

**THE RELATIONSHIP BETWEEN LISTENING METACOGNITIVE  
AWARENESS, FOREIGN LANGUAGE LISTENING ANXIETY AND  
AMBIGUITY TOLERANCE OF TURKISH EFL STUDENTS**

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## TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

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İngilizce Adı : The Relationship Between Listening Metacognitive Awareness, Foreign Language Listening Anxiety and Ambiguity Tolerance Of Turkish EFL Students

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Büşra Nur Durmaz tarafından hazırlanan “The Relationship Between Listening Metacognitive Awareness, Foreign Language Listening Anxiety And Ambiguity Tolerance Of Turkish EFL Students” adlı tez çalışması aşağıdaki jüri tarafından oy birliği / oy çokluğu ile Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı’nda Yüksek Lisans tezi olarak kabul edilmiştir.

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**ÖZ**

Bu tezin amacı İngilizceyi yabancı dil öğrenen Türk öğrencilerde üstbilişsel farkındalık ve dinleme kaygısı arasındaki ilişkide belirsizlik hoşgörüsünün düzenleyici rolünü incelemektir. Bu amaç doğrultusunda açıklayıcı karma yöntem kullanılmış ve hem nitel hem de nicel veri toplama araçlarından faydalanılmıştır. Veri toplama araçları olarak Üstbilişsel Dinleme Farkındalığı Ölçeği, Yabancı Dilde Dinleme Kaygısı Ölçeği, İkinci Dilde Belirsizlik Hoşgörüsü Ölçeği ve yarı yapılandırılmış Bireysel Görüşme Formu kullanılmıştır. Üstbilişsel Dinleme Farkındalığı Ölçeği araştırma süresince Türkçe'ye uyarlanmıştır. Bir vakıf bir de devlet üniversitesi olmak üzere iki üniversiteden 374 hazırlık öğrencisi araştırmanın sadece nicel kısmına, bunların arasından 16 katılımcı nitel kısmına da katılmıştır. Veri setinde betimsel ve çıkarımsal analizler yapılmıştır. Elde edilen bulgular üstbilişsel farkındalık ve dinleme kaygısı arasında belirsizlik hoşgörüsünün düzenleyici etkisinin olduğunu göstermiştir. Sonuçlar belirsizlik hoşgörüsü seviyesini azaltan ve İngilizce'nin ortak iletişim dili olarak öğretilmesini temel alan sınıf etkinliklerinin kullanılmasının önemini vurgulamaktadır.

Anahtar Kelimeler : Dinleme Kaygısı, Üstbilişsel Dinleme Farkındalığı Ölçeği, Belirsizlik  
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**ABSTRACT**

This dissertation aims to investigate the role of ambiguity tolerance in the relationship between metacognitive awareness and listening anxiety in Turkish EFL learners. To this end, explanatory mixed methods design was employed using both quantitative and qualitative means of data collection. Thus, four data collection instruments were used, which included Metacognitive Awareness Listening Questionnaire, Foreign Language Listening Anxiety Scale, Second Language Ambiguity Tolerance Scale and semi-structured Interview Form. Metacognitive Awareness Listening Questionnaire was adapted to Turkish in the study. 374 Turkish learners of English were selected from a foundation and a state university in Turkey, 16 of which also participated in the qualitative part of the study. The results showed that ambiguity tolerance has a moderator effect in the relationship between metacognitive awareness and listening anxiety. The study stresses the importance of classroom practices for decreasing the level of ambiguity tolerance and increasing the amount of ELF-aware listening practices.

Key Words : Listening Anxiety, Metacognitive Awareness, Tolerance of Ambiguity  
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## **CHAPTER I**

### **INTRODUCTION**

Metacognition, listening anxiety, and tolerance of ambiguity have an essential role to play in FL listening skill. This chapter discusses the purpose and importance of the study in this regard, provides definitions for relevant terms and presents the research questions accordingly.

#### **Introduction**

Language learning has been one of the anchored trends in the world's agenda since it is one of the key factors in communication across nations and establishing relationships among people with different nationalities. Especially nowadays, when everything and everyone is online with the increased rate of social media use, the importance of learning another language than one's native language is an undeniable fact and a necessity. English, among all the languages, has been regarded as a 'lingua franca' by the scholars in the language learning field. The reason for the usage of this term with reference to English is rooted in the fact that English language ranks the first among the languages that has been used more by non-natives than its native speakers (Seidlhofer, 2005). In Turkey, as well, learning English has been emphasized and integrated in the education system as a foreign language beginning from the second graders in elementary school as of the 2012-2013 academic year (Yaman, 2018). To frame the reflections of the language education in primary level in state schools in Turkey, British Council has issued a report with TEPAV (2014). The report focused on the ideas of 20.000 teachers, students and parents with a survey and conducted 80 classroom observations to get to the root of the issues regarding English education in Turkey. The report provided solutions and suggestions for the improvement of the English instruction in Turkey. It also points out

that although 80 % of the teachers are competent enough to teach English effectively, Turkey ranks extremely low (79th out of 100 according to the 2019 report of English Proficiency Index) in the context of English speaking. It was indicated in the report that English is taught as a subject rather than a language to communicate with. This finding is supported by both English teachers and parents, who stated '*inadequate practice speaking/listening*' as one of the hindrances in students' progress in English. The report taps into the role of communicative approach in language teaching in this sense. Communicative approach, which has put forward that language learners need to improve both receptive skills and productive skills during their language learning journey. In particular, listening is one of the key skills to be taught according to the '*language exposure principle*' in this approach (Dörnyei, 2006). In this sense, Dörnyei (2006) claims that being exposed to a great deal of L2 input supports learners' *implicit learning mechanisms* (p.41), and therefore, promotes productive skills.

Listening has been considered an overly complex skill that consists of several elements such as discrimination of sounds, working memory, specific knowledge of vocabulary and grammar structure, and interpretation of the context (Vandergrift, 1999; Vandergrift & Baker, 2015). According to Vogely (1995), listening comprehension (LC) is "a process of constructing meaning based on multidimensional relationships between the learner and all of the internal and external influences and the intrinsic and extrinsic elements involved in that learner's reality" (p. 43). Although listening skill is commonly referred to as a passive skill in the field of language learning, some scholars argued that it is an interactive skill since it requires the various elements to be used together actively (Han, 2014; O'Malley, J. M., Chamot & Küpper, 1989; Vandergrift, 2004; Walker, 2004). Buck (2001) states that LC contains both linguistic (phonology, syntax, semantics, etc.) and non-linguistic (context, topic, etc.) knowledge. In this context, Vandergrift and Baker (2015) listed and emphasized the importance of learner variables that affect the L2 listening comprehension, and they include: auditory discrimination, working memory, metacognitive awareness, L1 and L2 listening ability and vocabulary knowledge. As Vandergrift (2007) stated, listening differs from reading, which is another receptive skill, in the sense that the beginning and ending of words may not be clear because of the pronunciation variable. Moreover, affective factors such as anxiety may intervene with the listening process because of fear of incomprehension caused by all these factors and variables, which add to complex nature of L2 listening.

Due to the comprehensive nature of this skill, FL learners have expressed difficulties in listening (Vandergrift, 2004). Learners even claimed that it was the most challenging skill to learn, which led to numerous studies on the topic since the 60s (Goh, 2008). Students employ certain strategies to help their listening comprehension improve. These strategies are metacognitive, cognitive and socio affective as classified by O'Malley and Chamot (1990). Goh (2018) believes that since the process of LC that learners struggle to be successful at is not visible to the teachers, they should channel their attention to have an insight about the metacognitive processes of the learners. In this way, learners can control their LC process and be more autonomous with the guidance of teachers (Goh, 2018; Vandergrift, 1997).

Regarding the language learner strategies, O'Malley and Chamot (1990) define metacognition as 'planning for, monitoring and evaluating the success of a learning activity' (p.44). Vandergrift and Goh (2012) used the term '*metacognitive awareness*' to refer to metacognition components and indicators. Goh (2014) emphasizes the importance of metacognitive awareness stating that it is a key component of learning because it affects '*the way an individual plans, manages and directs his/her own learning*' (p.257). Zhang and Goh (2006) claim that metacognitive awareness helps learners become active participants rather than passive recipients.

One of the difficulties language learners experience in L2 listening is anxiety. L2 learners may get anxious when they do not understand the text they are listening to, in which case, their comprehension is hindered (Goh, 2008). Primary reasons behind listening anxiety were listed as fear of incomprehension and lack of self-confidence (Gönen, 2009). Moreover, Zang (2013) investigated the causal relationship between listening anxiety and LC with structural equation modeling and found that foreign language (FL) listening anxiety affected the listening performance. There have been studies examining how to help learners cope with anxiety in listening (Elkhafaifi, 2005; Vogely, 1998). The relationship between metacognitive strategy use and listening anxiety has been investigated by some scholars revealing a negative correlation between the two (Genç, Kuşaklı & Aydın, 2016; Golchi, 2012; Gönen, 2009).

Another variable that has been proved to have a relationship between language learning and foreign language listening comprehension in particular, is ambiguity tolerance (AT). The term ambiguity tolerance is defined by Chapelle and Roberts (1986) as 'a person's ability to function rationally and calmly in a situation in which interpretation of all stimuli is not clear'

(p.30). Ambiguity tolerant learners are comfortable with uncertainties in language learning and are proficient language learners (Golchi, 2012), while low-proficient learners struggle with ambiguities, which may cause them to feel anxious. Therefore, ambiguity-tolerant language learners have a high level of language proficiency and have low levels of foreign language anxiety (Asmalı, 2019). Another variable that has been related to AT is language learning strategies, as Çelikbaş (2019) found a significant relationship between memory, cognitive, and metacognitive strategies and AT. It has also been linked to foreign language reading anxiety (Genç, 2016), reading metacognitive awareness (Yoğurtçu, 2016), vocabulary knowledge (Başöz, 2015) and listening comprehension (Afhsar & Khasemy, 2019; Soleimani, 2009). However, to our knowledge, there has not yet been a study on investigating the role of listening anxiety and second language tolerance of ambiguity with regard to listening metacognitive awareness.

### **Statement of the Problem**

It has been acknowledged that listening performance of foreign language learners has a certain level of relationships with several other variables such as cognitive and affective factors. In this regard, the relationship between listening performance and metacognitive awareness has been the topic of research for two decades (Goh, 1997; Lou-Xian, 2005; Rahimi; 2014; Vandergrift, 2005). It has been argued that good listeners have a high level of metacognitive awareness (Goh, 1997, 1999; Goh & Taib, 2006; Vandergrift, 2002; Vandergrift et al., 2006). Since the attention in L2 listening has been shifted to metacognitive awareness, studies on the matter with other variables have risen. Anxiety, being one of the affective factors in FL learning, plays a crucial role in FL listening skill. A high level of listening anxiety decreases learners' success in FL listening (Kim, 2000). Studies reveal that effective listeners have a low level of listening anxiety together with a high level of strategic knowledge (Vogely, 1998).

Ambiguity tolerance is one of the variables that has proven to have a significant positive correlation with FL listening comprehension and is a strong predictor of listening comprehension (Afshar & Khasemy, 2019). Moreover, low levels of AT may be an indicator of high anxiety and inefficient strategy use in language learning (Ely, 1989) Although, it has been proven that it has a negative correlation with anxiety variables such as foreign language

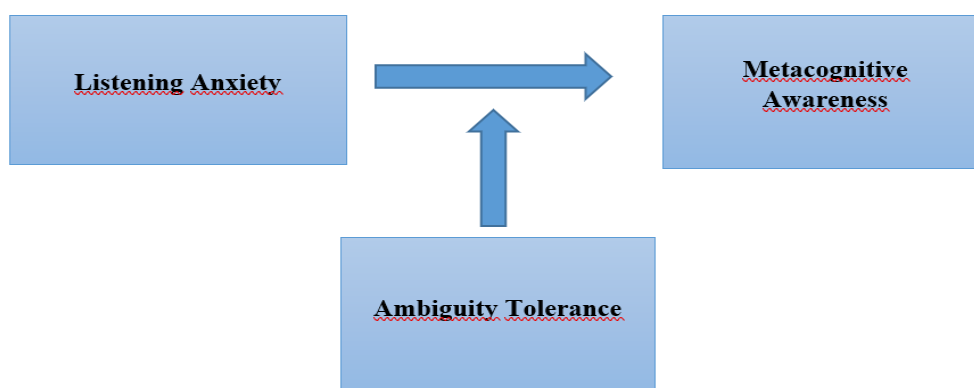
classroom anxiety and reading anxiety in the global context (Asmalı, 2019; Çelikbaş, 2019), ambiguity tolerance hasn't been investigated with relation to listening anxiety in both global and Turkish context. Moreover, AT has been mentioned in relation to the strategy use because it can prevent language learning strategies to be employed properly by low ambiguity-tolerant learners.

Like any other EFL contexts, Turkish EFL context might also lack in improving the listening skill of English language learners to a desired level since the exposure of non-native learners to authentic listening texts and a variety of listening extracts is limited. Therefore, the possible reasons and factors related to listening skill development need to be investigated from a wide range of dimensions. In this regard, there is a need for a study which investigates anxiety, metacognitive awareness, and AT in relation to one another on the basis of listening skill in the Turkish EFL context.

Under the light of these aforementioned studies and argumentation, the investigation of the relationship between these three variables (metacognitive awareness, anxiety and ambiguity tolerance) may provide us insight into the listening performance of foreign language learners in Turkish EFL context. In this regard, the present study aims to explore the moderator role of ambiguity tolerance in the relationship between metacognitive awareness and listening anxiety.

### **Purpose of the Study**

Studies investigate the moderator role of ambiguity tolerance in the effect of listening anxiety on metacognitive awareness. However, there is a dearth of study that focuses mainly on the relationship between metacognitive awareness, listening anxiety and second language tolerance of ambiguity together, in a Turkish EFL context particularly. In addition, the effect of listening anxiety on metacognitive awareness is under-researched as well. Therefore, this study is believed to contribute to the field by investigating how these variables are related to each other with second language tolerance of ambiguity as a moderator between listening anxiety and metacognitive awareness. Figure 1 shows the hypothesized model of the study regarding the relationship between the three variables.



*Figure 1.* The Hypothesized Model

The model in Figure 1 hypothesizes that the ambiguity tolerance acts as a moderator in the effect of listening anxiety on metacognitive awareness in listening. Moderator variable differs from mediator variable in the sense that it moderates the strength of the relationship with dependent and independent variables. In line with this purpose and hypothesis, the following questions are asked:

1. Is there a relationship between metacognitive awareness and listening anxiety of Turkish EFL learners?
2. Is there a relationship between metacognitive awareness and second language tolerance of ambiguity of Turkish EFL learners?
3. Is there a relationship between second language tolerance of ambiguity and listening anxiety of Turkish EFL learners?
4. Is there any effect of listening anxiety on metacognitive awareness of Turkish EFL learners?
5. Is there any effect of second language tolerance of ambiguity on metacognitive awareness of Turkish EFL learners?
6. Is there any effect of second language tolerance of ambiguity in the relationship between metacognitive awareness and listening anxiety?

### **Significance of the Study**

This study is believed to contribute to the field of FL teaching and learning with a specific focus on listening by emphasizing the importance of metacognitive knowledge with relation

to listening anxiety and second language tolerance of ambiguity separately. The literature provides us with the studies investigating the relationship between listening strategies, listening anxiety, and tolerance of ambiguity. In addition, the relationship between metacognitive awareness in listening and anxiety was investigated through qualitative means of data collection in studies that focused on the effect of metacognitive strategy training on listening comprehension in both foreign and Turkish contexts (Topaç, 2019; Yılmaz, 2019). However, to the best of the researcher's knowledge, there has been no study that examines the role of ambiguity tolerance as a moderator in the relationship between listening metacognitive awareness and listening anxiety in global or Turkish context. Therefore, the present study will contribute to the field in terms of self-regulation in L2 listening providing a different aspect with another two variables. Moreover, the findings of the study might guide language teachers to design and implement listening skill activities by considering anxiety, metacognitive awareness, and tolerance of ambiguity aspects.

### **Limitations of the Study**

This study has been conducted in the School of Foreign Languages from two state universities in Turkey. The results of the study are limited to the quantitative data collected at two different contexts, which cannot be generalized to other EFL contexts in Turkey.

Since the data collection process took place during the time of COVID-19 pandemic, the interviews could not be conducted face-to-face, and thus, were performed over the phone. The quantitative data were collected online for the same reason, and therefore, the number of interviews were limited to 16 only. The results only relate to the Turkish context, thus future research may include different samples from different cultures to make comparisons.

### **Definition of Terms**

**Metacognition:** It is the knowledge about cognition, helping one to plan, regulate and evaluate the information that is learned.

**Metacognitive Awareness:** Refers to the manifestations of metacognitive knowledge and strategies (Vandergrift & Goh, 1997).

Anxiety: It is a state of nervousness and uneasiness preventing people from performing certain activities, even learning (American Psychological Association, 2020)

Language anxiety: A kind of situation specific anxiety that occurs in the contexts related to second language, including the speaking, listening and reading skills (MacIntyre & Gardner, 1994).

Ambiguity tolerance: The perception of unfamiliar, complex, or ambiguous stimuli (Furnham & Ribchester ,1995).

