



Investigation of listening types of Turkish pre-service teachers in terms of the various variables: A case of Kafkas University

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Abstract

The aim of this study is to investigate the relationship between the listening types of the Turkish pre-service teachers of Kafkas University and various variables (Gender, grade level, time in front of the screen, participating in activities). The sample was determined with simple random method and 193 Turkish pre-service teachers from Kafkas University participated in the study. The Listening Types Scale developed by Bodie, Worthington and Gearhart (2013) and adapted by Kaya (2014) into Turkish was used as data collection tool. The scale consists of four sub-dimensions and 18 items: relational listening, interactive listening, critical listening and analytic listening. As a result of the study, it was found that the listening types used by Turkish pre-service teachers did not show a significant difference according to gender, grade level and time spent in front of the screen. On the other hand, the difference between the types of listening used by teachers' candidates according to their participation in the activities inside or outside the university was found to be significant in favor of those who participated in the activities in relational listening.

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Keywords: Listening; listening types; Turkish teacher candidate; skills; quantitative research.

1. Introduction

1.1. Literature review

Both mother tongue and foreign / second language teaching process consist of four basic language skills (reading, listening, speaking, writing) (Alyılmaz, 2018). One of the most important concerned language skills is also listening. This is because the listening in Turkish teaching both as a mother tongue and as a foreign / second language enables language learners/acquirers to receive language input and interact with the language. It also facilitates the emergence of language skills (Vandergrift and Goh, 2012). Many definitions of listening have been made in the relevant literature. Demirel (1999) described listening as “the activity of the speaker to understand the message who wants to give smoothly and react to the stimulus” (pp. 33). According to Ünalın (2006), listening is the whole of the sounds that the

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person chooses and willingly perceives depending on his preference (pp. 50). Melanlıoğlu (2013) considered listening in the communication process and defined this skill as meaning and react to the voices heard. According to Sever (2004), “listening can be defined as understanding what we hear and hiding, or paying attention to what we hear” (pp. 10).

The individual uses listening skills for the majority of his / her life (Tyagi, 2013; Picard and Velautham, 2016) and this process starts primarily in the womb (Robertson, 2004; Güneş, 2007; Sarikaya, 2018; Erdağı Toksun, 2019; Durukan and Arslan, 2019). Aside from what we have learned through listening in our daily lives, a significant portion of what we have learned in our learning process has been gained through listening. In our schools, most of the teachers use the method of flat speech (declaration). In this case, the time that students devote to listening increases even more and they obtain almost 83% of what they learn through listening (Çifci, 2001, pp. 169).

“Listening is a skill that benefits mankind in many ways” (Er, 2019, pp. 55) and listening has an important role in communicating in society in able for people to integrate with society and gain a position in society, they need to show that they value people and understand them. Listening skill also has an undeniable role here (Yıldırım and Er, 2013). As Erdağı Toksun (2019) points out, the best way to establish good relations and friendships in society is to express herself/himself well and to be a good listener. Listening is one of the important elements in human relations, daily life and realization of learning concept. For example, when we communicate with family members at home, with colleagues and students at school, with any shopkeepers on the street, we try to listen carefully.

In this context, listening activity is needed for a healthy communication (Sarikaya, 2018, pp. 56). The close relationship between listening and communication reveals the importance of listening education process. The process of listening education was divided into three groups as pre-listening, listening order and post-listening (Doğan, 2016; Sarikaya, 2018). Field (1998; cited in Er, 2011) revealed the parts of listening education as follows:

- Preliminary listening (context and motivation)
- Wide listening (asking questions depending on the situation)
- Broad listening with predetermined questions and tasks
- Examining the questions asked
- Control of the language used and new word extraction

Turkish teachers will organize the above mentioned process. According to the study conducted by Bağcı and Temizkan (2006), students have a high level of expectation from Turkish teachers in improving their listening skills. One of the prerequisites for Turkish teachers to meet this expectation is to be aware of their listening styles. Many types of listening are mentioned in the literature. Some of them are Relational Listening, Interactive Listening, Critical Listening, Parser Listening.

Critical Listening; beyond the understanding of what is heard in an individual's consistent-erroneous, rational-irrational, positive negative, true-false evaluation or judgment. During listening, the person is very careful and does not reach the judgment before they finish. Parser Listening; It is a tendency not to decide on the ideas of others without thinking about all aspects of a subject before responding to what the other person says. (...) Interactive Listening; it involves making the speaker realize that he or she is listening in a simple interaction environment. It is seen that it is used in the same and close meanings with active, effective and active listening. Relational Listening expresses the listening of an individual in order to understand the feelings of the other person and to establish relationships with others (Kaya, 2014, pp. 324-325).

