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Adaptation of Metacognitive Awareness Listening Questionnaire (MALQ) For Learners of Turkish as a Foreign Language

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Abstract. It is important for learners to effectively use their listening skills in the target language for foreign language learning. Metacognitive awareness of learners about listening is one of the variables affecting listening skills. There is a need for valid and reliable measurement tools to determine learners' listening metacognitive awareness. Therefore, this study conducted the validity and reliability analysis of the Turkish version of the "Metacognitive Awareness Listening Questionnaire (MALQ)" developed in 2006. The original questionnaire was developed to review the metacognitive awareness of foreign language learners about listening skills in foreign languages. 131 students learning Turkish as a foreign language were utilized during the adaptation of the scale to Turkish. The application was carried out at Afyon Kocatepe University TÖMER. The scale consists of 21 items and 5 sub-dimensions. Findings regarding the construct validity of the scale were analyzed using confirmatory factor analysis (CFA). A similar structure was obtained with the original scale at the end of the examination. There are 6 items in the problem solving dimension, 5 items in the planning evaluation dimension, 3 items in the mental translation dimension, 4 items in the directed attention dimension, and 3 items in the person knowledge dimension. The Cronbach's Alpha reliability coefficient of the scale is 0,89; while the Omega reliability coefficient is 0,92. We concluded at the end of the examination that the scale adapted to Turkish can be used to determine the listening metacognitive awareness of learners learning Turkish as a foreign language.

Keywords: Listening, listening skill, metacognition, listening metacognitive awareness.

Yabancı Dil Olarak Türkçe Öğrenenler İçin Dinleme Üstbiliş Farkındalık Ölçeği'nin Türkçeye Uyarlanması

Öz. Yabancı dil öğreniminde öğrenenlerin hedef dilde dinleme becerilerini etkin olarak kullanabilmeleri önemlidir. Dinleme becerisini etkileyen değişkenlerden bir tanesi dinlemeye ilişkin kişilerin üstbiliş farkındalıklarıdır. Öğrenenlerin dinleme üstbiliş farkındalıklarının belirlenmesine yönelik olarak geçerliği ve güvenirliği sağlanmış ölçme araçlarına ihtiyaç duyulmaktadır. Bu nedenle araştırmada 2006 yılında geliştirilen "Dinleme üstbiliş farkındalık ölçeği"nin Türkçe formunun geçerlik ve güvenirlik incelemesi yapılmıştır. Ölçeğin orijinali yabancı dil öğrenenlerin yabancı dilde dinleme becerisine ilişkin üstbiliş farkındalıklarının tespit edilmesi amacıyla geliştirilmiştir. Ölçeğin Türkçeye uyarlanması esnasında 131 yabancı dil olarak Türkçe

öğrenen öğrenci ile uygulama yapılmıştır. Uygulama Afyon Kocatepe Üniversitesi TÖMER'de yürütülmüştür. Ölçek toplamda 21 madde ve 5 alt boyuttan oluşmaktadır. Ölçeğin yapı geçerliğine ilişkin bulgular doğrulayıcı faktör analizi kullanılarak incelenmiştir. İnceleme sonucunda orijinal ölçek ile benzer yapı elde edilmiştir. Problem çözme boyutunda 6 madde, planlama değerlendirme boyutunda 5 madde, çeviri boyutunda 3 madde, dikkat boyutunda 4 madde, bilgi boyutunda 3 madde bulunmaktadır. Ölçeğin Cronbach's Alfa güvenirlik katsayısı 0,89, Omega güvenirlik katsayısı 0,92 bulunmuştur. İnceleme sonucunda Türkçeye uyarlanan ölçeğin yabancı dil olarak Türkçe öğrenenlerin dinleme üstbiliş farkındalıklarını belirlemede kullanılabileceği sonucuna ulaşılmıştır.

Anahtar Kelimeler: Dinleme, dinleme becerisi, üstbiliş, dinleme üstbiliş farkındalığı.

