


## Listening Motivation of Secondary School Students in Terms of Various Factors

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### ARTICLE INFO

#### Article history

Received: July 17, 2022

Accepted: September 10, 2022

Published: October 31, 2022

Volume: 10 Issue: 4

Conflicts of interest: None

Funding: None

### ABSTRACT

Listening motivation is defined as the desire that an individual feels before or during listening in order to understand. An individual's reluctance towards listening activity indicates her/his lack of motivation. The lack of motivation to listen prevents the effective realization of listening, which has a great share in learning and communication. This study, which examined the listening motivation of secondary school students in terms of various variables, consisted of a study group of 682 participants. The scale developed by Dölek and Yıldırım (2021) was used in the research. While the independent sample t-test was applied to measure the contribution of gender and breakfast habits to listening motivation, one-way analysis of variance (ANOVA) was applied to determine the contribution of class level, daily screen time, and daily sleep duration to listening motivation. The results indicated no difference in listening motivation of students with different genders, class levels, daily time spent in front of the screen, daily sleep duration, and breakfast habits. At the end of the research, suggestions were developed to provide listening motivation.

**Key words:** Listening, Listening Skill, Listening Motivation

### INTRODUCTION

Listening is one of the most basic skills required for learning and communicating. According to Özbay and Melanlıoğlu (2012), listening is the ability to fully understand what the person reading out loud or speaking is saying. As Umagan stated, listening is not keeping up with the people by monitoring them passively; on the contrary, it is the act of receiving and interpreting messages to establish a steady communication. According to Calp (2010, p. 161), listening is the comprehension of what is heard consciously by comparing them with the existing knowledge. On the other hand, Sever (2011, p. 10) defines listening as focusing and making an effort to understand and place what is heard in our minds. Based on the definitions made, it is possible to define the act of listening as consciously interpreting what is heard and associating it with existing information to comprehend it.

The fetus begins to perceive the sounds of the outside world in the mother's womb. It tries to make sense of the stimuli coming from the environment after birth. Children go through a long phase of listening and sense – making before they learn to speak. Therefore, from a developmental point of view, it is seen that listening is a necessary precondition. The person who performs the act of comprehension by listening begins to express himself/herself and communicates with the other person by speaking. Besides communication, listening is one of the language activities necessary for individuals to express their views and convey information (Xiao-yun & Gui-rong, 2011).

It is possible to state that listening takes an important place in everyday life. Listening takes up to 45% of human communication, which corresponds to all other language skills. This shows how significant listening is in our daily life. Listening is what lies in the basis of learning and communicating in the context of friendships, labour relations and other social relationships (Aşlıoğlu, 2009, p. 46). Research shows that people devote 42% of the time they spend with other people to listening (Sever, 2011, p. 11). Considering the time, on the other hand, which we spare to listen during artistic activities such as music, cinema, drama, etc., and to listen to the television, radio, computers, and smartphones, we can realize how common the activity of listening is in everyday life.

Listening plays a very important role in the knowledge acquisition process. It is an activity that continues in our daily life and throughout life. Hunsaker (1990 as cited in Akyol, 2010, p. 1) states that approximately 80% of the knowledge we have is acquired through listening. Demirel and Şahinel (2006, p. 73) emphasize the role of listening in learning in the classroom, and in understanding presentations, and in successful participation in group activities. According to Bulut (2013, p. 29), there are many reasons for students to care about listening. These reasons are:

1. A great deal of information can be accessed through listening.
2. Learning gains continuity with effective listening.
3. Listening is of great importance in learning the information conveyed in the classroom.

4. It is necessary for the person to listen to the speaker according to the rules of courtesy.
5. Failure to listening can cause various communication problems.
6. Lack of listening undermines active participation in discussions.
7. Failure to perform an effective listening process leads to repetition of transactions and thus wastes time.
8. The establishment of a sound basis in human relations is possible with listening.
9. An effective listening skill is needed to strengthen social relations.

Language skills are built on listening. The language system is shaped in the mind by the listening skill, and speaking is learned by imitating sounds through listening (Maxwell & Dornan, 2001, p. 106). As Özbay (2005, p. 9) states, listening is the most basic comprehension skill in individuals' life until they reach school age, and when evaluated in this context, it is possible to say that listening constitutes the basis of other language skills. Language skills are divided into two groups as comprehension and expression skills. While listening and reading form the comprehension skills, speaking and writing form the expression skills. Comprehension skills and expression skills create a mutually supportive integrity in the language development process. In terms of providing motivation, the development of the ability to listening and comprehension affects the relationship between reading and comprehension positively; hence, it plays an important role in increasing literacy. As in listening, literacy requires a process in which the individual is active; when evaluated in terms of comprehension and expression skills, because the act of interpreting and transferring what is understood or thought in literacy occurs with the mental activities of the individual, and the same process applies to listening comprehension.

According to İlgün and Nurlu (2021), since human beings are social beings, they must communicate with their environment to adapt to it, and the most important skill that provides this is speaking. On the other hand, for Taşer (2000), although the speaker is seen as more active than the listener during communication, the listener should be as active to establish a solid communication. Because listeners focus all their attention on the speaker, listen carefully to what is said, and try to understand it by making connections. This shows that the listener is also active and perform mental operations.

There are various factors that affect listening and mostly originate from the listener. While Calp (2010, p. 170) evaluates the listener, speaker, environment, and content of the conversation as factors that affect listening, he points out that factors such as the listener's past thoughts, lack of interest in the subject, prejudices, experiences, question-based expressions, and application anxiety also originate from the listener.

