



## Comparison of Critical Listening Proficiency of Teacher Candidates in Terms of Several Variables

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### ABSTRACT

**Purpose:** The research has been designed to determine the level of critical listening proficiency of the teacher candidates. It aims at finding answers to the following questions: (1) What is the level of critical listening proficiency of teacher candidates? (2) Do the teacher candidates' levels of critical listening proficiency indicate a significant difference in terms of gender, department, or university exam score variables? **Research Methods:** In this research, the relational screening model, one of the general screening models, has been utilised. Through this model, the pre-service

teachers' levels of critical listening proficiency are determined, and these levels are described separately in terms of several variables (such as gender, department, university entrance exam score type). An easily accessible sampling model has been used in sample selection. The sample of the study consists of 672 teacher candidates studying as senior students in their own. The research data were obtained by using the Critical Listening Proficiency Scale, prepared by the researchers. **Findings:** The findings indicated that the teacher candidates generally have a high level of critical listening proficiency. The teacher candidates in the departments of Turkish and Arts Teaching demonstrated much higher levels of critical listening proficiency in terms of 'attention-preparation' proficiency than the others. Furthermore, the teacher candidates with the verbal score type displayed higher levels of critical listening proficiency. **Implications for Research and Practice:** In the light of the results of this paper, the following recommendations can be given; the students studying in the departments focusing on mathematical skills should include more studies designed to improve critical listening proficiency in their undergraduate education. In pre-service trainings, many strategies and techniques should be included to improve the teacher candidates' proficiency for "Attention-Preparation" in critical listening. Considering the year the pre-service teachers are studying in, their critical listening abilities can be determined and the contributions of undergraduate education in this respect can be studied.

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## Introduction

Throughout the communication process, the efficient use of listening skills is required in order to understand a person and to perceive the external environment. Various researches on the time allocated to communication per day have concluded that the language skill we use the most in daily life is listening (Bird, 1953; Burley-Allen, 1995; Hagevik, 1999; Szukala, 2001). Listening is an important field of skill not only for the time it takes within communication but also for its contribution to daily life. Affirming that the listening skill is the basis of communication, Wolvin and Coakley (2000) associates this basic skill character of listening to the fact that it is the first among learnt language skills. Listening is a process since the individual analyses what he hears, synthesises them with his current knowledge and evaluates them. Listening is also a behaviour since it is under the influence of personal traits, such as education, culture and gender. Therefore, listening has importance regarding human relations, and it is an indispensable part of the individual (Lu, 2005).

The studies reveal that a great deal of time is allocated for listening in teaching-learning environments, as well as in daily life (DeVito, 1995; Robertson, 2004; Winn, 1988). The effectiveness of listening in teaching-learning environments is highly influential on people's knowledge, attainments and social relations. Consequently, this skill, actively used in the lives of individuals, requires more attention than presently given.

The main way to achieve good communication is to be able to effectively listen to the person. In communication, effective listening is considered an "intellectual and critical process" (Barin, 1997). Accordingly, in this process, critical listening is attentively treated as an effective listening type. Effective listening requires listening with an open mind in order to understand; it is important that listening with an open mind be completed by critical listening. This is because listening with an open mind enables a better understanding of what is being told, whereas critical listening enables for better analysis and assessment. Critical listening is to determine whether everything we listen to is true (Unalan, 2001, p. 74; Yalcin, 2002, p. 134). Therefore, critical listening is a process of inquiry and comparison. Throughout the process, the listener thinks whether the words of the speaker are based on his profession, the extent of a general or subjective approach, and whether the asserted information maintains validity. Since the process comprises the sense of inquiry, comparison and acquisition of new values, the message is transmitted fast via the verbal channel. As high level thinking skills are employed in the interpretation and assessment process, the listener should be very fast with critical listening. The meanings should be analysed, and the comparative, overlapping and non-overlapping aspects of knowledge should be researched. Thus, the listener becomes able to control what he listens to (Karaduz, 2010a, p. 1585). In this process, it is essential that the listener can ask himself certain questions in order to compare and check what is being heard. For this purpose, the listener may ask questions to himself such as "Is there a connection between the assertions and conclusions of the speaker? What similarities are there between the thoughts of the speaker and my knowledge?" (Yalcin, 2002, p. 113). Through the help of such questions, the listener defines the thoughts of the sender of

the message via inquiry. From then on, the critical listener tries to assess the speaker's thoughts or messages in an objective manner (Ozbay, 2005, p. 79). In other words, having learnt the critical listening skill, the individual will certainly check the accuracy and assess what he listens to in this respect.

