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The Adaptation of Metacognitive Awareness Listening Questionnaire into Turkish * **

Üst bilişsel Dinleme Farkındalığı Ölçeğinin Türkçe Uyarlama Çalışması

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ABSTRACT

It has been acknowledged that the role of metacognitive awareness in foreign language learning is significant as it includes monitoring and regulating cognition to complete a task in a foreign language successfully. The metacognitive awareness of foreign language students has been investigated to understand and provide evidence for a better understanding of language acquisition process in line with four main language skills. In particular, the relation of metacognition with listening skill has been investigated with Vandergrift et al. (2006) with a scale which is one of the reliable and valid instruments. Since the scale was developed in English, its implementation in the Turkish context required the necessity of translation and adaptation into Turkish language. Therefore, the aim of this study is to adapt the Metacognitive Awareness Listening Questionnaire to Turkish and provide reliability and validity results. To this end, 344 Turkish EFL learners participated in the study. The results showed that the scale had one-factor structure and worked better with 3 items (3rd, 8th and 16th) omitted. The final version of the Turkish version yielded reliable and valid results for future references and implementation in the field.

Keywords: Metacognitive awareness listening scale, Listening skill, Scale adaptation, Reliability, Validity

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ÖZ

Yabancı dil öğreniminde üstbilişsel farkındalık, yabancı bir dilde bir görevi başarıyla tamamlamak için bilişselliği gözleme ve düzenleme açısından önemli bir rol oynamaktadır. Yabancı dil öğrencilerinin üstbilişsel farkındalığı, dil edinimi sürecini dört ana beceriyle bağlantılı olarak daha iyi anlamak için araştırılmaktadır. Bu bağlamda, Vandergrift vd. (2006) tarafından üstbilişsel farkındalık ve yabancı dilde dinleme becerisi arasındaki ilişki incelenmiş ve bu bağlamda ilgili konuya yönelik bir ölçek geliştirilmiştir. Ölçeğin orjinal dili İngilizce olup, Türkiye bağlamında kullanılabilmesi ve literatüre katkı sağlaması adına Üstbilişsel Dinleme Farkındalığı Ölçeği'nin (Metacognitive Awareness Listening Questionnaire) Türkçe'ye uyarlanması ve geçerlilik ve güvenilirlik sonuçlarını sunulması amaçlanmıştır. Araştırmanın çalışma grubu İngilizce hazırlık eğitimi alan 344 öğrenciden oluşmaktadır. Geçerlik ve güvenilirlik analizleri sonucunda ölçeğin orjinalindeki 5 faktörlü yapısından farklı olarak uyarlanmış halinde tek faktörlü yapı doğrulanmıştır. Faktör yüklerinin düşük olmasından dolayı ölçekten 3 madde (3., 8. ve 16. maddeler) çıkarılmıştır. Üstbilişsel Dinleme Farkındalığı Ölçeği'nin Türkçe uyarlamasının yabancı dilde dinleme becerisi üstbilişsel farkındalığının ölçülmesinde geçerli ve güvenilir bir araç olduğu belirlenmiştir.

Anahtar Kelimeler: Üstbilişsel dinleme farkındalığı ölçeği, Dil öğrenimi, Dinleme becerisi üstbilişsel farkındalık, Güvenirlik, Geçerlik

INTRODUCTION

Language learning strategies have been referred by learners to ease the learning process, and therefore have been studied by various scholars for decades (O'Malley, Chamot & Küppler, 1989; Oxford, 1990; Bacon, 1992; Vandergrift, 1996). These strategies are categorized by O'Malley, Chamot, and Küpper (1989) as cognitive, socio-affective and metacognitive. Flavell (1979) introduced the term '*metacognition*' and refers to it as 'cognitive monitoring'. To put it another way, metacognition is monitoring and regulating cognition for the purpose of reaching a goal or completing a task. He claims that metacognition has three components: person, task and strategy. *Person* category includes the ones' knowledge about individual and universal learning styles, including his own. The second category is *task* and it is related to the knowledge about the cognitive task. And the finally, *strategy* involves the choosing and using appropriate strategies according to the person and task knowledge. He goes on explaining the term by claiming that it has been linked to various domains such as oral communication, reading comprehension, problem-solving along with language acquisition (Flavell, 1979). However, recently it has been studied in the language teaching and learning field by a variety of scholars and found to be a strong predictor of language performance (Goh, 1997; Vandergrift & Goh, 2012; Doğan & Tuncer, 2017;).