Listening, which is one of the comprehension skills, is a skill that should be especially emphasized and developed in the Turkish lesson, since students start the comprehension process by listening both in the learning phase and in the social environment. Ozman and Gürbüz (2006, p. 140) point out that activities for the development of listening skills are

given less attention in Turkish lessons than activities created according to other skill areas, and this situation prevents students from having an effective listening skill. Listening skills hardly come in sight in terms of both theory and practice, while teachers focus directly on speaking, writing, and reading activities, the development of listening skills is left to the students' own wishes and efforts (Osada, 2004, p. 54). On the other hand, students' inability to listen is considered as one of the most important factors in their failure (Conaway, 1982, as cited in Yıldırım et al., 2009, p. 99). Studies show that students are not encouraged in the development of their listening and speaking skills as in activities for reading and writing skills (Harrison, 2002, p. 4, as cited in Grugeon et al., 2005, p. 7). While the obstacles encountered during listening results in unsuccessful listening in students, they lead to a negative attitude towards listening over time, and as a result, cause listening anxiety (Melanlıoğlu, 2013). Listening anxiety experienced by students leads to lack of motivation to listen. Effective listening is important for both communication and learning, and for this, students' listening motivation should be considered.

It is seen that while some students are willing to find solutions to the subject covered in the lesson or to the problems they encounter, others are unwilling during the lesson. One of the most important reasons for this difference observed in students is their motivation. As one of the important elements that are effective in the education and training process, motivation encourages and stimulates the student towards the targeted goal. An individual's reluctance towards listening activity indicates his lack of motivation. The lack of motivation to listen restrains the effective realization of listening, which has a great share in learning and communication. In addition, motivation is a factor that emerges in the continuity and direction of student behavior and in the time of reaching the determined goal in learning (Akbaba, 2006). Amotivation, on the other hand, is a lack of motivation that distances the learner from the goal for any activity or learning (Perlman, 2010). Listening motivation is the desire that an individual feels before or during listening. An individual's reluctance towards listening activity indicates his lack of motivation. The lack of motivation to listen restrains the effective realization of listening, which has a great share in learning and communication.

## PURPOSE OF THE RESEARCH

The aim of this research is to evaluate the listening motivation of secondary school students according to various factors. For this, answers to the following questions were sought:

What is the listening motivation level of secondary school students?

1. What is the listening motivation level of secondary school students?
2. Is there a significant difference between male and female students' listening motivation?
3. Is there a significant difference in the listening motivation mean scores of secondary school students from different grade levels?

4. Is there a significant difference in the listening motivation mean scores of secondary school students from different daily screen time groups?
5. Is there a significant difference in the listening motivation mean scores of secondary school students from different daily sleep duration groups?
6. Is there a significant difference between listening motivation mean scores of students who have breakfast and those who do not?

## METHOD

The study is cross-sectional and quantitative. Survey method was used to collect the data. Information about the study group, data collection and data collection tool and the validity and reliability of the research are presented in this section.

### Research Group

The population of the research consists of secondary school students studying in Aksaray. The research group is 15 Temmuz Secondary School selected by purposive sampling method. Purposive sampling is one of the non-random sampling methods. Accordingly, it provides the opportunity to conduct the research in depth by accessing a rich source of information in accordance with the purpose of the study. It is preferred when it is desired to conduct research in one or more special cases that have the necessary features or meet certain criteria (Büyüköztürk et al., 2013, p. 90). The research group consists of 682 students at 15 Temmuz Secondary School. These students were thought to be a solid resource for data collection because the students had diverse socio-economic profiles.

Table 1 contains information about the participants in terms of various factors. Out of a total of 682 participants, 51.6% consisted of female students (n=352) and 48.4% (n=330) of male students. When the study group is analyzed according to grade level, it is seen that 5<sup>th</sup> graders are 23.8%, 6<sup>th</sup> graders are 22.7%, 7<sup>th</sup> graders are 28.3% and 8<sup>th</sup> graders are 25.2% of the total sample. Therefore, it is possible to say that each class level exhibits a distribution with amounts close to one another. On the other hand, when evaluated in terms of their daily screen time, it is seen that those who spend 1-3 hours a day in front of the screen have the highest percentage (66.4%). It was determined that 49.5% of the students in the study group sleep for 9-10 hours a day, while 66.9% have the habit of having breakfast.

### Data Collection and Data Collection Tools

Before starting the research, ethical clearance to the reference number of 2022/02-18 was obtained from the Human Research Ethics Committee of Aksaray University on 25.04.2022. The data collection tool of the research consists of the "Listening Motivation Scale for Secondary School Students" developed by Dölek and Yıldırım (2021) that was employed to determine students' listening motivation, and a "Personal Information Form" used to determine demographic characteristics. With the personal information form,

**Table 1.** Demographic characteristics of participants

VARIABLE	FREQUENCY	PERCENTAGE
GENDER		
Female	352	51.6
Male	330	48.4
GRADE		
5 <sup>th</sup> Grade	162	23.8
6 <sup>th</sup> Grade	155	22.7
7 <sup>th</sup> Grade	193	28.3
8 <sup>th</sup> Grade	172	25.2
DAILY SCREEN TIME		
0 hour	64	9.3
1-3 hours	453	66.4
4-6 hours	127	18.7
over 7 hours	38	5.6
DAILY SLEEP DURATION		
7-8 hours	296	43.4
9-10 hours	337	49.5
11-12 hours	49	7.1
BREAKFAST HABIT		
Existent	456	66.9
Non-existent	226	33.1

information about the students' gender, grade level, daily screen time, daily sleep duration, and breakfast habits were collected.

Permission was obtained from the relevant Provincial Directorate of National Education to conduct research at the 15 Temmuz Secondary School affiliated to the Aksaray Provincial Directorate of National Education. The scale was photocopied and distributed to students to fill in. The data obtained from 682 students who filled out the form completely and correctly were analyzed.

