

Use of Listening Strategies in Advertising: The Case of Middle School Students

Aslı Maden & Aydın Önal
Giresun University, Turkey

ABSTRACT

The study aimed to determine the use of listening comprehension strategies by middle school (grades 5-8) students, using an ICT application to the classroom, while listening to commercials from media products, and the correlation between various variables and their listening comprehension strategies. The relational survey model was used in the present study. The study sample included 415 students attending a middle school. The data were collected using the listening strategies scale and achievement test. Based on the data collected, the arithmetical mean was used to analyze the listening strategy averages, independent samples t-test was used to determine the impact of the gender variable, and one-way analysis of variance was used to determine the impact of listening achievement and grade level variables. The study findings demonstrated that middle school students generally utilized listening comprehension strategies before, during, and after listening to the commercials, and there was a positive correlation between the listening strategies and listening achievements of the students. Analysis by gender indicated that female students utilized listening strategies more when compared to male students, when watching commercials. Furthermore, as the grade level increased, the utilization of listening strategies decreased when watching commercials.

Keywords: *Listening/watching, media, literacy, commercial, strategy.*

INTRODUCTION

Communication begins with the perception and reaction to the environmental sounds in the womb. Gunes (2016) reported that the fetus listens to various sounds in the mother's womb from the fifth month on and hears the mother's heartbeat, stomach movements, voice, words, music, and environmental sounds until birth. Thus, the first and basic means to socialize and communicate for human beings include listening. Listening is the ability to understand and respond effectively in the oral communication process (Johnson, 1951), or the ability to understand the message a person speaking or reading aloud wants to give (Ozbay, 2006). Listening skills are acquired during the preschool period in a familial informal learning environment. Listening and watching skills are among the instruments individuals utilize to learn from the preschool age. However, various strategies and techniques should be used to ensure that listening comprehension is complete and correct.

LITERATURE REVIEW

Listening skills are used as basic language skills rather than speaking, writing, and reading in daily life. In the literature, Hunsaker (1990) reported that 80% of individuals learn everything they know through listening in formal and informal learning processes, Petress (1999) reported that almost 83% of children learned by listening and Burley (1995) noted that individuals utilized listening in 40%, speaking in 35%, reading in 16% and writing in 9% of all communications and interactions in daily life. Children understand the world and communicate with others using listening skills during the pre-school period. At school age, Gogu (1978) observed that students listen to their teachers and their peers for 2.5 to 4 hours a day As Robertson (2004) stated, listening skills are the most commonly used language skills.

Instruction is mainly based on listening skills in schools. Thus, the traditional system with an active teacher and passive students has been used for centuries. However, in the contemporary education system, an activity-based and living-learning model has been adopted with the introduction of the constructivist approach. Although listening skills are used more frequently in the traditional education system, increasing the interaction with the learning direction by experiencing the constructivist approach, emphasized the significance of the listening skill. Because interaction is one of the basic elements of the approach of learning by doing and experiencing. Furthermore, listening skills play an important role in structuring knowledge. Thus, listening became one of the learning areas in constructivist Turkish language curricula.

Media and Listening

The rapid technological developments today led to the prevalent utilization of media such as television, computer, mobile phone, and other digital devices, satellite and web broadcasts. These media can be accessed by listening, watching or reading messages that could be replied to verbally and in writing. Media can also be utilized via movies, video clips, commercials, graphics, and other audiovisual and written e-mail texts. Individuals cannot isolate themselves from media elements in the digital world and they are obliged to utilize these elements in their daily lives. These media elements are also indispensable knowledge acquisition, entertainment, and sharing tools. They provide great benefits in facilitating daily life chores. However, they also have certain disadvantages. In particular, it is possible that the mass media unites individuals on inaccurate and harmful ideas, degenerates the culture of the society, and insults the social values that unite the society. To minimize the damage caused by the media on individuals, it has become important to actively and accurately listen to and read the messages broadcast by these sources and to share this information by talking/writing about them. Thus, media literacy became important with the introduction of the changes that included audiovisual material in the communications process through the technological infrastructure (Maden et al., 2017). Karaman and Karatas (2009) argued that the aims of the media include providing information, communication and interaction, as well as commercial profit, acquisition of power, and the orientation of the masses, and individuals should adopt a critical approach towards the media and distinguish the good, the beneficial and the harmful. Kurudayioğlu and Tuzel (2017), emphasized that the high media consumption rate, the diversification of media instruments, and the increase in the volume of media messages (information) increased the need for media literacy. Media literacy could be defined as the skills to access, analyze and criticize media products, and to produce media messages (Dennis, 2004; Livingstone, 2004; Okur & Alevli, 2018; RTSC, 2017). Furthermore, Aufderheide (1993) described media literacy as the ability to access, analyze, synthesize, and evaluate media messages. The literature suggests that reading and listening should be used effectively to understand media content and speaking and writing should be used effectively to express thoughts through the media.

