

# Performance Evaluation of College Students Listening Skills Based on Gender Classification: Case of Cyprus

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## Abstract

The role of communication in education is very important for both audiences and instructors. The efficient listening is one of the key elements of 2-way communication. This research paper is conducted to expose the importance of listening skills on college students and targeting 6<sup>th</sup> class students. Research is a descriptive study and 6<sup>th</sup> grade located for developing listening skills in Turkish textbooks “Kuğular” and “Simyacı”. The findings obtained from this study and the percentage frequency distributions are evaluated based. Findings of the study indicated that, listening skills Grade 6 students in the TRNC, speaking/hearing the message is not at a level to understand their thoughts and feelings in the right way.

## Keywords

Learning Outcomes, Listening Skills, Communication, Descriptive Study, Turkish Lesson, Performance Evaluation

## 1. Introduction

Listening, Speaking, Reading and Writing are the four important skills which aimed to gain to the students with the Holistic Approach. “To be able to use the student’s native language as accurate and effective communication tool in the educational process must be developed within the totality of the four basic language skills. Because one of the developments of these skills showing intricate features also contributes to the development of other” (Sever, Kaya, & Aslan, 2008: p. 18; Aksan, 2005; MEB, 2006; Özbay, 2006).

Basic skills which are linked to the development of students’ language skills are aiming to gain horizontally at the end of the year. Basic skills that students in

connection with their language skills development, will learn and use it on all of their life time at the end of the year horizontally and at the end of the eight years vertically.

Turkish Curriculum that incorporates its benefits aimed to put on these basic skills. These basic skills, aimed to improve accuracy and efficient use of critical and creative thinking ability to communicate, to use technology to solve problems, to have decision-making skills, to do research and to grow entrepreneurs. Performing these skills in the program, the students aimed to be active. The two points to be considered in understanding and explaining the basic language skills (Bas, 2013: p. 193). Individuals develop their listening, reading and understanding abilities with their talking, writing and explaining abilities. Listening is one of the most important language skills that we use to give a meaning to life. Listening is a training to develop hearing ability (Bas, 2013: p. 193). A newborn baby can hear various kinds of voices. Baby could have lactations if hears a voice while breast-feeding. While we are hearing a sound our bodies give such reactions, twinkling, changes in brain waves, changes in waves and in heart. Listening is the ability of understanding the messages of given thought, a loud speech or a text. Watching and listening skills help to understand, interpret and evaluate the given message correctly. Listening is a fundamental way of learning and is also a most important element of communication, in today's technology audio visual tools are used in all areas of the world. Of Course, in this case it's necessary to use audio visual tools in education (Yıldız, 2013). Students use what they have watched and listened to use them in the maximize degree. It said that the students who aren't learning by listening and watching throughout lesson must be 3 times more time to learn same lesson. To gain effective communication skills it is needed four main skills. These are Listening, Speaking, Reading and Writing. The communication means that to talk, understand and be able to understand between of individual persons. In order to live as a human being must communicate with each other. Language is a communication the main tool so only the rich language can be used effectively. To know and to use the language well is necessary for school and real life. To listen the speaker very well helps to understand whole speech and to give meaning of it easily. Also eye contact is necessary for a better listening. It is easy to understand the speakers' speech by looking at her eyes and body language which is using.

In Arslan's research (2013) that called "Listening comprehension status of 7<sup>th</sup> grade students from different variables." There are many reasons. Here are some of them: To love Turkish lesson, the number of book which is read, the level of income preschool education and democratic environment in the family. Temur (2010), the questions asked after and before the reading passage to the university students. Effect of Listening comprehension skill levels. The researches show that listening the passage before reading is motivated the students. Because, when they did pre-listening activities, they know the questions about the text then they can give more accurate answer.

Yoncalık & Çimen (2006), Researches Physical Education and interpersonal communication in listening skills level of classroom teaching. Department Student show, both department students have intermediate level of listening abilities. Furthermore their gender and department which they are in aren't change the result.

Sahin (2011) has a research that called Elementary 6<sup>th</sup> grade students listening skills examination by socio-economic level shows that 6<sup>th</sup> grade students who are studying in different schools have different capacity as understanding also when the socio economic level decreased the perceive of understanding also decreases.

## 2. Research Methodology

### 2.1. The Aim of the Research and Importance of the Language

The most important goal of Turkish Education is to maximizing the level of human communication skills. According to results of the researches the person with strong listening skills requirements appears to be successful in the school environment as well as in the social life. Students from age puberty and adolescence because of the transition period. With help of the texts which are using in Turkish course support the mental development process. The students are gaining an effective beginning because of their development of interpretation which improve in this ages. Students are spending less time to learn a text in the lesson by listening on the other hand they need to spend more time and effort to understand same lesson. Therefore, it must to choose the reading text according to children's characteristics development. Also it should be considered to choose appropriate visuals and implementations.

### 2.2. Problem Statement

Do the 6<sup>th</sup> grade of students in TRNC listening skills enough to get what the speaker says, feels and thinks?

- 1) Do the 6<sup>th</sup> grade students gain listening skill in teaching Turkish Curriculum in 2006?
- 2) How is the level of understanding skill thought the listening skill?
- 3) How the levels are like in primary 6<sup>th</sup> grade students based on the ideas or the text and event-based listening comprehension skill?