It has been acknowledged that metacognitive awareness needs further analysis in the language learning context and listening skill in particular. Goh (1997) studied learners' metacognitive awareness with the help of journal entries in Singaporean context. She found that writing journals helped learners to become more aware of their learning process, and therefore, reflect on their learning and manage it eventually. Vandergrift and Goh (2012) used the term metacognitive awareness to refer to all manifestations of metacognition in the learning context, in our case it is language learning. They studied the concept with a specific focus on L2 listening.

To measure the metacognitive awareness in listening comprehension of language learners, Vandergrift, Goh, Mareschal, and Tafaghodtari (2006) developed Metacognitive Awareness Listening Questionnaire (MALQ) which was a 6-point Likert scale. They collected data from 966 participants of different language backgrounds. The study yielded a reliable and valid scale with 21 items five factors. These factors are: planning and evaluation (1,10,14,20,21) directed attention (2,6,12,16), mental translation (4,11,18), person knowledge (3,8,15) and problem-solving (5,7,9,13,17,19). Table 1 shows these factors and the concept they measure in the questionnaire.

Table 1. Factors of MALQ

Factors	Description
Problem-solving	Strategies learners use to overcome a difficulty in understanding the listening text
Planning & Evaluation	Strategies learners use before and after a listening task to plan an evaluate their performance
Mental Translation	Strategies that are used for the translation of the listening text
Directed Attention	Strategies that help learners to keep their focus on the listening task
Person Knowledge	Learners' self-concepts about their performance during the listening task

The highest score that can be obtained from the scale is 126 and the lowest is 21, while each of these factors also have their scores separately as well. Later on, MALQ was tested in several studies, which adds to the validity and reliability of the instrument. There are various studies that implemented the questionnaire in various contexts.

Baleghizadeh and Rahimi (2011), for instance, examined the relationship between metacognitive awareness, motivation and listening test performance of 82 EFL students in Iranian context. The results yielded a significant positive correlation among the three variables. Another study that was conducted with MALQ is the study of Wallace (2017) with 226 Japanese students to investigate the effect of domain specific and domain

general variables on listening comprehension with the structural equation model. He found that metacognitive awareness has an indirect effect on listening performance of the learners.

Moreover, Wang and Daller (2017) also investigated learners' listening performance with relation to general language proficiency, vocabulary size and metacognitive awareness. The study included 151 Chinese learners of English and results showed that metacognitive awareness predicted the listening comprehension less than other three variables. Chon and Shin (2019) studied with 312 Korean learners of English to investigate the role of academic motivation, and metacognitive awareness in self-regulated learning. The results of the study revealed that individual differences such as motivation and metacognitive awareness had a significant effect on self-regulation of the learners. Another important study with the MALQ in a different context is conducted by Maftoon and Fakhri Alamdari (2020) conducted an experimental study with 60 EFL students in Iran to examine the effect of metacognitive strategy instruction.

In light with the previous studies, MALQ has been used actively in both descriptive and experimental studies in different contexts such as Korean, Iranian, Chinese and Japanese. The scale was used in the in Turkish context as well (Coşkun, 2010; Harputlu & Ceylan, 2014; Topaç, 2019; Ülke, 2014; Yılmaz, 2019). These studies investigated the effect of metacognitive instruction on listening comprehension and metacognitive awareness revealed that: a significant difference between control and experimental groups in terms of listening comprehension; while there was no difference in terms of metacognitive awareness (Ülke, 2014); positive effect on both metacognitive awareness and listening comprehension (Topaç, 2019; Yılmaz, 2019). In addition, Harputlu and Ceylan (2014) examined the relationship between motivation, listening proficiency and metacognitive awareness. The study showed that proficient listeners used metacognitive strategies more and there was a positive correlation between the three sub-dimensions of metacognitive awareness and motivation.