Media literacy is of great importance in creating a society that includes individuals who interpret, synthesize, and criticize and who do not memorize the information provided by the media, which is a product of technological advances. Based on 2016 TV ratings published by RTSC, the mean student rating for media use was 3 hours 59 minutes on weekends and 3 hours and 34 minutes during the week. As Altundag (2018) stated, during these periods the commercials, which are important TV products, are also frequently watched by children. TV commercials are rich resources for all linguistic skills, vocabulary, grammar, and cultural elements. When selected and applied accurately, commercials help the development of students' language skills and cultural competences. Despite these benefits of commercials, children who watch the commercials could be affected by the negative underlying messages in commercials. Commercials are, in a sense, a mechanism that produces fake needs in individuals. The need for listening, entertainment, consuming the advertised products, and acting per the commercials, like the products that others like and disliking those they dislike, could be considered as fake needs. Children could be the victim

of these fake needs, as previous studies have demonstrated that children could be seriously influenced by commercials. For example, a study conducted on 7-12 year old children in Germany revealed that 79% of the children were affected by TV commercials (Metz, 1999). To prevent the children from these destructive effects of commercials and allow the children to adopt a critical approach towards commercials, the 2018 Turkish Language Course Curriculum included the achievement of covert message discovery beneath the commercials. Celik (2016) reported that the topics associated with advertising literacy were discussed in detail in the curriculum and the new curriculum aimed to improve students' activity and productivity towards the media. However, to achieve this goal, it should be kept in mind that the students should be instructed on how to use cognitive processes for accurate recognition, good comprehension, and effective assessment while listening to media broadcasts.

Listening / Watching Strategies

While watching the commercials and public spots, children use the skills of listening/watching and reading, the first language skill, intensively. The listening process includes three stages: before, during, and after the listening process (Melanlioglu, 2011). Listening is a comprehensive process that begins with hearing and paying attention and continues with understanding, evaluation, and reaction. Listening is a skill that also includes comprehension and thinking skills (Kapanadze, 2019). While processes and acquisition differ between individuals, certain physical and mental acts are common before, during, and after listening and watching media products. When certain strategies that facilitate recognition, comprehension, and analysis of content during the listening process are used at the highest level, it is possible to clearly and permanently construct the messages included in the commercials. Listening strategies include all methods that the individual consciously uses before, during, and after the listening process (Kilinc, Keskin & Yalaniz, 2016). In other words, listening comprehension strategies is the general name of the techniques and procedures used to fully understand the content or message during the listening process. Thus, active listening is only possible with the use of adequate listening strategies while listening to both physical and electronic texts and content. Fathi & Hamidzadeh (2019) note that the use of listening strategies while watching informal media tools would support effective and autonomous listening.

The strategies that could be used before, during and after listening, and associated principles and characteristics were demonstrated both theoretically and in practice in studies conducted by Tompkins (2009), Wolvin and Coakley (1996), Gunes (2016), Wolff and Marsnik (1992), Demirel (1999), Kilinc, Keskin and Yalaniz (2016), Melanlioglu (2012) and Yildiz and Kilinc (2015).

Strategies that could be used before listening/watching

Every sound heard in daily life could not be listened to with the same attention. Some sounds are heard randomly. The individual prepares her/his mind and body to listen to certain sounds. Thus, the pre-listening stage includes a physical and mental process where an individual prepares for listening. Several studies in the literature demonstrated that the pre-listening process has both physical (silencing the environment, sitting organization, temperature) and mental (motivation to listen, activating pre-knowledge) dimensions. Pre-listening strategies include preparation to know the subject, determination of the reasons for listening, activation of preliminary knowledge for readiness and remembrance of past knowledge, estimations about the topic, brainstorming based on the mental connotations about the topic, and creating images in the mind about the topic.