1. INTRODUCTION

The four basic language skills must be perfectly developed to be able to use the language actively whether it is the acquisition of a mother tongue or learning a second language. One of them is listening skills. Listening can be defined as "recognizing the sounds of the learned language, making sense of the words created by the sounds in the mind by hearing them, and giving feedback by interpreting them" (Altunkaya, 2017, p. 109). "Much as perception is essential in listening, listening is more than just the perception of sounds. Listening also includes understanding words, phrases, statements, sentences, and related discourse that have meaning" (Oxford, 1993, p. 206).

According to Rost (2002), listening comprehension is the process of forming a structure in which the listener associates the language he hears with the information previously stored in his brain with the expectation of consistency and relevance (Rost, 2011 cited in Savitri & Anam, 2018, p. 222). Listening comprehension is an important component of language learning that requires the listener to do a lot of mental activity (Vandergrift, 1999 cited in Chin et al., 2017, p. 11). For this reason, schools must give conscious education to develop listening skills (Okur & Azizoğlu, 2016). Besides the education that the teacher will give, the student is expected to have awareness of their own learning processes.

"It is a crucial factor for the learner to have knowledge about his own listening process and to manage it because listening is an abstract skill" (Melanlıoğlu, 2016, p. 1208). Students, in the circumstances, are expected to monitor and control their own cognitive activities during the listening process.

Monitoring and regulation of cognitive activities mean the concept of "metacognition". More clearly, metacognition refers to an individual's active monitoring, control, and regulation of his cognitive process to achieve determined goals (Flavell, 1979). Metacognitive abilities are mental feature shared by successful learners (Vandergrift et al., 2006, p. 435). According to the authors, these individuals are both aware of their own learning processes and perceive the demands of learning tasks. Moreover, they also have a set of strategies that they implement and adapt to meet the needs of different situations. Flavell (1979) stated that according to researchers, metacognition plays an important role in issues such as verbal communication of information, verbal persuasion, verbal comprehension, reading comprehension, writing, language acquisition, attention, memory, problem solving, social cognition, and various types of self-control and self-education. In this regard, the concept of metacognition has a strategic position in listening education.

"Metacognition in listening is the individual's awareness of his ability to monitor and organize cognitive activities to interpret listening material" (Melanlıoğlu, 2016, p. 1209). For Chin et al. (2017), metacognitive awareness strategies help students complete listening tasks and overcome some listening barriers. According to the authors, metacognitive awareness strategies can also be one of the ways to

increase awareness for listening tasks. Moreover, listening activities can also contribute to students' metacognitive knowledge or awareness. As a matter of fact, Vandergrift et al., (2006, p. 437) stated that by involving students in the use of estimation, monitoring, evaluation and problem solving, listening tasks that guide students in the listening process can help students develop metacognitive knowledge that is critical for the development of self-regulated listening.

Listening skills and metacognitive skills related to listening are critical concepts in teaching Turkish to foreigners as well as in all language acquisition and language learning processes. The process of learning a foreign language, no matter what language it is, can cause anxiety in students. Listening anxiety which is defined as "Feelings of uneasiness, anxiety, tension, uneasiness or fear caused by necessary actions and different stimuli before and during the listening process of individuals learning a foreign language or using the language they have learned" (Polat & Erişti, 2018, p. 1115) is one of them. "Students learning Turkish as a foreign language encounter sounds they have not heard before, words, and grammatical structures they do not know, which may cause them to perceive this situation as a difficult task and to worry during listening activities. Different sounds and different sentence sequences from their mother tongue can trigger this anxiety" (Altunkaya, 2017, p. 109). It will be beneficial to increase the knowledge and awareness of students learning Turkish as a foreign language about the listening processes in reducing the problems and anxiety arising from these problems. If we look from the viewpoint of students, awareness about listening is possible only with an increase in metacognitive awareness.