Statement of the Problem

It is essential to have a reliable tool to measure the construct of metacognitive awareness in foreign language listening to examine it further. The role of MALQ in the investigation of gaining deeper insight about the metacognitive awareness construct has been emphasized with studies listed above. Even though the scale was used in Turkish context, there was no report on the psychometric properties of the Turkish version to the best of our knowledge. Testing the psychometric properties of the scale is important in the adaptation to see if it is reliable and valid to be used in a different culture and language. According to Erkuş and Selvi (2019), the psychological construct that is aimed to be measured can differ based on language, culture, sample and the time since the definition or the perception of the measured construct may change based on these parameters. There could be differences in the scale terms of its psychometric properties. Therefore, it is important that the related construct is tested to see if there are differences in the adapted version of the measurement tool.

In our case, MALQ is needed in the Turkish language to be used with the Turkish learners of English. The studies in the relevant literature showed that there is a need for an adaptation study for this scale to investigate the metacognitive strategy use in listening skill for Turkish learners of English.

Aim of the Study

With abovementioned background knowledge and the research gap in mind, the present study aims to adapt Metacognitive Awareness Listening Questionnaire (Vandergrift et al., 2006) to Turkish language to be used with the Turkish language learners, in which lies the importance and the contribution of the study. The reliability and validity analysis will be implemented to provide evidence for further possible uses of the MALQ Turkish version.

METHODOLOGY

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.

Participants

Participants consisted of a total of 344 students. 40 students only participated in the language validity phase and were not included in the factor analyses. Erkuş and Selvi (2019) state that the demographics of the sample should be the similar to the one the original scale was intended for. In our case, the scale was developed with university students who were language learners; therefore, we chose university students who attended the school of foreign languages for the adaptation study. The age range of the participants were 18 - 33. Below is the table for distribution of the participants based on their gender and level of English.

Table 2. The demographics of the participants

		Level of English						Total
		A1	A2	B1	B2	C1	C2	
GENDER	Female	120	43	24	26	10	7	238
	Male	26	13	6	12	2	15	66

Table 2 shows that 78% of the participants were females and 22% of them were males. Also, 48% were A1 level, 18% of them were A2, 10 of them were B1 and 13% of them were B2. All in all, it can be concluded that the majority of the participants were females (69%) and A1 level (42%).

Data Collection Tool

Metacognitive Awareness Listening Scale was developed by Vandergrift, Goh, Mareschal, and Tafaghodtari (2006) as a 6-point Likert type scale (1= Strongly Disagree, 6= Strongly Agree) with 21 items to measure metacognitive awareness and strategy use in foreign language listening. Their first step was to review the literature on metacognition, language learning, and L2 listening to be able to create an item pool. They also included existing tools on strategy use in listening and consulted field experts for language validity. They created an item pool consisting of 51 items and applied to 966 participants from a variety of countries and proficiency levels. With this data, they performed an exploratory factor analysis (EFA) for the validity measures and to determine the factor loadings of the items. As a result of EFA, a shorter version was obtained, and confirmatory factor analysis (CFA) was performed with additional 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 with 21 items and five factors. In addition, reliability analysis revealed that Cronbach's alpha coefficients of the factors ranged from .74 and .78. and for the whole scale it was .62. Moreover, 3rd, 4th, 8th, 11th, 16th, and 18th items are reverse coded in the scale. In Turkish literature, however, there was no validity analysis for the Turkish version to the researchers' knowledge.

The Compliance with the Ethical Rules

To conduct the study and administer the scale for adaptation approvals from the ethical committee were received (Appendix 1) as well as the permission from one of the scale developers Professor Christine C. M. Goh via e-mail. The ethical committee approval was given by Gazi University Ethical Committee with the document number E.55701 on 21th of May 2020.

Procedure

There are several steps to be followed for adaptation of a scale. The procedure for the adaptation of the scale included three steps as suggested by Erkuş and Selvi (2019), which are presented below.

Step 1: The translation of the Scale

At first, the scale was translated to Turkish by the researcher and checked by 3 field experts, two of which held PhD degrees in the field of Foreign Language Education, and the third one held an M.A. degree, in terms of clarity and accuracy of the translation. According to Brislin (1970), there are four methods of translation in cross-cultural studies: (a) back-translation method, (b) bilingual method, (c) committee approach and (d) pretest method. The present study used two of these techniques. One of them is committee approach, which includes bilingual experts to translate the scale from the source language to target language. Pretest method is simply a pilot study in which the translated version is administered to a group of participants to see if there is a problem in terms of comprehension of the translation (Cha, Kim, and Erlen, 2007).