Strategies that could be used during listening/watching

During listening, the individual could be cognitively and emotionally active by utilizing the strategies that are the continuation of the strategies used before listening. The individual could experience an active listening process by adopting strategies that include the association of the topic listened to, with life in general, in order to assign mental meanings, original visualization to concretize the topics

listened to, asking questions of self to review the level of comprehension, paying attention to different tones and accents while listening, taking notes to record important parts of the listening content, checking pre-listening predictions, and making new predictions.

Strategies that could be used after listening / watching

After listening, it is necessary to conduct mental processes such as the determination of the missing and discrepant aspects and to establish causality to fully comprehend the content. The post-listening mental processes could guide the listener in self-assessment and future steps. Strategies that may be useful for the listeners in this process include summarizing the important parts of the content in written, verbal or visual form, identification of the causality between the events or concepts in the text, re-expression of the content, making inferences based on the content, recognition of the meaning of the words that affect the meaning of the content in the listening process (actual/figurative, homonyms-synonyms), finding a new title for the text, creating mental descriptions, and conducting research on the accuracy of the text.

The conscious and active use of listening strategies is an important factor that would affect success in the comprehension of the message in informative or entertaining listening, and planned and unplanned speech. Several studies in the literature confirmed this finding. Allen (2011) reported that preparation before listening had a significant effect on the academic achievement of students. Yıldız and Kılınc (2015) found that there was a significant difference between pretest and posttest scores favoring the effect of listening strategies instruction on listening comprehension. Yıldız and Kılınc (2015) also reported a positive correlation between academic achievement and listening comprehension. Kılınc, Keskin, and Yalanız (2016) concluded that listening strategies instruction improved students' listening comprehension skills, and as the listening achievements of the students increased, their comprehension levels increased as well.

When human beings make sense of the environment in their minds, the skill they utilize is primarily the listening skill. Thus, it is important to use strategies that help comprehension whether listening to media products, or in daily life. In the listening process, it is not possible to conduct active listening without utilizing certain comprehension strategies. It is a fact that media communication is an important part of daily life in our times. To understand the media messages correctly, one should be an effective listener and it is necessary to use comprehension strategies accurately and immediately when listening. In this regard, emphasis should be on providing students with listening comprehension strategies during listening training in ways similar to training for development of other language skills. The increasing popularity of television, the Internet, and other computer technologies in all fields of life, and the use of these technologies in education has necessitated a new set of literacy skills. The ability of the 21st-century individual to choose beneficial information and to produce and share new information is directly related to active listening/watching skills. However, the extent to which technological and scientific changes may be able to take hold in developing countries necessitates increasing the quality of education on the use of media tools. It is important to implement the necessary solution for social media, advertisements, and other digital media in economically and culturally developing countries. These factors indicate the value of raising awareness, in the educational environment and in daily life, of how to use listening strategies when watching commercials every day.

RESEARCH QUESTIONS

This study aimed to determine the use of listening comprehension strategies by middle school students while listening to the media products and the correlation between gender, grade level, achievement, and classroom participation variables. This study will add to the literature on the use of effective strategies when listening to media texts and will provide a foundation that improves the

significance of future studies on the topic. For this purpose, the study focuses on the following research questions:

1. Do middle school students utilize listening comprehension strategies while watching commercial media content?
2. Is there a difference between the utilization of listening comprehension strategies by middle school students while watching commercial media content based on the gender variable?
3. Is there a difference between the utilization of listening comprehension strategies by middle school students while watching commercial media content based on the grade level variable?
4. Is there a correlation between the utilization of listening comprehension strategies by middle school students while watching commercial media content and their academic achievements?
5. Is there a correlation between the utilization of listening comprehension strategies by middle school students while watching commercial media content and their level of participation in the classroom?

METHODOLOGY

In the present study, the use of listening comprehension strategies by middle school students when listening to media content and the variables that affect these strategies were investigated. The study was designed using the relational survey model. The relational survey model is one of the research models that aim to determine the presence and/or degree of covariance between two or more variables (Karasar, 2009).

Sample

The study population included middle school (grades 5-8) students. The sample comprised 415 randomly selected students from the 5th, 6th, 7th and 8th grades. Middle school students were selected for the study because basic competencies in the communication process were developed during their preschool years and primary school activities. At the middle school stage they practice listening rules, listening comprehension, and effective listening habits. Further, it is at the middle school stage that instruction to convert language skills into habits using listening/watching strategies takes place.

