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THE EVALUATION OF LISTENING STYLES OF HISTORY TEACHER CANDIDATES IN TERMS OF DIFFERENT VARIABLES: THE CASE OF GÜMÜŞHANE UNIVERSITY

TARİH ÖĞRETMENİ ADAYLARININ DİNLEME STİLLERİNİN ÇEŞİTLİ DEĞİŞKENLER AÇISINDAN DEĞERLENDİRİLMESİ: GÜMÜŞHANE ÜNİVERSİTESİ ÖRNEĞİ

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Abstract

In this study, the listening styles of students studying at Gümüşhane University, Faculty of Letters, Department of History were evaluated in terms of gender and grade level variables. In the research, a scanning method was used to determine the listening styles of history teacher candidates regarding the education process. The population of the study is 484 students studying at Gümüşhane University, Faculty of Letters, Department of History; The sample consists of 164 students who continue their education in the same department. "Listening Styles Scale (DSA)" (Maden & Durukan, 2011) was used to collect the quantitative data of the study. The scale used in the research consists of 10 items. The questions asked to teacher candidates in the scale are; The answers were: Never (1), Rarely (2), Sometimes (3), Often (4), Always (5). The research was applied to 164 history teacher candidates, and the Cronbach's alpha coefficient was determined as 0.84. The necessary analysis was carried out by applying the SPSS 11.5 program and using the frequency and Chi-square method. As a result of the research; It was determined that 44.6% of the history teacher candidates were Passive listeners, 33.1% were Participant listeners, 17.2% were Neutral listeners, and 5.1% were Active listeners. In addition, in the other dimension of the research, it was concluded that the gender variable did not result in a difference in listening styles, but the grade level variable revealed a certain difference.

Keywords: History teacher, Listening, Style, Resarch, Variable

Özet

Bu çalışmada Gümüşhane Üniversitesi, Edebiyat Fakültesi, Tarih Bölümü'nde okuyan öğrencilerin dinleme stillerini cinsiyet ve sınıf düzeyi değişkenleri bakımından değerlendirilmesi ele alınmıştır. Araştırmada tarih öğretmeni adaylarının eğitim öğretim sürecine ilişkin dinleme stillerini belirleme yönelik tarama metodu kullanılmıştır. Çalışmanın evrenini Gümüşhane Üniversitesi, Edebiyat Fakültesi, Tarih Bölümü'nde öğrenim gören 484 öğrenciler; örnekleme ise aynı bölümde eğitime devam eden 164 öğrenci oluşturmaktadır. Çalışmanın nicel verilerinin toplanmasında "Dinleme Stilleri Ölçeği (DSA)" (Maden &

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Durukan, 2011) kullanılmıştır. Araştırmada kullanılan ölçek 10 maddeden oluşmaktadır. Ölçekte öğretmen adaylarına yöneltilen sorulara; Hiçbir zaman (1), Nadiren (2), Bazen (3), Sık sık (4), Her zaman (5) şeklinde cevap alınmıştır. Araştırma 164 tarih öğretmeni adayına uygulanmış olup, cronbach alfa katsayısı 0,84 olarak tespit edilmiştir. Çalışma, SPSS 11.5 programı uygulanarak frekans ve Ki-kare yöntemiyle gerekli analizi yapılmıştır. Araştırma neticesinde; Tarih öğretmeni adaylarının %44,6' sının Pasif dinleyici, %33,1'nin Katılımcı dinleyici, %17,2'nin Tarafsız dinleyici, %5,1'nin ise Aktif dinleyici oldukları tespit edilmiştir. Ayrıca araştırmanın diğer boyutunda dinleme stilleri konusunda cinsiyet değişkeninin fark oluşturacak bir sonuç vermediği, ancak sınıf seviye değişkeninin belirli bir fark ortaya koyduğu sonucuna varılmıştır.

Anahtar Kelimeler: Tarih öğretmeni, Dinleme, Stil, Araştırma, Değişken.

Introduction

There are different definitions of listening, which is a very important part of the education and training process. Listening in Turkish dictionary; It is expressed as listening to hear, accepting someone's words and advice and acting accordingly (TDK, 2005). The fact that an individual gives meaning to every sound she hears throughout her life, accumulates it in her memory, and creates a large part of her experience and knowledge in this way proves that it is the main element in learning. Listening begins in pre-school and continues throughout life. So much so that the child's process of learning language in the womb begins through listening. The baby has been listening to conversations and every sound since before birth (Güneş, 2007). The importance of listening ability has a special place in the entire learning period that an individual spends in the process of learning his or her native language. In other words, a child who has not reached the reading level tries to understand everything that happens around him by listening; the child acquires the world of knowledge, emotions and thoughts he gained in pre-school only through listening (Sever, 2000).