## CHAPTER II

### LITERATURE REVIEW

The studies regarding metacognitive awareness, listening anxiety, and second language tolerance of ambiguity are given below in separate headings, respectively. First, metacognition and its role in language learning with relation to several variables, such as anxiety, will be discussed. Secondly, the role of anxiety in language learning and listening will be addressed. Finally, the history of ambiguity tolerance in language learning and how it is related to other variables in language learning and L2 listening will be mentioned.

#### **Language Learning Strategies and Metacognition**

Listening skill requires several processes to happen at the same time, therefore, learners tend to call upon certain strategies while listening. Language learning strategies have been facilitators and predictors of listening comprehension in this sense (Dimassi, 2017). These strategies have been studied for decades (Bacon, 1992; Chamot & Küppler, 1989; Murphy, 1985; Oxford, 1990; Vandergrift, 1996) and several categorizations have been put forward by different scholars. Oxford (1990) divided these strategies into six groups, which were listed as: *memory, cognitive, compensation, metacognitive, affective and social*. O'Malley, Chamot and Küpper (1989), on the other hand, categorized these strategies as cognitive, socio-affective, and metacognitive (see Figure 2).

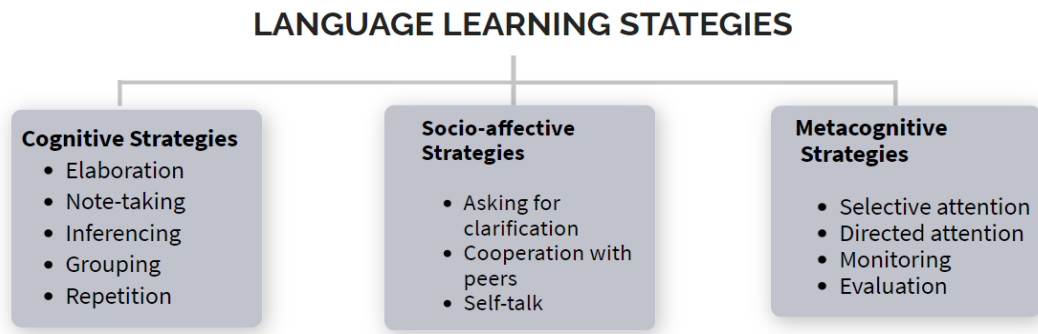


Figure 2. Language Learning Strategies. O'Malley, J. M., Chamot, A. U., & Küpper, L. (1989). Listening comprehension strategies in second language acquisition, *Applied linguistics*, 10(4), 418-437.

First of all, cognitive strategies are applied to a learning task with manipulating the learning material. Examples of such strategies can be listed as guessing the meaning of a word based on previous knowledge (*elaboration*), using the information of the context to predict the unknown language items (*inferencing*), repeating a word or a phrase during a listening task (*repetition*), classifying information based on common features (*grouping*) and writing down specific words to facilitate comprehension (*notetaking*). Secondly, socio-affective strategies refer to the techniques that learners use to lower their anxiety level in a certain learning task, ask for clarification, or ask for the collaboration of friends. Lastly, metacognitive strategies are the strategies learners use to monitor, evaluate, and regulate their learning process. Staying focused on the task (*directed attention*), attending to the certain aspects of the language (*selective attention*), having an awareness of what's to be done to accomplish the task at hand (*monitoring*), and checking one's overall comprehension and strategy use (*evaluation*) are some of the metacognitive strategies. In this regard, it is claimed that certain strategies appeal to certain skills in language learning and L2 listening has been linked to both cognitive and metacognitive such as elaboration, self-monitoring, and selective attention (O'Malley, Chamot, and Küpper, 1989). In this context, Vandergrift (2003) investigated the L2 listening strategies specifically with an experimental study using think-aloud protocol based on the taxonomy of O'Malley, Chamot, and Küpper (1989). The study further validated the taxonomy for identifying L2 listening strategies as stated by the participants during protocols.

The term 'metacognition' was first introduced by Flavell (1979) and defined as a state of constantly reviewing and regulating the strategies to accomplish a task or reaching a goal. To

put it in simple words, it is the awareness about one's thinking process on a specific topic or knowledge about knowing. In this context, Goh and Hu (2014) address two components of metacognition: 'knowledge about cognition and control of cognition' (p. 256). Therefore, the term metacognition covers the aspects of knowing and acting on that knowledge. In addition, Wenden (1998) mentions the distinction between metacognitive knowledge and metacognitive skills. Metacognitive knowledge is what learners know about their learning; metacognitive strategies, on the other hand, are the skills that learners use to plan, monitor, and evaluate their learning.

From another perspective, according to Flavell (1979), there are three factors that affect the cognitive process which constitutes the metacognitive knowledge. These are knowledge about: (1) person, (2) task, and (3) strategy. Person knowledge is about learners' knowledge about themselves: a learner stating that she is not good at listening comprehension is a manifestation of person knowledge. Task knowledge refers to the learners' knowledge about the demands of the task/ goal. And lastly, strategy knowledge has to do with knowing the kind of strategies to be used effectively by the learner (Flavell, 1979). With these three types of knowledge, metacognition provides learners with a chance of self- observation, and self-reflection on their learning process (Goh, 2018). Furthermore, O'Malley and Chamot (1990) state that metacognitive strategies are 'higher-order executive skills'. Also, Vandergrift (1999) points out the importance of metacognitive strategies stating that they 'oversee, regulate, or direct the language learning process' (p.170) and influence learners' 'self-concept' in listening. Therefore, these strategies are considered as a prerequisite for self-regulatory learning and play an essential role in learner autonomy in foreign language education (Wenden, 1998).

Wenden (1987) claims a reciprocal relationship between metacognitive knowledge and regulatory skills, i.e. metacognitive skills (see Figure 3). In other words, the kind of metacognitive knowledge may lead to the use of a certain metacognitive strategy or vice versa. She also emphasizes the difference between cognitive strategic knowledge and metacognitive strategic knowledge by referring that the latter should include 'planning'.

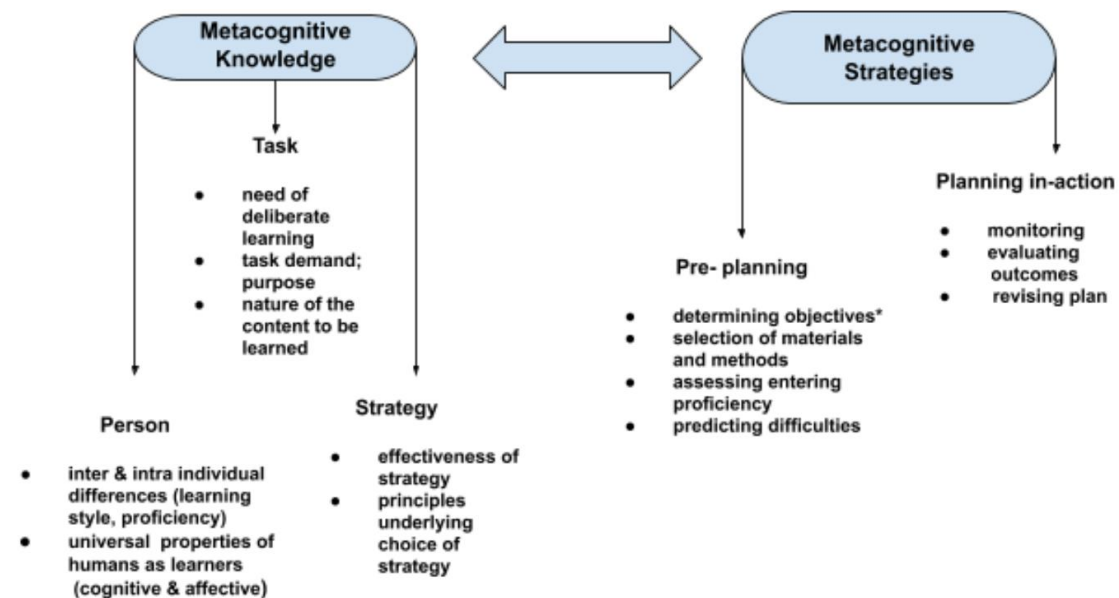


Figure 3. Holec's (1987) taxonomy of Metacognitive Knowledge and Skills, as cited in Wenden, A. (1987). Metacognition: An expanded view on the cognitive abilities of L2 learners. *Language learning*, 37(4), 573-597.

Holec (1987) investigated the relationship between learners' beliefs and the way they plan their learning. The study revealed that learners' knowledge and beliefs about language learning affect how they plan and manage their learning. In this regard, learners' knowledge about his/her learning style (person), the nature of language learning (task) and what kind of strategy to use to reach this goal (strategy) plays an important role in monitoring, evaluating, and revising his/her learning. This paves the way for the interaction between metacognitive knowledge and strategy.

Another point Flavell (1979) makes about metacognition besides metacognitive knowledge is metacognitive experiences, which is displayed in Figure 4. These are brief cognitive and affective experiences that take place throughout the learning process, such as a sudden realization of success or failure in a task, of a feeling of incomprehension of something that you are reading. These experiences are important in that they can yield effective learning outcomes if used as a way of self-reflection and self-regulation.

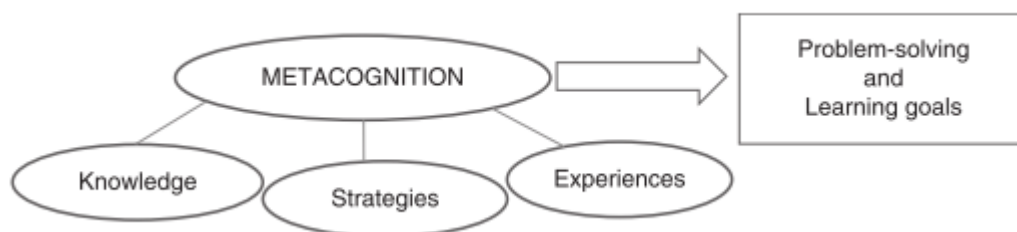


Figure 4. Components of metacognition and goals, Goh, C. C. (2018). Metacognition in second language listening. J.I Lontas (Ed.) *The TESOL encyclopedia of English language teaching* (pp. 1-7). New Jersey: John Wiley & Sons.

Previous studies acknowledge that metacognition has been mostly related to the cognitive development (Flavell, Miller, & Miller, 1993), mathematical performance (Garofalo & Lester, 1985), learner autonomy (Wenden, 1991), academic achievement (Alexander, 2008; Landine, & Stewart, 1998; Vrugt & Oort, 2008), and language learning (Victori & Lockhart, 1995, Wenden, 1998). It is a strong predictor of language performance: those who have high levels of metacognitive awareness and use metacognitive strategies tend to be successful in language learning (Doğan & Tuncer, 2017; Raoofi et al., 2014).

### **Metacognitive Awareness in FL Listening**

After discovering the role of metacognition in language learning, studies have also explored the relationship between metacognitive awareness and L2 listening. Metacognitive awareness is the term Vandergrift and Goh (2012) used to refer to all the manifestations of metacognition such as metacognitive knowledge and strategy use. To elaborate on the role of metacognition in listening, Vandergrift et al. (2006) developed a tool to measure learners' metacognitive awareness in listening, which is a valid and a reliable instrument used in related studies since it was developed. To emphasize the importance of metacognitive awareness further, Goh (2018) mentions a metacognitive approach in L2 listening claiming that it assists learners in L2 development by tapping into learners' metacognitive awareness. In this regard, metacognitive awareness can be used to boost learners' control and confidence in their learning process.

Metacognitive awareness has been linked to several variables in L2 listening. In this regard, the learners with a high level of metacognitive awareness are proved to be good at finding the best methods to improve their listening performance since they are more in control of their own learning process (Goh, 2002; Vandergrift et al, 2006; Vandergrift, 2007), have higher motivation levels (e.g., O'Malley & Chamot, 1990; Vandergrift, 2003) and have lower anxiety levels (e.g. Golchi, 2012; Movahed, 2014; Xu & Huang, 2018).

### *Related Studies on Metacognitive Awareness*

Goh (1997) examined metacognitive awareness and second language listening with diary entries from 40 Singaporean students, who were learning English as a second language. She found that the learners were aware of their listening process to some extent and had certain beliefs about the factors that affected their listening comprehension. Goh (1997) believes that keeping diaries helped learners to reflect on their listening process and theorize their listening processes. She also provided several implications about future studies, claiming that it is important to raise learners' metacognitive awareness to help them become autonomous in listening and keeping diaries play an important role in this respect. In a similar way, Vandergrift (2002) worked with 420 beginner level French learners and found that giving students reflective tasks on their listening process helped increase their metacognitive knowledge, and therefore improve their success rate in listening tasks.

In another study, Vandergrift, Goh, Mareschal, and Tafaghodtari (2006) developed a scale to measure learners' metacognitive awareness in listening (MALQ) and investigated the level of metacognitive awareness of the learners. They conducted exploratory factor analysis with 966 language learners from various countries and used another 512 participants for confirmatory factor analysis. They reported that MALQ was a reliable and valid instrument to measure the level of metacognitive awareness in listening with 21 items and five dimensions, which were listed as problem-solving, planning and evaluation, mental translation, directed attention, and person knowledge. Another result of the study was the significant relationship between metacognitive listening awareness and L2 listening comprehension. One of the implications regarding the possible use of the MALQ in L2 listening context was as a self-assessment tool for learners and as a means of improving metacognitive awareness. Another important suggestion was for instructors and researchers that it can be used as a research instrument.

In an Iranian context, Tavakoli, Shahraki, and Rezazadeh (2012) investigated the relationship between metacognitive awareness on listening comprehension. Metacognitive Listening Awareness Questionnaire (MALQ) and IELTS Listening Test were employed as data collection instruments. The results revealed the following: (1) a positive relationship between metacognitive awareness and listening performance, (2) more proficient learners used ‘problem-solving’ and ‘directed attention’ strategies significantly higher than the less proficient learners, (3) less proficient learners used ‘mental translation’ more, (4) there was no difference between more-proficient and less-proficient learners in ‘planning & evaluation’ and ‘person knowledge’ dimensions. The results suggest that the type of metacognitive strategy differs depending on the learners’ proficiency level. Another study that is in line with these results is conducted in the Chinese context by Goh and Hu (2014). They investigated the relationship between metacognitive awareness and listening performance with 113 Chinese learners of English. Data were collected through MALQ and IELTS listening test. There was a significant positive relationship between listening performance and metacognitive awareness. Also, metacognitive awareness explained 22% of the variance in listening performance. There was a significant relationship between the factors of directed attention and problem solving and listening performance.

To add to the studies in the Chinese context, Xu and Huang (2018) investigated the mediating effect of listening metacognitive awareness between listening anxiety and listening test score with 420 Chinese EFL learners. They used MALQ, Listening Anxiety Scale (Elkhafaifi, 2005), Test Anxiety Scale (Cassady & Finch, 2015) and a CET-4 Listening Test. Structural equation modeling was used for the analysis of the data. They found that metacognitive awareness had a mediator role in the negative effect of listening anxiety and test anxiety on listening performance in the low proficiency group, but not in the high proficiency group.

### ***Studies in Turkish EFL context***

In the Turkish EFL context, the relationship between metacognitive awareness in listening and listening comprehension was mostly studied in relation to metacognitive instruction. For instance, Ülke (2014) focused on the effect of metacognitive strategy training on listening comprehension and metacognitive awareness in listening in an experimental study. He studied with 31 intermediate level students and gave the experimental group (n=16) five-week of

metacognitive strategy training, while the control group (n=15) did not receive any kind of training. The training included both metacognitive strategies like planning, problem-solving, evaluating, monitoring and cognitive strategies like notetaking, inferencing, and elaboration. A Listening Comprehension Test and MALQ were used as pre-post-test instruments. There was a significant difference between experimental and control groups in terms of listening comprehension, in favor of the experimental group. However, there was no significant difference in terms of metacognitive awareness between experimental and control groups. The results suggested that future studies should be supported by qualitative data like individual interviews with the learners to better understand the learners' development of metacognitive awareness.

Likewise, Yılmaz (2019) studied the effect of metacognitive listening instruction on listening comprehension in an experimental study. A total of 71 learners assigned randomly to the experimental group (n=36) and control group (n= 35). A KET test and MALQ were used as pre- and post-test tools. The results of the study revealed that learners' both listening comprehension and metacognitive awareness levels increased with the help of metacognitive instruction. This result is also supported by the studies of foreign context. The qualitative part of the study suggested that the students' anxiety level decreased, while their motivation level increased. Another study in the Turkish context examining the effect of metacognitive instruction on metacognitive awareness and listening comprehension was by Topaç (2019). She gave 30 students a six-week metacognitive strategy training with the use of a listening test, MALQ, and a semi-structured interview. The results showed that metacognitive instruction increased both listening comprehension and metacognitive awareness, decreasing the learners' nervousness level.

So far, in light of these studies we can conclude that: (1) metacognitive awareness (MA) in listening is positively correlated with L2 listening comprehension, (2) MA can predict the listening comprehension (3) MA levels can be improved together with listening comprehension with the help of metacognitive strategy training, (4) the increase in the level of MA helps decrease the level of anxiety in listening context. Therefore, it was suggested that metacognitive awareness in listening is a relatively new research field and more studies need to be done to have a better understanding of the construct from different aspects of listening in different contexts (Goh & Hu, 2014).