The scale developed by Dölek and Yıldırım (2021) was used to determine students' listening motivation. The scale, which consists of 16 items and 3 factors, is of five-point Likert type. The highest score that can be obtained from the overall scale is 70, and the lowest score is 14. Accordingly, the result to be obtained in the range of 0-23 points indicates low, the range of 24-47 points is medium, and the range of 48-70 points indicates that the listening motivation is high.

### Validity and Reliability

During the development process of the middle school students' listening motivation scale, Dölek and Yıldırım (2021) took the opinions of 10 experts in the field of Turkish language teaching to ensure the content validity of the scale, and in line with their opinions, the items that were not deemed appropriate were removed from the draft. Dölek and Yıldırım (2021) performed exploratory and confirmatory factor analyses to determine the construct validity of the scale. To determine the suitability of the data through factor analysis, they performed the Kaiser-Mayer-Olkin

(KMO) test and found that the KMO value was 0.863 and the Barlett's test was significant. In the exploratory factor analysis, it was determined that the scale consisted of interest (6 items), benefit (4 items) and amotivation (4 items) factors. Afterwards, Dölek and Yıldırım (2021) performed confirmatory factor analysis of the scale, which consisted of two stages. Accordingly, in the first stage to test the form consisting of 3 factors and 14 items, it was determined that the model was appropriate because the factor loads varied between .49-.78. In the second stage, since the factor loads of the sub-dimensions were between .57 and .65, it was determined that the sub-factors were sub-dimensions that could be combined under a common framework. Thus, the scope and construct validity of the scale was ensured by its developers.

To determine the reliability, the scale was applied to 711 people by Dölek and Yıldırım (2021), the Cronbach Alpha reliability coefficient was found to be .808 and it was found to be reliable. In the current study conducted with 682 people, the data obtained from the scale total scores were analysed and the Cronbach Alpha reliability coefficient was determined as .814. Therefore, it was seen that reliable findings were obtained in the research with the scale used in both studies. It is possible to say that the scale is reliable, since generally scales with a Cronbach Alpha reliability coefficient of .70 and more are considered reliable (Büyüköztürk, 2013, p. 183).

### Analysis of Data

Since it is necessary to determine whether the data are normally distributed in order to determine the data analysis methods used in the research, firstly, a normality test was performed on the data. In this analysis, the skewness and kurtosis values were determined. The skewness and kurtosis values were in the range of -.082 and -.455. According to Pallant (2007), skewness and kurtosis values ranging between -2 and +2 indicate normal distribution of data. Therefore, since the skewness and kurtosis values obtained in the study showed that the data exhibited a normal distribution, parametric tests were applied on the data.

The data obtained in the research were analyzed with the SPSS package program. Independent sample t test was employed to measure the significance of difference between the listening motivation scores of students that came from different gender groups and breakfast habit groups. One-way analysis of variance (ANOVA) was applied to determine the significance of difference between the listening motivation scores of students that came from different grade levels, daily screen time categories, and daily sleep duration categories.

## FINDINGS

### Level of Listening Motivation of Secondary School Students

This section addresses the first research question, "What is the listening motivation level of secondary school students?". The findings obtained in the research on listening motivation are given in Table 2.

**Table 2.** Listening motivation level of secondary school students

Listening Motivation Domains	M	SD	Mode
Usefulness of Listening	23.59	4.07	24
Interest in Listening	14.12	3.46	16
Amotivation for Listening	14.12	4.19	20
Listening Motivation	51.84	8.72	49

When the measurements carried out in the research are evaluated on the basis of factors, it is seen that the motivation level of secondary school students for the usefulness of listening (23.59) is high, the level of motivation for interest in listening (14.12) is moderate, and the level of amotivation for listening (14.12) is moderate. Since the total score obtained from the overall scale was 51.8, it was determined that the students' listening motivation was generally high.

### Difference between Male and Female Students' Listening Motivation

The second research question "Is there a significant difference between male and female students' listening motivation?" is addressed in this section (Table 3).

Based on the results in Table 3, it is seen that there is a significant difference between the levels of the motivation that listening is helpful ( $p=.008<.05$ ) and the motivation for listening ( $p=.001<.05$ ) between male and female students. Accordingly, female students' motivation levels for the usefulness of listening are higher than the male students'. Apart from this, the amotivation levels of listening of the male students are higher than the female students'. On the other hand, according to the t-Test conducted, there is no significant difference between the motivation mean scores of female and male students regarding interest in listening. When we look at the overall scale, it is possible to say that the listening motivation of the students does not differ according to their gender, since  $p=.960>.05$ .

### Listening Motivation of Secondary School Students from Different Grade Levels

Table 4 presents the results of the third research question, which compared the listening motivation mean scores of secondary school students across different grade levels.

In this part of the research, in which the listening motivations of secondary school students were evaluated according to their grade levels, the data of 162 5<sup>th</sup> grade students, 155 6<sup>th</sup> grade students, 193 7<sup>th</sup> grade students and 172 8<sup>th</sup> grade students were studied. One-Way ANOVA Test was conducted to find if listening motivation of secondary school students differed according to the grade level in all factors and in the overall scale (since  $p=.001<.05$  and  $.013<.05$ ).

LSD Test, one of the Post Hoc multiple comparison tests, was applied to determine at which grade levels and in what direction this difference was. The results obtained in this test are shown in Table 5.