There are studies conducted with various methods on the metacognitive awareness of foreign language learners about listening. Vandergrift et al. (2006) developed the Metacognitive Awareness Listening Questionnaire (MALQ) to measure the metacognitive awareness of foreign language learners about listening. The purpose of developing the scale is to establish a tool to assess the listening metacognitive awareness of students who learn English as a second language. The original version of the scale consists of 5 dimensions and 21 items. There are 6 items in the problem solving dimension, 5 items in the planning evaluation dimension, 3 items in the mental translation dimension, 4 items in the directed attention dimension, and 3 items in the person knowledge dimension. The scale was prepared by collecting data from university students. The studies that applied this scale in various contexts and with various research methods are as follows:

Baleghizadeh and Rahimi (2011) conducted a study to determine the relationship between the use of metacognitive strategies, motivation, and listening test performances of university students learning English as a foreign language. A significant relationship between the variables was found at the end of the study. Wang and Treffers-Daller (2017) studied with university students who learn English as a foreign language. The relevant study researched how much of the variance in listening comprehension was explained by general language proficiency, vocabulary, and metacognitive awareness. For findings, metacognitive awareness predicts listening comprehension less than other variables, and vocabulary is the strongest predictor. Chin et al. (2017) made experimental research and aimed to analyze the levels of metacognitive awareness strategies in the process of fulfilling students' listening tasks and the effects of strategies on exam scores. It was found as a result of the study that metacognitive strategy awareness has a positive effect on students' test scores. There is another study belonging to Chon and Shin (2019); they predicated on previous person-centered studies and aimed to theorize and verify the interindividual differences in the patterns of students' motivational-metacognitive profiles based on their listening abilities. The research was conducted with 312 secondary school students learning English as a foreign language. The research provides validation about different types of self-regulated learners to provide

theoretical foundations for showing how students' motivational-metacognitive profiles can work as a set for successful second language listening. Maftoon and Alamdari (2020) researched the effect of metacognitive strategy training on listening performance and metacognitive awareness of EFL learners in Iran. It was observed at the end of the study that metacognitive strategy teaching led to a significant variance in students' general listening performance and metacognitive awareness. There is another study belonging to Rahimi and Katal (2012); they aimed to compare the awareness of metacognitive listening strategies of university and high school students. For their findings, university and high school students are generally different in terms of their awareness of metacognitive listening strategies, personal knowledge, and mental translation components. Wallace (2022) surveyed to review the direct and indirect effects of domain-specific knowledge and domain-general cognitive abilities on second language listening comprehension. The research was conducted with high school students learning English as a foreign language. He concluded that metacognitive awareness in listening has an indirect effect on listening comprehension through subject knowledge.

Various studies were conducted in Turkey using the "Metacognitive Awareness Listening Questionnaire" (Coşkun, 2010; Harputlu & Ceylan, 2014; Ülke, 2014; Topaç, 2019; Yılmaz, 2019). Coşkun (2010) made a survey and aimed to research the effect of training on metacognitive listening strategies on the listening performance of a group of beginner-level preparatory students who study at a university in Turkey. It was found at the end of the research that metacognitive strategy education is effective in increasing student achievement. Another study belongs to Harputlu and Ceylan (2014); they aimed to research the relationship between listening proficiency, motivation, and metacognitive strategy use. The results of the use of metacognitive strategies are as follows: there is a statistically insignificant relationship between the three sub-dimensions of listening proficiency and metacognitive strategy use in the research conducted with students who learn English as a foreign language. On the other hand, there is a negative correlation between amotivation and the three sub-dimensions of MALQ (problem solving, directed attention, and planning evaluation). However, this negative correlation is statistically insignificant. Moreover, amotivation has a positive relationship with personal knowledge and mental translation. Ülke (2014) aimed in his research to examine the effect of metacognitive strategy education on the listening comprehension skills and metacognitive awareness of Turkish students learning English as a second language. Much as a positive effect of metacognitive strategy training on the listening comprehension performance of the participants was seen at the end of the research, these findings were not reflected in the responses to the metacognitive awareness listening questionnaire. Topaç (2019) researched the effect of metacognitive listening training on students' listening comprehension and listening awareness levels. Again, he endeavored to observe the attitudes of the students about the education they received and the Ted-Talk videos used. For findings, metacognitive listening education significantly improved the listening performance of students. It was also observed that students' metacognitive awareness increased in general. The most significant increase is in directed attention and problem-solving strategies. There is another study belonging to Yılmaz (2019); he aimed to determine the effect of metacognitive listening instruction on listening comprehension and metacognitive awareness levels of Turkish students who learn English as a foreign language at the A2 level. Another goal was to see the attitudes of students towards metacognitive listening teaching. It was observed at the end of the research that metacognitive listening instruction improved students' listening comprehension and metacognitive awareness levels in English as a foreign language. Nur Durmaz and Aşık (2022) endeavored to adapt the "Metacognitive Awareness Listening Questionnaire (MALQ)" into Turkish and also present the validity and reliability results of relevant results of the relevant questionnaire. The questionnaire was developed by Vandergrift et al (2006). The research was carried out with 344 students