## Foreign Language Anxiety

Anxiety, in its broadest term, is a state of nervousness and uneasiness preventing people from performing certain activities, even learning (American Psychological Association). Foreign language anxiety (FLA), in this regard, is the state of being anxious during the language learning process (Horwitz, Horwitz & Cope, 1986). MacIntyre and Gardner (1991) define FLA as ‘the feeling of tension associated with second language contexts, including speaking, listening and learning.’ (p.284), which suggests that it interferes with the acquisition of the new language. According to the Affective Filter Hypothesis by Krashen (1982), anxiety has a key role in second language acquisition. It includes factors that constitute an affective filter of acquisition (Figure 5).

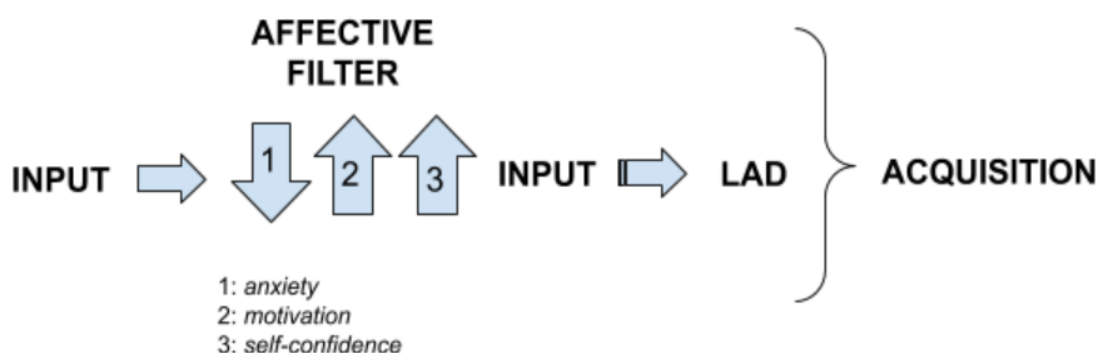


Figure 5. The Affective Filter Hypothesis. Krashen, S. (1982). Principles and practice in second language acquisition, *Learning*, 46(2), 327-69.

The components of this filter are ‘self-confidence, motivation, and anxiety’. He claims that if a person has a high level of motivation and self-confidence together with a low level of anxiety, the comprehensible input goes through the filter into the ‘language acquisition device (LAD)’ and acquisition takes place as a result. However, if the situation is the other way around; that is, the anxiety level is high, and the self-confidence and motivation levels are low. The filter does not let the input go through to be acquired.

Even the most motivated and hardworking students may have difficulty in language learning without knowing that their anxiety might be the reason for this difficulty (McIntyre, 1999). There are methods that are directed at the role of anxiety in language learning, such as

suggestopedia and community language learning, revealing the importance of anxiety in language learning. To investigate more on foreign language anxiety, Horwitz, Horwitz, and Cope (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS), which is based on three concepts: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is caused by the fear of being misunderstood while speaking a foreign language. Test anxiety is associated with the fear of failure when one has set high bars for success and considers anything less a failure. The fear of negative evaluation has to do with the anxiety of being evaluated negatively. Therefore, they classified language learning anxiety as special anxiety, which is different from trait anxiety in which it is a part of the personality trait. Special anxiety, on the other hand, is based on the situation that ignites anxiety. MacIntyre and Gardner (1991) also investigated the difference between language anxiety and other anxiety types, which were listed as a trait, state, and test anxiety. They included 95 students who were learning French as a second language and used 23 different anxiety scales, four of which were anxiety meters, and a digit span test. The study revealed a difference between language anxiety and other types of anxiety suggesting that language anxiety is situation specific.

### **Foreign Language Listening Anxiety**

One of the factors that have been proved to have an effect on FL listening is anxiety as FLA can also be specific to a certain skill, like speaking, reading, or listening. The underlying reasons for FL listening anxiety (FLLA) are identified as the authenticity, unfamiliarity, and misinterpretation of the listening text together with the external factors such as noise (Gönen, 2009). Bekleyen (2009), on the other hand, listed the causes of listening anxiety ranging from insufficient vocabulary and grammar knowledge to not being able to identify the different accents of English. In this regard, Vogely (1998) studied the causes of and possible solutions for listening comprehension anxiety with 140 Spanish learners of English. She categorized the causes and possible solutions under the headings of input, process, instructional and personal factors. Also, the study revealed implications for reducing the listening anxiety, such as using clear and comprehensible input/instructions, refer to the learners' background knowledge and provide learners with listening strategies.

These studies suggest that listening anxiety can be caused by the variables such as low level of proficiency, the form of the input and strategy use, which can be used as a way of solution to lower listening anxiety. Therefore, various variables that affect or have a relationship with listening anxiety and the effect of listening anxiety on listening comprehension has been investigated in different FL contexts such as Chinese, Spanish, Iranian, Arabic and Turkish (Berber & Gönen, 2017; Elkhafaifi, 2005; Golchi, 2012; Gönen, 2009; Hu, 2014; Kılıç, 2007; Kim, 2000; Movahed, 2014). These studies have been discussed in the following heading.

### ***Related Studies on Foreign Language Listening Anxiety***

Listening anxiety has been linked to strategy use by Golchi (2012), in which the listening anxiety is examined with relation to the strategy use and listening comprehension in Iranian context. She included 63 EFL learners and collected data with four instruments: Foreign Language Listening Anxiety by Kim (2000), Listening Comprehension Strategy Questionnaire by Lee (1997), an IELTS listening test and a Background Questionnaire by Lee (1997). The findings showed that listening anxiety had a negative correlation with listening comprehension and listening strategy use. Another important result was that those who had low anxiety used more metacognitive strategies compared to the high-anxious ones.

Likewise, in Chinese context, Hu (2014) focused on listening anxiety in relation to the metacognitive strategy use and listening comprehension. He hypothesized a negative correlation between metacognitive strategy use and listening anxiety and a positive correlation between listening proficiency and metacognitive strategy use. The study included 95 non-English major students. CET-4, Foreign language listening anxiety scale, a listening metacognitive strategy questionnaire, and an interview were used as data collection instruments. The analyses showed consistency with hypotheses revealing a positive correlation between metacognitive strategy use and listening proficiency, while a negative correlation between listening anxiety and metacognitive strategy use. That is, metacognitive strategy use has the role of a facilitator whereas listening anxiety has a debilitating role in listening comprehension. In another study, Movahed (2014) examined the effect of metacognitive strategy instruction on metacognitive awareness, listening anxiety, and listening performance with 65 beginner-level Iranian EFL learners. Metacognitive Awareness Listening Scale (MALQ) and Foreign Language Listening Anxiety Scale (FLLAS) were used

together with the TOEFL listening test administered before and after metacognitive instruction. There was a significant positive effect of metacognitive instruction on these three variables in the sense that it helped increase the level of awareness while decreasing the level of anxiety.

Another emphasis was on the distinction between FL listening anxiety and other types of anxieties in language education, such as FL classroom anxiety and FL reading anxiety. For instance, Elkhafaifi (2005) focused on the 233 Arabic learners and investigated the distinction between FL learning anxiety and listening anxiety in particular with their relation to several demographic information such as gender, level of English, and the amount of time spent in learning Arabic. Foreign Language Listening Anxiety Scale (FLLAS) and Foreign Language Reading Anxiety Scale (FLRAS) was used to measure these variables and determine their relationship. The results revealed that FL learning anxiety and listening anxiety were distinct although they were similar in the sense that they shared 44% of the variance. The implications of the results suggested that teachers should be aware of the anxiety levels of the learners so that they can set goals accordingly and provide an anxiety-free learning environment as much as possible. Another implication was that the learners should be guided to self-coaching and sharing their feelings about anxiety in class. Similarly, Serraj and Noordin (2013) investigated the relationship between FL classroom anxiety, listening anxiety and listening comprehension with Iranian EFL learners. They included 210 students and applied FLLAS and FLCAS together. The study showed that listening comprehension is negatively correlated with both FL anxiety and FL listening anxiety, whereas there was a positive relationship between FL anxiety and listening anxiety.

### *Studies in Turkish EFL context*

Listening anxiety has been the topic of research in the Turkish context as well. Kılıç (2007), for example, focused on the effect of different listening text types on learners' FL listening anxiety levels with 157 Turkish EFL learners. Data were collected with Foreign Language Classroom Anxiety Scale (FLCAS) and the Foreign Language Listening Anxiety Scale (FLLAS), which were administered after each listening text (dialogue, lecture, and radio talk show). There was a statistically significant negative correlation between FLCAS, FLLAS, and

participants' listening performance and general English proficiency, suggesting that listening performance increases as the FLLA decreases.

Another focus is on the relationship between strategy use and FLLA in the Turkish EFL context. Gönen (2009), in this regard, studied with 60 intermediate level Turkish EFL learners to investigate the relationship between listening anxiety and listening strategies. He employed both quantitative and qualitative means of data collection, including FL listening anxiety scale and FL listening strategies survey. Qualitative and quantitative findings supported each other in the negative relationship between listening anxiety and strategy use. In a similar context, Berber and Gönen (2017) investigated high and low anxious learners and their listening comprehension strategy use. Foreign Language Listening Anxiety Scale (FLLAS), Listening Comprehension Strategy Inventory (LCSI), learner diaries and guided interviews were used as data collection instruments and were administered to 79 first year ELT students. The results showed a relationship between high and low anxious learners and listening comprehension strategy use, implying that strategy training for high anxious learners could help lower their anxiety levels and improve their performance in FL listening. Studies also show a specific relationship between metacognitive strategies and listening anxiety. Genç, Kuluşaklı, and Aydın (2016), in this context, examined the relationship between listening anxiety and metacognitive strategy use. They included 233 preparatory school students and used two questionnaires as data collection tools: Foreign Language Listening Anxiety Scale by Kim (2000) and Listening Comprehension Strategy Questionnaire by Vandergrift, Goh, and Chen (2010). The results of the study revealed a significant negative relationship between metacognitive strategy use and listening anxiety, implying that the higher the level of metacognitive strategy use the lower the level of listening anxiety. These studies suggest that the role of metacognitive strategy use and awareness in listening anxiety is important in the sense that it helps to reduce the anxiety level, providing learners with a secure language learning context.

### **Ambiguity Tolerance**

The term ambiguity tolerance was first introduced in 1948 by Frenkel-Brunswick as cited in Furnham & Marks (2013) as a personality variable. Ambiguity is defined as a situation with unfamiliar cues and causing confusion (Budner, 1962). McLain (1993) claims that the main

reason for the ambiguity is the inadequate information about the ambiguous stimuli since it is perceived as unfamiliar, unclear, complex, or having more than one interpretation. Ambiguity tolerance (AT), in this case, is the range of reactions to this ambiguous stimulus from 'rejection to attraction' (McLain, 1993, p.182). It can also be defined as the capacity to deal with ambiguous stimuli with success and ease (Genç, 2016). Budner (1962) claims that if the ambiguous stimuli are perceived as a 'threat' it is considered as intolerance. In other words, an individual with a high level of AT does not perceive the ambiguous stimuli as threatening; while an individual with a low level of AT tends to avoid the stimuli (Başöz, 2015). Therefore, Ellsberg (1961) mentioned the way that ambiguous stimuli relate to risk-taking behavior, stating that ambiguous stimuli are considered as risks. Furnham and Ribchester (1995) stated that since AT is related to the fields of '*cognitive orientation, a perception defense, a personality trait, or an educational achievement*', scholars from various backgrounds have been interested in the concepts since the 1950's.

Bochner (1965) drew on Frenkel-Brunswick's theory and categorized the concept of ambiguity intolerance by primary and secondary characteristics. Based on this categorization, these characteristics were listed in the Figure 6 below:

## AMBIGUITY INTOLERANCE

### Primary Characteristics

- Rigid dichotomizing into fixed categories--*"need for categorization"*
- Seeking for certainty and avoiding ambiguity--*"need for certainty"*
- Inability to allow for the co-existence of positive and negative features in the same object, e.g. *"good" and "bad" traits in the same person*
- Acceptance of attitude statements representing a rigid white-black view of life
- A preference for the familiar over the unfamiliar
- A positive rejecting of the different or unusual
- Resistance to reversal of apparent fluctuating stimuli
- The early selection and maintenance of one solution in a perceptually ambiguous situation
- Premature closure.

### Secondary Characteristics

- Authoritarian
- Dogmatic
- Rigid
- Closed Minded
- Ethnically Prejudiced
- Uncreative
- Anxious
- Extrapunitive
- Aggressive.

*Figure 6.* Characteristics of Ambiguity Tolerance, Bochner, S. (1965). Defining intolerance of ambiguity. *The Psychological Record*, 15(3), 393-400. Retrieved from <https://motamem.org/wp-content/uploads/2020/08/Tolerance-for-Ambiguity-Stephen-Bochner.pdf>

These characteristics tell us that while some believe that AT is a cognitive and perceptual process, others think that it is a personality trait (Furnham & Ribchester, 1995). Therefore, there has been an ongoing controversy regarding the dimensionality of AT. In this regard, Durrheim and Foster (1997) argued that AT is a content-specific variable and not a personality trait as opposed to one-dimensional assertion of Frenkel-Brunswik (1949). This approach paved the way for the term second language tolerance of ambiguity. In this case, unfamiliar task/activity may be language learning, which may be perceived as a challenge because of AT levels of the learners. Ambiguity tolerance in foreign language learning, in this case, is the

tendency to interpret lexical, phonological, and syntactic cues as a threat (Chapelle & Roberts, 1986).

To elaborate more on the role of ambiguity tolerance in language learning, we should look into the way it relates to the variables in the language learning process. According to Ely (1995), ambiguity tolerance has a negative effect on language learning on the following three cases: (1) learning linguistic elements such as morphology, phonology and syntax etc. (2) practicing language learning skills (3) transforming those skills into permanent strategies. The first category, for instance, may include failing to pronounce an unfamiliar sound in L2 and using the closest sound in L1 instead of it. This may result in fossilization, which prevents the acquisition of the proper form of that linguistic element. An example for the second category would include guessing the meaning of a new lexical item in an oral or a written text. This task may seem challenging for those who have intolerance of ambiguity since guessing implies an uncertainty. This leaves us with the third category, which depends on the skill learning in the second category. If there is a problem with the acquisition of the skill, then it cannot be turned into permanent strategy, which is a big hindrance in the way of learners' becoming autonomous in their learning process (Ely as cited in Kazamina, 1999). Therefore, this chain reaction sheds light on the relationship between strategy use and ambiguity tolerance in language learning. That is to say, ambiguity intolerance may prevent certain strategies to be employed and gets in the way of learners' independence in language learning, which is a desirable quality in a language learner.

Ambiguity tolerance, on the other hand, facilitates mastering the skills and transforming them into strategies in the long run. However, high tolerance is not necessarily favorable at this point, as it may indicate not questioning the input and therefore causing fossilization (Ely, 1995); while low levels of AT have a debilitating effect in language learning. Therefore, it is suggested that moderate level is good for the learner. This desired level has yet to be established by the scholars, revealing the need for the studies in this context (Erten & Topkaya, 2009; Kazamina, 1999).

### **Related Studies on Ambiguity Tolerance**

The role of ambiguity tolerance in foreign/second language learning has been investigated with relation to gender, language learning strategies, language proficiency, four skills, and

affective variables such as anxiety and motivation in different cultures (Afshar & Khassemi, 2019; Asmalı, 2019; Behresi, Moulaei, & Motlag, 2016; Chapelle & Roberts, 1986; Ely, 1995; Erten & Topkaya, 2009; Genç, 2016; Sadeghi & Soleimani, 2016). Chapelle and Roberts (1986), for example, examined the relationship between field independence, ambiguity tolerance, motivational intensity, English class anxiety and English proficiency. AT was found to be a strong predictor of English proficiency. In other words, those who tolerate ambiguities in L2 context tend to be more proficient. They further discussed that strategy training should be individualized based on the level of learners' AT and field independence since the difference in these variables suggests that learners would have different learning styles.

Another focus is on the relationship between language learning strategies and AT. For example, Ely (1989) developed a tool - Second Language Tolerance of Ambiguity Scale- to measure the language learners' ambiguity tolerance in second language learning and examined the relationship between SLTA and certain language learning strategies. The results revealed that tolerance of ambiguity was a significant negative predictor of strategies like planning what to say beforehand, asking the right words when speaking, thinking about grammar when writing and looking up words while reading, while those who had a high tolerance of ambiguity did not have difficulty in speaking. However, it did not predict certain listening strategies like trying to understand every word in a listening text or focusing on the grammar rules instead of the general idea of the text. These results imply that a moderate level of second language tolerance of ambiguity (SLTA) affects foreign language learning in a positive manner.

Sadeghi and Soleimani (2016) investigated the relationship between anxiety, ambiguity tolerance and strategy use. They studied 132 students in Iranian context and investigated the relationship between anxiety, shyness, ambiguity tolerance and language learning strategies. Data were collected via Oxford's SILL Questionnaire, Horwitz's Foreign Language Classroom Anxiety Scale, Ely's Second Language Tolerance of Ambiguity Scale Questionnaire, Cheek and Buss Shyness Scale Questionnaire. It was found that there was a weak and negative significant relationship between ambiguity tolerance and anxiety. Also, low ambiguity tolerant learners used more metacognitive strategies than mid and high ambiguity tolerant ones, indicating a negative correlation between metacognitive strategy use and AT. In this regard, Dewaele, Jean-Marc, and Shan Ip (2013) investigated the relationship between foreign language classroom anxiety (FLCA), second language tolerance of ambiguity

(SLTA), and self-rated English proficiency with 73 Chinese students. The findings of the study revealed that there was a significant negative relationship between SLTA and FLCA. Also, the variables accounted for half of the variance in each other.