**Table 3.** Comparison between male and female students' listening motivation scores

Listening Motivation Domains	Gender	n	M	Standard Deviation	Average Standard Error	p
Usefulness of Listening	Female	352	3.99	0.61	0.03	0.008*
	Male	330	3.86	0.73	0.04	
Interest in Listening	Female	352	3.55	0.85	0.04	0.542
	Male	330	3.50	0.87	0.04	
Amotivation for Listening	Female	352	3.40	1.06	0.05	0.001*
	Male	330	3.66	1.00	0.05	
Listening Motivation	Female	352	3.70	0.62	0.03	0.960
	Male	330	3.70	0.62	0.03	

\*p&lt;.05

**Table 4.** Comparison of listening motivation mean scores among secondary school students from different grade levels

Listening Motivation Domains	Source of Variance	Sum of Squares	df	Mean of Squares	F	p	Significant Difference
Usefulness of Listening	Between groups	12.8	3	4.2	9.6	0.001*	5 <sup>th</sup> , 6 <sup>th</sup> - 7 <sup>th</sup> , 8 <sup>th</sup> grades
	Within groups	301.6	678	0.445			
	Total	314.5	681				
Interest in Listening	Between groups	48.1	3	16.04	23.4	0.001*	5 <sup>th</sup> , 6 <sup>th</sup> - 7 <sup>th</sup> , 8 <sup>th</sup> grades 6 <sup>th</sup> - 7 <sup>th</sup> , 8 <sup>th</sup> grades
	Within groups	463.5	678	0.684			
	Total	511.7	681				
Amotivation for Listening	Between groups	11.8	3	3.9	3.6	0.013*	5 <sup>th</sup> , 7 <sup>th</sup> - 8 <sup>th</sup> grades
	Within groups	736.7	678	1.08			
	Total	748.5	681				
Listening Motivation	Between groups	18.8	3	6.2	17.3	0.001*	5 <sup>th</sup> , 6 <sup>th</sup> - 7 <sup>th</sup> , 8 <sup>th</sup> grades 6 <sup>th</sup> - 7 <sup>th</sup> , 8 <sup>th</sup> grades
	Within groups	245.6	678	0.362			
	Total	264.5	681				

\*p&lt;.05

Mean Scores of Motivation Regarding the Usefulness of Listening: While there is no difference between the motivation scores of secondary school 5<sup>th</sup> and 6<sup>th</sup> grade students regarding the usefulness of listening, the motivation scores of these classes regarding the usefulness of listening are higher than those of 7<sup>th</sup> and 8<sup>th</sup> grade students.

Mean Scores of Motivation for Interest in Listening: While middle school 5<sup>th</sup> grade students' motivation scores for interest in listening is higher than that of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students; 6<sup>th</sup> grade students' motivation scores in this direction are higher than 7<sup>th</sup> and 8<sup>th</sup> grade students. Apart from these, when the motivation scores of the 7<sup>th</sup> and 8<sup>th</sup> grade students regarding the interest in listening are compared among themselves, it is seen that there is no difference.

Mean Scores of Amotivation for Listening: It was determined that the 5<sup>th</sup> and 7<sup>th</sup> grade secondary school students' amotivation mean scores was higher than that of 8<sup>th</sup> grade students.

Mean Scores of Listening Motivation: While it is seen that the listening motivation scores of the 5<sup>th</sup> grade students in secondary school are higher than all other grade levels, it was determined that 6<sup>th</sup> grade students were higher than

7<sup>th</sup> and 8<sup>th</sup> grade students, and 7<sup>th</sup> grade students were higher than 8<sup>th</sup> grade students.

#### Listening Motivation of Secondary School Students from Different Daily Screen Time Groups

The fourth research question was "Is there a significant difference in the listening motivation mean scores of secondary school students from different daily screen time groups?". The findings are presented in Table 6.

As shown in Table 6, the effect of differences in students' daily screen time on their listening motivation was examined. It was observed that 64 students from the sample group do not spend any time in front of devices such as TV, computer and telephone, 453 students spend 1-3 hours a day, 127 students spend 4-6 hours and 38 students spend 7 hours and/or more. One-Way ANOVA Test was applied to test the significance of difference among these students in terms of their daily screen time. According to the test results (Table 6), it was determined that the listening motivation of secondary school students varied significantly according to the time that students spent in front of the screen in all three domains of listening motivation as well as the total listening motivation.

**Table 5.** The post hoc test (LSD) on the comparison of the listening motivation mean scores of secondary school students from different grade levels

Multiple Comparisons							
Dependent Variable	LSD						
	(I) Grade	(J) Grade	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Usefulness of Listening	5	6	0.109	0.075	0.145	-0.0377	0.2566
		7	0.278*	0.071	0.000	0.1386	0.4178
		8	0.351*	0.073	0.000	0.2078	0.4946
	6	5	-0.109	0.075	0.145	-0.2566	0.0377
		7	0.169*	0.071	0.019	0.0275	0.3100
		8	0.242*	0.074	0.001	0.0967	0.3869
	7	5	-0.278*	0.071	0.000	-0.4178	-0.1386
		6	-0.169*	0.072	0.019	-0.3100	-0.0275
		8	0.073	0.070	0.297	-0.0643	0.2104
	8	5	-0.351*	0.073	0.000	-0.4946	-0.2078
		6	-0.242*	0.074	0.001	-0.3869	-0.0967
		7	-0.073	0.070	0.297	-0.2104	0.0643
Interest in Listening	5	6	0.262*	0.093	0.005	0.0792	0.4440
		7	0.551*	0.088	0.000	0.3778	0.7238
		8	0.694*	0.090	0.000	0.5168	0.8723
	6	5	-0.262*	0.093	0.005	-0.4440	-0.0792
		7	0.289*	0.089	0.001	0.1141	0.4643
		8	0.433*	0.091	0.000	0.2531	0.6127
	7	5	-0.551*	0.088	0.000	-0.7238	-0.3778
		6	-0.289*	0.089	0.001	-0.4643	-0.1141
		8	0.144	0.087	0.098	-0.0265	0.3140
	8	5	-0.694*	0.090	0.000	-0.8723	-0.5168
		6	-0.433*	0.091	0.000	-0.6127	-0.2531
		7	-0.144	0.087	0.098	-0.3140	0.0265
Amotivation for Listening	5	6	0.222	0.117	0.058	-0.0075	0.4525
		7	0.150	0.111	0.177	-0.0681	0.3681
		8	0.369*	0.114	0.001	0.1446	0.5927
	6	5	-0.222	0.117	0.058	-0.4525	0.0075
		7	-0.072	0.112	0.519	-0.2933	0.1482
		8	0.146	0.115	0.206	-0.0805	0.3728
	7	5	-0.150	0.111	0.177	-0.3681	0.0681
		6	0.072	0.112	0.519	-0.1482	0.2933
		8	0.219*	0.109	0.046	0.0041	0.4333
	8	5	-0.369*	0.114	0.001	-0.5927	-0.1446
		6	-0.146	0.115	0.206	-0.3728	0.0805
		7	-0.219*	0.109	0.046	-0.4333	-0.0041
Listening Motivation	5	6	0.185*	0.068	0.006	0.0524	0.3180
		7	0.319*	0.064	0.000	0.1935	0.4454
		8	0.454*	0.066	0.000	0.3249	0.5837
	6	5	-0.185*	0.068	0.006	-0.3180	-0.0524
		7	0.134*	0.065	0.039	0.0068	0.2617
		8	0.269*	0.067	0.000	0.1382	0.4000
	7	5	-0.319*	0.064	0.000	-0.4454	-0.1935
		6	-0.134*	0.065	0.039	-0.2617	-0.0068
		8	0.135*	0.063	0.033	0.0109	0.2588
	8	5	-0.454*	0.066	0.000	-0.5837	-0.3249
		6	-0.269*	0.067	0.000	-0.4000	-0.1382
		7	-0.135*	0.063	0.033	-0.2588	-0.0109