Listening is as valuable and essential a skill as speaking, writing and reading are in daily life. Because a very important part of human relations in social life is based on telling and listening. Undoubtedly, listening paves the way for gaining knowledge and awareness. The individual is intertwined with listening activity at every stage of daily life, at home, at work, in the bazaar and in the market. In addition, there are parts of our socio-cultural life that are realized one-sidedly, only by listening. It takes place through watching and listening to television and radio programs, conferences, concert events, and social media content (Özbay, 2001).

Listening, which is the basic/main element of communication and learning, also helps the individual in terms of enjoyment (Yıldız, 2003). According to Özbay; We obtain approximately 83% of what we learn through seeing, 11% through hearing, 3.5% through smell, 1.5% through touch, and 1% through taste. Apart from the activities we gain through seeing in social life, we realize a very important dimension of what we learn through listening. As it is known, the teaching and learning process in schools takes place largely through students' listening. Students spend a significant part of the lessons listening to either their teacher or their classmates. During listening, a number of activities occur, such as distinguishing the sounds heard, comparing them with previously learned information, and making sense of them. During these activities, the existing nervous system does not keep itself at one point to protect itself, but focuses on points that it finds interesting and attractive, that is, points that are meaningful in terms of the physiological and psychological needs it is experiencing at that moment (Aras, 2008). In other words, approximately 83% of what students learn is through listening (Özbay, 2005).

Listening skill is also an important phenomenon that covers the individual's cognitive, affective, physical, physiological, educational, psychomotor, social and cultural dimensions. In other words, the listening process is when sound waves hit the eardrum and reach the brain through vibrations. The sound waves formed in this way are transmitted to the brain through the ears. While listening is related to the decoding and interpretation of the sounds heard and transmitted, hearing only consists of sound waves reaching the brain through certain hearing mechanisms (Yüksel, 2008). In other words, listening and hearing are related to each other, but they are both different activities. Listening is a psychological state, while hearing is a physiological state (Ergin, 2008).

Listening is also defined as a reaction to both visual and auditory symbols (Ergin, 2008). At the same time, we can define listening as a psychomotor skill that includes the processes of hearing, perceiving and interpreting speech during communication. In short, listening is the ability to understand and respond effectively (Johnson, 1951).

Listening is also expressed as a complex process consisting of different functions of the voice, ear and brain, such as voice, hearing, thinking, understanding, associating, criticizing and shaping in the mind (Güneş, 2007a). Based on the different definitions made about this listening, listening is a period of time that requires the active participation of the individual. Three important stages that make listening skills successful should not be forgotten. These stages; attention, understanding and evaluation phases. Attention means that the listener concentrates on the subject being told; Comprehension involves mentally organizing the information learned; The evaluation stage is to judge what you have learned in terms of your own thoughts and beliefs (Akyol, 2006).

When listening skills are taken into consideration, it is noticeable that listening is separated from hearing. While hearing occurs involuntarily, listening is aimed at a specific goal and is a skill that needs to be learned (Aktaş & Gündüz, 2001). Hearing and listening states are related to each other, but these two states indicate different activities. In other words, listening refers to a psychological process, while hearing refers to a physiological process (Ergin & Birol, 2000). Listening, which we frequently use in our social life, is "a communication skill as well as an instinct we have from birth" (Gürel & Tat, 2012).

The main issues that affect listening are; The subject (content, language, etc.), the speaker (tone of voice, impressiveness, etc.), the characteristics of the listener (physical and neurological position, psychological-moral-motivation). In addition, not everyone's listening situation, listening style and perception are the same. This issue brings into consideration an important phenomenon such as listening styles. There are many important principles that affect listening in the formation of listening styles (Özbay, 2014).

We can list the important principles that make listening effective as follows:

1. Issues related to the listener (intelligence level, hearing status, giving importance to listening, interest and sensitivity to the subject, careful listening, purpose-oriented listening, knowing the structure and function of language).
2. Issues related to the educator/teacher and speaker.
3. Speech topic/ Content of the lesson.
4. Suitability of the listening environment.

5. Listening-Comprehension speed.
6. Time spent on listening

It can be seen that there are different approaches to listening styles in the literature. According to Tidyman and Butterfield, there are seven different listening styles: "Simple listening" (Listening in the form of telephone conversations in daily life, ordinary conversations between spouses and friends), "discriminative listening" (Listening to traffic sounds coming from the environment, animal sounds or in the face of a remarkable situation), listening for relaxation (Song Listening for information (listening to obtain information on any subject), listening for organizing ideas (Source scanning, classifying findings, listening for comparison), "critical listening" (analyzing the speaker's thoughts in a debate, conference listening to understand prejudices and points of view), "creative listening" (listening to activities such as favorite music genres, theater, etc. and listening to express one's feelings and thoughts in the form of one's own expression) (Act. Doğan, 2007).