who received English preparatory education. Validity and reliability analyses of the research confirmed a single factor structure; 3 items (3rd, 8th, and 16th items) were removed from the scale due to low factor loads. So, we can say that the Turkish version of the scale is a valid and reliable instrument.

Regarding the studies on the Metacognitive Awareness Listening Questionnaire (MALQ), studies in national and international literature have been carried out with various research methods and in different contexts. However, there are no adaptation studies for students who learn Turkish as a foreign language. In this regard, the purpose of the research is to reveal the cultural adaptation of the questionnaire by examining the validity and reliability of the Turkish form of Metacognitive Awareness Listening Questionnaire (MALQ).

2. METHOD

The survey model was used in the research. A past or present situation is described in survey models. This method endeavors to define the individual or object that is the subject of the research in its own conditions (Karasar, 2009, p. 77).

2.1 Study Group

Bu bölümde çalışmanın evreni ve örneklemi kısaca açıklanmalıdır. 131 students learning Turkish as a foreign language at Afyon Kocatepe University TÖMER constituted the working group of the study. Students study at B1 and B2 levels. 39% of the study group consisted of female students while 61% of them were male students. Country alignment of students in the working group is as follows: 38% of them are from Turkic Republics, 20% of them are from Saudi Arabia-Yemen-Egypt, 14% of them are from African countries, 12% of them are from Iraq-Iran-Syria while 12% of them are from Indonesia, and finally, 4% of them came from other countries (Afghanistan, Pakistan, Mexico, France) to learn Turkish.

2.2 Original Scale

The original version of the Metacognitive awareness listening questionnaire is the Metacognitive Awareness Listening Questionnaire (MALQ) developed by L. Vandergrift, C. Goh, C. Mareschal, and M.H. Tafaghodatari. The original version of the scale consists of 21 items and 5 sub-dimensions. There are 6 items in the problem-solving dimension, 5 items in the planning evaluation dimension, 3 items in the mental translation dimension, 4 items in the directed attention dimension, and 3 items in the person knowledge dimension. 3,4,8,11,16 and 18 numbered items in the questionnaire are prepared as reverse coded. The scale is a 6-point Likert type (strongly disagree, disagree, partially disagree, rather agree, agree, strongly agree).

2.3 Procedure

First of all, permission was obtained from C. Goh who is one of the authors of the original scale about the adaptation process. The original language of the scale is English. Two independent translation groups were constituted to translate the scale into Turkish. The first group consisted of only women and the second group consisted of only men to prevent differences that may arise from gender while constituting groups. There is a Turkish education lecturer who can speak English and an English teacher who has a doctorate in Turkish education in the first group. In the second group, there is an English language teaching faculty member and a specialist outside the field who gives English lessons abroad. The scales were first sent to the experts and their translations were examined. The best expressions were selected by taking the opinions of four field experts and an assessment and evaluation expert.

We utilized the back translation method for the specified questionnaire. The back translations were made by an English translator and a lecturer who teaches English abroad. Support is received from experts from different genders to prevent differences that may arise from gender during the back translation process. Translations were examined by three field experts and an assessment and evaluation expert; for the results, translation is appropriate.

25 teacher candidates studying in the 1st and 2nd grades of English Language Teaching helped with the linguistic equivalence application of the scale. First, the original version of the scale was applied and after a one-week break, the Turkish form was applied. The Pearson correlation coefficient is 0,82 for the overall scale. After all, the form provided linguistic equivalence and the implementation phase was started.