\*The mean difference is significant at the 0.05 level

**Table 6.** Comparison of listening motivation mean scores among students from different daily screen time

Listening Motivation Domains	Source of Variance	Sum of Squares	df	Mean of Squares	F	p	Significant Difference
Usefulness of Listening	Between groups	13.3	3	4.463	10.048	0.001*	0 hour - (4-6, 7 hours and more) (1-3 hours) - (4-6, 7 hours and more) (4-6 hours) - 7 hours and more
	Within groups	301.1	678	0.444			
	Total	314.5	681				
Interest in Listening	Between groups	17.8	3	5.959	8.181	0.001*	(0, 1-3 hours) - (4-6, 7 hours and more)
	Within groups	493.8	678	0.728			
	Total	511.7	681				
Amotivation for Listening	Between groups	14.1	3	4.725	4.363	0.005*	(0, 1-3 hours) - (4-6, 7 hours and more)
	Within groups	734.3	678	1.083			
	Total	748.5	681				
Listening Motivation	Between groups	14.5	3	4.866	13.199	0.001*	(0, 1-3 hours) - (4-6, 7 hours and more)
	Within groups	249.9	678	0.369			
	Total	264.5	681				

\*p&lt;.05

LSD Post Hoc multiple comparison tests were applied to determine in which time periods and in which direction this difference was (Table 7). The results obtained in this test are as follows. Listening Motivation Scores in terms of the Usefulness of Listening: The motivation score regarding the usefulness of listening of the students who do not spend any time in front of the screen is higher than those who spend 4-6 hours and more than 7 hours a day, and the motivation score regarding the usefulness of listening of the students who spend 1-3 hours a day in front of the screen is higher than those who spend 4-6 hours and more than 7 hours a day, and the motivation score in this context of those who spend 4-6 hours is higher than those who spend 7 hours and more in front of the screen. Listening Motivation Scores in terms of Interest in Listening: It has been determined that secondary school students who do not spend any time in front of the screen and students who spend 1-3 hours a day have higher motivation scores for interest in listening than those who spend 4-6 hours a day and those who spend 7 hours or more. Listening Motivation Scores in terms of Amotivation for Listening: It has been determined that secondary school students who do not spend any time in front of the screen and students who spend 1-3 hours a day have higher scores of amotivation towards listening than those who spend 4-6 hours a day and those who spend 7 hours or more. Listening Motivation Score: It has been determined that secondary school students who do not spend any time in front of the screen and students who spend 1-3 hours a day have higher listening motivation scores than those who spend 4-6 hours a day and those who spend 7 hours or more.

#### Listening Motivation of Secondary School Students from Different Sleep Duration Groups

The fifth research question was “Is there a significant difference in the listening motivation mean scores of secondary school students from different daily sleep duration groups?”. The related findings obtained are given in Table 8.

One-way ANOVA test was applied to compare the listening motivation of secondary school students in terms of their daily sleep duration. Since all the p-values were smaller than alpha ( $p=.003, .044$  and  $.002 < .05$ ), it was concluded that overall the listening motivation scale, the score of motivation for interest in listening and amotivation score for listening are significantly different in terms of students’ daily sleep duration.

Based on the Post Hoc multiple comparison tests (Table 9), the following results were obtained:

Interest in Listening: It has been determined that middle school students who have a sleep pattern of 9-10 hours a day in general have higher mean scores of interest towards listening than those who sleep 7-8 hours.

Amotivation for Listening: It was determined that secondary school students who have the habit of sleeping 9-10 hours a day have a higher level of amotivation towards listening than those who sleep 7-8 hours a day.

Listening Motivation: It has been determined that students who sleep 9-10 hours a day have higher listening motivation levels than those who sleep 7-8 hours a day.

#### Listening Motivation of Secondary School Students from Different Breakfast Habits

The findings related to the sixth research question, “Is there a significant difference between listening motivation mean scores of students who have breakfast and those who do not?” are reported in Table 10.

