy. (2th Ed.),* NY: Addison, Wesley, Longman, Inc.

Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston, MA: Heinle & Heinle.

Buran, S. (2008). The effects of computer assisted language learning on listening comprehension ability. *Unpublished M.A. Thesis*, Atatürk University, Erzurum.

Büyüköztürk, Ş. (2009). *Sosyal bilimler için veri analizi el kitabı* [Manual of data analysis for social sciences] (7. Baskı). Ankara: PegemA.

Coakley, G. C. and Wolvin, A. D. (1986). Listening in the native language. In B. H. Wing, (ed.), *Listening, reading, writing: Analysis and application*, U.S.S.: Northest Conference on the Teaching of Foreign Languages Inc.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies.* Oxford: Oxford University Press.

Edwards, R., & McDonald, J. L. (1993). Schema theory and listening. In A. D. Wolvin & C. G. Coakley (Eds.), *Perspectives on listening* (pp.60-77). New Jersey: Ablex Publishing Corporation.

Ellis, R. (1994). *The study of second language acquisition.* Oxford University Press, Oxford.

Ertürk, A. (2006). The relationship between the learning style preferences of undergraduate English preparatory program students, the listening comprehension strategies, and achievement. *Unpublished M.A. Thesis*, Dokuz Eylül University, İzmir.

Eskey, D. E. (2005). Reading in a second language. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp.563-580). New Jersey: Lawrence Erlbaum Associates.

Flowerdew, J. and Miller, L. (2005). *Second language listening*. Cambridge: Cambridge University Press.

Gebhard, J. G. (2009). *Teaching English as a foreign or second language.* Michigan, USA: The University of Michigan Press.

Goh, C. C. M. (1998). How ESL learners with different listening abilities use comprehension strategies and tactics. *Language Teaching Research, 2*(2), 124-147.

Gürata, A. (2008). The grammar learning strategies employed by Turkish university preparatory school EFL students. Unpublished M.A. Thesis, Bilkent University, Ankara.

Gürses, P. (2009). Developing listening skills of 9th year students at Çubuk İmam Hatip High School. *Unpublished M.A. Thesis*, Hacettepe University, Ankara.

Hedge, T. (2008). *Teaching and learning in the language classroom.* Oxford: Oxford University Press.

Howatt, A., & Dakin, J. (1974). Language laboratory materials. *A Journal for the Teacher of English Outside the United States*, *31*(1-4), 1-19.

Johnson, R. B. and Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher, 33*(7), 14-26.

Kılıç, M. (2007). The sources and relations of foreign language listening anxiety with respect to text type and learner variables: A case study at Gaziantep University. *Unpublished M.A. Thesis*, Gaziantep University, Gaziantep.

Kurita, T. (2012). Issues in second language listening comprehension and the pedagogical implications. *Accents Asia, 5*(1), pp. 30-44.

Lee, J. F. & VanPatten, B. (1995). *Making Communicative Language Teaching Happen*. New York: McGraw-Hill.

Lee, J. F. and Vanpatten B. (1995*). Making communicative language teaching happen.* New York, USA: McGraw-Hill Inc.

Lightbown, P. M. and Spada, N. (2006). *How languages are learned* (3rd Ed.). Oxford: Oxford University Press.

Lynch, T. (1998). Theoretical perspectives on listening. *Annual review of applied linguistics, 18*, 3-19.

Lynch, T. (2006). Academic listening: Marrying top and bottom. In Uso-Juan, E., & Martinez-Flor, A. (Eds.), *Current trends in the development and teaching of the four language skills* (pp.91-110). Berlin: Mouton de Gruyter.

Martinez-Flor, A. and Uso-Juan, E. (2006). Towards acquiring communicative competence through listening. In E. Uso-Juan, and A. Martinez-Flor (Eds.), *Current trends in the development and teaching of the four language skills.* Berlin: Studies on Language Acquisition.