2.4 Analysis of Data

Confirmatory factor analysis (CFA) made the construct validity of the scale. x^2/sd, the root mean square error of approximation (RMSEA), non normed fit index (NNFI), adjusted goodness-of-fit index (AGFI) fit indices were used for model fit assessment in confirmatory factor analysis. A value of x^2/sd between 0 and 2 indicates good fit, and between 2 and 3 means acceptable fit. Moreover, the RMSEA value should be 0,1 and below while the NNFI value should be 0,95 and above, and the AGFI value should be 0,85 and above (Schermelleh-Engel et al., 2003, p.52).

3. FINDINGS

Table 1 shows the descriptive findings of the Turkish items of the scale/questionnaire.

Table 1

Descriptive Findings Regarding the Items of the Scale

Item	Mean	sd	Skewness	Kurtosis
1	3,59	1,49	-0,19	-1,00
2	3,67	1,20	-0,33	-0,29
3	3,21	1,40	0,16	-0,76
4	3,69	1,29	-0,36	-0,35
5	4,05	1,24	-0,47	-0,27
6	3,67	1,35	-0,08	-0,65
7	3,79	1,29	-0,42	-0,30
8	3,41	1,40	-0,07	-0,72

9	3,81	1,25	-0,30	-0,19
10	3,74	1,34	-0,18	-0,63
11	3,86	1,31	-0,32	-0,37
12	3,86	1,24	-0,26	-0,63
13	3,92	1,33	-0,45	-0,26
14	3,71	1,24	-0,01	-0,53
15	3,40	1,30	0,10	-0,46
16	3,37	1,30	-0,21	-0,53
17	3,56	1,22	-0,28	-0,16
18	3,60	1,30	-0,36	-0,29
19	3,77	1,23	-0,36	-0,16
20	3,75	1,23	-0,32	-0,52
21	3,95	1,35	-0,28	-0,56

Regarding Table 1, the mean of the scale items varies between 3,00 and 4,00 and the standard deviation values vary between 1,00-1,50. The item scores show a normal distribution because the skewness and kurtosis coefficients of the scale items vary between -1,00 and 1,00 (Muthén & Kaplan, 1985).

3.1. Factorial and Construct Validity

In this study, the factorial validity of the Metacognitive awareness listening questionnaire was tested with Confirmatory Factor Analysis (CFA). In addition to all these, the average explained variance values and convergent validity were used for the construct validity of the scale.

3.2. Confirmatory Factor Analysis

Confirmatory factor analysis (CFA) was applied to confirm the construct validity of the scale. This is because we tested the five-factor structure (Problem solving, planning evaluation, mental translation, directed attention, person knowledge), which is the structure of the original scale.

The fit indices and x^2/sd value were examined at the end of confirmatory factor analysis. As is seen in Table 2, the goodness of fit statistics are at the desired level as a result of CFA.

Table 2

Model-Data Fit Values of Metacognitive Awareness Listening Questionnaire

	Value	Explanation
x^2/sd	2,29	Acceptable
RMSEA	0,10	Acceptable
AGFI	0,87	Acceptable
NNFI	0,95	Acceptable

With reference to the findings belonging to Schermelleh-Engel and Moosbrugger (2003), the model data fit values in Table 2 are sufficient. We can say based on this result that the structure pattern in the original scale is also provided in the Turkish sample. For findings, the listening metacognitive awareness of students who learn Turkish as a foreign language can be revealed with a five-factor structure as in the original scale.

Figure 1 shows the item-structure parameters obtained from the five-factor model of the scale. As is seen in Figure 1, standardized factor loadings for five different sub-dimensions of the listening metacognitive awareness structure of the scale items vary between 0,30 and 0,75. These factor values are statistically significant compared to t values in the parametric test (Appendix 1). The scores of a total of 21 items on the scale measure the sub-structures that constitute the metacognitive awareness listening questionnaire, as hypothesized. In other words, the factorial validity of the scale is ensured.