Table 10 illustrates the significance of difference in listening motivation mean scores of secondary school students had breakfast and those who did not. According to the results of the Independent Sample t-Test, it is seen that there is a significant difference (since  $p=.001 < .05$ ) between the listening motivations of those who regularly eat breakfast and those who do not. It has been determined that the listening motivation of the students who regularly have breakfast in all sub-factors and in the general scale is higher than those who do not have breakfast.

**Table 7.** The post hoc test (LSD) on the comparison of listening motivation mean scores among students from different daily screen time

Multiple Comparisons							
Dependent Variable	(I) Daily Screen Time	(J) Daily Screen Time	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Usefulness of Listening	0	1-3 hours	0.074	0.089	0.404	-0.1005	0.2490
		4-6 hours	0.249*	0.102	0.015	0.0483	0.4494
		7 hours and more	0.619*	0.136	0.000	0.3515	0.8875
	1-3 hours	0	-0.074	0.089	0.404	-0.2490	0.1005
		4-6 hours	0.174*	0.067	0.009	0.0432	0.3060
		7 hours and more	0.545 *	0.112	0.000	0.3242	0.7662
	4-6 hours	0	-0.249*	0.102	0.015	-0.4494	-0.0483
		1-3 hours	-0.174*	0.067	0.009	-0.3060	-0.0432
		7 hours and more	0.371*	0.123	0.003	0.1287	0.6126
	7 hours and more	0	-0.619*	0.136	0.000	-0.8875	-0.3515
		1-3 hours	-0.545*	0.112	0.000	-0.7662	-0.3242
		4-6 hours	-0.371*	0.123	0.003	-0.6126	-0.1287
Interest in Listening	0	1-3 hours	0.108	0.114	0.342	-0.1155	0.3321
		4-6 hours	0.392*	0.131	0.003	0.1352	0.6489
		7 hours and more	0.632*	0.175	0.000	0.2888	0.9752
	1-3 hours	0	-0.108	0.114	0.342	-0.3321	0.1155
		4-6 hours	0.284*	0.086	0.001	0.1155	0.4520
		7 hours and more	0.524*	0.144	0.000	0.2407	0.8067
	4-6 hours	0	-0.392*	0.131	0.003	-0.6489	-0.1352
		1-3 hours	-0.288*	0.086	0.001	-0.4520	-0.1155
		7 hours and more	0.240	0.158	0.129	-0.0699	0.5498
	7 hours and more	0	-0.632*	0.178	0.000	-0.9752	-0.2888
		1-3 hours	-0.524*	0.144	0.000	-0.8067	-0.2407
		4-6 hours	-0.240	0.158	0.129	-0.5498	0.0699
Amotivation for Listening	0	1-3 hours	0.108	0.139	0.439	-0.1653	0.3805
		4-6 hours	0.351*	0.159	0.028	0.0376	0.6640
		7 hours and more	0.581*	0.213	0.007	0.1623	0.9993
	1-3 hours	0	-0.108	0.139	0.439	-0.3805	0.1653
		4-6 hours	0.243*	0.104	0.020	0.0380	0.4484
		7 hours and more	0.473*	0.176	0.007	0.1281	0.8183
	4-6 hours	0	-0.351*	0.159	0.028	-0.6640	-0.0376
		1-3 hours	-0.243*	0.104	0.020	-0.4484	-0.0380
		7 hours and more	0.230	0.192	0.232	-0.1478	0.6078
	7 hours and more	0	-0.581*	0.213	0.007	-0.9993	-0.1623
		1-3 hours	-0.473*	0.176	0.007	-0.8183	-0.1281
		4-6 hours	-0.230	0.192	0.232	-0.6078	0.1478
Listening Motivation	0	1-3 hours	0.093	0.081	0.249	-0.0657	0.2527
		4-6 hours	0.319*	0.093	0.001	0.1361	0.5016
		7 hours and more	0.612*	0.124	0.000	0.3679	0.8562
	1-3 hours	0	-0.093	0.081	0.249	-0.2527	0.0657
		4-6 hours	0.225*	0.061	0.000	0.1057	0.3451
		7 hours and more	0.518*	0.102	0.000	0.3172	0.7198
	4-6 hours	0	-0.319*	0.093	0.001	-0.5016	-0.1361
		1-3 hours	-0.225*	0.061	0.000	-0.3451	-0.1057
		7 hours and more	0.293*	0.112	0.009	0.0727	0.5136
	7 hours and more	0	-0.612*	0.124	0.000	-0.8562	-0.3679
		1-3 hours	-0.518*	0.102	0.000	-0.7198	-0.3172
		4-6 hours	-0.293*	0.112	0.009	-0.5136	-0.0727

\*The mean difference is significant at the 0.05 level



**Table 8.** Comparison between listening motivation mean scores of students from different daily sleep duration groups

Listening Motivation Domains	Source of Variance	Sum of Squares	df	Mean of Squares	F	p	Significant Difference
Usefulness of Listening	Between groups	1.9	2	0.978	2.124	0.120	-
	Within groups	312.5	679	0.460			
	Total	314.5	681				
Interest in Listening	Between groups	8.7	2	4.382	5.916	0.003*	(9-10 hours) - (7-8 hours)
	Within groups	502.9	679	0.741			
	Total	511.7	681				
Amotivation for Listening	Between groups	6.8	2	3.430	3.140	0.044*	(9-10 hours) - (7-8 hours)
	Within groups	741.6	679	1.092			
	Total	748.5	681				
Listening Motivation	Between groups	4.6	2	2.321	6.064	0.002*	(9-10 hours) - (7-8 hours)
	Within groups	259.9	679	0.383			
	Total	264.5	681				

\*p<.05

**Table 9.** The post hoc test (LSD) on the comparison between listening motivation mean scores of students from different daily sleep duration groups