Another recent study about the relationship between language learning strategies, listening comprehension and SLTA was conducted by Afshar and Khassemi (2019). They investigated the relationship between ambiguity tolerance, language learning strategies, language learning beliefs, and listening comprehension of EFL students and found that ambiguity tolerance was a negative predictor of strategy use and positively correlated to listening comprehension and language learning beliefs. That is, as ambiguity tolerance increases the use of strategy decreases and listening comprehension level increases. In this context, the study was in line with the study of Bahresi, Moulaei and Motlag (2016) in terms of a significant positive relationship between AT and listening comprehension in Iranian context.

### **Studies in Turkish EFL Context**

In Turkey, Erten and Topkaya (2009) studied the relationship between reading skills and tolerance of ambiguity levels of language learners in Turkey. They adapted the Second Language Tolerance of Ambiguity Scale (SLTAS) by Ely (1995) to Turkish and used it in the study. The study revealed that females had a higher level of AT than males. Another finding of the study was that the AT level increased as the level of proficiency increased. There was a positive correlation between the two variables as well.

Another study with SLTAS in Turkey was conducted by Genç (2016) with 295 Turkish learners of English. Data were collected via Second Language Ambiguity Tolerance Scale (SLTAS) and Foreign Language Reading Anxiety Scale (FLRAS). The study found that second language tolerance of ambiguity is a strong predictor of FL reading anxiety. One of the implications for the future studies is to investigate the causes of the intolerance of ambiguity to reduce the level of reading anxiety.

Moreover, the perceptions of learners' tolerance of ambiguity were also investigated. Kocaman and Pamukoğlu (2018) studied with 109 first year and preparatory school students of ELT department. They used the Turkish version of Second Language Tolerance of Ambiguity Scale, adapted by Ertan and Topkaya in 2009. They found that the students had high levels of ambiguity tolerance and that the grade made a difference in the levels of AT. In

addition, they found that students were more tolerant in receptive skills like listening and reading, and more intolerant in productive skills such as writing and speaking.

In a more recent study, Çelikbaş (2019) studied the relationship between Turkish preparation school students' level of AT and their language learning strategies. She found that both strategy use, and AT levels increased as learners' proficiency levels increased, and metacognitive strategies showed a significant correlation with AT. In addition, AT has also been examined with regard to foreign language classroom anxiety and self-perceived communication competence (Asmalı, 2019) with 156 Turkish EFL learners. The results showed that those with higher levels of AT had lower levels of anxiety, which is in line with the study of Deewale and Ip (2013) in Chinese context.

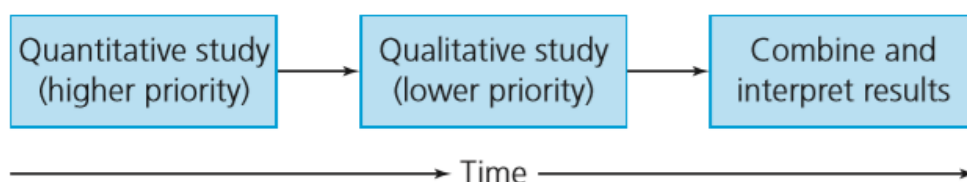
## CHAPTER III

### METHODOLOGY

This chapter introduces the research design, setting and participants, data collection instruments, data collection procedure and data analysis methods for the study. The methodological details are presented in the headings, respectively.

#### Research Design

The current study employs an explanatory mixed design (see Figure 7) seeking to examine the relationship between metacognitive awareness in listening, listening anxiety, and second language tolerance of ambiguity of Turkish learners of English, using both qualitative and quantitative methods.



*Figure 7. Explanatory Mixed Design. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (1993). How to design and evaluate research in education. New York: McGraw-Hill.*

Mixed-method designs are used to combine and compare the results of both qualitative and quantitative findings to have a deeper understanding of a research topic. Explanatory mixed design, in this case, is a type of mixed method design and is used when a quantitative data set

is more prominent than the qualitative one as the latter is used as a follow-up to the former (Fraenkel, Wallen & Hyun, 1993). For instance, a study that is mainly based on quantitative data collection tools may use interviews to support or elaborate on the quantitative data with a smaller sub-group of the sample. That is, while the main design is based on the quantitative data, a qualitative aspect is added, making the study an explanatory mixed study (Creswell & Creswell, 2017). In our case, the quantitative part includes three different scales: (1) Metacognitive Awareness Listening Questionnaire (MALQ) (2) Foreign Language Listening Anxiety Scale (FLLAS) (3) Second Language Tolerance of Ambiguity Scale (SLTAS). The qualitative part includes individual interviews with 16 students randomly chosen from the study sample.

### **Participants and Setting**

A total number of 374 students at the School of Foreign Languages from two state universities in Turkey participated in the study. These universities, one in Ankara and one in Gaziantep, provide a wide range of participant profiles, which is important in terms of having a heterogeneous sample. The School of Foreign Languages serves as a preparatory period for teaching English in four skills (listening, reading, writing, and speaking) to the students in departments where the medium of instruction is fully or partially English. The students who are in English preparatory courses are foreign language learners, and therefore they were included in the sample of the present study. The sample was chosen based on the convenience sampling method. Convenience sampling method is when there is an easily accessible sample to the researcher and there is a limited chance of random or systematic non-random sample (Fraenkel, Wallen, & Hyun, 1993).

For the first part of the data collection, 304 students were chosen from School of Foreign Languages of a foundation and a state university in Gaziantep during the 2019 - 2020 Spring Semester. The age range of the participants was between 18-30 and the data was only used for the adaptation of the MALQ scale to Turkish.

In addition to 304 participants, for the second part of the data collection, 374 students participated via Google Forms. The participants were chosen with a convenient sampling method. (Büyüköztürk, 2019). The distribution of the students according to their gender and level of English are given in Table 1.

Table 1

*Descriptives for the Participants according to Gender and English Level*

		Level of English						Total
		A1	A2	B1	B2	C1	C2	
Gender	Male	29	16	8	15	3	7	78
	Female	147	60	30	31	11	17	296

Table 1 shows that most of the participants (79%) are females. Also, the distribution of the proficiency levels shows that: 47% of the participants were A1 level, 20% of them were A2, 10% were B1, 12% were B2, 3% were C1 and 6% were C2 level. Therefore, it can be said that most of the participants were A1 and A2 level.

In addition, 16 of these participants participated in the qualitative data collection process and individual interviews. The descriptive information regarding these participants is given in Table 2 below.

Table 2

*Participants of Individual Interviews*

		Level of English					Total
		A2	B1	B2	C1	C2	
Gender	Male	-	1	-	2	2	5
	Female	1	-	1	4	4	11

Table 2 demonstrates the demographic information regarding the participants of individual interviews. In this regard, eleven of them were females while five of them are males. Also, there were six C2 (advanced) levels, six C1 (upper-intermediate) levels, one B2 (intermediate) level, one B1 (pre-intermediate) and one A2 (elementary) level students. Moreover, participants were coded as P1, P2, P3 and so on for the purpose of confidentiality as stated in the interview form.

## Data Collection Instruments

The aim of the current study is to examine the relationship between metacognitive listening awareness, listening anxiety and second language tolerance of ambiguity. Table 3 shows the data collection instruments and the research questions they aimed at answering.

Table 3

### *Data Collection Instruments*

The aim of the research question	Data Collection Instrument
- To examine the relationship between metacognitive awareness	1) Metacognitive Awareness Listening Questionnaire (MALQ) by Vandergrift et al. (2006)
- To examine the moderator effect of ambiguity tolerance	2) Foreign Language Listening Anxiety Scale (Kim, 2000)
	3) Second Language Tolerance of Ambiguity Scale (Ely, 1989)
- Confirming/disconfirming preliminary findings	1) Semi-structured Interviews
- Implications for Classroom Practices	

With the research questions in mind, both quantitative and qualitative means of data collection were used. Metacognitive Awareness Listening Questionnaire (Vandergrift et al., 2006), Foreign Language Listening Anxiety Scale (Kılıç, 2007; Kim, 2000) and Second Language Tolerance of Ambiguity Scale (Ely, 1995) was used for the quantitative part of the study. As for the qualitative part, an interview form was prepared by the researcher with an expert opinion. The details of the scales and interviews were presented in the following headings, respectively.

## **Quantitative Data Collection Instruments**

The quantitative data collection instruments were consisted of the Turkish versions of Metacognitive Awareness Listening Questionnaire, Foreign Language Listening Anxiety Scale and Second Language Tolerance of Ambiguity Scale. The information regarding these scales is presented below.

### ***Metacognitive Awareness Listening Questionnaire***

Vandergrift, Goh, Mareschal, and Tafaghodtari (2006) developed the 6-point Likert type scale (1= Strongly Disagree, 2= Disagree, 3=Slightly Disagree, 4= Slightly Agree, 5= Agree, 6= Strongly Agree) for the purpose of measuring learners' metacognitive awareness and strategy use in FL listening (APPENDIX 1). They started the process with a literature review on metacognition, language learning, and L2 listening. Afterward, they created an item pool with the use of existing tools on strategy use in listening and checked for language validity the expert opinion. For the validity measures, an exploratory factor analysis (EFA) was performed on 51 items to determine the factor loadings of the items with a total of 966 participants from different countries and different proficiency levels. After EFA, a shorter version was obtained and used for confirmatory factor analysis (CFA) with 512 university students who studied French as a second language and English as a Foreign Language. These analyses yielded the final version of the scale, which included 21 items, and five factors. These factors are listed as: *Planning and Evaluation (1, 10, 14, 20, and 21)*, *Problem Solving (5, 7, 9, 13, 17, and 19)*, *Directed Attention (2, 6, 12, and 16)*, *Mental Translation (4, 11, and 18)*, and *Person Knowledge (3, 8, and 15)*. Cronbach's alpha coefficients for the factors ranged from .74 and .78 and for the whole scale it was .62. The reverse-coded items in the scale are 3rd, 4th, 8th, 11th, 16th, and 18th. The scale was adapted to Turkish by the researcher since it was planned to be applied to Turkish learners of English. The adaptation process is explained in detail below.

### ***The Adaptation of Metacognitive Awareness Listening Questionnaire***

In Turkish literature the scale was used in Turkish by Ülke (2014), however there was no validity analysis for the Turkish version. Therefore, the scale was adapted to Turkish by the researcher. The consent was taken via e-mail from one of the authors, Professor Christine C.

M. Goh, of the original scale for adaptation. Figure 8 shows the steps that were followed to adapt the scale as suggested by Erkuş (2012).

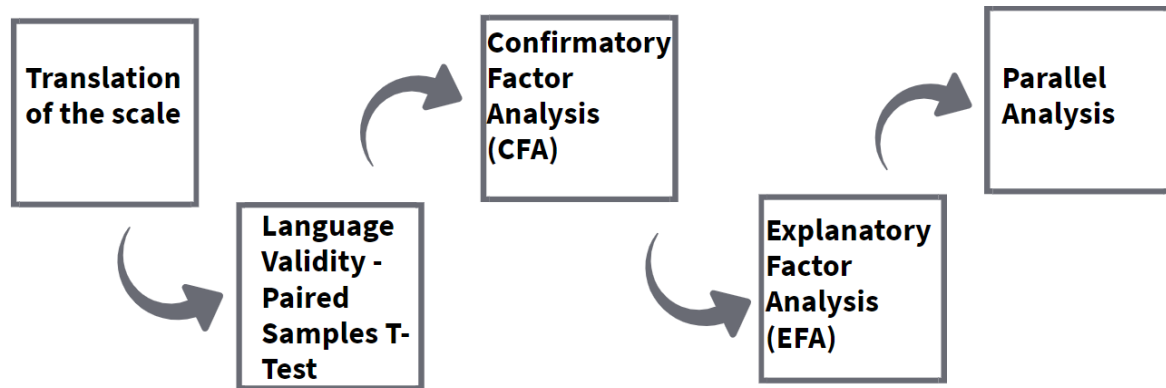


Figure 8. Steps for the adaptation of MALQ

As shown in Figure 8, as the first step of the adaptation process, the scale was translated to Turkish by the researcher and checked by 3 field experts in terms of clarity and accuracy of the translation. Both the translated version and original scale was applied to 40 students with an advanced level of English/ of English Language Teaching Department 10 days apart. The Paired Samples T-test was performed to check the consistency between the two versions. There was no significant difference between the two scales ( $p < .05$ ), showing that the translated version conveyed the same meaning as the original one did. Then, for the validity purposes we performed confirmatory factor analysis (CFA) to test the 5-factor structure of the scale with 304 preparation school students. The values regarding the results of CFA are given in Table 4.

Table 4

*Results of Confirmatory Factor Analysis*

Index	Suggested range	Values
$\chi^2/sd$	Very good $\leq 3 \leq$ Good $\leq 5$	2.22
RMSEA	Very good $\leq .05 \leq$ Good $\leq .08$	.08
GFI	Very good $\geq .95 \geq$ Good $\geq .90$	.82
CFI	Very good $\geq .95 \geq$ Good $\geq .90$	.95
NFI	Very good $\geq .95 \geq$ Good $\geq .90$	.91
NNFI	Very good $\geq .95 \geq$ Good $\geq .90$	.94

SRMR	Very good $\leq .05 \leq$ Good $\leq .08$	.09
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Table 4 shows that error indices are high, and modification indices are lower than suggested values (Browne & Cudeck, 1993; Hu & Bentler, 1999; Kline, 2005). Therefore, we performed exploratory factor analysis (EFA). Before examining the factor structure of the scale, Kaiser-Meyer-Olkin (KMO) and Bartlett's Sphericity tests were performed (see Table 5) to see whether the scale is fit for factor analysis.

Table 5

*KMO and Bartlett's Test Results*

<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,882
Bartlett's Test of Sphericity	Approx. Chi-Square	2630,68
	df	210
	Sig.	,000

KMO value is 0,88 and Bartlett's Sphericity Test was significant ( $p = 0,00 < 0,05$ ), therefore the data was fit for the factor analysis. Then, Principal Components Analysis was performed to test the construct validity. The initial results revealed one factor structure in scree plot (*Figure 9*) even though there were four eigenvalues above 1 (*Table 6*).

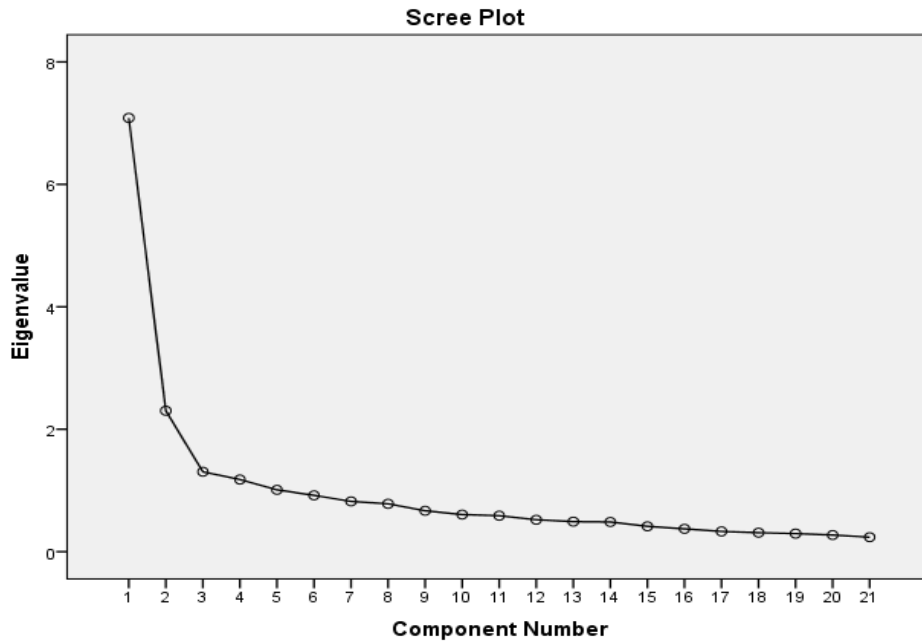


Figure 9. Scree Plot

As it can be seen in Figure 6, there is a dramatic fall after the first factor. The steepness between the first and the second factor and the flatness after the second factor in the scree plot shows the one-factor structure of the scale (Çokluk, Şekercioğlu & Büyüköztürk, 2010, p. 221-22).

Table 6

*Total Variance Explained*

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7,085	33,738	33,738	3,519	16,759	16,759
2	2,302	10,964	44,702	3,071	14,624	31,382
3	1,305	6,214	50,916	2,725	12,977	44,36
4	1,178	5,611	56,528	1,798	8,56	52,92
5	1,01	4,81	61,338	1,768	8,418	61,338
6	0,921	4,384	65,722			

Table 6 shows that there are five factors that have eigenvalues higher than 1. The eigenvalue of the first factor is 7,085 and explains 33,738% of the variance; the eigenvalue of the second factor is 2,302 and explains 10,964% of the variance; the eigenvalue of the third factor is 1,305 and explains 6,214% of the variance. The eigenvalue of the first factor is three times as more than the second factor and the first factor explains more than 30% of the variance, indicating a one-factor structure. (Çokluk, Şekerciöğlü & Büyüköztürk, 2010). Therefore, a parallel analysis was performed, and the one-factor structure of the scale was confirmed (Akbaş et al., 2019). Also, it was found that the scale worked better with 4 items removed (items 3-8-16 and 18, their factor loadings were lower than .30) However, item 18 was not omitted with the opinions of three field experts since it had acceptable factor loading. Table 7 shows the factor loadings of the items in the scale.