In listening activity, the individual needs to know which listening type or types to use. Thus, during the listening process, the listener will understand what he or she is listening to and will react accordingly.

In order for the process to proceed, one should be subjected to a listening education and have the ability to determine the type of listening to use according to the purpose of listening (Melanlioğlu, 2012, pp. 65).

1.2. Research questions

In this context, the aim of this study is to investigate the relationship between the listening types of Turkish pre-service teachers studying at Kafkas University and various variables (Gender, grade level, time in front of the screen, participating in activities). For the purpose of the research, the following questions were sought:

- Do the listening types used by Turkish pre-service teachers show a significant difference according to the gender?
- Do the listening types used by Turkish pre-service teachers show a significant difference according to the grade level?
- Do the listening types used by Turkish pre-service teachers show a significant difference according to the time in front of the screen?
- Do the listening types used by Turkish pre-service teachers show significantly according to the participating in activities (panel, conference...) inside or outside the university campus?

2. Method

This research was carried out by means of survey which is one of the quantitative research methods. Screening researches commonly used in social sciences are carried out on large groups, in which individuals' opinions, attitudes about a case or event are taken, and cases and events are tried to be described (Karakaya, 2011, pp. 59).

2.1. Sample / Participants

The population of the study consists of Turkish pre-service teachers studying at Kafkas University in the fall semester of 2019-2020. The sample of the study consisted of 193 Turkish pre-service teachers who were selected from the universe by simple random sampling method.

Table 1. Distribution of variables

Variables		N
Gender	Female	124
	Male	69
	Total	193
Class Level	First Grade	53
	Second Grade	50
	Third Grade	52
	Fourth Grade	38
	Total	193

As shown in Table 1, 124 female and 69 male Turkish pre-service teachers participated in the study. In the research, the majority of the sample was female participants. 53 first grade, 50 second grade, 52 third grade and 38 fourth grade Turkish teacher program students participated in the study. The majority of the sample consisted of students in the first, second and third grade.

2.2. Instrument(s)

In the study, “Listening Types Scale” adapted to Turkish by Kaya (2014) was used as data collection tool. The scale consists of 4 sub-dimensions as “relational listening”, “interactive listening”, “critical listening” and “analytical listening”, and 18 items. The highest score that can be obtained from the six-item relational listening subscale of the scale is 42. The highest score that can be obtained from the five-item interactive listening sub-dimension is 35. The highest score that can be obtained from the four-item critical listening sub-dimension is 28. The highest score that can be obtained from the three-item analyst listening sub-dimension is 21.

The Cronbach Alpha reliability coefficient, which was determined by the developer of the scale for the relational listening, interactive listening, critical listening and analytical listening sub-dimensions, was 0.76, 0.64, 0.75, and 0.73 for the entire scale, respectively. The Cronbach Alpha reliability coefficient calculated for this study was found to be 0.85, 0.69, 0.85 and 0.78 for the sub-dimensions respectively and 0.88 for the whole scale.

2.3. Data analysis

The quantitative data obtained from the research were transferred to SPSS 21.0 package program. Then, Kolmogrov-Simironov test was used to determine whether the data were normally distributed or not. Non-parametric tests (Kruskal Wallis and Mann-Whitney U test) were used in the analysis of the data since the scores did not show a normal distribution.

3. Results

3.1. The average of listening types belonging to Turkish pre-service teachers

Table 2. Means of participants' listening types scale

1. Scale Dimensions	N	\bar{X}	S
Relational Listening	193	34.59	6.57
Interactive Listening	193	27.22	5.94
Critical Listening	193	22.13	4.75
Parser Listening	193	17.14	3.78

When Table 2 is examined, the mean scores of the Turkish pre-service teachers participating in the research are 34.59 in the “relational listening” sub-dimension, 27.22 in the “interactive listening” sub-dimension, 22.13 in the “critical listening” sub-dimension, and 17.14 in the “analytical listening” sub-dimension. The lowest score that can be obtained from the six-item relational listening subscale of the scale is 6 and the highest score is 42. The lowest score that can be obtained from the five-item interactive listening sub-dimension is 5 and the highest score is 35. The lowest score that can be obtained from the four-item critical listening sub-dimension is 4 and the highest score is 28. The lowest score that can be obtained from the three-item analyst listening sub-dimension is 3 and the highest score is 21. Therefore, it can be said that the listening types of Turkish pre-service teachers are high.