Mendelsohn, D. J. (1994). *Learning to listen: A strategy-based approach for the second-language learner.* San Diego, CA: Dominie Press

Merriam-Webster Online Dictionary (2012). hearing. In *Merriam-Webster Dictionary*. https://www.merriam-webster.com/dictionary/hearing

Morley, J. (1990). Trends and developments in listening comprehension: Theory and practice. In J. E. Alatis (Ed.), *Georgetown University round table on languages and linguistics 1990: Linguistics, language teaching and language acquisition: The interdependence of theory, practice and research* (317-337). Washington, DC: Georgetown University Press.

Murphy, J. M. (1985). *An investigation into the listening strategies of ESL college students*. (ERIC Document Reproduction Service No. ED 178 275).

Nakatani, Y. (2005). The effects of awareness-raising training on oral communication strategy use. *The Modern Language Journal, 89*, 75-90.

Nakatani, Y. (2006). Developing an oral communication strategy inventory. *The Modern Language Journal, 90,* 150-168.

Nakatani,Y. (2010). Identifying strategies that facilitate EFL learners' oral communication: A classroom study using multiple data collection procedures. *The Modern Language Journal*, *94,* 115-136.

Nihei, K. (2002). How to teach listening. *ERIC*. Retrieved on June 05 from http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED475743&ERICExtSearch_SearchType_0=no&accno=ED475743.

Nunan, D. (1999). *Second language teaching and learning*. Boston: Heinle & Heinle.

Nunan, D. (2004). Listening in language learning. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: an anthology of current practice* (pp.238-241). Cambridge: Cambridge University Press.

O'Malley, J. M., Chamot, A. U., & Kupper, L. (1989). Listening comprehension strategies in second language acquisition. *Applied Linguistics, 10* (4), 418-437.

Odacı, T. (2008). The effect of explicit listening comprehension strategy training on listening comprehension strategy use and listening proficiency level. *Unpublished M.A. Thesis*, Anadolu University, Eskişehir.

Özgen, M. (2008). İngilizce öğretiminde özgün altyazılı video'nun dinleme-algılama materyali olarak kullanımı. *Unpublished M.A. Thesis*, Selçuk University, Konya.

Rhodes, S. C. (1993). Listening: A relational process. In A. D. Wolvin, and C. G. Coakley, (Eds.). *Perspectives on listening,* pp. 217–40. Norwood, NJ: Ablex.

Richards, J. C. and Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics.* London: Longman/Pearson Education.

Richards, J. C., & Renandya, W. A. (2002). (Eds.). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.

Rost, M. (1990). *Listening in Language Learning,* London: Longman.

Rost, M. (1991). *Listening in action: Activities for developing listening in language education.* Hemel Hempstead: Prentice Hall International.

Rost, M. (2001). Listening. In R. Carter and Nunan, D. (Eds.), *The Cambridge guide to teaching English to speakers of other languages.* Cambridge: Cambridge University Press.

Rumelhart, D. E. (1980). Schemata: The building blocks of cognition. In R. J. Spiro, B. C. Bruce and W. F. Brewer (Eds.). *Theoretical issues in reading comprehension,* pp. 33-58. Erlbaum.

Saracaloğlu, A. S. (1992). *Yabancı dile yönelik tutum ölçeği.* Yayınlanmamış Araştırma Raporu. İzmir, Ege Üniversitesi.

Saracaloğlu, A. S. and Varol S. R. (2007). Beden eğitimi öğretmeni adaylarının yabancı dile yönelik tutumları ve akademik benlik tasarımları ile yabancı dil başarıları arasındaki ilişki. *Eğitimde Kuram ve Uygulama, 3* (1), 39-59.

Sarıçoban, A. (1999). Teaching of listening. *The Internet TESL Journal V* (12).

Scarcella, R. and Oxford, R. (1992). *The tapestry of language learning: The individual in the communicative classroom.* Boston: Heinle & Heinle.

Teddlie, C., and Tashakkori, A. (2003). Major issues and controversies in the use of mixed methods in the social and behavioral sciences. In A. Tashakkori and C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research,* pp: 3-50. Thousand Oaks, CA: Sage Publications.