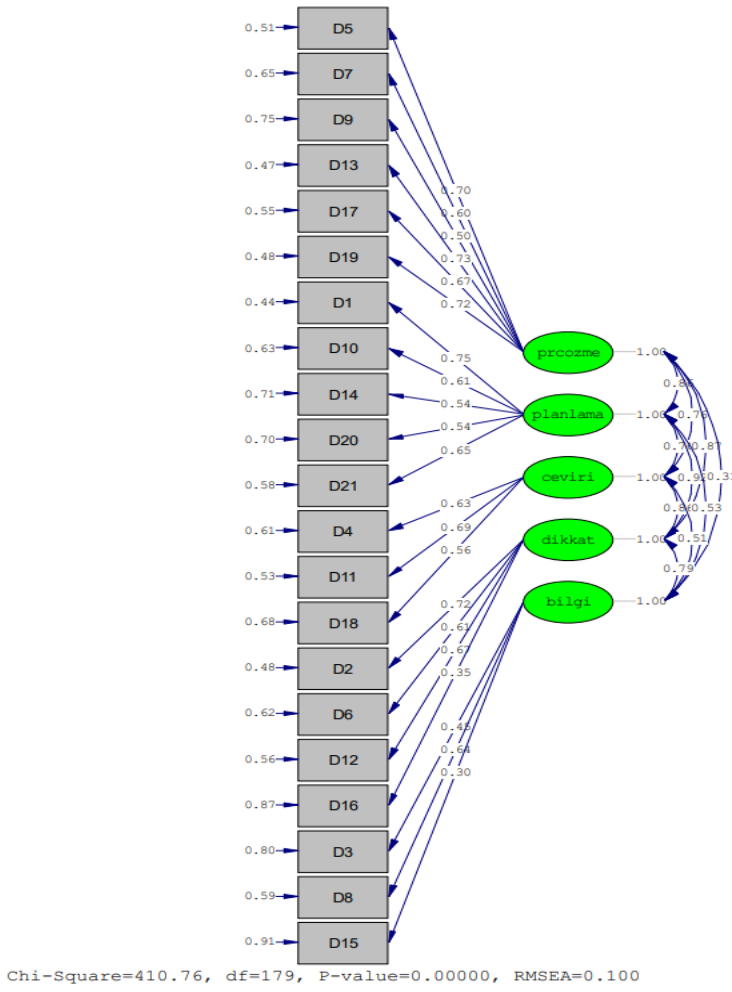

Figure 1. Standardized factor loadings for five different sub-dimensions

3.3. Construct Validity

The construct validity of the listening metacognitive awareness scale was reviewed by utilizing concurrent validity. Reliability as internal consistency was examined using both construct reliability and Cronbach's Alpha coefficient.

3.4. Concurrent Validity, Structural Reliability and Cronbach's Alpha Reliability

Table 3 shows the Cronbach's Alpha (α) values of the metacognitive awareness listening questionnaire.

Table 3

Reliability Values of Metacognitive Awareness Listening Questionnaire

Dimensions	Items	Cronbach's Alfa (α)
Problem solving	6	0,81
Planning evaluation	5	0,75
Mental translation	3	0,70
Directed attention	4	0,70
Person knowledge	3	0,70
Total	21	0,89

Table 3 shows Cronbach's Alpha reliability values for the data of the related questionnaire/scale. Evidence for the reliability of the scale is that the values ranged from 0,70 to 0,89 and Cronbach's Alpha reliability values of 0,70 and above were achieved in all dimensions and the scale total. Moreover, the structural reliability (ω) value calculated for the scale total is 0,92. We, for concurrent validity, analyzed whether the mean-variance value is greater than 0,50 and whether a load of each item is 0,30 and above. The average variance value of the scale is 0,72. The fact that the structural reliability value (ω) is greater than the average explained variance value of the explained variance score can be shown as proof of concurrent validity (Yurdugül & Sırakaya, 2013, p. 399).