3.2. Do the listening types used by Turkish pre-service teachers show a significant difference according to the gender?

Table 3. Results of U test on listening types used by gender of teacher candidates

	Groups	N	Average of rows	Sorts total	M-Whitney U	Z	p
Relational Listening	Female	124	102.63	12725.50	3580.500	-	1.881
	Male	69	86.89	5995.50			
Interactive Listening	Female	124	101.43	12577.50	3728.500	-	1.480
	Male	69	89.09	6143.50			
Critical Listening	Female	124	99.20	12300.50	6420.500	-	.735
	Male	69	93.05	6420.50			
Parser Listening	Female	124	100.69	12486.00	3820.000	-	1.241
	Male	69	90.36	6235.00			

When Table 3 is analyzed, the difference between the pre-service teachers' listening types according to their gender ["relational listening" (U= 3580.500), "interactive listening" (U= 3728.500), "critical listening" (U= 6420.500), "parser listening" (U= 3820.000)], $p > 0.05$ significance level was not significant.

3.3. Do the listening types used by Turkish pre-service teachers show a significant difference according to the grade level?

Table 4. Kruskal Wallis test results regarding the listening types used by pre-service teachers according to class levels

	Grade	N	Average of rows	sd	X ²	p
Relational Listening	First Grade	53	100.87	3	.616	.893
	Second Grade	50	92.80			
	Third Grade	52	95.67			
	Fourth Grade	38	98.95			
Interactive Listening	First Grade	53	104.37	3	6.184	.103
	Second Grade	50	92.80			
	Third Grade	52	106.07			
	Fourth Grade	38	79.84			
Critical Listening	First Grade	53	102.65	3	2.138	.544
	Second Grade	50	91.09			
	Third Grade	52	102.04			
	Fourth Grade	38	90.00			
Parser Listening	First Grade	53	105.31	3	1.829	.609
	Second Grade	50	93.44			
	Third Grade	52	91.95			
	Fourth Grade	38	97.00			

When Table 4 is examined, students' relational listening [$X^2_{(2)} = .616$; $p > .05$], interactive listening [$X^2_{(2)} = 6.184$; $p > .05$], critical listening [$X^2_{(2)} = 2.138$; $p > .05$] and parser listening [$X^2_{(2)} = 1.829$; $p > .05$] scores did not differ significantly according to the grade level.

3.4. Do the listening types used by Turkish pre-service teachers show a significant difference according to the time in front of the screen?

Table 5. Kruskal Wallis test results regarding the listening types used by pre-service teachers according to the time spent in front of the screen.

	Grade	N	Sorts total	sd	X ²	p
Relational Listening	Less than 1 Hour	57	97.43	3	.027	.999
	1-4 Hour	105	96.67			
	5-8 Hour	27	97.87			
	More than 8 Hour	4	93.75			
Interactive Listening	Less than 1 Hour	57	99.44	3	1.033	.793
	1-4 Hour	105	94.32			
	5-8 Hour	27	104.24			
	More than 8 Hour	4	83.75			
Critical Listening	Less than 1 Hour	57	104.01	3	2.283	.516
	1-4 Hour	105	91.69			
	5-8 Hour	27	103.65			
	More than 8 Hour	4	91.63			
Parser Listening	Less than 1 Hour	57	95.70	3	.542	.909
	1-4 Hour	105	99.35			
	5-8 Hour	27	91.76			
	More than 8 Hour	4	89.13			

When Table 5 is examined, students' relational listening [$X^2_{(2)} = .027$; $p > .05$], interactive listening [$X^2_{(2)} = 1.033$; $p > .05$], critical listening [$X^2_{(2)} = 2.283$; $p > .05$] and parser listening [$X^2_{(2)} = .542$; $p > .05$] scores did not differ significantly according to the time in front of the screen.

3.5. Do the listening types used by Turkish pre-service teachers differ significantly according to the of participating in activities (panel, conference) inside or outside the university?

Table 6. Results of U test for listening types used by pre-service teachers according to participation in activities in and out of university.

	Groups	N	Average of rows	Sorts total	M-Whitney U	Z	p
Relational Listening	Yes	151	101.32	15300.00	2518.000	-2.046	.041
	No	42	81.45	3421.00			
Interactive Listening	Yes	151	97.94	14789.50	3028.500	-.446	.656
	No	42	93.61	3931.50			
Critical Listening	Yes	151	100.23	15135.00	2683.000	-1.530	.126
	No	42	85.38	3586.00			
Parser Listening	Yes	151	97.61	14738.50	3079.500	-.288	.773
	No	42	94.82	3982.50			

When Table 6 was examined, the difference between the types of listening used by the candidate teachers according to their participation in the activities inside or outside the university [“relational

listening” ($U = 2518.000$)] was significant at $p < 0.05$ significance level. When the average of the rankings is considered, it is understood that this difference is in favor of the participants. It is also that in the other factors [“interactive listening” ($U = 3028.500$), “critical listening” ($U = 2683.000$), “parser listening” ($U = 3079.500$)] $p > 0.05$ significance level was not significant.