Data Collection

Data on the use of listening/watching strategies by middle school students were collected using the Listening / Watching Strategies Scale developed by the authors. In the development of the scale, resources that described listening strategies (Gunes, 2016) and related scales (Atalay & Melanlıoğlu, 2016; Dogan & Erdem, 2017; Katrancı, 2012) were reviewed, and a 25-item pool was developed. Twenty-three items were selected based on the views of academics ($n = 3$) and Turkish language teachers ($n = 2$) for content validity. A pilot was conducted with 50 middle school students using the draft scale. Analysis of the data from the pilot realized a Cronbach's Alpha coefficient of $= 0.89$ and the variance was 63.20. One item with an internal consistency coefficient of lower than 0.70 was removed from the scale and the scale with 22 items was finalized. Scale responses ranged between (4) Always (3) Usually, (2) Rarely, and (1) Never.

The comprehension success of the students was determined using the Listening Comprehension Achievement Test developed for film advertisements. In the development of the test, a pool of items

was created from the reading comprehension questions asked in previous examinations. The questions were adapted to the advertised texts. It was implemented as a pilot with 30 students for a 4-choice 22-item draft test prepared by using expert opinion. According to the data obtained, the KR-20 reliability coefficient of the achievement test was determined as 0.82. 2 items with low reliability were tested. The listening achievement levels of the students were scored between 0 and 100.

Before the application of the scale, the students were allowed to watch specific commercials - *Quit Smoking; Don't Quit the Life; Give a Hand for Nature; Whatever Others Say* - that they encountered in their daily lives. The commercials were all deemed adequate for their levels and age in their Turkish language course listening activity. Advertisements were selected from public spots prepared by official institutions. After the activity, the students were allowed to complete the scale and test.

DATA ANALYSIS

The data collected were analyzed using SPSS version 16.0 software. Findings were presented and interpreted in tables. To determine the scale ranges, the range calculation method was used. Thus, the number of ranges in the scale was determined as $n = 4$, and the range formula $n = (n-1) / n$ was applied [$(4-1) / 4 = 0.75$] and the following ranges were determined:

Table 1: Scale Score Ranges

Options	Given Scores	Range of scores
<i>Never</i>	1	1.00 – 1.74
<i>Rarely</i>	2	1.75 – 2.49
<i>Usually</i>	3	2.50 – 3.24
<i>Always</i>	4	3.25 - 4.00

The mean utilization of listening strategies was analyzed using the arithmetic mean (X); independent samples *t-test*, and grade level variable were used to test the impact of the gender variable; while academic achievement was determined with the one-way analysis of variance (ANOVA). Pearson correlation (r) was used to determine the correlation between the use of listening strategies, listening achievement, and grade level. The listening achievement variables were analyzed using the score intervals adopted in formal education [0 – 44.99 = 1, 45 – 54.99 = 2, 55 – 69.99 = 3, 70 – 84.99 = 4 and 85 - 100 = 5]. The level of significance was accepted as 0.05 ($p < 0.05$).

FINDINGS

Findings on the use of listening comprehension strategies while watching advertisements - a type of media content - by middle school students, are presented in three sections below - before, during, and after listening.

The Use of Strategies by Middle School Students When Watching Commercials

The use of listening comprehension strategies by middle school students when watching commercials are presented in Table 2 below.

Table 2: The Use of Listening Strategies

Strategy Use	N	Mean	Standard Deviation
Never	12		
Rarely	97	2.87	.55869
Usually	196		
Always	110		

As shown in Table 2, 196 of the students in the sample usually adopted listening strategies while watching commercials, while 110 students always utilized, 97 students rarely utilized, and 12 students never utilized these strategies. However, the mean value indicates that the students usually utilized strategies when watching commercials ($X = 2.87$); Further, it was observed that students adopted these strategies at varying rates in the listening process. Findings on the listening strategies used before, during, and after listening are presented in Tables, 3, 4 and 5 below.

The data in Table 3 below indicate that middle school students adopted strategies before starting to watch commercials, in other words, before listening, to identify the purpose and better comprehend the content, such as setting goals ($X = 3.33$), visualization ($X = 3.26$), prediction ($X = 3.24$), brainstorming ($X = 3.03$), all key comprehension strategies, before listening, and then they activated preliminary knowledge and prepared for the topic.

