

**Yabancı Öğrenciler İçin Dinleme Becerisine Yönelik Üstbilişsel  
Dereceli Puanlama Anahtarı**

**A Metacognitive Rubric For Turkish Learners' Listening Skills**

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Deniz MELANLIOĞLU

**Extended Summary**

The assessment of listening skills is a difficult and complicated process. This is a factor that makes listening difficult and results in non-listening or deficient listening. General texts are used to measure learners' levels of listening proficiency. Assessment usually takes the form of a text read aloud by the teacher or listening to an audiovisual recording, followed by answering a set of questions on the text. This type of assessment and evaluation can be described as results-oriented. For more effective listening training, process-oriented assessment needs to be done. Since the skill in question is abstract, learners need to be active participants in the process of assessment. Assessments that involve learners in the process, and that are led by students when necessary, should be used. A variety of measurement tools can be used in these assessments, such as graded scoring keys. Graded scoring keys are documents that list the criteria to be taken into account for any practice, and provide detailed explanations for each criterion, from the best performance to the worst.

Graded scoring keys differ from other tools of assessment by allowing users' to make predictions, provide feedback and grade at the same time (Moskal, 2000). This assessment tool consists of three major components: assessment criteria, definitions of criteria and grading strategies (Pophan, 2007). Assessment criteria refer to the conditions that learners need to meet in order to be considered successful. Criterion definitions provide detailed descriptions of the competencies that learners need to possess. Grading strategies, on the other hand, determine whether it is the process or the results that will be assessed. Two types of grading are possible using graded scoring keys: holistic and analytic. If the goal is to produce a more detailed grading, in other words, process-oriented assessment, an analytic graded scoring key is used (Brookhart, 1999).

**Purpose**

This study aims to develop a rubric involving metacognitive strategies that can be used either by the teacher or by the learner to assess the listening skills of foreign learners of Turkish.

### **Stages in the Development of the Metacognitive Rubric**

In this section, the development of the rubric for metacognitive listening skills of foreign learners of Turkish is described, as well as tests of validity and reliability conducted. To develop the rubric, first, a search of the literature was conducted using keywords such as listening and the use of metacognitive strategies in listening, and the rubrics used in language teaching were examined. A pool of items consisting of metacognitive strategies that could be used in the listening process was created, and behaviors that could be displayed in relation to these items were graded. The content validity of the draft graded scoring key was examined. The rubric was also analyzed in terms of inter-coder reliability.

### **Discussion**

Metacognition in listening refers to an individual's awareness of monitoring and organization skills required to interpret the listening material. Metacognition focuses on the process of listening rather than on its results. This process starts with the listener's knowledge of metacognition, and ends when the listener displays strategic listening behavior. Numerous studies have been conducted on the use of metacognitive strategies to develop listening skills when learning a second or foreign language (Özbilgin, 1993; Thompson and Rubin, 1996; Goh, 1996; 2000; 2008; Imhof, 2000; Yeşilbursa, 2002; Vandergrift, 2005; Abdelhafez, 2006; Robson and Young, 2007). Thus, the use of metacognitive strategies should be a part of listening training. Rubrics can play a guiding role in foreign learners' use of these strategies in listening. This is because the performance of the student can be measured at each stage using this assessment tool. This allows students to monitor their competencies and deficiencies with precision. It has been found that students who use metacognitive strategies during listening activities have lower levels of anxiety (O'Malley and Chamot, 1990). Students who are able to manage their own listening processes succeed in developing listening proficiency and in learning the target language.

### **Conclusion**

Since rubrics can be used either by the teacher or by the learner, they allow for flexible assessment and evaluation. This study is the reliability and validity analysis of a metacognitive rubric for assessing the listening skills of foreign learners of Turkish. Similar studies can be conducted to identify the processes students use with other skills. No previous studies were found on using rubrics to assess the listening performance of foreign learners of Turkish. Thus, this study is expected to fill a void in the literature.