Aktaş and Gündüz provide information about three different listening styles: "careful", "accurate" and "critical". Listening types according to Güneş; In the text, he talks about listening in the form of listening, "*critical/questioning listening*", "*creative listening*", "*passive listening*", "*participatory listening*" and note-taking. According to Özbay, listening types are discussed under the following five subheadings; "*discriminative*", "*communicative*", "*aesthetic*", "*informational and critical listening*".

According to Akyol (2006), the four styles of listening should be handled in four different ways: "Active listening" is not just about keeping information, feelings and thoughts in memory; It is also a listening style that includes interpreting and understanding the listened/heard topics and making necessary criticism. "Strategic listening"; The goal is to increase the level of understanding and evaluation. Those who are in a strategic listener position have advanced prediction skills and actively use important notes about the text they read. Listening based on dialogue and presentation; It can be evaluated as a listening style that occurs in social life (making eye contact, showing that you are listening carefully, not interrupting the speaker/teacher, asking conscious questions, etc.). Purposeful listening; It is a conscious, successful and responsible listener characteristic. Purposeful listeners choose the best way to learn the information they want to learn by taking notes and recording to achieve their goal.

According to Özbay, listening styles are shown under the following five subheadings: "Discriminative listening", "communicative" "listening", "aesthetic listening", "informational listening" and "critical listening". Aktaş and Gündüz mention listening styles under three subheadings: "Careful listening", "correct listening" and "critical listening". According to Watson, Baker and Weaver, listening styles are divided into four subheadings: "People-oriented listening", "content-oriented listening", "action-oriented listening" and "time/duration-oriented listening".

Research data in the literature also supports the results of some studies in the literature: Cihangir, 2000; Cihangir, 2004; Temur, 2001; Brown, 1954; Brown, 1987; Burley, 1995; Devine, 1982; Doğan, 2007; Ergin et al., 2000; Gilbert & Michael, 1988; Rost & Uruno, 1990; Temur, 2010; Nichols, et al., 1974; Thompkins et al., 1987; Toussaint, 1960; Treanor, 1956; Wacker, Katherina & Hawkins, 1996; Yoncalık, O. & Çimen, Z. 2006; Wortington, 2008; Green, 2006.

Problem Sentences

In this study, answers to the problem statements listed below will be sought.

1. According to the opinions of history teacher candidates, what is the nature of the listening strategies in the lessons?
2. What is the distribution of history teacher candidates' listening styles?
3. Do history teacher candidates' listening styles differ significantly according to gender?
4. Do the listening styles of prospective history teachers differ significantly according to grade level?
5. What kind of cognitive and affective processes do prospective history teachers experience while listening to lectures?

Method

This research was conducted in the survey model, one of the descriptive research designs.

In the research, methods based on percentage, frequency and average, which are descriptive statistical techniques, were used to evaluate the listening styles of history teacher candidates in terms of various variables regarding the education process of history teacher candidates.

Purpose of the Research

When we conducted a literature study, it was understood that there was no study on listening styles in the education process of prospective history teachers. However, as a result of our research, it is seen that there are studies on listening styles in different fields. In our study, a survey was conducted on listening styles, which are of great importance for prospective history teachers and which they can apply in their educational lives in the future. Considering the findings obtained, it is aimed to improve the attitudes and behaviors of history teacher candidates and increase their success thanks to their active listening styles. Another aim of the study is to enable history teachers to listen to themselves by making self-evaluation. To reveal how they see the issue.

Population and Sample

This research was conducted in the fall semester of the 2023-2024 academic year. The population of the study is 484 students studying at Gümüşhane University, Faculty of Letters, Department of History; The sample consists of 164 students who continue their education in the same department.

Limitations

It is limited to 164 history teacher candidates studying at Gümüşhane University, Faculty of Letters, Department of History in the fall semester of the 2023-2024 academic year.

Assumptions

The prospective history teachers who formed the research group answered correctly the questions asked about their listening styles.

Analysis of Data

Descriptive statistical methods such as percentage, frequency and average were used in the analysis of the data collected in the research applied to prospective history teachers. In addition, the content analysis method was applied to analyze the qualitative data of the study.