Table 7

*Factor Loadings of the Items*

Component Matrix	
	Component
	1
m9	0,728
m12	0,721
m11	0,705
m5	0,703
m14	0,693
m19	0,69
m17	0,686
m7	0,676
m13	0,676
m2	0,67
m21	0,658
m20	0,612
m6	0,609
m4	0,539
m1	0,524
m10	0,507
m15	0,343
<i>m18</i>	<i>0,276</i>
<i>m8</i>	<i>0,233</i>
<i>m3</i>	<i>0,077</i>
<i>m16</i>	<i>0,031</i>

As seen in Table 7, with 18 items and one factor the scale explained % 39.07 of variances. Factor loadings are between .39 - .74. The reliability value for the current version of the scale was .80 after the three items were omitted. According to Büyüköztürk (2019), if a reliability coefficient is .70 or higher for a scale it is considered reliable. Therefore, the final version with 18 items was used in the study (APPENDIX 2).

### ***Foreign Language Listening Anxiety Scale***

The scale was developed by Kim (2000) for the purposes of examining the relationship between foreign language listening anxiety and listening comprehension skill (APPENDIX 3). To develop the scale, Kim (2000) interviewed with the learners and created a pool of 41 items. The items were based on the categories of *'fear of spoken English, process-related anxiety, lack of self-confidence, concern about insufficient prior knowledge'*. As a result of the preliminary analyses, the number of items was reduced to 33. The internal consistency coefficient was .93 with 33 items. The five-point Likert type scale ranged from 1 "strongly disagree" to 5 "strongly agree".

The scale was adapted to Turkish by Kılıç (2007). The results of the factor analysis revealed an eight-factor structure in the Turkish version. The factors are: *'the effect of topic, time, place & vocabulary on listening anxiety, confidence in listening proficiency, the role of pronunciation, intonation, and stress, listening anxiety in an authentic context, listening anxiety in lecture situations; fear of incomprehension; the effect of visuals and thorough comprehension on listening anxiety and negative self-evaluation* (p. 60). Also, nine items (1st, 2nd, 7th, 13th, 15th, 20th, 24th, 27th, and 28th) were omitted for reliability and validity purposes. The final version of the scale included 24 items, four of which (6th, 14th, 25th, and 31st) were reverse coded. The reliability score of the adapted version is .86. The scale offers a total score, revealing the level of learners' listening anxiety. The total score that can be obtained from the scale range from 24 to 120, higher scores indicating higher foreign language listening anxiety. For this study, the adapted version (APPENDIX 4) of the scale was administered to the participants.

### ***Second Language Tolerance of Ambiguity Scale***

The Second Language Tolerance of Ambiguity Scale (SLTAS) was developed by Ely (1989) to measure the level of ambiguity tolerance of language learners (APPENDIX 5). The scale is a 5-point scale ranging from 1 = strongly agree to 5= strongly disagree. Ely (1989) reviewed the literature on tolerance of ambiguity to write the items of the scale. The items are directed at four skills: reading, speaking, listening and writing and the higher score on the scale indicates intolerance while lower score indicates tolerance. After the data collection from 84

Spanish learners of English, he performed an item-total correlation and omitted the unacceptable items. 12 items were left with a Cronbach alpha value of .82. High score on the scale means high tolerance for ambiguity.

The SLTAS was adapted to Turkish by Ertan and Topkaya (2009) with the consent of Christopher M. Ely. The adaptation took place in the spring term of 2007-2008 academic year. A total of 232 students who studied at the English preparatory school of Çanakkale 18 Mart University participated in the study. After the analysis for outliers, 188 participants left for analyses, of whom English levels ranged from elementary to intermediate. The researchers added a fifth anchor to the rating of the scale. The scale was translated to Turkish and checked by two field experts for language validity. The Turkish version's internal consistency values were .75, which is the version used in the current study (APPENDIX 6).

### **Qualitative Data Collection Instruments**

Semi-structured individual interviews were conducted for the qualitative part of the research. We aimed to elaborate on the relationship between listening anxiety and metacognitive awareness with individual interviews. These types of interviews are conducted with open-ended questions to elaborate on a certain topic with the participants and they can be conducted face-to-face, over the phone or via the Internet (Creswell & Creswell, 2017).

#### ***Individual Interviews***

The participants for individual interviews were randomly chosen from those who were administered the MALQ, FLLAS and SLTAS. A confirming sampling scheme, one of the random sampling methods for mixed method design, was used for the selection of the participants for interviews. It is used when the researcher wants to confirm or contradict the preliminary results like follow-up interviews (Fraenkel, Wallen, and Hyun, 1993).

An interview form (APPENDIX 7) was prepared before performing the interviews with an expert opinion. The participants were chosen on a voluntary basis and their informed consent was taken via e-mail based on the consent form. An example of an e-mail conversation with a participant was given in APPENDIX 8. The participants were assured that their personal information would not be shared and that they could quit the interview at any moment they wished. The researcher took notes during the interviews, which were conducted through phone calls because of the circumstances caused by COVID-19 pandemic. The interview notes were sent to each interviewee right after the interviews to get their approval. The interviews lasted 20 minutes at the most. As a recording method is necessary during interviews, the researcher can use a recording device or take notes, or they can be used both at the same time (Fraenkel, Wallen, & Hyun, 1993). The researcher used notetaking as a way of recording in the present study.

### Data Collection Procedure

The data were collected throughout the 2019-2020 spring term. The necessary approvals from ethics committee were received and presented in APPENDIX 9. The data collection procedure was composed of four stages which are presented as the following:

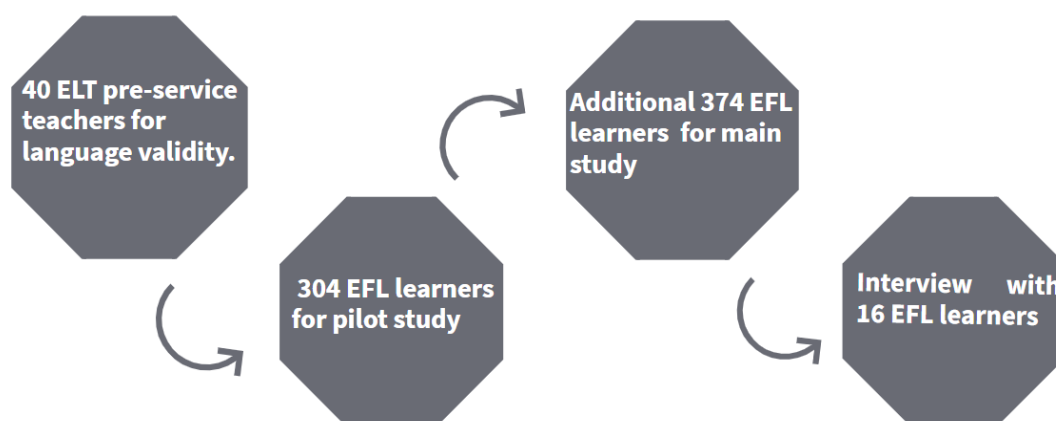


Figure 10. Data Collection Procedure

The data collection process started with 40 ELT pre-service teachers, who were administered both English and Turkish versions of MALQ for language validity purposes. After checking the language validity, a total of 304 EFL learners were administered the Turkish version of MALQ via pen and paper. Confirmatory and exploratory factor analyses were conducted on

these data together with reliability analysis. Three scales (MALQ, FLLAS, and SLTAS) were administered to 374, which are different from 304 participants who participated in the adaptation of the scale, Turkish learners of English using Google Forms. Lastly, individual interviews were conducted via mobile phones with 16 EFL students.

## Data Analysis

Since the study employed a mixed method design, the data analysis of the study included both quantitative and qualitative analysis methods. Quantitative analysis included the statistical analysis of the scales, while the qualitative analysis included the analysis of the interview questions. The analysis methods are presented in this part, respectively.

### Quantitative Analysis

The SPSS 23 package program was used for quantitative data analysis. Descriptive statistics were performed to learn about the participants' demographic information and to examine if the data set was normally distributed for the following analyses. Table 8 shows the analyses and the research questions that the analyses address.

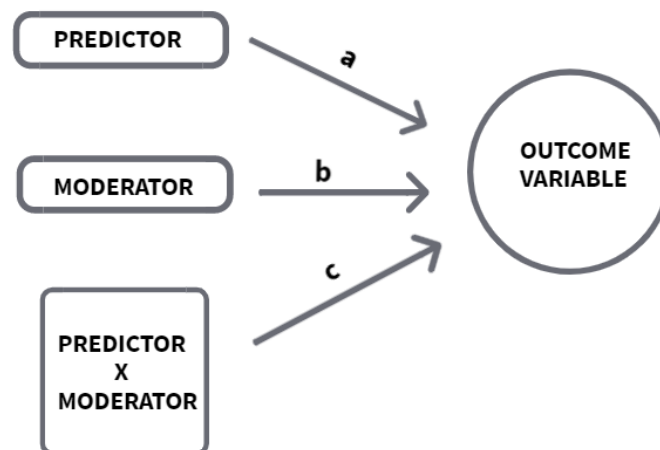
Table 8

#### *Analyses Performed for Each Research Question*

Research Question	Method of Analysis
1. Is there a relationship between metacognitive awareness and listening anxiety?	Pearson Correlation Analysis via SPSS 23
2. Is there a relationship between metacognitive awareness and second language tolerance of ambiguity?	
3. Is there a relationship between second language tolerance of ambiguity and listening anxiety?	
4. Does listening anxiety affect metacognitive awareness?	Hierarchical Regression Analysis via SPSS 23
5. Does second language tolerance of ambiguity affect metacognitive awareness?	

6. Does the relationship between metacognitive awareness and listening anxiety differ based on the level of second language tolerance of ambiguity? Path Analysis using Process extension by Andrew F. Hayes in SPSS
- 

As Table 8 shows, Pearson Correlation analysis was performed to examine the relationships between listening metacognitive awareness, FL listening anxiety and second language tolerance of ambiguity. Pearson correlation is performed to see the relationship between two continuous variables in a dataset that is normally distributed (Büyüköztürk, 2019). Secondly, hierarchical regression analysis was performed to examine the effects of FL anxiety and second language tolerance of ambiguity on metacognitive awareness. Hierarchical regression is one of the multiple regression models and it is used when there is more than one independent variable (or predictor) and one dependent variable which are continuous variables (Büyüköztürk, 2019). Finally, path analysis was performed to investigate the moderator effect of second language tolerance of ambiguity in the effect of listening anxiety on metacognitive awareness. The moderator role of second language tolerance of ambiguity emerged during the research process, and therefore we included in the study. Moderator variable is a variable that affects *'the direction and/or strength of the relation between independent and dependent variable'* and it can be either qualitative or quantitative (Baron, David & Kenny; 1986, p.1174). Moderator variable usually is revealed when there is a weak relation between independent and dependent variables (p.1178). The interaction between the variables are



called paths, hence the name of the path analysis. To better illustrate the role of moderator variable a path diagram, is used (see Figure 11).

*Figure 11. Moderator Model. Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations Journal of personality and social psychology, 51(6), 1173.*

Figure 11 illustrates the *a*, *b* and *c* paths: *a* is for the effect of independent variable, *b* is for the effect of moderator and path *c* is for the interaction of independent and moderator variables. The model works if the path *c*, in other words the interaction, is significant. In our case, path *c* is the interaction between listening anxiety and ambiguity tolerance, while our outcome variable is metacognitive awareness.

### Qualitative Analysis

For the analysis of the qualitative data descriptive analysis was performed. Descriptive analysis is one of the qualitative analysis methods and it aims to present the results of interviews and observations based on the questions. It includes a predetermined framework which the analysis is based on. Table 9 shows the four stages of descriptive analysis that is used for the study (Strauss & Corbin, 1990).

Table 9

#### *Stages of Descriptive Analysis for Qualitative Data*

1) Outlining the frame for the descriptive analysis.	In this stage the frame of the analysis is outlined with the help of the interview questions or the dimensions to be examined in observations. It is important to determine the framework before the analysis, otherwise it would cause data loss or misinterpretation of the data.
2) Analyzing the findings	This stage includes the organization of the data in an order within the predetermined framework. Some data may not be of importance within the framework and therefore may be left out. This stage also includes the selection of the direct quotations to be used in the results of the study.

3) Identifying the findings

The data is identified and supported with the direct quotations if necessary. It is important to illustrate the findings clearly and avoid any kind of tautology.

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4) Interpreting the findings

Making sense of the identified data and its relation to the aim of the study is stated in this stage. Also, explaining the cause-and-effect relationship between different concepts is also explained.

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As shown in Table 9, the first step is to outline the frame for the analysis with the help of the interview questions. Then the data set is analyzed, and the necessary information is extracted based on the predetermined framework. Later the analyzed data is identified with the help of quotations from the interviews if needed. Lastly, the data is interpreted and compared with the findings from similar studies.

## **CHAPTER IV**

### **RESULTS**

This chapter presents the data analysis results to answer the research questions of the current study. The first part will be on the descriptive statistics of MALQ, FLLAS, and SLTAS. Later, the results of the correlation and hierarchical regression analyses between MALQ, FLLAS and SLTAS will be revealed.

#### **Research Questions**

The results and discussion section followed the order of the research questions given below:

1. Is there a relationship between metacognitive awareness and listening anxiety?
2. Is there a relationship between metacognitive awareness and second language tolerance of ambiguity?
3. Is there a relationship between second language tolerance of ambiguity and listening anxiety?
4. Is there any effect of listening anxiety on metacognitive awareness?
5. Is there any effect of second language tolerance of ambiguity on metacognitive awareness?
6. Is there any effect of second language tolerance of ambiguity in the relationship between metacognitive awareness and listening anxiety?

Before the presentation of the analyses for the research questions, missing values and outliers were checked. There were no missing values and univariate outliers in the data set.

Mahalanobis distance was also checked and two participants (number 56 and 58) were omitted from the data set since they were multivariate outliers. The descriptive statistics regarding the MALQ, FLLAS, and SLTAS of 372 participants were presented in Table 10.

Table 10

*Descriptive Statistics of MALQ, FLLAS and SLTAS*

	Item Number	Minimum	Maximum	Mean	Std. Deviation	Skewness SEs: 0,126	Kurtosis SEk: 0,252
MALQ	18	33	93	70,293	13,82	-0,812	0,239
FLLAS	24	26	120	78,360	18,17	-0,347	-0,212
SLTAS	12	16	53	30,556	8,16	0,839	0,151

Table 10 shows that MALQ total scores range between 33 and 93, the mean score is 70,293 and the standard deviation is 13,825. FLLAS total scores range between 26 and 120, the mean score is 78,360 and the standard deviation is 18,179. SLTAS total scores range between 16 and 53, the mean score is 30,556 and the standard deviation is 8,163. This means that SLTAS scores are homogeneous while FLLAS scores are heterogeneous. Skewness and kurtosis values change between -0,812 and 0,839. Büyüköztürk (2019) claims that values between -1 and +1 imply normal distribution. All three variables have a normal distribution, therefore parametric tests were used for the analysis.

**The relationship between metacognitive awareness, listening anxiety and second language tolerance of ambiguity**

The first three research questions intended to examine the relationship between metacognitive awareness, listening anxiety and tolerance of ambiguity. To this end, the Pearson correlations analysis was used to examine the relationship between MALQ, FLLAS and SLTAS and the results are given in Table 11.

Table 11

*Pearson Correlation Results between MALQ, FLLAS, and SLTAS*

	MALQ	FLLAS	SLTAS
MALQ	1		
FLLAS	0,072	1	
SLTAS	-0,451*	-0,483*	1

\* $p < 0,05$ .

Table 11 demonstrates that SLTAS has a negative medium correlation with MALQ ( $r = -0,451$ ;  $p < 0,05$ ) and FLLAS ( $r = -0,483$ ;  $p < 0,05$ ). According to Büyüköztürk (2019), values between .30-.70 are considered a medium level of correlation. The negative correlation implies that the scores of one of the variables decrease as the other one increases. In our case, as the SLTAS scores increase the MALQ and FLLAS scores decrease. However, this does not mean that there is a cause-effect relationship between these variables. In addition, there is no significant correlation between MALQ and FLLAS.

#### **The effect of listening anxiety and second language tolerance of ambiguity on metacognitive awareness**

The fourth and fifth research questions seek to reveal the effect of FLLAS on MALQ and the effect of FLLAS and SLTAS together on MALQ were examined with hierarchical regression analysis. Table 12 shows the results of the hierarchical regression analysis of MALQ, FLLAS, and SLTAS.

Table 12

*Results of Hierarchical Regression Analysis*

Model	Predictors	B	Std. Error	Beta	$\Delta R^2$
1	Constant	66,002	3,172		
	FLLAS	0,055	0,039	0,072	0,005
2	Constant	109,736	5,042		
	FLLAS	-0,145	0,040	-0,190*	
	SLTAS	-0,920	0,088	-0,543*	0,226

\*p&lt;0,05

According to Table 12, that FLLAS alone does not have an effect on MALQ in Model 1 and the Beta coefficient is not statistically significant ( $p>0,05$ ). FLLAS alone is not a significant predictor of MALQ. SLTAS variable was added to the analysis in Model 2. When SLTAS is controlled, the negative effect of FLLAS on MALQ is significant. Similarly, when FLLAS is controlled, the negative effect of SLTAS on MALQ is significant and SLTAS accounts for 23% of the total variance in MALQ. While the Beta coefficient is not significant in Model 1, it is significant in Model 2 when SLTAS is controlled. These results made us consider that SLTAS may act as a moderator between MALQ and FLLAS.