Step 2: Pilot Study

This is the last part of the translation process of the scale. Approximately 30-40 participants are chosen to make sure that the translation is clear and comprehensible (Cha et al., 2007). In our case, both the translated version and original scale were applied to 40 students with an advanced level of English studying at English Language Teaching Department 10 days apart. T-test was performed between the scores from the original scale and the translated version.

Step 3: Statistical Analyses

Following the pilot study, the translated version with 21 items were administered to 304 EFL learners who studied in the School of Foreign Languages of a state and a foundation university. The first step of the analysis included the Paired Samples T-test to check the consistency between the two versions of the scale with 40 participants.

Later, the tests for validity and reliability were performed with additional 304 participants. Confirmatory factor analysis (CFA) was performed to check the factor structure of the scale using the Lisrel 8.7 program. Other analyses such as principal components analysis (PCA) and reliability tests were performed on the SPSS 23 package program. The details of the results are presented in the Results section.

RESULTS

Before conducting the Paired Samples T-test, the normality distribution was checked with Skewness and Kurtosis coefficients together with Shapiro-Wilks tests. If the number of participants is lower than 50, Shapiro-Wilks value was checked instead of Kolmogorov-Smirnov (Çokluk, Şekercioğlu & Büyükoztürk, 2010). Skewness and Kurtosis values were between [-1, +1] and Shapiro-Wilks value was significant, which means that the data was normally distributed for further analysis ($p < .05$).

After the normality was checked, Paired Samples T-test was performed to check the consistency between the two versions. Table 3 shows the paired-samples T-test regarding the difference of the scores from original and the translated version of MALQ.

Table 3. Results of the Paired Samples T-Test

Scale	N	Mean	S	sd	t	p
MALQENG	40	86.44	9.89	35	-1.33	.19
MALQTUR	40	88.63	10.38			

Table 3 shows that there was no significant difference between the mean scores of the two scales ($t(35) = -1.33, p < .05$). In other words, the analysis shows that the mean scores of both the original scale and the translated version are close to one another. Therefore, it can be inferred that both versions of the scale conveyed the same meaning.

After the language validity is checked, we performed confirmatory factor analysis (CFA) to test the factor structure of the scale in the Turkish version, with 304 preparatory school students. The results of CFA are given in Table 4.

Table 4. Results of the Confirmatory Factor Analysis

Index	Suggested range	Values
χ^2/sd	Very good $\leq 3 \leq$ Good ≤ 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

Table 4 shows that modification and error indices, while the former are lower than suggested values (Browne & Cudeck, 1993; Hu & Bentler, 1999; Kline, 2005) and the latter are high. Based on these results it can be said that the five-factor structure of the original scale wasn't confirmed, leading us to perform an Exploratory Factor Analysis (EFA) to find out the factor structure of the scale. Also, Kaiser-Meyer-Olkin (KMO) and Bartlett's Sphericity tests were performed, and the results are given in Table 5.

Table 5. Results of KMO and Bartlett's Test,

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.88
	Approx. Chi-Square	2630.68
Bartlett's Test of Sphericity	df	210
	Sig.	0

Table 5 shows that KMO value is 0,88 and Bartlett's Sphericity Test is significant ($p = 0,00 < 0,05$), showing that the data is fit for the EFA. The EFA results revealed that although there were four eigenvalues above 1 (Table 6), a one-factor structure was visible in the scree plot (*Figure 1*).