RESULTS, DISCUSSIONS AND SUGGESTIONS

Listening is one of the basic language skills that must develop in the foreign language learning process. For Donglan (2001, p. 21), listening internalizes the rules of the language and facilitates the emergence of other language skills. In addition to all these, considering students' second language listening needs can help clarify the listening process. At this point, it is an important reality that students to have metacognitive awareness of listening processes in developing their listening skills. There is a need for reliable measurement tools to measure students' metacognitive awareness levels. After all, this research conducted the validity and reliability analysis of the Metacognitive Awareness Listening Questionnaire (MALQ) to reveal cultural adaptation of the scale.

The adaptation process of the scale consists of translation and application stages. Firstly, experts translated the scale into the target language during the translation phase. Incoming translations were examined and the most appropriate expressions were selected after four field experts and an assessment and evaluation expert expressed their opinions. 131 students learning Turkish as a foreign language and studying at B1 and B2 levels were subjected to scale after the translation process.

Confirmatory factor analysis (CFA) confirmed the construct validity of the scale. The original scale has a five-factor structure. We can say with reference to the analysis results that the structure pattern reached

in the original scale is also provided in the Turkish sample. So, for the results, listening metacognitive awareness of students learning Turkish as a foreign language can be shown with a five-factor structure as in the original scale. The scores of a total of 21 items in the scale measure the sub-structures that make up the listening metacognitive awareness scale, in other words, we can say that it provides the factorial validity of the scale. Construct reliability, Cronbach's Alpha reliability, and concurrent validity were calculated for the validity and reliability analysis of the scale.

Nur Durmaz and Aşık (2022), too, conducted the adaptation process with 344 students who received English preparatory education. Regarding the validity and reliability analyses of the study, a single-factor structure is confirmed in the adapted version of the scale. Since the factor loads are low, 3 items (3rd, 8th, and 16th items) were excluded from the scale. The Turkish version of the scale is a valid and reliable instrument.

We can point out that the Metacognitive Awareness Listening Questionnaire can be used as a reliable and valid tool to measure the listening metacognitive awareness levels of students who learn Turkish as a foreign language.

The following suggestions can be made with reference to the research results:

- Developing or adapting new measurement and evaluation tools which aim to detect listening metacognitive awareness will contribute to the field.
- It may be beneficial to develop or adapt new measurement and evaluation tools aimed at determining metacognitive awareness in other language skills in teaching Turkish as a foreign language.
- Applied research can be conducted on listening metacognitive awareness in teaching Turkish as a foreign language.
- New research ought to be performed to find the factors affecting the development of listening skills in teaching Turkish as a foreign language.

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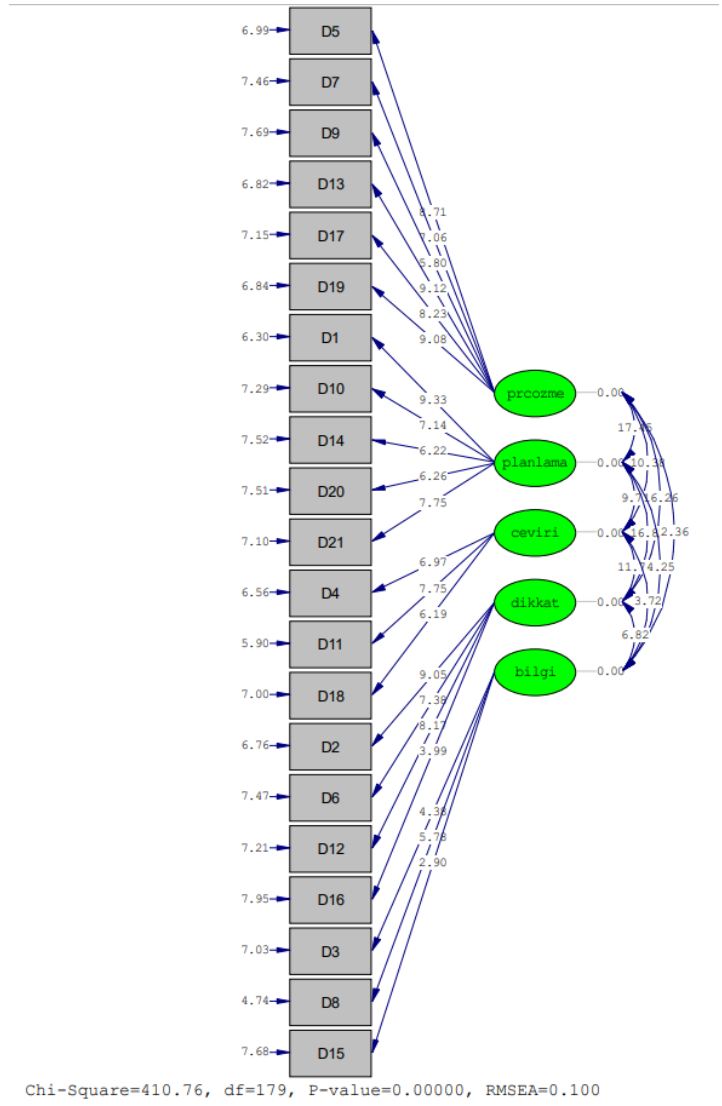
Appendix

