

Türkçe Öğretmen Adaylarının Dinleme Stillerinin Çeşitli Değişkenler Açısından İncelenmesi  
(Kafkas Üniversitesi Örneği)  
Examination Of The Listening Styles Of Turkish Teacher Candidates In Terms Of Various  
Variables (Case of Kafkas University)

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## EXTENDED SUMMARY

### INTRODUCTION

Listening, one of the four main language skills of language, is required for the individuals in the society to communicate with each other and express themselves. The acquisition of this skill and correct or wrong usages related to this skill affect understanding-narration processes negatively or positively. Especially knowledge and attitudes of the preservice teachers who will take on the task of teaching this skill gain importance. The purpose of this study is to examine listening styles of preservice Turkish teachers and review of these styles in terms of various factors. In this sense, this study is thought to contribute to the limited number of studies available in the literature (Maden, Durukan, 2011; Tabak, 2013). For this purpose, it was examined at what level are the listening styles of preservice Turkish teachers (active, participating, passive, neutral) and whether or not they differed according to variables such as age, class, gender.

In this study, listening / listener styles were examined under the following four titles:

**1)Active listening / listener:** He/she listens by paying full attention when others are talking. He/she listens with high energy and establishes eye contact with the speaker.

**2)Participating listening / listener:** He/she pays attentions to the statement and purpose of the speaker. When he/she comprehends the purpose of the speech, he/she proceeds to speaking act. He/she can begin to listen intermittently and speak again.

**3)Passive listening / listener:** He/she waits like the other person stopped talking. He/she does not pay attention to speaking act. He/she cannot establish a speaker-listener relationship. He/she rarely begins to speak and talks.

**4)Neutral listening / listener:** He/she is not in the position of a recipient during the speaking. He/she is uninterested and inattentive during speaking. He/she displays diffident and uneasy attitudes. He/she avoids establishing direct eye contact. He/she does not pay attention to the content of speech (Maden and Durukan, 2011; p. 105).

### METHOD

This study was conducted in survey model for determining the listening styles of preservice Turkish teachers and relationship of these styles with various variables. "Survey models are research approaches aiming to describe a past or current situation in the way it exists" (Karasar, 2010, p. 77). "The purpose in survey models is to determine opinions or characteristics of many participants" (Büyüköztürk, 2008, p. 248).

#### *Population and Sample*

The sample of the study consisted of 3<sup>rd</sup>-and 4<sup>th</sup>-Year 98 students in the academic year of 2015-2016 in Kafkas University Faculty of Education Turkish Education Department.

### RESULTS AND INTERPRETATION

It was determined that 17 of preservice Turkish teachers were participating listeners, 72 were passive listeners, and 9 were neutral listeners. However, none of the preservice Turkish teachers fell into active listener category. This was a remarkable result. This is because preservice teachers who would teach this skill should have better results in this area. In addition, it was determined that there was a significant difference between the preservice Turkish teachers in terms of their styles ( $p < 0.05$ ). Additionally, the fact that the number of passive listeners was high was a negative result in respect of preservice Turkish teachers.

8 of 48 students among male preservice Turkish teachers were participating listeners, 37 were passive listeners, and 3 were neutral listeners. 9 of 50 female students were participating listeners, 35 were passive listeners, and 6 were neutral listeners. According to the obtained results, it was determined that listening styles of preservice Turkish teachers showed no difference in terms of variable of gender. 13 of 67 students, who were included in Group 1, among preservice Turkish teachers were participating listeners, 50 were passive listeners, and 4 were neutral listeners. 4 of 31 students who were included in Group 2 were participating listeners, 22 were

passive listeners, and 5 were neutral listeners. According to the obtained results, it was determined that listening styles of preservice Turkish teachers showed no difference in terms of age variable. 8 of 47 students who were studying in 3<sup>rd</sup> year, among preservice Turkish teachers were participating listeners, 32 were passive listeners, and 7 were neutral listeners. 9 of 51 students who were studying in 4<sup>th</sup> year were participating listeners, 40 were passive listeners, and 2 were neutral listeners. According to the obtained results, it was determined that listening styles of preservice Turkish teachers showed no difference in terms of variable of year.

### **CONCLUSION AND DISCUSSION**

In this study, listening styles of preservice Turkish teachers and the situation of these styles in respect of various variables were examined. In the light of the obtained results, it was determined that 17 of preservice Turkish teachers were participating listeners, 72 were passive listeners, and 9 were neutral listeners. However, none of the preservice Turkish teachers fell into active listener category. This result was important. This is because language skills is a whole. The preservice teachers who would teach these skills should be more efficient in this area. In addition, it was determined that there was a significant difference between preservice Turkish teachers in terms of their styles ( $p < 0.05$ ). There has been a study in the literature that supports the result of the present study (Maden and Durukan, 2011). Also, the fact that number of passive listeners was high was a negative result in respect of preservice Turkish teachers.

In addition, another result obtained from the study was that in terms of gender variable, 8 of 48 male students among preservice Turkish teachers were participating listeners, 37 were passive listeners, and 3 were neutral listeners; 9 of 50 female students were participating listeners, 35 were passive listeners, and 6 were neutral listeners. It was determined that there was no difference between listening styles of preservice Turkish teachers in terms of according to gender variable. The same results were remarkable in similar studies (Maden and Durukan, 2011; Dilekman, Başçı and Bektaş, 2008; Tabak, 2013). There has been also a study in which gender showed a significant difference (Cihangir Çankaya, 2012). According to the results obtained related to variable of age, 13 of 67 students who were included in Group 1 (19, 20, 21, 22), among preservice Turkish teachers were participating listeners, 50 were passive listeners, and 4 were neutral listeners. 4 of 31 students who were included in Group 2 (23, 24, 25, 26) were participating listeners, 22 were passive listeners, and 5 were neutral listeners. As a result, it was determined that there was no difference between listening styles of preservice Turkish teachers in terms of variable of age. According to variable of year, 8 of 47 students who were studying in 3<sup>rd</sup> year, among preservice Turkish teachers were participating listeners, 32 were passive listeners, and 7 were neutral listeners. 9 of 51 students who were studying in 4<sup>th</sup> year were participating listeners, 40 were passive listeners, and 2 were neutral listeners. According to the obtained results, it was determined that listening styles of preservice Turkish teachers showed no difference in terms of variable of year. No other study has been found in literature supporting this result (Dilekman, Başçı and Bektaş, 2008; Tabak, 2013). In addition, there have been studies in literature indicating that listening styles showed a significant difference in terms of variable of year (Maden and Durukan, 2011; Çetinkaya, 2011; Pehlivan, 2005).

The results obtained from the study showed that preservice Turkish teachers had negative acquisitions for listening styles and listening skill. The fact that no student had active listener criteria in respect of listener characteristics especially in study group was a result required to be emphasized. In this subject, it is possible to make students have more positive experiences related to listening and the processes of understanding the things they listen. Practice and learning processes appropriate for the interest and requirements of the students can be carried out in courses. In addition, the awareness of students should be raised about the acquisition of this skill and students should be requested to learn and implement this skill by obtaining knowledge that it is necessary not only to pass the course but also for whole life.