**The effect of second language tolerance of ambiguity in the relationship between listening anxiety on metacognitive awareness**

The final research question of the study aimed to find whether there is a moderating role of ambiguity tolerance in the effect of listening anxiety on metacognitive awareness. Therefore, the moderator effect of ambiguity tolerance was tested with regression analysis. Table 13 shows the results of the analysis.

Table 13

*The Results of Regression Analysis regarding the moderator role of Ambiguity Tolerance*

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	ΔR <sup>2</sup>	F	df1	df2
1	,501	,251	,227	12,154	,020	41,263	3	368

a. Predictors: (Constant), FLLAS, SLTAS

b. Dependent Variable: MALQ

\*p<0,05.

Table 13 reveals that the path model in which the ambiguity tolerance is the moderator between metacognitive awareness and listening anxiety is significant. The model explains the 25 % of the variance of the dependent variable ( $F(3,368) = 41,263, p < .001, R^2 = .25$ ). In other words, ambiguity tolerance has a moderating effect/role in the effect of listening anxiety on metacognitive awareness. The coefficients related to the model are given in the Table 14.

Table 14

*Coefficients of Path Analysis Results*

Predictors	B	Std. Error	t	ΔR <sup>2</sup>
Constant	137,158*	9,984	13,739	0,02
FLLAS	-0,513*	0,123	-4,184	
SLTAS	-1,773*	0,283	-6,264	
Interaction	0,012*	0,004	3,169	

\*p<0,05.

Table 14 demonstrates that coefficients of the path model, including the interaction effect, are significant. When the interaction effect of the moderator variable (SLTAS) is added to the

model the effect of FLLAS on MALQ increases approximately by 3.5 times ( $-0,513 / -0,145 = 3.54$ ). This result indicates that different levels of the SLTAS changes the effect of FLLAS on MALQ. Johnson-Neyman significance test is performed to determine the region of significance of the effect between the variables (Hunka & Leighton, 1997) and it was found 36,10. This means that when the score of ambiguity tolerance is lower than 36,10 there is a negative effect of listening anxiety on metacognitive awareness. That is, if the learners have a high tolerance to ambiguity the effect of their listening anxiety levels on their metacognitive awareness is not significant. The lower the level of ambiguity tolerance is, the higher the effect of listening anxiety on metacognitive awareness will be. However, there is no effect when the score of SLTAS is above 36,10. Moreover, the chart that shows the moderator effect of ambiguity tolerance is given in Figure 12. According to Johnson- Neyman significance test low, mid, and high cut points were 23, 29 and 39 respectively.

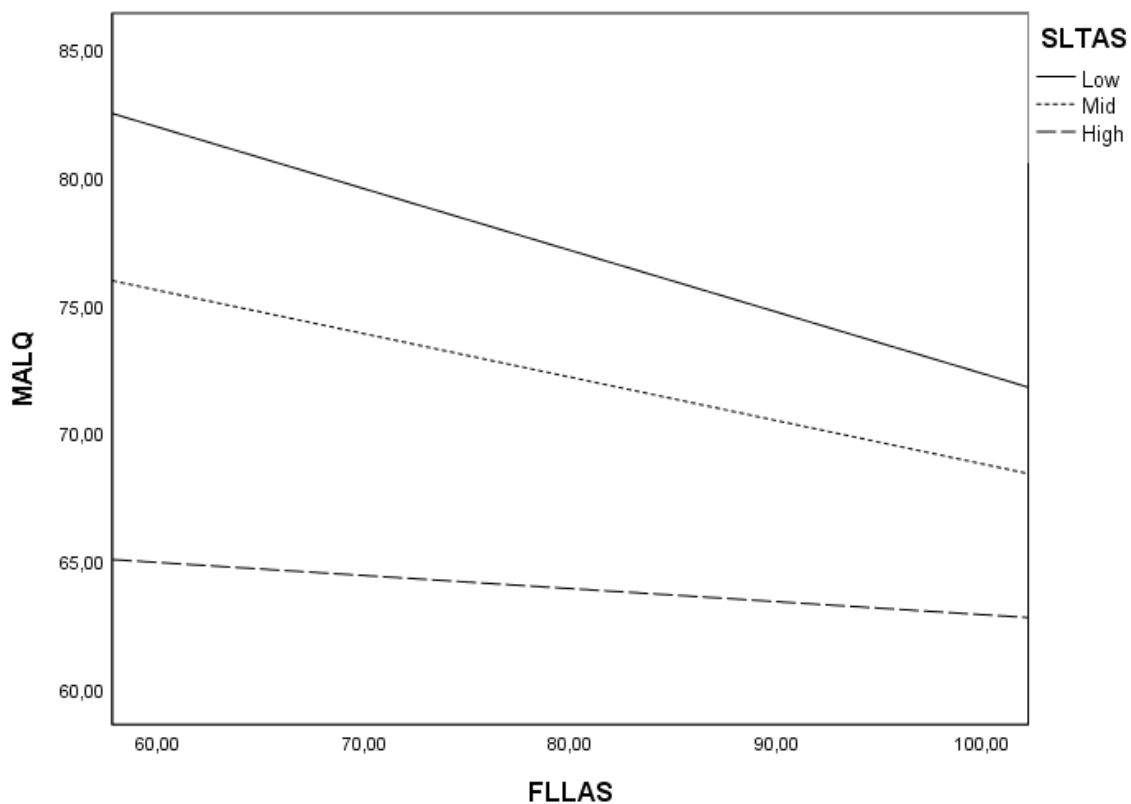


Figure 12. The moderating effect of Ambiguity Tolerance

Figure 12 shows that as the score of the SLTAS increases from low to mid-point the effect of FLLAS on MALQ is decreased. In other words, when SLTAS is in low level, one unit of change in FLLAS causes more change in MALQ compared to the change mid-level in SLTAS.

Also, when the score of SLTAS is high (here the high score is higher than 36,10) one unit of change in FLLAS causes almost no change in MALQ. That is, as the score of SLTAS decreases the effect of FLLAS on MALQ increases significantly, while there is no effect if the score of SLTAS increases, revealing the role of SLTAS as a moderator.

### **Qualitative Findings**

In addition to the quantitative findings given above, the researcher conducted individual interviews with 16 of the participants to discuss more in-depth insights for understanding the relationship between listening anxiety and metacognitive awareness. The interviews seek the answers to the following questions:

1. How do you feel during a listening task?
2. What are the strategies you use to feel/not to feel that way?
3. What kind of strategies are introduced in your listening courses? Do you find them effective?
4. What are the things that (you think) should be included in listening courses in addition to the strategies that you learn?

The first question seeks to learn about learners' psychological state during a listening task to have an idea of their comfort level. The second question aims to reveal any kind of strategies that help learners to maintain or get rid of that certain psychological state. In addition, the third and the fourth questions are included to discover the implications regarding the listening courses.

An overall analysis of the interviews shows that six of the participants felt comfortable during a listening task, while ten of them, regardless of their level of English, stated that they felt nervous or stressed. Moreover, the anxious learners mostly preferred notetaking and comprehension questions as an effective way to better their listening (APPENDIX 10).

One of the anxious participants, P1 (*B1 level*), for instance, stated that she felt '*anxious*' if she felt '*distracted*' during a listening task. She went on mentioning that she '*takes short notes as*

*a memo while listening*'. Another method she finds effective is referring to the transcript of the listening text and re-listen the audio, as given in the extract below.

*'Our instructor told us to after listening to the text one time, read the transcript and listen again, which I find extremely helpful.'* (P1)

Another participant P5 (A2 level) stated that he felt *'uneasy and nervous'* and that he feels *'relaxed'* on the condition that he can understand the accent of the person speaking in the audio or if it is a topic that he's familiar with. He adds that he finds ***'note-taking, re-listening, and follow-up questions for comprehension'*** effective for good listening. Also, he stated that it would be better if the *'lessons are more focused on different accents in English'*, so that learners like him would have a chance to practice different accents to relieve their stress. A similar answer was provided by P7 (C1 Level) who said: *'I feel very uneasy. I try not to focus on my feelings.'* However, he did not believe that ***'note-taking, comprehension questions are very effective'*** and thought that *'movies should be integrated in the listening courses as practices'*.

Another *'anxious'* participant P9 (C2 Level) state that he watches *'talk shows mostly'* as for listening input. P9 also believed a different strategy to be more effective in listening courses, as displayed in the extract below:

*'I feel very uneasy. I try to focus my attention on the task. They teach us to take notes during listening tasks, but I believe **speaking** is the best way to improve listening. Why, because you learn to differentiate the words you hear as you speak in that language. I think speaking and listening go hand-in-hand.* (P9)

In addition to the anxious learners, there were participants who felt comfortable during a listening task. One of them was P11 (C2 level) and she emphasized the importance of the practice and stated that the more you get *'exposed to the language'* the more you feel *'comfortable during a listening task'*. She also highlighted that ***'getting familiar with different accents is very important'*** and that that is why she watches *'movies in their original language or listen to music in English, because it helps you to get exposed to it (the language)'*. Participant P14 (C2 level) was another learner that stated feeling ***'relaxed and calm'*** during a listening task, and explained the process in the following extract:

*'Especially if I'm familiar with the topic of the text I feel more comfortable and I enjoy learning more about it with the help of the **comprehension questions.**'* (P14)

Moreover, P14 also believed the importance of practice outside the classroom hours by saying that:

*'Our instructors advise us to watch movies or listen to podcasts in our free time, which I believe is very important because it takes time and a lot of practice to improve listening skill and lesson hours are very limited, so... As practice, I listen to different accents, whether it's natives or not, like the interviews of my favorite singers etc. I talk to tourists when I can for instance, things like that...'*

## **CHAPTER V**

### **DISCUSSION and CONCLUSION**

The aim of this study is to examine the relationship between metacognitive awareness, listening anxiety and second language tolerance of ambiguity. To this end, both quantitative and qualitative means of data collection were employed. Metacognitive Awareness Listening Questionnaire (Vandergrift et al., 2006), Foreign Language Listening Anxiety Scale (Kim, 2000; Kılıç, 2007) and Second Language Tolerance of Ambiguity Scale (Ely, 1989; Ertan & Topkaya, 2009) was used as quantitative data collection tools, while an interview form was prepared to be used as a qualitative instrument. During the course of the study, Metacognitive Awareness Listening Questionnaire (Vandergrift et al., 2006) was adapted to Turkish and found to be a valid and a reliable instrument with one factor and 18 items. This version was employed in the study.

The first result of the findings is the negative correlation between ambiguity tolerance and listening anxiety. These results indicate that listening anxiety increases as ambiguity tolerance decreases, or vice versa. In other words, when learners are anxious during a listening task, this means that they have low levels of ambiguity tolerance and if they have low levels of anxiety, then they have high levels of ambiguity tolerance. To the best of the researcher's knowledge, there have been no studies investigating the relationship between ambiguity tolerance and listening anxiety in particular, neither in the foreign nor Turkish context. Thus, this result contributes to the field in this sense. However, the studies about the negative correlation between ambiguity tolerance and foreign language classroom anxiety or reading anxiety reveal a negative correlation between AT and anxiety variables (Asmalı, 2019; Chapelle, 1983; Dewaele, Jean-Marc, & Shan Ip, 2013; Genç, 2016). Chapelle (1983) argued that high

level of anxiety refers to low level of ambiguity tolerance, which acted as an obstacle for learners to practice the target language. Moreover, the relationship between foreign language classroom anxiety and second language tolerance of ambiguity with relation to self-rated English proficiency was investigated in the Chinese context by Dewaele, Jean-Marc, and Shan Ip (2013). They studied with 73 secondary school students and found that those who were ambiguity-tolerant were less anxious in foreign language classes and felt more proficient in English. Likewise, Sadeghi and Soleimani (2016) also found a weak, negative, and significant correlation between FL classroom anxiety and second language AT in Iranian context.

Similarly, Asmalı (2019) investigated the relationship between reading anxiety and second language tolerance of ambiguity with respect to the self-perceived communication competence with Turkish learners of English. With the participation of 156 students, the result of the study revealed that anxiety had a negative correlation with AT and self-perceived communication competence. The results were similar to the study of Dewaele, Jean-Marc, and Shan Ip (2013) even though the sample of the previous study included fewer participants with a lower age range. Genç (2016), on the other hand, focused on the relationship between reading anxiety and AT drawing on the previous studies which investigated the FL classroom anxiety and AT. The study included 295 Turkish EFL students and found that second language ambiguity tolerance was a strong and negative predictor of FL reading anxiety together with gender and FL reading success variables. We can conclude that the basis for the negative correlation between the different types of anxiety and second language tolerance of ambiguity is that the more tolerant the learners are, the more comfortable they are, and therefore, the less anxious they are.

Another significant finding of the results is the negative significant correlation between ambiguity tolerance and metacognitive awareness in listening. This means that when one of these two variables increases the other one decreases. Although there are no studies that examined the relationship between second language AT and metacognitive awareness in listening specifically, studies show that there is a negative correlation between metacognitive variables such as metacognitive strategy use in language learning or reading metacognitive awareness and second language AT. Ely (1989), for instance, found that AT is a negative predictor of metacognitive strategy use in language learning. Namely, AT correlates with metacognitive strategies negatively. Likewise, Sadeghi and Soleimani (2016) found that low ambiguity-tolerant learners used more metacognitive strategies than high-ambiguity tolerant

and mid-ambiguity tolerant learners. Kamran and Maftoon (2012), on the other hand, found no correlation between reading strategy awareness and second language AT in their study with 114 Iranian students.

With the help of the studies on the topic, we can infer that the high level of ambiguity tolerance may indicate indifference towards the FL input, therefore students may not be inclined to use strategies since they do not consider there is an ambiguous situation to cope with. Lower levels of AT, on the other hand, may imply a high level of metacognitive awareness as a method of coping with the ambiguous stimuli. These findings, therefore, support the claim that a moderate level of AT has a positive effect in the strategy use and language learning process in general (Ely, 1989; Erten & Topkaya, 2009).

Moreover, the findings revealed no correlation between metacognitive awareness and listening anxiety, which contradicts some of the findings in the literature as there are studies that show a negative correlation between the two variables (Berber & Gönen, 2017; Genç, Kuluşaklı, & Aydın, 2016; Golchi, 2012; Han, 2014; Movahed, 2014). Golchi (2012), for instance, studied the difference in strategy use of language learners depending on their level of listening anxiety. He found that only metacognitive strategy use differed based on the level of listening anxiety: high anxious learners used less metacognitive strategy than low anxious learners. This result implies that the more learners are aware of the metacognitive strategies the less they feel anxious. Berber and Gönen (2017) found a similar result in the Turkish context. Their study revealed that low-anxious learners used cognitive and metacognitive strategies the most; however, there was a statistically significant difference between high-anxious and low-anxious learners in terms of metacognitive strategy use. The former used less metacognitive strategy than the latter. The difference of the data collection instruments for strategy use and the number of participants may be of an importance in the difference of the findings. Another reason could be the difference between the learners, in our study the participants are preparatory school students, while Berber and Gönen (2017) used ELT first year students in their study.

In this regard, Han (2014) asserts that although they are independent from each other, metacognitive strategy use and listening anxiety are closely related in the sense that one provides a planned and controlled process, while the other stems from uncontrollability. He found a negative correlation between the two, claiming that the ones with higher anxiety used

less effective metacognitive strategies in listening. This is also proven by Movahed (2014), who conducted an experimental study to examine the effect of metacognitive strategy instruction on listening comprehension, metacognitive awareness and listening anxiety in Iranian context. The results showed that listening anxiety levels decreased as the metacognitive awareness levels increased with the help of the instruction. In this regard, Genç, Kuluşaklı, and Aydın (2016) found a significant negative relationship between metacognitive strategy use and listening anxiety, in which they studied with Turkish EFL learners to investigate the effect of metacognitive strategy use on listening anxiety. They found a negative correlation between metacognitive strategy use and listening anxiety. They further suggested that the metacognitive awareness levels of the learners should be increased to help manage their listening anxiety levels. As can be seen from the literature, there is a negative correlation between metacognitive awareness and listening anxiety, which is contradicted by our findings.

Although our quantitative findings are in contrast with the literature, qualitative data showed that learners who felt nervous or anxious during a listening task tended to use cognitive strategies more and did not mention any kind of metacognitive strategy use. Additionally, high-anxious students tended to use cognitive strategies like notetaking and elicitation (comprehension questions) and mentioned no metacognitive strategies. This finding is in line with the literature that high-anxious learners tend to use cognitive strategies (Berber and Gönen, 2017; Han, 2014; Movahed, 2014). Also, more proficient learners use metacognitive strategies like directed attention in addition to the cognitive ones like notetaking. In addition, we can see that low-anxious learners plan and manage their own learning process both during and outside the classroom hours in which they were assigned a listening task and use selective attention and directed attention during a listening task, which are one of the metacognitive strategies. Again, these findings also support the studies that are mentioned previously (Berber and Gönen, 2017; Han, 2014; Movahed, 2014). The difference between our qualitative and quantitative results with regard to the metacognitive strategy use and listening anxiety could be caused by another variable interfering with the relationship between the two and therefore cannot be detected through qualitative means of data collection.