Dependent Variable	Multiple Comparisons						
	LSD						
	(I) Daily Sleep Duration	(J) Daily Sleep Duration	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Usefulness of Listening	7-8 hours	9-10 hours	-0.098	0.054	0.071	-0.2039	0.0083
		11-12 hours	0.047	0.105	0.652	-0.1582	0.2527
	9-10 hours	7-8 hours	0.098	0.054	0.071	-0.0083	0.2039
		11-12 hours	0.145	0.104	0.163	-0.0586	0.3487
	11-12 hours	7-8 hours	-0.047	0.105	0.652	-0.2527	0.1582
		9-10 hours	-0.145	0.104	0.163	-0.3487	0.0586
Interest in Listening	7-8 hours	9-10 hours	-0.224*	0.068	0.001	-0.3586	-0.0893
		11-12 hours	0.018	0.133	0.890	-0.2422	0.2790
	9-10 hours	7-8 hours	0.224*	0.068	0.001	0.0893	0.3586
		11-12 hours	0.242	0.131	0.066	-0.0160	0.5007
	11-12 hours	7-8 hours	-0.018	0.133	0.890	-0.2790	0.2422
		9-10 hours	-0.242	0.131	0.066	-0.5007	0.0160
Amotivation for Listening	7-8 hours	9-10 hours	-0.208*	0.083	0.012	-0.3720	-0.0451
		11-12 hours	-0.101	0.161	0.533	-0.4171	0.2158
	9-10 hours	7-8 hours	0.208*	0.083	0.012	0.0451	0.3720
		11-12 hours	0.108	0.160	0.500	-0.2058	0.4217
	11-12 hours	7-8 hours	0.101	0.161	0.533	-0.2158	0.4171
		9-10 hours	-0.108	0.160	0.500	-0.4217	0.2058
Listening Motivation	7-8 hours	9-10 hours	-0.165*	0.049	0.001	-0.2623	-0.0687
		11-12 hours	-0.003	0.095	0.973	-0.1906	0.1841
	9-10 hours	7-8 hours	0.165*	0.049	0.001	0.0687	0.2623
		11-12 hours	0.162	0.094	0.087	-0.0235	0.3480
	11-12 hours	7-8 hours	0.003	0.095	0.973	-0.1841	0.1906
		9-10 hours	-0.162	0.094	0.087	-0.3480	0.0235

\*The mean difference is significant at the 0.05 level

**Table 10.** Comparison between listening motivation mean scores of students from different breakfast habit groups

Listening Motivation Domains	Breakfast Habit	n	M	Standard Deviation	Average Standard Error	p
Usefulness of Listening	Existent	456	4.01	0.65	0.03	0.001*
	Non-existent	226	3.75	0.69	0.04	
Interest in Listening	Existent	456	3.63	0.85	0.04	0.001*
	Non-existent	226	3.31	0.84	0.05	
Amotivation for Listening	Existent	456	3.63	1.03	0.04	0.001*
	Non-existent	226	3.31	1.04	0.06	
Listening Motivation	Existent	456	3.80	0.61	0.02	0.001*
	Non-existent	226	3.50	0.58	0.03	

\*p&lt;.05

## DISCUSSION

In the current study, the listening motivation of secondary school students was evaluated according to various factors. According to the results of analysis of the listening motivation scale consisting of 14 items, it was concluded that the motivation of the students was high (51.8 points). The listening motivation scale consists of 3 sub-dimensions: usefulness of listening, interest in listening, and amotivation for listening. When evaluated on the basis of factors, it was determined that the motivation levels related to interest in listening (14.12 points) and the levels of amotivation towards listening (14.12) were at moderate levels, while the motivation levels regarding the usefulness of listening (23.59 points) were found to be high.

Examining whether the gender factor has an effect on listening motivation in the study, it was concluded that there was a significant difference between the male and female students in terms of usefulness of listening and the motivation levels for listening. Accordingly, while it was observed that female students were more motivated than male students in terms of the level of motivation regarding the usefulness of listening, it was determined that male students were less motivated than female students towards listening. In relation to the perception that listening is beneficial for them in the current study, in Fidan's (2019) study it was determined that female students in secondary school were more successful than male students in taking notes about what was listened to in Turkish lessons. On the other hand, Meral (2019), in his research on the relationship between 4<sup>th</sup> grade students' attitudes towards listening and their metacognitive listening comprehension awareness levels, found that male students' awareness was higher than that of female students. In the current study, when the overall scale is taken into account, except for the sub-factors, there is no difference in listening motivation among students in terms of gender. In his study on listening styles, Tabak (2013) determined that there was no difference between male and female students.

Another factor whose relationship with listening motivation was investigated in the study is the grade level of the students. In this context, secondary school students' listening motivations differ according to grade levels, both in general scale and in sub-factors. Due to this, it was determined that the motivation levels regarding the usefulness of listening of

the 5<sup>th</sup> and 6<sup>th</sup> grade students at secondary school were higher than the 7<sup>th</sup> and 8<sup>th</sup> grade students. Considering the motivation levels related to the interest in listening, it was seen that the motivation of the 5<sup>th</sup> grade students was higher than all other grade levels, and the 6<sup>th</sup> grade students were higher than the 7<sup>th</sup> and 8<sup>th</sup> grade students. It was determined that 5<sup>th</sup> and 7<sup>th</sup> graders were less motivated than 8<sup>th</sup> graders. Looking at the overall scale, it was determined that the listening motivation levels of the 5<sup>th</sup> grade students in secondary school were higher than all other grade levels, the 6<sup>th</sup> grade students were higher than the 7<sup>th</sup> and 8<sup>th</sup> grade students, and the level of 7<sup>th</sup> grade students were higher than of 8<sup>th</sup> grade students. Fidan (2019) determined in his research that sixth grade students are more successful than other classes in terms of critical listening strategies. As a result, it is seen that as the grade level of secondary school students increases, their listening motivation decreases. It is thought that this situation arises from the developmental period of the students during their adolescence. As a matter of fact, Koç and Arslan (2017) found in their research that adolescence is effective on secondary school students' academic self-efficacy perceptions, and therefore 5<sup>th</sup> grade students' academic self-efficacy perceptions are higher than other classes.