Vandergrift, L. (1997). The Cinderella of communication strategies: Reception strategies in interactive listening. *The Modern Language Journal, 81*(4), 494-505.

Vandergrift, L. and Goh, C. (2009). Teaching and testing listening comprehension (ch. 22). In M. H. Long and C. J. Doughty (Eds), *The handbook of language teaching.* Oxford, UK: Wiley-Blackwell.

Wallace, M. J. (1991). *Action research for language teachers.* Cambridge: Cambridge University Press.

APPENDICES

Appendix 1: Observation Checklist

Goals for Teaching Listening Comprehension for Intermediate Level Listeners

Class:	Instructor:	Date:		
	Does the listening section contain the goals below?	**Yes**	**Partly**	**No**
1	Looking for key words			
2	Looking for nonverbal cues to meaning			
3	Predicting a speaker's purpose by the context of the spoken discourse			
4	Associating information with one's existing cognitive structure			
5	Guessing meanings/contextual guessing			
6	Seeking clarification			
7	Listening for the general gist			
8	Test-taking strategies for listening comprehension			
9	Recognizing fast speech forms			
10	Finding the stressed syllable			
11	Recognizing words with reduced syllables			
12	Recognizing words as they are linked in the speech stream			
13	Recognizing pertinent details in the speech stream			
14	Analyzing discourse structure to suggest effective listening strategies			
15	Listening to identify the speaker or the topic			
16	Listening to evaluate themes and motives			
17	Finding main ideas and supporting details			
18	Making inferences			
19	Discriminating between registers of speech and tones of voice			
20	Recognizing missing grammar markers in colloquial speech			
21	Using knowledge of reduced forms to clarify the meaning of an utterance			
22	Using context to build listening expectations			
23	Listening to confirm your expectations			
24	Using context to build expectations. Using bottom-up processing to recognize missing words. Comparing your predictions to what you actually heard			
25	Using incomplete sensory data and cultural background information to construct a more complete understanding of a text			
26	Including learner participation generally			
27	Including learner interest generally			
28	Including learner ability generally			

Appendix 1 (Continued)

Observation and Notes:

Appendix 2: Self-Reflection Form

<u>**Öğrenci Görüşleri**</u>

---

1) **Dinleme becerilerinizde dönem başına göre olumlu bir gelişim oldu mu?**

( ) Gelişim oldu.   ( ) Gelişim pek olmadı (Aynı kaldı).

2) **Gelişim oldu ise bu gelişimde daha çok**

   a) Dersler etkiliydi.

   b) Kendi gayretim etkiliydi (Sinema, TV, internet, yabancı müzik vb.).

   c) Yabancılarla etkileşimim etkiliydi.

   d) Diğer…………………………………………………………

3) **Gelişim olmadıysa lütfen nedenini/nedenlerini yazınız.**

…………………………………………………………………………
…………………………………………………………………………
 …………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………
…………………………………………………………………………

Teşekkürler!

Appendix 3: Syllabus of the Groups in the Study

MUĞLA ÜNİVERSİTESİ
SITKI KOÇMAN YABANCI DİLLER YÜKSEKOKULU
2010-2011 EĞİTİM-ÖĞRETİM YILI MÜHENDİSLİK FAKÜLTESİ
ELEMENTARY DÜZEY
9 Haftalık Eğitim Öğretim (20 Eylül-12 Kasım 2010)

WEEK	MAIN COURSE		R&W PORTFOLIO	PROJECT WORK	IN-CLASS MATERIAL			OUTSIDE-CLASS MATERIAL		
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
1 September 20-24	Orientation	14								
	Starter Revision	14			ELS W1 Revision Tests					
2 September 27- Oct 3	F2F Elementary 158 saat UNIT 1	16	PORT 1 F2F Elementary WB p: 65		EGU Units 1,2,7? ELS I Pages; 1,2,3,4,5,6,7,8,9,10,11,12					
	UNIT 2	12			EGU Units 9,64 ELS Pages; from 19 to 27					