Another point is the difference between our quantitative results and the related studies in the literature in this regard. There could be several reasons for this contradiction including different data collection instruments, different levels of proficiency of the participants, or there should be another variable that affects the relationship between the two in different contexts.

A different variable may interfere with the relationship between these two variables which may cause them to have no relationship at all. Therefore, with another variable, we consider that there might be an effect between listening anxiety and metacognitive awareness. Thus, our last research question was aimed at revealing this effect, which brings us to the results of moderator effect of ambiguity tolerance in the effect of listening anxiety on metacognitive awareness.

The results of the path analysis have revealed that the moderator role of ambiguity tolerance in the effect of listening anxiety on metacognitive awareness was significant. If the score of SLTAS was lower than 36,10, there is a medium negative and significant effect of listening anxiety on metacognitive awareness. However, if the score was higher than 36,10, there was no effect of FLLAS on MALQ. This result indicates that if the learners are high-tolerant then there is no effect between listening anxiety and metacognitive awareness. This result is one of the significant findings of the study since there has been no study that investigated the role of second language ambiguity tolerance in this particular relationship in this manner. This finding indicates that the relationship between metacognitive awareness and listening anxiety is moderated and therefore affected by second language ambiguity tolerance. The moderator role also explains why there was no correlation between listening anxiety and metacognitive awareness in the previous findings. In other words, it seems that since the ambiguity scores of our particular sample is high, there is no relationship between their listening anxiety and metacognitive awareness.

## **Conclusion**

The aim of this study was to examine the role of ambiguity tolerance in the relationship between metacognitive awareness and listening anxiety. The role of ambiguity tolerance in language learning, strategy use, and anxiety has been discussed and investigated in several contexts and revealed that ambiguity tolerance is a strong predictor of strategy use and negatively correlated with the anxiety variables in language learning (see for example Chapelle & Roberts,1986; Ely, 1989; Kazamina, 1999; Sadeghi & Soleimani, 2016; Soodmand, Afshar & Khasemy, 2019). However, to this day, there has been no research conducted with Turkish EFL learners regarding the effect of AT between metacognitive awareness and listening anxiety, or in any foreign context for that matter.

To this end, four data collection tools were used: (1) Metacognitive Awareness Listening Questionnaire (MALQ) (2) Foreign Language Listening Anxiety Scale (FLLAS) (3) Second Language Tolerance of Ambiguity Scale (SLTAS) (4) An Interview Form prepared by the researcher. MALQ was adapted to Turkish to better benefit from the scale. The adapted version of the scale yielded reliable and valid results, ready to be used in the study, which is another important contribution of the study.

The results contributed to the field in several points. The first one is that there is a significant negative correlation between ambiguity tolerance and listening anxiety, which is a plausible finding considering that the term tolerance of ambiguity implicates a degree of comfort and intolerance manifests anxiety. Also, although there has been no study that relates AT directly to listening anxiety, AT has a negative correlation with the other anxiety variables in the field. Therefore, this result is significant in Turkish EFL context and may be supported by the studies in other contexts in the future. Another finding is the negative correlation between metacognitive awareness and listening anxiety, which contradicts the findings of both our qualitative findings and studies in different contexts. Also, a negative correlation between ambiguity tolerance and metacognitive awareness was revealed, which is supported by several studies in literature. This finding is important in the sense that there is no study that investigated the two variables with respect to listening skill in Turkish EFL context.

The third one is that there is no relationship between metacognitive awareness and listening anxiety in the quantitative data, which was contradictory considering the studies conducted so far. Qualitative findings, on the other hand, showed that anxious learners used cognitive strategies more since they find them more effective, while low-anxious learners seemed to be aware of their learning process and practiced outside the classroom by watching *'talk shows for different accents'* or *'movies without subtitles'* and that they tried to *'focus their attention during a listening task (directed attention)'*, which also a metacognitive strategy. These results supported the literature in the sense that there seems to be a negative correlation between listening anxiety levels and metacognitive strategy use of the learners.

Finally, it was found that second language ambiguity tolerance has a moderator role in the relationship between metacognitive awareness in listening and listening anxiety in the Turkish EFL context. In other words, the relationship between listening anxiety and listening

metacognitive awareness is affected by learners' level of ambiguity tolerance. The contribution of the study in Turkish context is emphasized in this sense.

### **Implications**

One of the contributions and results of this study is the learners' opinions as to their perceptions about effective listening methods that can be integrated into the listening courses to reduce learners' anxiety levels. These are including practicing with different accents of English as listening tasks or assigning more listening tasks outside the classroom since the classroom hours are limited and practice makes them less anxious. This can be considered as an implication for the increase in the English as a Lingua Franca (ELF) practice in language classrooms, by integrating various accents in the listening courses and not only focusing on the British and American accents. In this context, it is claimed that there is a lack of descriptive studies for the application of ELF-focused curricula (Seidhofer, 2005), which focuses on the cross-cultural nature of English and acknowledges the different varieties of English in multilingual communities. Therefore, the focus in the language classrooms may be shifted from teaching perfect English, to teaching English as a way of '*contact language*' and as a language of communication among people with different native languages. These activities can also be used to increase the level of ambiguity tolerance considering the fact that different accents act as ambiguous stimuli that raise learners' anxiety level during a listening task and the effectiveness of the activities can be investigated in this sense. In this context, Wallace (2012), suggests *critical reading* as an ELF activity in language classrooms, to promote cultural competence as well as linguistic. Another suggestion is the integration of the *digital media and social network* in the classroom as a way of gaining global literacy and overcoming the accuracy in teaching. They claim that all skills can be fostered through digital media, recommending several websites, such as Simple English Wikipedia for reading skills, Purdue Online Writing Lab for writing skill and grammar practices, English Central website which offers a variety of pronunciations, intonation and stress patterns for listening and speaking practices. The idea was that digital platforms bring together people with different backgrounds to interact, which forms the basis for the understanding of ELF. Another point of view is that focusing on learners' language learning strategies and highlighting pragmatic and sociolinguistic awareness with communicative and negotiation strategies for ELF purposes.

Additionally, the adapted version of Metacognitive Awareness Listening Questionnaire can be used as a tool to increase the learners' metacognitive awareness levels in the Turkish context as it was used by Sahragard et al. (2015) and was found effective. Moreover, metacognitive awareness-raising activities, such as self-check or self-assessment instruments, or metacognitive instruction can be included in the classrooms, in which way learners can be guided to control their learning progress. In this context, Vandergrift and Goh (2012) introduced '*a sequence of metacognitive activities*' for listening with the aim of developing learners' metacognitive awareness. An example of these activities is given in APPENDIX 11.

### **Future Studies**

The results yielded several research ideas for future studies. One of them is, the structural equation model can be used with a larger sample and more variables. Experimental design can be performed with low and medium ambiguity tolerant (those who have lower scores than 36,10 learners to decrease the level of listening anxiety and increase metacognitive awareness in listening. In addition, the effect of these three variables on listening comprehension can be investigated to see how much of the variance is explained by each variable. Since there is a lack of study with these variables in listening, future studies may examine each of these variables' effect on listening comprehension.

Another suggestion could be about the investigation of the effect of ELF practice on listening anxiety and ambiguity tolerance. That is, an experimental study can be conducted by developing ELF-based syllabus and measuring its effectiveness. Moreover, the causal-comparative studies can be conducted to determine variables that affect ambiguity tolerance in listening comprehension. In addition, the effect of ambiguity tolerance in listening skill is under-researched; therefore, researchers in the fields can focus on this particular variable in future studies. In this regard, instructors can determine the level of ambiguity tolerance of learners and design the syllabi of listening courses accordingly and conduct and test the effectiveness of the syllabi.

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## **APPENDICES**

## APPENDIX 1. Metacognitive Awareness Listening Questionnaire (English Version)

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

## APPENDIX 2. Metacognitive Awareness Listening Questionnaire (Turkish Version)

<b>Üstbilişsel Dinleme Farkındalığı Ölçeği (MALQ)</b>		<b>Kesinlikle katılmıyorum</b>	<b>Katılmıyorum</b>	<b>Kısmen katılmıyorum</b>	<b>Kısmen katılıyorum</b>	<b>Katılıyorum</b>	<b>Kesinlikle katılıyorum</b>
<b>1</b>	Dinlemeye başlamadan önce nasıl dinleyeceğime dair kafamda bir plan vardır.	1	2	3	4	5	6
<b>2</b>	Dinlerken anlayamadığım zaman metne iyice yoğunlaşıyorum.	1	2	3	4	5	6
<b>3</b>	Dinlerken kafamda tercümesini yaparım.	1	2	3	4	5	6
<b>4</b>	Dinlerken anlayamadığım kelimelerin tahmin etmek için anladığım kelimelerden faydalanırım.	1	2	3	4	5	6
<b>5</b>	Dinleme esnasında dikkatim dağıldığında derhal dikkatimi toplarım.	1	2	3	4	5	6
<b>6</b>	Dinlerken anladıklarımı konu hakkında bildiklerim ile karşılaştırırım.	1	2	3	4	5	6
<b>7</b>	Anlamamı kolaylaştırmak için bilgi ve deneyimlerimden faydalanırım.	1	2	3	4	5	6
<b>8</b>	Dinlemeye başlamadan önce daha önce dinlemiş olabileceğim benzer metinleri düşünürüm.	1	2	3	4	5	6
<b>9</b>	Dinlerken anahtar kelimeleri tercüme ederim.	1	2	3	4	5	6
<b>10</b>	Dikkatim dağıldığında tekrar dikkatimi toplamaya çalışırım.	1	2	3	4	5	6
<b>11</b>	Dinlerken metin hakkındaki yorumumun doğru olmadığını fark edersen hemen düzeltirim.	1	2	3	4	5	6
<b>12</b>	Dinledikten sonra nasıl dinlediğimi ve bir sonraki sefere neyi farklı yapabileceğimi tekrar düşünürüm.	1	2	3	4	5	6
<b>13</b>	İngilizce dinlerken kendimi gergin hissetmem.	1	2	3	4	5	6
<b>14</b>	Anlamadığım sözcüklerin anlamlarını tahmin etmek için metnin genel fikrinden yararlanırım.	1	2	3	4	5	6
<b>15</b>	Dinlerken kelime kelime tercüme ederim.	1	2	3	4	5	6

<b>16</b>	Bir sözcüğün anlamını tahmin ettiğimde tahminim anlamlı olup olmadığını anlamak için, duyduklarımın hepsini gözden geçiririm.	1	2	3	4	5	6
<b>17</b>	Dinlerken belirli aralıklarla anlama düzeyimi yeterli bulup bulmadığımı kendime sorarım.	1	2	3	4	5	6
<b>18</b>	Dinlerken aklımda bir hedefim vardır.	1	2	3	4	5	6

### **APPENDIX 3. Foreign Language Listening Anxiety Scale (English Version)**

- 1- When listening to English, I tend to get stuck on one or two unknown words. 1 2 3 4 5
- 2- I get nervous if a listening text is read only once during English listening texts. 1 2 3 4 5
- 3- When someone pronounces the words differently from the way I pronounce them, I find it difficult to understand. 1 2 3 4 5
- 4- When a person speaks English very fast, I worry that I worry that I might not understand all of it.  
1 2 3 4 5
- 5- I am nervous when I am listening to English if I am not familiar with the topic. 1 2 3 4 5
- 6- It is easy to guess about the parts that I miss while listening to English. 1 2 3 4 5
- 7- If I let my mind drift even a little bit while listening to English, I worry that I will miss important ideas. 1 2 3 4 5
- 8- When I am listening to English, I am worried when I can't watch the lips or facial expression of a person who is speaking. 1 2 3 4 5
- 9- During English listening tests, I get nervous and confused when I don't understand every word. 1 2 3 4 5
- 10- When listening to English, it is difficult to differentiate the words from one another. 1 2 3 4 5
- 11- I feel uncomfortable in class when listening to English without the written text. 1 2 3 4 5
- 12- I have difficulty understanding oral instructions given to me in English. 1 2 3 4 5
- 13- It is hard to concentrate on what English speakers are saying unless I know them well. 1 2 3 4 5
- 14- I feel confident when I am listening in English. 1 2 3 4 5
- 15- When I am listening to English, I often get so confused I can't remember what I have heard. 1 2 3 4 5
- 16- I fear I have inadequate background knowledge of some topics when listening in English. 1 2 3 4 5
- 17- My thoughts become jumbled and confused when listening to important information in English. 1 2 3 4 5

- 18- I get worried when I have little time to think about what I hear in English. 1 2 3 4 5
- 19- When I am listening to English, I usually end up translating word by word without understanding the contents. 1 2 3 4 5
- 20- I would rather not have to listen to people speak English at all. 1 2 3 4 5
- 21- I get worried when I can't listen to English at my own pace. 1 2 3 4 5
- 22- I keep thinking that everyone else except me understands very well what an English speaker is saying. 1 2 3 4 5
- 23- I get upset when I'm not sure whether I understand what I am listening to in English.
- 24- When a person speaks English very quietly, I am worried about understanding. 1 2 3 4 5
- 25- I have no fear of listening in English as a member of an audience. 1 2 3 4 5
- 26- I am nervous when listening to an English speaker on the phone or when imagining a situation where I listen to an English speaker on the phone. 1 2 3 4 5
- 27- I feel tense when listening to English as a member of a social gathering or when imagining a situation where I listen to English as a member of a social gathering. 1 2 3 4 5
- 28- It is difficult for me to listen to English when there is a little bit of background noise.
- 29- Listening to new information in English makes me uneasy. 1 2 3 4 5
- 30- I get annoyed when I come across words that I don't understand while listening to English.
- 31- English stress and intonation seem familiar to me. 1 2 3 4 5
- 32- When listening to English, I often understand the words but still can't quite understand what the speaker means. 1 2 3 4 5
- 33- It frightens me when I cannot catch a key word of an English listening passage. 1 2 3 4 5

#### APPENDIX 4. Foreign Language Listening Anxiety Scale (Turkish Version)

No	<p><i>Değerli katılımcı,</i></p> <p><i>Bu anket, sizlerin yabancı dilde dinleme ile ilgili sorunlarınızın tespitine yönelik olarak Kim (2000) tarafından hazırlanmıştır. Sorulara vereceğiniz yanıtlar Gazi Üniversitesi İngiliz Dili Eğitimi Bölümü'nde bir yüksek lisans tezi için kullanılacak olup yabancı dil öğrencilerinin yabancı dilde dinlemeye karşı tutumlarının öğrenilmesi açısından önem taşımaktadır. Vereceğiniz kişisel bilgiler kesinlikle gizli tutulacaktır. Katkılarınız için şimdiden teşekkür ederim.</i></p> <p style="text-align: center;">Yüksek Lisans öğrencisi: <b>Büşra Nur Durmaz</b> Danışmanı: <b>Doç. Dr. Asuman Aşık</b></p> <p>Öğrenci numarası: _____ Cinsiyet: (K) (E)</p> <p>Hazırlık seviyesi: _____ Yaş: _____</p>	Kesinlikle katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Kesinlikle katılıyorum
		1	Kelimeler benim telaffuz ettiğimden farklı bir şekilde telaffuz edilirse anlamakta zorlanırım.	1	2	3
2	Birisi İngilizceyi çok hızlı konuştuğunda, tüm konuşulanları anlamayacağımdan endişelenirim.	1	2	3	4	5
3	İngilizce dinlerken, konuya aşına değilsem kaygılanırım	1	2	3	4	5
4	İngilizce dinlerken kaçırdığım kısımları tahmin etmekte zorlanmam.	1	2	3	4	5
5	İngilizce konuşurken konuşan kişinin dudaklarını ya da yüz ifadesini göremezsem endişelenirim.	1	2	3	4	5
6	İngilizce dinleme sınavları esnasında, her kelimeyi anlamazsam kaygılanırım ve kafam karışır.	1	2	3	4	5
7	İngilizce dinlerken, kelimeleri birbirinden ayırt etmekte zorlanırım	1	2	3	4	5
8	Sınıfta yazılı metin olmadan İngilizce dinlediğimizde endişelenirim	1	2	3	4	5
9	Bana verilen İngilizce sözlü talimatları anlamakta zorlanırım	1	2	3	4	5
10	İngilizce dinlerken kendime güvenirim	1	2	3	4	5
11	İngilizce dinlerken bazı konularda yetersiz temel bilgiye sahip olduğumdan korkarım.	1	2	3	4	5
12	İngilizcede önemli bilgiler dinlerken, düşüncelerim iç içe geçer ve birbirine karışır.	1	2	3	4	5

13	İngilizcede duyduklarımı düşünecek zamanım az olduğunda endişelenirim	1	2	3	4	5
14	İngilizce dinlerken, kendimi içeriği anlamadan kelimeleri tek tek çevirmeye çalışırken bulurum.	1	2	3	4	5
15	Duyduğum İngilizce konuşmaların hızını kendim belirleyemediğimde endişelenirim.	1	2	3	4	5
16	Benim dışımda herkesin İngilizce konuşan kişinin ne dediğini anladığımı düşünürüm.	1	2	3	4	5
17	İngilizcede dinlediğim şeyi anlayıp anlamadığımdan emin olamadığımda huzursuz olurum.	1	2	3	4	5
18	Bir dinleyici topluluğunun üyesi olarak İngilizce dinlemekten korkmam.	1	2	3	4	5
19	Telefonda İngilizce konuşan birisini dinlediğimde veya böyle bir durumu hayal ettiğimde endişelenirim.	1	2	3	4	5
20	Yeni bilgileri İngilizce dinlemek beni rahatsız eder.	1	2	3	4	5
21	İngilizce dinlerken anlamadığım kelimelerle karşılaştığımda kaygılanırım.	1	2	3	4	5
22	İngilizce vurgu ve tonlamaya alışığım.	1	2	3	4	5
23	İngilizce dinlerken kelimeleri genelde anlarım ancak tam olarak konuşmacının ne demek istediğini anlayamam.	1	2	3	4	5
24	İngilizce bir dinleme parçasındaki anahtar bir kelimeyi yakalayamadığımda, konuyu anlayamayacağımdan korkarım.	1	2	3	4	5