Collection and Evaluation of Data

A "Personal Information Form" prepared by the researchers was applied to collect the necessary information about the history department teacher candidates in the study group. "Listening Styles Scale (DSA)" (Maden & Durukan, 2011) was used to collect the quantitative data of the study. The scale used in the research consists of 10 items. The questions asked to teacher candidates in the scale are; The answers were: Never (1), Rarely (2), Sometimes (3), Often (4), Always (5). Listening styles are evaluated in this way during the analysis process has been determined.

Class	n	Gender	n
1.st Class	48	Female	72
2.st Class	52	Male	97
3.st Class	8		
4.st Class	56		
Total	164		164

Findings

Findings Regarding the Listening Styles of History Teacher Candidates

Table 1. Findings Regarding Listening Styles

Listening Styles	Frequency	%	χ^2	Severiyt Level
Active Listener	5	3,1		
Participant	57	34,8		
Passive	70	42,6	60,341	000,0
Unbiased	32	19,5		
	164	100,0		

In our research, 5 of the history teacher candidates who responded to the listening styles survey were Active; 57 Participants; It was determined that 70 were neutral listeners. Based on the data obtained in Table 1, it is seen that there is a significant difference between them in terms of listening/listener styles ($p < 0.05$). Again, in the light of the findings, it is noteworthy that history teacher candidates differ in terms of listening styles and are more clustered in the direction of Passive listeners. The reason for this may be that students remain passive in their education life, starting from primary school until university. Here too, teachers and families have a serious responsibility.

Analysis of History Teacher Candidates' Listening Styles According to Class Variable

Table 2. Findings Regarding the Class Variable

Listening Styles		1.st Class	2.st Class	3.st Class	4.st Class	χ^2	Severity Level
Active Listener	5	0	0	1	4		
Participant	57	7	11	17	22		
Passive	70	25	19	16	10	23,952	,008
Unbiased	32	8	4	9	11		

164	40	34	43	47
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Based on Table 2, it can be seen that the listening styles of history teacher candidates show a significant difference according to the classes they study. When the existing data were examined, it was determined that there was a significant difference between the 1st and 2nd grade history teacher candidates in favor of those with passive listening, and among the 3rd and 4th grade prospective teachers in favor of those with participatory listening ($p < 0,05$). According to these findings, it is concluded that grade level creates a significant difference on listening styles.

Analysis of Turkish Teacher Candidates' Listening Styles According to Gender Variable

Table 3. Findings Regarding the Gender Variable

Listening Styles		Male	Girl	χ^2	Severity Level
Active Listener	5	4	2		
Participant	57	31	26		
Passive	70	41	37	4,662	0,178
Unbiased	32	14	9		
	164	90	74		

Based on the findings in Table 3, it was determined that there was no significant difference in the listening styles of history teacher candidates according to the gender variable. Again, in this case where the findings were close to each other, it was understood that gender did not affect the listening styles of history teacher candidates ($p < 0,05$).

Conclusion and Recommendations

The listening culture in which students are made passive, which is common in the classical education system, has persisted for years. The preference and appreciation in the learning environment of students who listen quietly to the lesson, who are reluctant to talk, who do not make noise, has caused them to remain passive, unable to express themselves through listening, unable to say what they think or what they do not understand. In the education process, the teacher-centered approach to learning and teaching and the education system based on test solving have caused students to remain passive or unable to participate.

Teachers, who play a very important role in the education process, should pay due attention to how students listen to the lessons. In this long-term education process, starting from primary school and extending to university, students should attach great importance to listening and participating in lessons with an active listening style. Being a social being, humans can reach a more active position by improving their listening skills by being in all kinds of learning environments. In other words, it should never be forgotten that listening skill is something that can be improved.

In our research, evaluations were made by applying various variables to determine the listening styles of history teacher candidates. In the light of these evaluations,

it was concluded that 3.1% of the history teacher candidates were Active listeners, 19.5% were Neutral listeners, 34.8% were Participant listeners, and 42.6% were Passive listeners. Additionally, as can be seen from the data obtained, it was revealed that there was no significant difference between the history teacher candidates according to the gender variable. However, it was concluded that there was a significant difference between the history teacher candidates in their evaluation of the grade level variable. It was concluded that history teacher candidates were generally clustered in passive and participatory listening styles (3rd and 4th grades).

Suggestions

1. History teacher candidates can be given different activities to improve their awareness levels and increase their knowledge through effective listening through in-service courses.
2. In order to improve listening skills, all lessons should be used and a natural approach should be taken in the lessons.
3. Care should be taken to create a communication environment.
4. Listening skills of students in undergraduate programs that train history teachers
5. In courses aimed at improving listening styles, attention should be paid to listening styles and candidates' listening styles should be evaluated.

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