Table 3: Use of Strategies before Listening

Strategies Adopted Before Listening / Watching	X	Sd
Preparation on the topic	2.6651	1.07277
Setting goals (<i>Am I going to have fun? Will I learn?</i>)	3.3373	.88023
Activating preliminary knowledge	2.9687	.98122
Prediction	3.2434	.83755
Brainstorming	3.0386	.94968
Visualization	3.2602	.89806

The findings shown in Table 3 demonstrate that the students prepared for the topic, associated the content with their preliminary knowledge, and tried to concretize the content before the listening process.

During the listening process, the data in Table 4 shows that the middle school students used strategies such as, association with life ($X=3.03$), empathy ($X = 2.95$), checking the accuracy of predictions and making new predictions ($X = 2.78$), to help them comprehend the narrative easily and accurately. Paying attention to emphasis and intonation, self-questioning, and visualization strategies were also noted. These findings demonstrate that while listening to media content, the students attempted to determine the elements that could be useful for them, rehearsed the use of the information they learned in life via empathy and made predictions to comprehend the content easily and accurately.

Table 4: Use of Strategies during Listening

Strategies Adopted During Listening	X	Sd
Association with life	3.0337	0.97248
Visualization (<i>using object, table, graph, schema, icon</i>)	2.6386	1.06070
Asking questions (<i>About self-comprehension</i>)	2.5229	1.10284
Recognizing and paying attention to emphasis and intonation	2.9036	0.99776
Taking notes	1.9446	1.13116
Empathy with events, situations or individuals	2.9494	0.99021
Checking the accuracy of predictions and making new predictions	2.7855	0.99748

After the middle school students watched the commercials, the data in Table 5 below show that they use strategies such as recognition of the meanings of the words ($X = 3.16$), summarization of the content ($X = 2.94$), determination of what they understood and did not understand ($X = 2.87$), causality and inference ($X=2.88$) and visualization ($X=2.85$), to analyze and permanently learn the content. In addition, they used strategies such as re-expressing the content in their own words, investigating the accuracy of the content, and determining new titles. These findings demonstrated that the middle school students reviewed the meanings of the words after watching the commercials, summarized the content, and tried to visualize their thoughts using causality and inference techniques during the listening process.

Table 5: Strategies used after Listening

Strategies Adopted After Listening	X	Sd
Summarization	2.9398	1.06491
Establishing causality	2.8819	1.01107
Re-expression (<i>using one's sentences</i>)	2.7807	1.02274
Making inferences	2.8867	1.00923
Recognition of the meaning of the words (<i>actual, figurative, syn.</i>)	3.1566	0.98149
Finding a new title	2.8241	1.06567
Description (<i>What did it remind me of?</i>)	2.8530	1.01443
Determination of the accuracy	2.6627	1.02478
Determination of achievements and failures	2.8747	1.02797

Gender

Among the study participants, 192 were female and 223 were male students. As shown in Table 6 below, female students utilized listening strategies more when compared to male students while watching commercials ($t=2.727$; $p.0.007$).

The data indicates a significant difference between the comprehension strategies used before, during, and after listening favoring the female students. This finding demonstrates that female students converted the achievements of listening education into habits; and thus, were more careful and strategic while listening.

Table 6: The Variations in Strategy Use by Gender

	Gender	N	X	Sd	t	p
<i>Before Listening</i>	Female	192	3.1510	.54633	2.066	.039
	Male	223	3.0291	.64124		
<i>During Listening</i>	Female	192	2.7530	.60820	2.080	.037
	Male	223	2.6220	.66490		
<i>After Listening</i>	Female	192	2.9705	.61814	2.878	.004
	Male	223	2.7897	.65435		
<i>Listening Process</i>	Female	192	2.9505	.52598	2.727	.007
	Male	223	2.8017	.57772		

Grade Level

The results shown in Table 7 below, indicate a significant difference between the mean listening comprehension strategy adoption rate of middle school students based on their grade levels ($F=12.135$, $p.0.000$). It was noteworthy that the mean listening comprehension strategy adoption rate was inversely proportional to the grade level.