79

| WEEK | MAIN COURSE | | R&W PORTFOLIO | PROJECT WORK | IN-CLASS MATERIAL | | | OUTSIDE-CLASS MATERIAL | | |
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
3 October 04-08	UNIT 3	14			EGU Unit 59					
	UNIT 4	14			EGU Unit 6,7 EGU Unit 34,65,66,68 ELS p. 77-81	F2F 4C, 4D				
	UNIT 5	14			EGU Unit 37,75,76 (76.4 hariç) ELS 1 F; from 36 to 44	F2F 5B				
4 October 1.-15					*12 EKİM 2010 SALI VOCABULARY QUIZ 1*					
	UNIT 6	14	PORT 2 F2F Elementary WB p. 74		ELS 1 p. 102-103	F2F 6A F2F 6D dan sonra *Reader at Work* 1 Unit 8-27 arası				

WEEK	MAIN COURSE		R & W PORTFOLIO	PROJECT WORK	IN-CLASS MATERIAL		EXTRA	OUTSIDE-CLASS MATERIAL			
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES		EXTRA	GRAMMAR	READING	EXTRA
5 October 18-22	UNIT 7	13									
	UNIT 8 +could +one/ones	15	PORT 3 F2F Elementary WB p.78		EGU (Could/Can) Unit; 30,87,88 ELS 1 146-153 arası ELS 1 p.66-67	F2F 8B F2F 8C					

19 EKİM 2010 SALI VOCABULARY QUIZ 1

WEEK	MAIN COURSE		R & W PORTFOLIO	PROJECT WORK	IN-CLASS MATERIAL		EXTRA	OUTSIDE-CLASS MATERIAL			
6 October 25-29	UNIT 9	12			EGU Unit 3,4,8 ELS1 68-74 arası 90-92 arası EGU Unit 85, 86	F2F 9A					
	UNIT 10	11			EGU Unit 23,32,35 ELS 1 p.45 Reader at Work 1 Unit 28-55 arası						

25 EKİM 2010 PAZARTESİ QUIZ 1 (1 SAAT)

29 EKİM 2010 CUMA CUMHURİYET BAYRAMI

| WEEK | MAIN COURSE | | R &W PORTFOLIO | PROJECT WORK | IN-CLASS MATERIAL | | | OUTSIDE-CLASS MATERIAL | | |
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
					2 KASIM 2010 SALI VOC-QUIZ 3					
7 November 01-05	UNIT 11	12			EGU Unit 25,26,29 ELS 1 p.46-47,144,145	F2F 11C				
	UNIT 12	11			EGU Unit 89,90,15,16,17 ELS 1 p; 57-66 arası (64 hariç)	F2F 12H				
	U2F Pre-int. 112 Saat UNIT 1	5								
8 November 08-12	UNIT 2	10			EGU Unit 13,14 ILP Unit4 p.11	F2F2B-2C	ELS 2 p;46-56 arası			
	UNIT 3	8	PORT 4 Pre-int WB p.68		EGU Unit 33 ELS1 p;93,95-135,136-137,140	F2F 3B-3C	ILP Unit 2,3		Reader at Work1 Unit 93	

10 KASIM 2010 ÇARŞAMBA ATATÜRK'ÜN ÖLÜM YILDÖNÜMÜ

12 KASIM 2010 CUMA ACHIEVEMENT TEST 1 (5 SAAT)

| | UNIT 4 | 5 | | | EGU Unit 24,51 ELS2 57-60 arası | F2F 4a-4b-4C | | ELS W4 P;48,49,50 | RAW 1 55-69 arası | |