When the effect of students' daily screen time on their listening motivation is examined, it is seen that there is a significant difference both in the overall scale and in all sub-factors. Therefore, the conclusion that the time spent in front of electronic devices, such as TV, tablet, phone, computer is an effective variable on the listening motivation of secondary school students has been reached. When evaluated on the basis of factors, it was determined that the students who do not spend any time in front of the screen and the students who spend 1-3 hours a day have a higher level of motivation regarding the usefulness of listening and level of motivation for interest in listening than those who spend 4-6 hours a day and those who spend 7 hours or more. On the other hand, it was determined that the amotivation level of those who do not spend any time in front of the screen and those who spend 1-3 hours a day are higher than the others in the amotivation factor, which deals with the students' understanding of what they listen to, feelings when they are asked questions about what they listen to, and their thoughts about the difficulty of focusing on the listening text. When

an evaluation was made according to the overall scale, it was determined that the level of listening motivation of those who did not spend any time in front of the screen and those who spend 1-3 hours a day are higher than those who spend 4-6 hours a day and those who spend 7 hours or more. Based on the data obtained in the research, it is seen that as the students' daily screen time increases, their listening motivation decreases. Karasakaloğlu and Bulut (2012) determined in their research that visually supported listening texts are effective on listening comprehension. Therefore, this situation shows that visuals are a motivation-increasing factor for listening. According to Göçer and Çaylı (2019), the listening activity applied to a person who does not feel ready to listen psychologically may not lead to a successful result, therefore, teachers identifying the problems arising from the psychological, social and physical environment in the classroom environment and taking steps to solve them will be effective in the development of listening skills. As it can be seen, the variables that are thought to be effective on motivation also positively affect the listening-understanding process.

The effect of listening motivations of secondary school students was also investigated on their daily sleep duration. At a result of the analysis, it was determined that the daily sleep duration in the scale and in its two sub-dimensions was effective on the listening motivation of the students. While it was determined that the interest level of secondary school students who have the habit of sleeping 9-10 hours a day, is higher than the students who sleep for 7-8 hours a day, the same students' motivation to listen (difficulty in understanding what they are listening to, being afraid of the questions about what they listened to, the thought that it is difficult to understand what they are listening to, and difficulty on focusing on what was listened to) is higher than those who have the habit of sleeping 7-8 hours a day. Looking at the overall scale, it was determined that the listening motivation levels of students who sleep 9-10 hours a day are higher than those who sleep 7-8 hours a day. According to this, it is possible to say that the listening motivation of the students who come to school with enough sleep is higher, since the level of motivation also increases as the daily sleep duration of the secondary school students increases. Goh and Taib (2006) also determined that students were bored and unmotivated to listen because they were passive during the listening process, and stated that the development of listening skills and the development of a positive attitude towards listening are related to each other.

The last variable whose effect on listening motivation was investigated was the breakfast habits of students. A majority (66.9%) of the students participating in the study stated that they regularly had breakfast every morning. The results indicated that the listening motivation of the students who came to school after having breakfast was higher than those who did not have breakfast in both the scale and all sub-factors.

## CONCLUSION

Listening is one of the comprehension skills and one of the four basic language skills. In this study, research was

conducted on the factors that affect the listening motivation of secondary school students. As a result, it was determined that the gender factor did not affect the listening motivation, that the listening motivation varied according to the grade level, and that the daily time spent by the students in front of the screen, the daily sleep duration and whether they had a regular breakfast habit affected their listening motivation. Based on the findings, the following suggestions are made:

1. Developing technology creates a rich source of stimuli for children and young people today. Thanks to the opportunities offered by the internet, computers, tablets and smartphones, today's young generation communicates more frequently with their close circles on social media, and on the other hand, they reach the popular world more easily. This causes them to spend more time in front of the screen. Listening, which is one of the primary steps of understanding, needs to be developed. For this, teachers of Turkish classes can increase the motivation of students to listen by using visual and auditory materials and emphasizing the effect of listening on learning. Parents need to be informed in order to minimize students' screen time.
2. A Turkish lesson is a lesson based on the development of comprehension (reading-listening) and expression (speaking-writing) skills. In order to save students from passivity during listening activities, classroom environments can be created which will enable students to both make inferences and criticize what other students write, read or speak by listening to them.
3. Motivation is a very important element for effective listening and learning. Students who have difficulty in paying attention to the text and understanding it, and who are uneasy about the questions to be asked later, need to be motivated to listen. In order to prevent this lack of motivation, it is recommended that it would be beneficial to explain the purpose of listening to the students before the listening activity. Preliminary information will enable the student to focus on the text to be listened to.
4. Creating a competitive environment or the situations that might be experienced due to negative criticism in the case of students giving wrong answers to the questions can cause lack of motivation in the students. For this reason, in Turkish lessons, a lesson environment where constructive criticisms are made and where students can express themselves comfortably in a way that will improve their self-confidence is suggested to be provided.
5. Age-appropriate listening texts will be more suitable to attract the students' interests in listening in terms of content and expression. For this purpose, both the experts who prepare the textbooks and the teachers of Turkish classes who create the contents should pay attention to this issue.
6. It is thought that it will be beneficial for teachers of Turkish classes to support students before and after listening without forcing them, especially for students who

have difficulty in speaking, in order to support students in ensuring their motivation.

7. Listening strategies are of great importance in providing students' listening motivation. Therefore, teachers of Turkish classes should have a good grasp of the listening strategies that will be used in different stages of listening and should include them in the course process.

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