Table 7: Findings on the Grade Level Variable

	Grade	N	X	Sd	F _(3,411)	p
<i>Before Listening</i>	5th Grade	84	3.1964	.59962	5.250	.001
	6th Grade	122	3.2036	.54060		
	7th Grade	153	2.9858	.62768		
	8th Grade	56	2.9345	.59091		
<i>During Listening</i>	5th Grade	84	2.9524	.64665	12.872	.000
	6th Grade	122	2.7963	.59228		
	7th Grade	153	2.5397	.64436		
	8th Grade	56	2.4209	.53342		
<i>After Listening</i>	5th Grade	84	3.1085	.56313	10.375	.000
	6th Grade	122	2.9718	.63653		
	7th Grade	153	2.7712	.65910		
	8th Grade	56	2.5853	.57149		
<i>Listening Process</i>	5th Grade	84	3.0828	.53677	12.135	0.000
	6th Grade	122	2.9791	.51280		
	7th Grade	153	2.7561	.57460		
	8th Grade	56	2.6282	.48222		

Further, the findings of the Post-Hoc Bonferroni test conducted on the mean listening strategy adoption rate of middle school students based on their grade levels showed a difference favoring 5th and 6th grade students. It was determined that the same difference existed for the strategies used before, during, and after the listening process. This finding demonstrates that different factors were involved in the listening process as the students got older. In the academic sense, it should be kept in mind that the decrease in the use of strategies that improve their comprehension in the listening/watching process occurred as their grade levels increased. This may be associated with factors such as the onset of adolescence, a stage that affects their lives at school and outside of the school environment and their preparation for high school admittance examinations.

Correlation between Listening Strategy Use and Achievement

The F statistic was conducted to determine whether there was a correlation between the use of listening comprehension strategies by middle school students and their listening achievements when listening to commercials. The findings are shown in Table 8 below. The data shows that there was a significant correlation between the listening achievement of the students before, during, and after listening ($p < 0.05$). Further, it was observed that the listening achievements of strategic listeners in the whole listening process were higher. The review of the mean listening achievement rate of the middle school students demonstrated that the strategy utilization levels of the students with low achievement levels were low as well, and those with high listening achievement had higher strategy use levels. These findings demonstrate that the use of listening strategies in all instructional activities, not only in listening activities, had a positive impact, and strategic listening improved the learning quality and achievements.

Table 8: Correlation between Listening Strategy Use and Listening Achievement

	Grade Average	N	X	Sd	F _(3,411)	p
Listening Process	2	13	2.3077	.48038	12.371	.000
	3	38	2.5000	.68773		
	4	136	2.8971	.80993		
	5	228	3.1360	.74143		
Before Listening	2	13	2.7179	.,71810	15.,872	.000
	3	38	2.6184	.73410		
	4	136	3.0098	.56392		
	5	228	3.2295	.,53597		
During Listening	2	13	2.2308	.51685	9.716	.000
	3	38	2.3459	.59658		
	4	136	2.6092	.66966		
	5	228	2.8083	.60232		
After Listening	2	13	2.2222	.63017	13.197	.000
	3	38	2.5643	.58703		
	4	136	2.7802	.64228		
	5	228	3.0175	.60519		

Correlation between Listening Achievement, Grade Level and Listening Strategies

Pearson Correlation analysis was conducted on the mean values to determine whether there was a correlation between the use of listening comprehension strategies by the middle school students when watching commercials and their listening achievements and grade levels. The findings are shown in Table 9 below, Analysis of the results demonstrated a positive correlation between the use of listening strategies by the students and their listening achievements ($r = .134$), while there was a negative correlation between strategic listening and grade level ($r = -.257$). The same correlations were valid for the use of strategies before, during, and after listening. This finding demonstrated that the students comprehended the topic better when they utilized listening strategies to obtain and share information and to provide feedback.

Table 9: Correlation Analysis

Strategy Use	Achievement	Grade Level
<i>Listening Process</i>	.134**	-.257**
	.006	.000
<i>Before Listening</i>	.145**	-.173**
	.003	.000
<i>During Listening</i>	.141**	-.289**
	.004	.000
<i>After Listening</i>	.131**	-.264**
	.007	.000

DISCUSSION

The aim of this study was to determine the use of listening comprehension strategies by the students while watching media commercials. The findings indicate correlations between the use of listening comprehension strategies by the students while watching media commercials and their listening achievements and grade levels. Based on the study findings, it was concluded that the students usually utilized listening strategies while watching media commercials, and the students adopted various strategies during the listening process. Before watching media commercials, middle school students utilized goal determination, visualization, prediction, and brainstorming strategies in an attempt to prepare for the activity. The findings are supported by a previous study in which it was determined that 78.9% of students came prepared for the course (Fidan, 2012), consistent with the findings of the present study.