15-19 KASIM 2010 1.ARA TATİL

82

	MAIN COURSE		R&W PORTFOLIO	PROJECT WORK	IN-CLASS MATERIAL			OUTSIDE-CLASS MATERIAL		
WEEK	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
9 November 22-26	UNIT 4	5			EGU Unit 27,43,44 ELS Worsheet2 p.11-14 ELS Worksheet4 p.12-17	F2F5A-5B-5C		ELS Worksheet 1 p.132-133		
	23 KASIM 2010 SALI VOC-QUIZ 4									
	24 KASIM 2010 PERŞEMBE ÖĞRETMENLER GÜNÜ									
	UNIT 5	12	PORT 5 Pre-int WB p.72		EGU Unit 53,54 F2S W4 p.161-162 ELS Worksheet2	F2F 6A-6B-6C		ILP 151-155 ILP Voc2 ex.1 ILP Voc Unit9 236 p.91		
	UNIT 6	11								

| WEEK | MAIN COURSE | | R &W PORTFOLIO | PROJECT WORK | IN-CLASS MATERIAL | | | OUTSIDE-CLASS MATERIAL | | |
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
10 November 29- December 03	UNIT 7	10			EGU Unit 55,61,62,83,84 ILP p,29,34 ELS Worksheet 1 p,60-65 ELS Worksheet 2 P,156-160	F2F 7A-7B		ELS Worksheet 3 p,151,152, 153		
	UNIT 8	10	PORT 6 Pre-int. WB p,78		EGU Unit 18,19,20,104 ELS Worksheet 2 62- 69,83,144	F2F 8A-8B		ILP p,84 ex.2 ELS2 p,83	Reader at Work1 74- 80	
	UNIT 9	8			EGU Unit 91,92,98,99 ELS3 1-8 arası ELS4 p,53,54,55	F2F 9A-9B				

30 KASIM 2010 SALI VOC-QUIZ 5

84

WEEK	MAIN COURSE UNITS	HOURS	R&W PORTFOLIO	PROJECT WORK	IN-CLASS MATERIAL GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	OUTSIDE-CLASS MATERIAL GRAMMAR	READING	EXTRA
11 December 06-10	UNIT 10	10			ELS1 107-108,ELS2 p.105-113,ELS3 35-37 arası, 156-165 arası	F2F 10A-10B-10C		ILP p.84 cx.2 ELS2 p.83		
				7 ARALIK 2010 SALI VOC-QUIZ 6						
	UNIT 11	10			ILP p. 20-23 ELS 3 p.21-34 arası Reader at Work1 80-90	F2F 11-A,11-B				
	UNIT 12	8			EGU Unit 50,100 ELS3 p,6-16,100-105 Reader at Work1 109-110					
				13 ARALIK 2010 PAZARTESİ QUIZ 2(1 SAAT)						
12 December 13-17	1ü2 Saat F2F INT UNIT1	14			ELS W3 136-141					
	UNIT 2	13			ILP 69-74 ELS W2 83-92 ELS W2 136-144					

| WEEK | MAIN COURSE | | R & W PORTFOLIO | PROJECT WORK | IN-CLASS MATERIAL | | | OUTSIDE-CLASS MATERIAL | | |
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
13 December 20-24	UNIT 3	14			ILP 215-217 EGU Unit 56 ELS W2 p.161 RAW1 88-140					
	UNIT4	14	PORT 8 Int WB p.70		ILP 11-19 RAW1 10-113-161					
	UNIT 5	14			ILP 29-33 ELS W2 p.170-178 ELS W1 p.35-38 RAW1 145					
14 December 27-31					*28 ARALIK 2010 SALI VOC-QUIZ 7*					
	UNIT6	14			ILP 221-223					

86

| WEEK | MAIN COURSE | | R&W PORTFOLIO | PROJECT WORK | IN-CLASS MATERIAL | | | OUTSIDE-CLASS MATERIAL | | |
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
15 January 03-07	UNIT 7	14			ILP p.46-49 ILP p.50-54,133-140 ELS3 p.106-110				RAW1 73-85	
					04 OCAK 2011 SALI VOC-QUIZ 8					
	UNIT 8	10			ILP p.61-68,94-98 ELS1 p.158-159 ELS4 p.147-156				RAW1 90-108 RAW1 95-107-116	

SPEAKING EXAM 1 07 OCAK 2011 (4 SAAT)