4. Discussion

In this study, the relationship between the listening styles of Turkish teacher candidates studying at Kafkas University and various variables was investigated. As a result of the study, it was concluded that the listening types of Turkish teacher candidates were high.

In the study, the difference between the listening types (relational, interactive, critical and analytic) used by Turkish teacher candidates according to their gender was not significant. In many studies, it has been found that gender variable does not create meaningfulness on listening types (Maden and Durukan, 2011; Tabak, 2013; Ürün Karahan, 2016). In the study conducted by Özkan and Başkan (2019), a significant difference was found between the listening types used by Turkish teacher candidates and their gender in favor of women only in relational listening dimension.

In the research, the difference between listening types (relational, interactive, critical and analytic) used by Turkish teacher candidates according to their grade levels was not found significant. Özkan and Başkan (2019) and Ürün Karahan (2016) did not find any significant difference between the listening types used by Turkish teacher candidates and their classroom levels. Maden and Durukan (2011) determined that the grade level variable makes a significant difference on listening types in favor of 4th grade students.

In the study, the difference between listening types (relational, interactive, critical and analytic) used by Turkish teacher candidates according to the time spent in front of the screen was not significant. Özkan and Başkan (2019) found a significant difference between the listening types used by Turkish teacher candidates and the duration of television watching. The reason why Özkan and Başkan (2019) do not show parallelism with this research may be that Özkan and Başkan's (2019) research only considers television viewing times.

In the study, the difference between the types of listening used by Turkish teacher candidates according to their participation in activities (panel, conference...) in or outside the university campus was found to be significant in favor of the participants in the relational listening dimension. No significant difference was found in the interactive, critical and analytical listening dimensions.

5. Conclusions

The following results can be concluded from this research:

- In the research, it was determined that the listening types of Turkish teacher candidates were high. This situation can be concluded as to be provided by the courses taken especially for the basic language skills at the undergraduate level. Lessons for listening and other language skills have been reduced in the new version of the Turkish Language Teaching Undergraduate Program. Therefore, it is thought to be beneficial to increase the course on language skills.

- In the research, a significant difference was found in the relational listening dimension in favor of the participants in the activities inside or outside the university campus. It would be beneficial for universities to organize activities such as symposiums, conferences, panels and encourage students to participate in these activities.

6. Ethics Committee Approval

The author confirms that ethical approval was obtained from Kafkas University Social and Human Sciences Ethical Committee (Approval Date: 12/03/2020).

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Investigation of listening types of Turkish pre-service teachers in terms of the various variables: A case of Kafkas University

Öz

Bu çalışmanın amacı, Kafkas Üniversitesi Türkçe öğretmen adaylarının dinleme türleri ile çeşitli değişkenler (Cinsiyet, sınıf düzeyi, ekranın önündeki süre, etkinliklere katılım) arasındaki ilişkiyi incelemektir. Örneklem basit rastgele yöntemle belirlenmiş ve Kafkas Üniversitesi'nden 193 Türkçe öğretmen adayı çalışmaya katılmıştır. Veri toplama aracı olarak Bodie, Worthington ve Gearhart (2013) tarafından geliştirilen ve Kaya (2014) tarafından Türkçe'ye uyarlanan Dinleme Türleri Ölçeği kullanılmıştır. Ölçek dört alt boyut ve 18 maddeden oluşmaktadır: ilişkisel dinleme, interaktif dinleme, eleştirel dinleme ve analitik dinleme. Çalışma sonucunda Türkçe öğretmen adaylarının kullandığı dinleme türlerinin ekran önünde cinsiyet, sınıf düzeyi ve zamana göre anlamlı bir farklılık göstermediği bulunmuştur. Öte yandan, öğretmen adaylarının üniversite içi veya dışındaki etkinliklere katılımlarına göre kullandıkları dinleme türleri arasındaki farkın ilişkisel dinleme faaliyetlerine katılanlar lehine anlamlı olduğu bulunmuştur.

Anahtar sözcükler: Dinleme; dinleme türleri; Türkçe öğretmeni adayı; Beceriler; Nicel araştırma.

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