It was concluded that students used strategies such as association with life, empathy, checking the accuracy of predictions, and making new predictions when listening to the commercials. It could be suggested that students tend to focus on the listening content using prediction and empathy strategies. After watching the commercials, the students usually used recognition of the meanings of the words, summarization of the content, and determination of what they understood and did not understand, causality and inference and visualization strategies to analyze and permanently learn the content. Similarly, in their study, Girmen and Bayrak (2013) reported that more than half of the participating students responded to the questions correctly after listening. Berman (2003) also argued that prediction would contribute to comprehension of a text. In this study it was observed that the students attempted to analyze the listening content to remember the content permanently. Similar to the study findings, Elemen (2014) reported that students attempted to use strategies effectively to analyze the content after listening. Further, Hawkins et al., (2010) reported that the use of listening strategies improved the reading comprehension skill of participating students,

consistent with the present study findings. Miller (2003) noted that students considered listening to media such as television and radio as entertainment and they spent efforts to understand the listening content. On the other hand, Bozorgian and Alamdari (2018) reported that listening to multimedia sources increased metacognitive awareness in a study conducted on foreign language students. The fact that the students in the present study employed various strategies to understand the commercials before, during, and after listening could be explained by the data mentioned above.

Among the students participating in the study, 192 were female and 223 were male. Based on gender, it was concluded that female students used listening strategies better when compared to male students ($p.0,007$). Similarly, Aktas (2017) reported that the mean female pre-service teacher scores were significantly higher when compared to those of the male pre-service teachers. Ceyran (2016) also argued that female students had a significant advantage over male students based on gender. In contrast to these studies, Fidan (2012), Kılınc and Yıldız (2015) and Celikbas (2010) concluded that there was no significant difference between utilization of listening strategies by male and female students.

There was a significant difference between the mean listening strategy use based on the grade level favoring the 5th and 6th grade students ($p.0.000$). The difference could be explained by factors such as exam-oriented studying in higher grades and adolescence. Similar to the findings of the study, Fidan (2012) reported that 6th and 7th grade students listened to their teachers with more attention when compared to 8th grade students, while the 6th grade students were more willing to ask questions of their teachers during listening activities and associated the topics better. The findings indicate a positive correlation between the listening strategy use by the middle school students and their listening achievements ($r= .134$) and active participation ($r=.349$), while there was a negative correlation between the strategic listening and grade level variables ($r=.257$). It was noteworthy that the same correlation was valid for adopting these strategies before, during, and after listening. This finding demonstrated that benefiting from listening strategies supported learning and active participation in the learning process. Similar to the findings of the present study, in a study conducted by Katrancı (2012) among 5th grade students, it was determined that the use of listening strategies had a positive impact on listening comprehension and active participation in the course. The findings reported by Khan and Karim (2014) that the employment of strategies by the students when watching television improved their listening skills was also consistent with the findings of the present study. Further support can be found in a study by Kaplan (2004) which determined that students with high Turkish language grades comprehended and implemented the listening strategies faster. In a study by Harmankaya and Melanlıoğlu (2017), it was reported that there was a significant correlation between listening strategies and listening comprehension, while no correlation was determined between listening strategies and attitude towards listening and listening anxiety. Similar studies in the literature were consistent with the findings of the present study on academic achievement (Bozorgian, 2012; Melanlıoğlu, 2011; Rahimirad, 2014). According to Pearson and Fielding (1982), listening strategies instruction among students was effective in assigning meanings. Similarly, Oxford (1990) reported that students who could utilize listening strategies could be considered well trained in listening. The findings of the present study were also consistent with these theoretical principles.

CONCLUSION

The study findings are important for understanding use of strategies by students when listening and watching media content and determining the variables that are effective on the targeted levels in media literacy and language instruction. It was observed that middle school students usually utilized strategies before, during, and after listening, and this was effective in listening achievement. Further, it could be suggested that female students transformed strategic listening into a habit when compared to males. The finding that the use of listening comprehension strategies decreased with

the increase in grade was also noteworthy. The importance of using strategies that make it easier to comprehend and analyze the listening content and associate this content with prior knowledge was demonstrated. The following recommendations are made based on the study findings:

1. Further research on the use of strategies with various products while listening to media
2. Applied studies should be conducted to improve the strategies that students use before, during, and after listening.
3. Further studies could be conducted to identify and eliminate the negative factors that affect the use of listening comprehension strategies for media content.
4. Studies on listening comprehension strategies do not only affect Turkish language courses but all topics. Thus, activities to raise awareness on the consumption of media elements could be conducted in other courses using an interdisciplinary approach.

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