### 2.3. Data Analysis Method

Research is a descriptive study. Screening model was used in this study. Scan (survey) model, "is based on the same portrayal existing situation" (Karasar, 2004: p. 34). The research population, 2013-2014 academic year constitutes Oğuz Veli Secondary School in Kyrenia District. In the study, in the 2013-2014 academic year studying in Northern Cyprus Kyrenia District 74 Middle School Oğuz Veli 6<sup>th</sup> grade middle school students were taken as samples.

## 2.4. Data Collection Tools

In the 2013-2014 academic year in order to collect data for research, 6<sup>th</sup> grade located for developing listening skills in Turkish textbooks “Kuğular” and “Simyacı” was created in the framework of parallel constructivist approach to both the text and the text has questions are used. Selected texts, 6<sup>th</sup> grades to be processed in the first period of the 2013-2014 academic year are listening text. Listen to text-based application located event “Kuğular” tale; while listening to the text based on the idea of “Simyacı” interview accounts. “Kuğular” for the text 6; “Simyacı” 7 questions to the text has been prepared. The experts in the preparation of these questions, and students have benefited from the views of the Turkish school teacher. In the application process, both texts being brought to the classroom by practitioners in different days and times; listening to CDs text has listened to students via computer. Texts played after open-ended in order to determine the skill level of the students listened to understand, matching, true-false, efficacy studies should fill in the gaps where the question was given to Prospective item. After listening to the text, the students were asked to answer these questions prepared for the text.

## 2.5. Data Analysis

The findings obtained from this study and the percentage frequency distributions are evaluated based.

## 3. Results and Findings

This section includes comments on the findings and the findings of the survey results. 6<sup>th</sup> grade students in the 6<sup>th</sup> grade Turkish textbooks as the first text in the study to determine the listening skills “Kuğular” tale is selected.

As shown in **Table 1**; of the students in the sample of the study in accordance with the flow of events in the visual tale paging rates, 58% female students, 62, 73% of boys, 33, and a total of 67.57%.

Primary 6 students as the first text in the study in order to determine their listening skills in Turkish 6<sup>th</sup> grade textbook “Simyacı” conversation (chat) mode is selected.

According to text the students supposed to write “D” for true statements and “Y” for false Statement. Here are the shown percentages in table: 75.86% girls gave the correct answer and 46.67% boysgavethecorrect answer. Total percentages is %58.1 (**Table 2**).

As shown in **Table 3**; be objective about the text of the judgment of the students in the study sample, and subjective states find rates for girl students is 33.33%, and 16.67% of boys in the total 23.19%.

As it shown in **Table 4**: The ability of interpretation ability of girls is 74.07% and boys is %50. Totally is 59.42%.

## 4. Conclusion

This research paper aimed to expose practical application of the measuring

**Table 1.** Images are put into order according to the flow of events in the tale.

Gender Class	The number of girls giving the correct answer	The number of boy giving the correct answer	The number of girls giving the wrong answer	The number of boys giving the wrong answer	The total number of the giving correct answer	The total number of the giving wrong answer
6/A	6	10	7	2	16	9
6/E	6	12	2	5	18	7
6/H	5	11	3	5	16	8
Total	17	33	12	12	50	24
Percentages	58.62%	73.33%	41.38%	26.67%	67.57%	32.43%

**Table 2.** Finding out the right and wrong answer by text.

Gender Class	The number of girls giving the correct answer	The number of boys giving the correct answer	The number of girls giving the wrong answer	The number of boys giving a wrong answer	The total number of the giving a correct answer	The total number of the giving a wrong answer
6/A	10	6	3	6	16	9
6/E	7	10	1	7	17	8
6/H	5	5	3	11	10	14
Total	22	21	7	24	43	31
Percentages	75.86%	46.67%	24.14%	53.33%	58.1%	41.9%

**Table 3.** To find how objectives and subjective the sentences.

Gender Class	The number of girls giving the correct answer	The number of boys giving the correct answer	The number of girls giving the wrong answer	The number of boys giving the wrong answer	The total number of student giving a correct answer	The total number of student giving a wrong answer
6/A	6	3	5	8	9	13
6/E	3	3	4	12	6	16
6/H	---	1	9	15	1	24
Total	9	7	18	35	16	53
Percentages	33.33%	16.67%	66.67%	83.33%	23.19%	76.81%

**Table 4.** The ability to interpret sentences in the text.

Gender Class	The number of girls who could give answers	The number of boys who could give answers	The number of girls who could not give answers	The number of boys who could not give answers	The total number of student who could give answer	The total number of student who could not give answer
6/A	7	3	4	8	10	12
6/E	4	11	3	4	15	7
6/H	9	7	----	9	16	9
Total	20	21	7	21	41	28
Percentages	74.07%	50%	25.93%	50%	59.42%	40.58%

listening skills and elaborate its importance significantly for Turkish lessons among college students. In order to understand the individual's earned in the

period up to school age and place, and listening skills to tell. These skills in an individual's perception of his environment are brought by birth; the environment itself is very effective as it should be told. In this sense, listening skills are the basis of the other language skills. Listening activities carried out in Turkish lesson are the basis of all learning in the academic sense. Therefore, students need to be taught to develop listening comprehension skills. Thus, according to the results obtained in the study; Listening Skill of Grade 6 Students in TRNC against spoken or heart message is not at a level to understand their thoughts and feelings in right way.

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