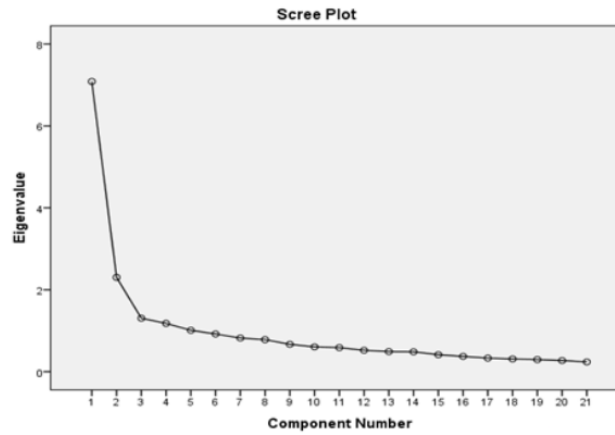


Figure 1. Scree Plot

Figure 1 reveals a dramatic fall after the first factor. In addition, one-factor structure of the scale is visible in the steepness between the first and the second factor and the flatness after the second factor in the scree plot (Çokluk et al., 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 five factors have eigenvalues higher than 1. The first factor explains 33,738% of the variance and its eigenvalue is 7,085; the second factor explains 10,964% of the variance and its eigenvalue is 2,302; third factor explains 6,214% of the

variance and its eigenvalue is 1,305. Another indicator for the one factor structure of the scale is the fact that the eigenvalue of the first factor is three times as more than the second factor and that the first factor explains more than 30% of the variance (Çokluk et al., 2010). Therefore, one-factor structure of the scale was confirmed with a parallel analysis (Akbaş, Karabay, Yıldırım-Seheryeli, Ayaz & Demir, 2019). The factor loadings of the items in the scale are presented in Table 7.

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
m18	0,276
m8	0,233
m3	0,077
m16	0,031

Table 7 shows that the factor loading of the items are between .39 - .74. 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) (Büyüköztürk, 2019). However, item 18 was not omitted with the opinions of three field experts since it had acceptable factor loading. and with 18 items and one factor the scale explained % 39.07 of variances. The reliability value

for the current version of the scale was .80, which is considered reliable according to Bütüköztürk (2019). To this respect, the final version of the scale included one factor and 18 items (see Appendix 2).

DISCUSSION and CONCLUSION

Metacognitive awareness in listening is found significant as it is positively correlated with second language listening comprehension and metacognitive awareness of the students can be improved through a structured metacognitive strategy training. 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). To this end, Vandergrift et al. (2006) developed a scale to measure learners' metacognitive awareness in listening (called 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.

Despite the growing interest in the concept of metacognitive awareness in the field of foreign language education and listening skill in particular, the limited number of measurement tools in Turkish context revealed the need for a reliable and a valid instrument. Therefore, the aim of the study was to adapt the Metacognitive Awareness Listening Questionnaire (Vandergrift et al., 2006) to Turkish. To this end, the adaptation process of the MALQ into Turkish was conducted by following the steps

including the translation, pilot implementation and the statistical analyses, as suggested in Erkuş and Selvi, (2019). The data was collected from a total of 344 participants. As a result of the confirmatory factor analysis with the Lisrel 8.7 program, principal components analysis and reliability tests on the SPSS 23 package program, the Turkish version of the MALQ scale is found to be reliable and valid with one-factor structure and 18 items to be used with Turkish learners of English.

Original five-factor structure did not work in the Turkish context and the scale measures the construct of 'metacognitive awareness' as a whole. It is important to reveal the statistical analysis in the target culture because if the scale has a different structure the data would yield inaccurate results (Bayık & Gürbüz, 2016). In this regard, Aryadoust (2015) examined the scale with Rasch model and found that all the subscales yielded good psychometric functioning and the scale was found to be reliable. In addition, Ehrich and Henderson (2019) also investigated the psychometric properties of the scale with the Rasch model for validation purposes. They found that 'person knowledge' subscale did not fit the model and there were two misfitting items: item number 8 (*I feel that listening comprehension in English is a challenge for me*) and item number 16 (*When I have difficulty understanding what I hear, I give up and stop listening*), which are two of the items that had very low factor loadings and therefore did not work in our study as well. They revealed that removing these items improved the psychometric properties of the scale. In our case, the construct was different as it did not confirm the original five-factor structure. Therefore, the adapted version is believed to be essential in the field in terms of metacognitive awareness in listening skill in language learning and can be used in both descriptive and experimental studies in the relevant literature in the Turkish context.