**APPENDIX 5. Second Language Tolerance of Ambiguity Scale**

Please read each statement carefully and identify the degree to which you agree with them.	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1- When reading something in English, I feel impatient when I don't totally understand the meaning.	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>
2- It bothers me that I don't understand everything the teacher says in English.	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>
3- When I write English compositions, I don't like it when I can't express my ideas exactly.	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>
4- It is frustrating that sometimes I don't understand completely some English grammar.	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>
5- I don't like the feeling that my English pronunciation is not quite correct.	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>
6- I don't enjoy reading something in English that takes a while to figure out completely.	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>
7- It bothers me that even though I study English grammar, some of it is hard to use in speaking and writing.	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>
8- When I'm writing in English, I don't like the fact that I can't say exactly what I want.	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>
9- It bothers me when the teacher uses an English word I don't know.	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>
10- When I'm speaking in English, I feel uncomfortable if I can't communicate my ideas clearly.	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>
11- I don't like the fact that sometimes I can't find English words that mean the same as some words in my own language.	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>
12- One thing I don't like about reading in English is having to guess what the meaning is.	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>

## APPENDIX 6. İkinci Dilde Belirsizlik Hoşgörüsü Ölçeği (Turkish Version)

No	İkinci Dilde Belirsizlik Hoşgörüsü Ölçeği <i>Lütfen aşağıdaki ifadeleri dikkatle okuyun ve katılma derecelerinizi belirtin.</i>	Kesinlikle katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Kesinlikle katılıyorum
1	İngilizce bir şey okurken, anlamını tam olarak anlamadığımda kendimi sabırsız hissediyorum.	1	2	3	4	5
2	Öğretmenin İngilizce söylediği her şeyi anlamamak canımı sıkıyor.	1	2	3	4	5
3	İngilizce kompozisyon yazdığımda, fikirlerimi tam olarak ifade edememek hoşuma gitmiyor.	1	2	3	4	5
4	Bazı İngilizce dilbilgisini hiç anlamamak çok sinir bozucu.	1	2	3	4	5
5	İngilizce telaffuzumun tam olarak doğru olmadığını hissetmek hoşuma gitmiyor.	1	2	3	4	5
6	Tam olarak anlaması vakit alan İngilizce bir şeyi okumaktan zevk almıyorum.	1	2	3	4	5
7	İngilizce dilbilgisine çalışmama rağmen, bazılarını okuma ve yazmada kullanmanın zor olması canımı sıkıyor.	1	2	3	4	5
8	İngilizce yazarken, tam olarak istediğim şeyi söyleyememeyi sevmiyorum	1	2	3	4	5
9	Öğretmen bilmediğim bir İngilizce kelime kullandığında canım sıkılıyor.	1	2	3	4	5
10	İngilizce konuşurken fikirlerimi açıkça ifade edemezsem kendimi rahat hissetmiyorum.	1	2	3	4	5
11	Kendi dilimdekilerle aynı anlama gelen İngilizce kelimeleri bazen bulamıyor olmak hoşuma gitmiyor.	1	2	3	4	5
12	İngilizce okurken sevmediğim şeylerden biri de anlamın ne olduğunu tahmin etmeye çalışmaktır.	1	2	3	4	5

## APPENDIX 7. Individual Interview Form

### Bireysel Görüşme Formu

Bu form yabancı dil dinleme becerileri ile ilgili sorunların tespitine yönelik olarak hazırlanmış olup Gazi Üniversitesi İngiliz Dili Eğitimi Bölümü'nde bir yüksek lisans tezi için kullanılacaktır. Görüşme sırasında sorulacak sorular yabancı dilde dinlemeye karşı tutumlarının öğrenilmesi açısından önem taşımaktadır. Görüşme yaklaşık 20 dakika sürecektir. Verilen kişisel bilgileriniz kesinlikle gizli tutulacak olup gerek araştırma yürütülürken gerek yayımlandığında herhangi bir kişi/kuruluş ile paylaşılmayacaktır. Çalışmaya katılım gönüllülük esasına dayalı olup görüşme sırasında herhangi bir sebep göstermeden çekilebilirsiniz. Görüşme anında araştırmacı tarafından not tutulacak olup görüşme sonunda metni okumanız ve onaylamanız için size verilecektir. Görüşmeye katılmadan önce ya da sonrasında aklınıza gelebilecek soruları araştırmacıya istediğiniz zaman sorabilirsiniz. Araştırmaya katılmayı tercih ediyorsanız lütfen aşağıya imza atınız.

Katkılarınız için şimdiden teşekkürler.

**İmza:**

**Tarih:**

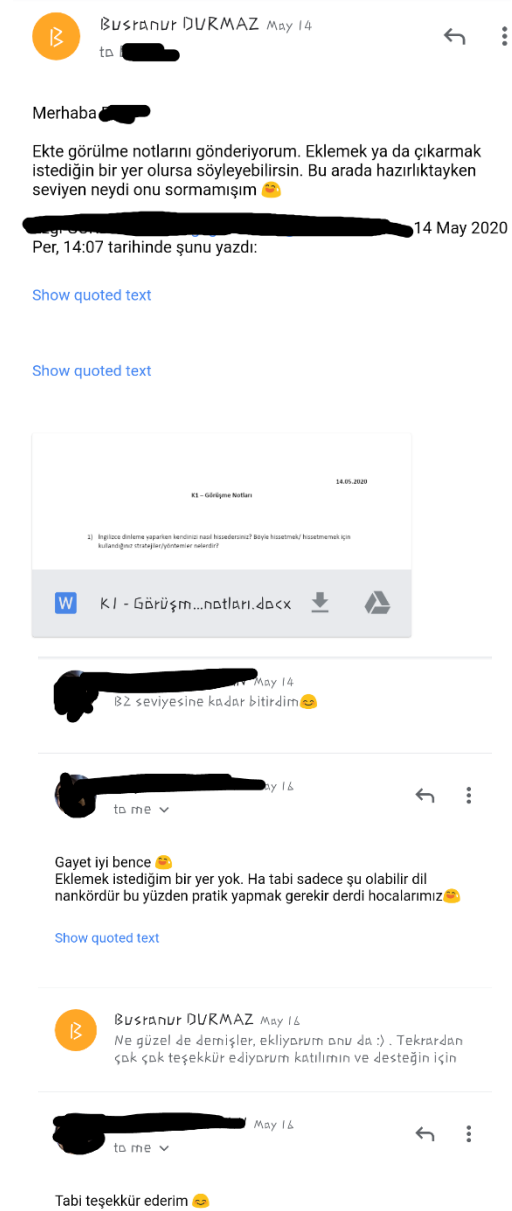
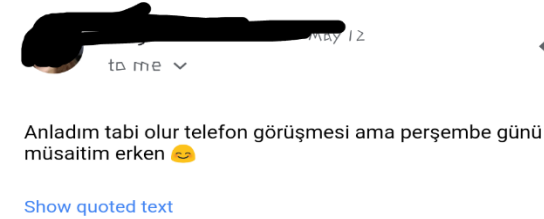
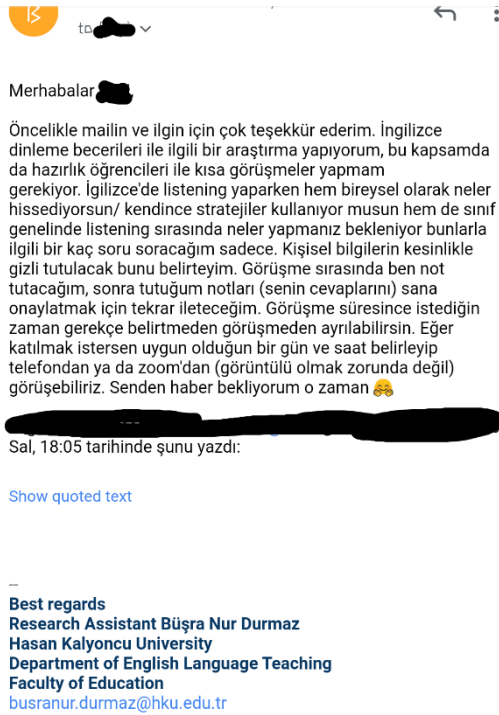
**Yüksek Lisans öğrencisi:** Büşra Nur Durmaz

busranur.durmaz@hku.edu.tr

**Danışmanı:** Doç. Dr. Asuman Aşık

- 1) İngilizce dinleme yaparken kendinizi nasıl hissedersiniz?**
- 2) Böyle hissetmek/ hissetmemek için kullandığınız stratejiler/yöntemler nelerdir?**
- 3) İngilizce derslerinizde yabancı dil dinleme etkinliklerinde daha etkin dinleme yapmanız için ne tür stratejiler öğretiliyor? Bu stratejiler sizce ne kadar etkili?**
- 4) Derste öğretilen İngilizce dinleme stratejilerine ek olarak ne öğretilmesini isterdiniz?**

## APPENDIX 8. An Example of a Consent Form via E-Mail



## APPENDIX 9. Ethics Committee Approval

Evrak Tarih ve Sayısı: 21.05.2020-E.55701



T.C.  
**GAZİ ÜNİVERSİTESİ**  
Ölçme Değerlendirme Etik Alt Çalışma Grubu



Sayı : 91610558-302.08.01-  
Konu : Bilimsel ve Eğitim Amaçlı

### EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 10.03.2020 tarihli ve E.37163 sayılı yazı.

İlgi yazınız ile göndermiş olduğunuz, Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans Öğrencisi Büşra Nur DURMAZ'ın, Doç.Dr.Asuman AŞIK'ın danışmanlığında yürüttüğü *"The Relationship Between Listening Metacognitive Awareness, Foreign Language Listening Anxiety and Listening Comprehension of Turkish Efl Students"* adlı tez çalışması ile ilgili konu Kurulumuzun 07.04.2020 tarih ve 04 sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır  
Prof. Dr. İsmail KARAKAYA  
Kurul Başkanı

Araştırma Kod No: 2020-253

Ek: 1 Liste





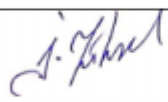


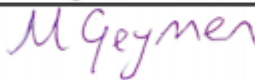



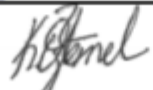


Emniyet Mahallesi Bandırma Caddesi No :6/1 06560 Yenimahalle/ANKARA  
Tel:0 (312) 202 20 57 - 0 (312) 2... Faks:0 (312) 202 38 76  
İnternet Adresi :<http://etikkomisyon.gazi.edu.tr/>

Bilgi için :Esengül BOŞNAK  
Birim Evrak Sorumlusu  
Telefon No:03122022666

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

**GAZİ ÜNİVERSİTESİ**  
**ÖLÇME VE DEĞERLENDİRME ETİK ALT ÇALIŞMA GRUBU**  
**KATILIM LİSTESİ**

TOPLANTI TARİHİ : 07.04.2020		TOPLANTI SAYISI : 04	
ADI – SOYADI		İMZA	
Prof. Dr. İsmail KARAKAYA Başkan			
Prof.Dr.C.Haluk BODUR			
Prof.Dr.Seçil ÖZKAN			
Prof.Dr.Cevriye TEMEL GENCER			
Prof.Dr.İsmet YÜKSEL			
Prof.Dr.Aymelek GÖNENÇ			
Prof.Dr.Gülây BAYRAMOĞLU			
Prof.Dr.Makbule GEZMEN KARADAĞ			
Doç.Dr.Zehra GÖÇMEN BAYKARA			
Doç.Dr.Nihan KAFA			
Doç.Dr.İlyas OKUR			
Doç.Dr.Kemal ÖZTEMEL			
Doç.Dr.Necdet KARASU		KATILAMADI	

## APPENDIX 10. The Examples from Individual Interviews

### Anxious Learners

Eğer dikkatim dağılırsa çok telaşlanıyorum.Hatırlatıcı, kısa *notlar almaya* çalışıyorum. Hocamız bir kere dinledikten sonra transkripti okuyup tekrar dinlememizi söylemişti.Bence bu baya etkili oluyor. Yani çok pratik yapmak lazım, mesela eskiden ben filmleri altyazılı izlerdim, ama sonra fark ettim ki altyazısız da anlayabiliyorum.

P1 ( B1 level)

‘Çok tedirgin hissediyorum aslında. Rahatlamaya çalışıyorum. Eğer konuşan kişinin aksanını anlayabiliyorsam ya da bildiğim bir konuysa rahatlıyorum. Yani bence *not tutma, tekrar dinleme ve dinlediğini anlama soruları* çok faydalı oluyor. Ama dersler farklı aksanlara odaklansa çok daha iyi olur bence. Ders dışında VoScreen uygulamasını kullanıyorum çalışmak için.

P5 (A2 level)

‘Çok gergin ve stresli oluyorum ben. Hislerime odaklanmamaya çalışıyorum. Bence derste öğretilen stratejiler, yani not tutma, dinlediğini anlama soruları falan çok etkili değil. Yani bence yabancı filmler daha çok dahil edilmeli derslere (dinleme aktivitesi olarak). O yüzden mesela ben kendim yabancı dizi/film seyretmeye çalışıyorum ya da video oyunu oynuyotum.

P7 (C1 Level)

‘Çok kaygılı hissediyorum. Dikkatimi toparlamaya çalışıyorum. Bize not almayı öğretiyorlar sınıfta ama bence dinlemeyi geliştirmek için konuşmak gerek. Neden yani çünkü o zaman dinlerken duyduğun kelimeleri ayırtırmayı öğreniyorsun. Bence dinleme ve konuşma birbirini tamamlıyor. Ders dışında genelde sohbet programlarını izliyorum.

P9 (C2 Level)

## Comfortable Learners

‘Gayet rahatım. Zamanla (dile) alışmak, maruz kalmak önemli bence. Bunun için film izliyorum, müzik dinliyorum. Not almak da çok etkili, kulak dolgunluğu için farklı aksanlar da önemli. Ama ek olarak (dinleme parçasında) önemli noktaları yakalamak için bir metot öğretilbilir yani.

P10 (C2 level)

‘Çok rahat hissederim. Bence pratik yapmak çok önemli, o yüzden elimden geldiği kadar alıştırmaya çalışıyorum. Filmler, diziler, çeşitli konularda videolar izlemeye çalışıyorum. Bir de en önemlisi **odaklanmak**. Derslerde özellikle odaklanmamız için uygun koşullar sağlanıyor.’

P13 (C2 level)

‘Sakin ve rahat hissederim. Özellikle bildiğim bir konuysa daha da rahatlarım ve anlama soruları sayesinde konuyla ilgili daha çok şey öğrenmek hoşuma gidiyor. Hocalarımız film izlememizi, podcast dinlememizi öneriyorlar, bence de önemli çünkü dinlemeyi geliştirmek için çok pratik yapmak lazım ve ders saati çok kısıtlı, o yüzden... Ben de farklı aksanlarla dinleme yapmayı seviyorum, native olsun olmasın, yani mesela sevdiğim şarkıcıların röportajlarını izliyorum falan. Fırsatım olursa turistlerle konuşmaya çalışıyorum, bu gibi şeyler...

P14 (C2 level)

## APPENDIX 11. Sample Guide for Self-Directed Listening

<b>Plan for Directing My Listening/Viewing Activity</b>	
Date: _____	
Title of selected recording: _____ Source: _____	
I selected it because: _____	
<b>Before I Listen/View</b>	
<p>1. Setting my goal</p> <ul style="list-style-type: none"> <li>• What do I hope to achieve from listening to/viewing this recording?</li> <li>• How many times should I listen to/view it?</li> </ul>	
<p>2. Preparing to listen</p> <ul style="list-style-type: none"> <li>• What do I know about this topic?</li> <li>• What type of information can I expect to hear?</li> <li>• What words can I expect to hear? (Use a dictionary, if necessary.)</li> <li>• What difficulties can I expect?</li> <li>• What strategies should I use?</li> </ul>	
<b>After I Listen/View</b>	
<p>3. Evaluating my listening</p> <ul style="list-style-type: none"> <li>• What have I understood?</li> <li>• Was I able to make use of my prior knowledge about the topic?</li> <li>• What difficulties did I face? Were my strategies useful?</li> <li>• Write some words and phrases you heard.</li> <li>• What have I learned about learning to listen from this experience?</li> </ul>	
<b>Before I Listen/View Again</b>	
<p>4. Planning to listen/view again</p> <ul style="list-style-type: none"> <li>• What should I pay attention to this time?</li> <li>• What strategies can I use to improve my understanding?</li> <li>• What can I do to help myself enjoy the recording?</li> </ul>	

Source: Vandergrift & Goh, 2012, p.131





*GAZİLİ OLMAK AYRICALIKTIR..*