10 OCAK 2011 PAZARTESİ QUIZ 3(1 SAAT)

| WEEK | MAIN COURSE | | R&W PORTFOLIO | PROJECT WORK | IN-CLASS MATERIAL | | | OUTSIDE-CLASS MATERIAL | | |
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
16 January 10-14	UNIT 9	14	PORT 9 Int. WB p.80		ILP p.99,105 ILP 91-93 ELS4 p.123-140				RAW1 124	
	UNIT 10	13	PORT 10 Int. WB p.82							

WEEK	MAIN COURSE		R&W PORTFOLIO	PROJECT WORK	IN-CLASS MATERIAL			OUTSIDE-CLASS MATERIAL		
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
17 January 17-21	UNIT 11	12			ILP 46-49,260-262 RAW1 111-140-121					
	UNIT 12	12	PORT 11 Int WB p.86	PRO WORK1 Assignment	ILP p.58-60,55-57					

21 OCAK 2011 CUMA ACHIEVEMENT TEST 2 (4 SAAT)

24 OCAK- 11 ŞUBAT 2011 2. ARA TATİL

| 18 February 14-18 | 208 Saat CFCE UNIT 1 | 14 | | | FCLP Gr. 4-5 G4FCE Exam Practice 2-3 | | | | | |

15 ŞUBAT 2011 VOC-QUIZ 9

| | 171 Saat F2F Up-Int UNIT 1 | 14 | | | RAW2 14-17-18 | | | | | |

WEEK	MAIN COURSE		R & W PORTFOLIO	PROJECT WORK	IN-CLASS MATERIAL			OUTSIDE-CLASS MATERIAL		
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
19 February 21-25	CFCE UNIT2	14	PORT 12 CFC 2 P.23		FCLP Grammar 6-7 Grammar for FCE Exam Practice 4-5					
	PCF Up-Int UNIT2	14			FCLP Voc 3 Voc. for FCE 2 RAW 2 19-21-22					

22 ŞUBAT 2011 SALI VOC-QUIZ 10

28 ŞUBAT 2011 PAZARTESİ QUIZ 4 (1 SAAT)

WEEK	MAIN COURSE		R & W PORTFOLIO	PROJECT WORK	IN-CLASS MATERIAL			OUTSIDE-CLASS MATERIAL		
20 February 28-March 04	CFCE UNIT 3	14	PORT 13 CFC 3 P.33	PRO WORK 1 Presentation (5 Saat)						
	F2F Up-Int UNIT 3	8								

WEEK	MAIN COURSE		R&W PORTFOLIO	PROJECT WORK	IN-CLASS MATERIAL			OUTSIDE-CLASS MATERIAL		
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
21 March 07-11	CFCE UNIT 4	14			FCLP Gr.8-9 G4Fce Exam practice 6-7 FCLP VOC. 4-5 Voc for FCE 3-4					
	F2F Up-Int UNIT4	14			*08 MART 2011 SALI VOC-QUIZ 11*					
22 March 14-18	CFCE UNIT 5	14								
	F2F Up-Int UNIT 5	14			FCLP Gr. 10-11 G4FC Exam Practice 8-9 *15 MART 2011 SALI VOC-QUIZ 12*					

| WEEK | MAIN COURSE | | R&W PORTFOLIO | PROJECT WORK | IN-CLASS MATERIAL | | | OUTSIDE-CLASS MATERIAL | | |
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
23 March 21-25	CFCE UNIT 6	14	PORT 14 CFC 6 p.58							
	F2F Up-Int UNIT 6	14								
					22 MART 2011 SALI VOC-QUIZ 13					
24 March 28-April 01	CFCE UNIT 7	14			FCLP Gr. 12-13-14-15 G4FC Exam Practice 10-11-12-13 FCLP Voc.6-7 Voc for FC 5-6			FCLP GR 16-17 G4FC Ex.Pr. 14-15	RAW 35-41-42 FCLP Voc & Voc4FCE 7	
	F2F Up-Int UNIT 7	13			28 MART 2011 PAZARTESİ QUIZ 5 (1 SAAT)					