The adapted Turkish version of the MALQ can be used for several purposes in the field of English Language Teaching. For further research studies, researchers in the ELT field can implement the scale for investigating the metacognitive awareness of EFL learners from different contexts (grades, levels, socio-cultural contexts) in Turkey. Moreover, the scale can be used to track the improvement of foreign language learners

in terms of any possible increase in metacognitive awareness in listening skill. As for other pedagogical implications, based on the results of the MALQ scale, the researchers or practitioners can make decisions on how to increase metacognitive awareness, which components of the metacognition should be promoted in language classrooms, or the metacognitive strategy training can be designed to be used in class or out-of class listening activities. Moreover, the scale can also be used by language students for self-assessment purposes to monitor their own progress in listening skill.

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GENİŞ ÖZET

İlk defa Flavell (1979) tarafından kullanılan 'üstbilgi' terimi 'bilişsel faaliyetlerin kontrol edilmesi, denetlenmesi ve değerlendirilmesi' olarak tanımlanmaktadır. Son 40 yılda farklı alanlarda olduğu gibi dil öğretimi ve öğrenimi alanında da oynadığı rol incelenmiş ve üstbilginin dil performansında önemli bir yordayıcı olduğu bulunmuştur (Doğan & Tuncer, 2017; Goh, 1997, 2014; Vandergrift & Goh, 2012). Goh (2018) dil öğrenme sürecinde dinleme becerilerinin geliştirilmesi sürecinin daha az gözlemlenebilir olmasına dikkat çekerek üstbilşsel süreçlerinin daha yakından izlenmesi gerektiğini belirtmiştir. Bu şekilde öğrencilerin yabancı dilde dinleme becerilerinde özerklik kazanabileceklerini savunmuştur. Vandergrift ve Goh (2012) üstbilginin tüm göstergelerini ifade etmek için 'üstbilşsel farkındalık' terimini kullanmışlardır. Bu bağlamda, üstbilşsel farkındalığın yabancı dilde dinleme becerisi üzerindeki etkisini incelemek için daha detaylı çalışmalara ve analizlere ihtiyaç duyulmuştur. Bu nedenle, Vandergrift, Goh, Mareschal, and Tafaghodtari (2006) yabancı dil öğrenen öğrencilerin dinleme becerilerindeki üstbilşsel farkındalık seviyelerini ölçmek için Üstbilşsel Dinleme Farkındalığı Ölçeğini (MALQ) geliştirmiştir. Ölçeğin geliştirilmesi için öncelikle 51 maddelik bir madde havuzu oluşturulmuş ve bu maddeler 966 katılımcıya uygulanmıştır. 6'lı Likert Ölçeği olarak geliştirilen bu ölçek 5 faktör boyut ve 21 maddeden oluşmaktadır. Ölçekteki faktörler: planlama ve değerlendirme (1,10,14,20,21), yönlendirilmiş dikkat (2,6,12,16), zihinsel çeviri (4,11,18), kişi bilgisi (3,8,15) ve problem çözüme (5,7,9,13,17,19) olarak belirlenmiştir. Ölçeğin alt boyutlarının güvenilirlik katsayıları .74 ve .78 arasında değişmekte olup tüm ölçek için güvenilirlik katsayısı .62 olarak bulunmuştur. Ölçeğin geçerlik ve güvenilirlik çalışmaları sonucu ölçeğin üstbilşsel dinleme farkındalığını ölçmede güvenilir bir ölçme aracı olduğu bulunmuştur.

Ölçek yabancı dil öğrenen Türk öğrencilere uygulanmış (Ülke, 2014; Topaç, 2019; Yılmaz, 2019), ancak ölçeğin uyarlanmasının psikometrik özelliklerinin analizlerine rastlanmamıştır. Uyarlama yapılan ölçeğin ölçtüğü yapı uygulandığı kültüre, dile ve örnekleme göre değişiklik göstereceğinden uyarlamamın yapılacağı dil ve kültürde psikometrik özelliklerinin tekrar analiz edilmesi gerekmektedir (Erkuş & Selvi, 2019).

Amaç

Ölçülen yapının kültürel ve dilsel farklılıklardan dolayı değişiklik gösterebileceği düşünüldüğünde bir ölçeğin geliştirildiği dilden farklı bir dil ve kültürde yapısı test edilmeden kullanılırsa güvenilir sonuçlar vermeyebilir (Bayık & Gürbüz, 2016). Ölçeğin Türk kültüründe güvenilir bir şekilde kullanılabilmesi için gerekli istatistiksel analizlerin yapılması gerekmektedir. Bu çalışmanın amacı Üstbilşsel Dinleme Farkındalığı Ölçeğinin (MALQ) Türkçe'ye uyarlanmasıdır.