Appendix 1. t values in the parametric test



Appendix 2. Metacognitive awareness listening questionnaire Turkish Form

	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1. Dinlemeye başlamadan önce, nasıl dinleme yapacağıma ilişkin zihnimde bir plan olur.	1	2	3	4	5	6
2. Anlamakta güçlük çektiğimde metne daha fazla odaklanırım.	1	2	3	4	5	6
3. Türkçede dinlemeyi, Türkçede okuma, konuşma veya yazmadan daha zor buluyorum.	1	2	3	4	5	6
4. Dinlerken zihnimde çeviri yaparım.	1	2	3	4	5	6
5. Anlamadığım kelimelerin anlamlarını tahmin etmek için anladığım kelimeleri kullanırım.	1	2	3	4	5	6
6. Zihnim dalıp gittiğinde dikkatimi hemen toplarım.	1	2	3	4	5	6
7. Dinleme yaparken, anladığımı konu hakkında bildiklerimle karşılaştırırım.	1	2	3	4	5	6
8. Türkçede dinlediğini anlamanın benim için zor olduğunu düşünüyorum.	1	2	3	4	5	6
9. Anlamama yardımcı olması için deneyim ve bilgimi kullanırım.	1	2	3	4	5	6
10. Dinlemeden önce, daha önce dinlemiş olabileceğim benzer metinleri düşünürüm.	1	2	3	4	5	6
11. Dinlerken anahtar kelimelerin çevirisini yaparım.	1	2	3	4	5	6
12. Konsantrasyonumu kaybettiğimde konuya geri dönmeye çalışırım.	1	2	3	4	5	6
13. Dinleme yaparken yorumumun doğru olmadığını fark edersem yorumumu hemen düzeltirim.	1	2	3	4	5	6
14. Dinleme sonrasında, nasıl dinleme yaptığım ve bir sonraki sefer neyi farklı yapabileceğim hakkında düşünürüm.	1	2	3	4	5	6
15. Türkçe dinleme yaparken kaygılı hissetmem.	1	2	3	4	5	6
16. Duyduğumu anlamada zorluk yaşadığımda vazgeçer ve dinlemeyi bırakırım.	1	2	3	4	5	6

17. Anlamadığım kelimelerin anlamını tahmin etmeme yardımcı olması için metnin genel fikrini kullanırım.	1	2	3	4	5	6
18. Dinleme yaparken kelime kelime çeviri yaparım.	1	2	3	4	5	6
19. Bir kelimenin anlamını tahmin ederken tahminimin mantıklı olup olmadığını görmek için duyduğum her şeyi tekrar aklıma getiririm.	1	2	3	4	5	6
20. Dinleme yaparken, anlama seviyemden memnun olup olmadığımı düzenli olarak kendime sorarım.	1	2	3	4	5	6
21. Dinleme yaparken zihnimde bir amaç vardır.	1	2	3	4	5	6

*Boyutlar ve maddeler:

Problem çözme: 5,7,9,13,17,19

Planlama ve değerlendirme: 1,10,14,20,21

Çeviri: 4,11,18

Dikkat: 2,6,12,16

Bilgi: 3,8,15

*3,4,8,11,16,18. Maddeler ters kodlu maddelerdir.