91

WEEK	MAIN COURSE		R&W PORTFOLIO	PROJECT WORK	IN-CLASS MATERIAL			OUTSIDE-CLASS MATERIAL		
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
25 April 04-08	CFCE UNIT 8	12	PORT 15 CFC 8 p.76		GR4FCE Practice 16-17 Voc4FCE 8-9-10 GR4FCE Ex. Pr. 18-19			FCLP GR 18-19 FCLP GR 20-21	RAW 2 44-50-56 FCLP Voc 9-10-11	
					07 NİSAN 2011 PERŞEMBE ACHIEVEMENT TEST 3 (5 SAAT)					
	F2F Up-Int UNIT 8	11		PRO WORK 2 Assignment						
					11-15 NİSAN 2011 3. ARA TATİL					
26 April 18-22	CFCE UNIT 9	14	PORT 16 CFC 9 p.86		GR4FCE Practice 20-21-22-23 Voc4FCE 11-12			FCLP GR 22-23-24-25 FCLP Voc 12-13	RAW 2 57-59-68	
					19 NİSAN 2011 SALI VOC-QUIZ 14					
	F2F Up-Int UNIT 9	14								

WEEK	MAIN COURSE		R &W PORTFOLIO	PROJECT WORK	IN-CLASS MATERIAL			OUTSIDE-CLASS MATERIAL		
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
27 April 25-29	CFCU UNIT 10	14			GR4FCE 24-25 Voc4Fce 13			FCLP GR 26-27 FCLP Voc 14	RAW2 69-84-85	

26 NİSAN 2011 SALI VOC- QUIZ 15

WEEK	UNITS	HOURS	R &W PORTFOLIO	PROJECT WORK	GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
	F2F Up-Int UNIT 10	14			Voc for FCE 14-15					
28 May 02-06	CFCE UNIT 11	14	PORT 17 CFC 10 p.94					FCLP GR 28-29 FCLP Voc 15-16-17		

03 MAYIS 2011 SALI VOC- QUIZ 16

WEEK	UNITS	HOURS	R &W PORTFOLIO	PROJECT WORK	GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
	F2F Up-Int UNIT 11	14								

WEEK	MAIN COURSE		R & W PORTFOLIO	PROJECT WORK	IN-CLASS MATERIAL			OUTSIDE-CLASS MATERIAL		
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
29 May 09-13	CFCE UNIT 12	14	PORT 18 CFC 11 p.105		Voc4FCE 16-17			FCLP GR 30-31-32 FCLP Voc 18-19-20	RAW 2 88-91-92	
	P2F Up-Int UNIT 12	13								
30 May 16-20	CFCE UNIT 13	14	PORT 19 CFC 12 p.112	PRO WORK 2 Presentation (5 Saat)	Voc for FCE 18-19			FCLP GR 33-34 FCLP Voc 21	RAW 2 105-106-107	

09 MAYIS 2011 PAZARTESİ QUIZ 6 (1 SAAT)

19 MAYIS 2011 PERŞEMBE ATATÜRK'Ü ANMA GENÇLİK VE SPOR BAYRAMI (5 SAAT)

SPEAKING EXAM2 20 MAYIS 2011 (4 SAAT)

WEEK	MAIN COURSE		R & W PORTFOLIO	PROJECT WORK	IN-CLASS MATERIAL			OUTSIDE-CLASS MATERIAL		
	UNITS	HOURS			GRAMMAR VOCABULARY	TEACHER'S BOOK SOURCES	EXTRA	GRAMMAR	READING	EXTRA
	CFCE UNIT 14	13			Voc for FCE 20			FCLP GR 35	RAW 2 110-111-140	
	F2F Up-Int UNIT 12	11								
27 MAYIS 2011 CUMA ACHIEVEMENT TEST 4 (4 SAAT)										
32 May30-June 03	CFCE UNIT 15	14	PORT 20 CFC 15 p.114							
	CFCE UNIT 16	14								