Yöntem

Ölçeğin uyarlaması için 344 katılımcıdan veri toplanmıştır. Katılımcılar hazırlık okullarında okuyan İngilizceyi yabancı dil olarak öğrenen öğrencilerden oluşmaktadır. Toplanan veriler SPSS 23 ve Lisrel 8.7 programları kullanılarak analiz edilmiştir. Uyarlama için Erkuş ve Selvi (2019)'un ölçek uyarlama adımları takip edilmiştir. Veri toplamamın ilk adımında ölçeğin orijinali ve Türkçe'ye çevrilmiş hali 10 gün arayla 40 kişiye uygulanmıştır. Sonrasında 304

öğrenciye Türkçe hali uygulanmış ve yapı geçerliğini belirlemek için Doğrulayıcı Faktör Analizi ve Temel Bileşenler Analizi uygulanmıştır.

Bulgular


40 kişiden toplanan verilerle yapılan analiz sonucunda veriler arasında fark olmağı bulunmuş ve dil geçerliği doğrulanmıştır. 304 kişiden toplanan verilerin analiz sonuçlarına göre ölçeğin orijinalindeki 5 faktörlü yapısı doğrulanmamış, Türk kültüründe tek faktörlü olarak çalıştığı bulunmuş ve paralel analizle doğrulanmıştır. Ayrıca, üç madde (3.8. ve 16.) düşük faktör yüklerinden dolayı çıkarılmış ve 18 madde ile ölçeğin güvenilirliğinin .80 olduğu bulunmuştur. Büyükköztürk'e (2019) göre güvenilirlik aralığının .70'ten büyük olması yüksek güvenilirliği göstermektedir. Bütün analizler sonucunda, ölçeğin Türk kültüründe tek faktörlü ve 18 maddeli olarak kullanılabilceği bulunmuştur.

Sonuçlar ve tartışma

Üstbilişsel farkındalık kavramının yabancı dilde dinleme becerilerinde giderek artan önemi dikkate alındığında Türk kültüründe bu kavramı ölçebilen güvenilir ve geçerli bir ölçme aracına olan ihtiyacın önemi yadsınamaz. Bu nedenle, bu çalışma Üstbilişsel Dinleme Farkındalığı Ölçeğinin (ÜDFÖ) Türkçe 'ye uyarlamayı amaçlamış ve bu doğrultuda 344 katılımcıdan veri toplanmıştır. Yapılan analizler sonucunda ölçeğin orijinalindeki 5 faktörlü yapının Türk kültüründe çalışmadığı görülmüş ve tek faktörlü yapıya sahip olduğu bulunmuştur. Başka bir deyişle, üstbilişsel farkındalık ölçeğinde ayrı ayrı toplam puan alınabilen planlama ve değerlendirme, yönlendirilmiş dikkat, zihinsel çeviri, kişi bilgisi ve problem çözüme alt boyutlarının Türk örnekleminde çalışmadığı ve sadece maddeler çevrilerek kullanıldığında hatalı sonuçlar verebileceği sonucuna ulaşılmıştır. Bu nedenle, üstbilişsel farkındalığın dinleme becerileri alanındaki önemi düşünüldüğünde ölçeğin uyarlamasının bu alandaki gelecek çalışmalara katkı sağlayacağı düşünülmektedir.

Appendix 1. Ethical Committee Approval

Evrak Tarih ve Sayısı: 21.05.2020-E.55701



T.C.
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İlgi : 10.03.2020 tarihli ve E.37163 sayılı yazı.

İlgi yazınız ile göndermiş olduğunuz, Enstitünüzün 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-İmzalıdır
Prof. Dr. İsmail KARAKAYA
Kurul Başkanı

Araştırma Kod No: 2020-253


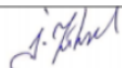
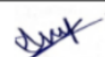
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Appendix 2. The Turkish Version of Metacognitive Awareness Listening Questionnaire

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