In view of the above-mentioned issues, the critical listening skill comprises both physical (hearing) and cognitive (attention, perception, comprehension, analysis, assessment) aspects. Therefore, critical listening is impossible when the listeners are totally passive. According to Maltepe (2016), the students must learn, and critical reading, listening, speaking, and writing methods were also included among the methods of developing language skills. As a result, various listening strategies and techniques should be used so that the listening activities in learning environments can attain a critical feature. The learning atmosphere providing the student with sense of confidence and giving value to the individual is important. Even if the teacher offers various stimulators, he/she has no direct control on students (Guclu 2016, p. 281). Independent students' work with listening comprehension is a complex dynamic process requiring good skills of: perception, division of the flow of speech and differentiation of perceptible sounds and their complexes (Shevchenko & Godunova, 2016). In teaching-learning environments, critical listening will help students to understand accurately, that is to examine their teacher by listening carefully, analysing critically and evaluating what has been told. However, very few teachers have been able to teach students how they should listen and how they can improve their listening skills. This fact is more or less the same nowadays.

The more listening skills a teacher gains in his pre-service education, the more he can get the students to learn this skill. In other words, if the teacher possesses effective listening proficiency, his students can develop it correspondingly. Therefore, pre-service teachers who have to carry out healthy communication with their students in the future should be good listeners and possess critical listening proficiency. If teacher candidates have critical listening proficiency, they will be successful in their family and social relations as well as their educational life. In the light of this view, there is a need to carry out research on determining the level of critical listening proficiency possessed by teacher candidates in pre-service trainings. This research has been considered to be significant due to the lack of similar studies in relevant literature.

#### *The Purpose of the Study*

The research has been designed to determine the level of critical listening proficiency of the teacher candidates. It aims at finding answers to the following questions:

1. What is the level of critical listening proficiency of teacher candidates?
2. Do the teacher candidates' levels of critical listening proficiency indicate a significant difference in terms of gender, department, or university exam score variables?

## Method

### *Research Design*

In this research, the relational screening model, one of the general screening models, has been utilised. This model tries to identify the degree and direction of differentiation between given variables (Karasar, 2014, p. 81). Through this model, the pre-service teachers' levels of critical listening proficiency are determined, and these levels are described separately in terms of several variables (such as gender, department, and university entrance exam score type).

### *Research Sample*

An easily accessible sampling model has been used in sample selection. The population of research consists of students in the Faculty of Education at Firat University in the academic year 2013-2014. The sample consists of teacher candidates in their final year studying in the Primary School, Social Sciences, Science, Turkish, Computer Education and Instructional Technologies (CEIT), Mathematics, Art, and Pre-School Teaching departments.

### *Research Instrument and Procedure*

In order to collect the research data, the researchers have prepared a draft scale of 20 items after the literature review and an examination of similar scales. After the necessary arrangements and changes were made in accordance with the opinions of the experts, the draft scale with 17 items was applied to 326 senior students studying in the departments mentioned above. As a result of the pre-application, the data have been analysed. According to analysis results, the Kaiser-Meyer-Olkin (KMO) value 0.796 and Bartlett Test ( $\chi^2= 599.951$   $p<.01$ ) have been found significant. In the light of these findings, it was determined that a factor analysis could be used on the research data. Exploratory factor analysis showed that at the end of the Varimax rotation technique, 19 items gathered within four sub-scales. In order to accept an item in a sub-scale, a factor loading value of 0.30 and above were taken (Merenda, 1997). The loading values between the two closest factors were taken as 0.10 (Tavsancil, 2006). Based on these criteria, 5 items had to be excluded from the scale. The 17 item draft form was transformed into a new form of 12 items. Factor analysis was run again for the 12 item final form of the scale. In this case, it was determined that the scale explains 48.81% of the variance and gives three factors of which the eigenvalue is higher than 1.

The first factor itself explains 18.64% of the total variance and consists of four items, following the application of the Varimax rotation technique. This factor comprises the proficiency expressions with regard to attention and preparation elements, which have priority in critical listening, and is called "Attention-Preparation". The second factor explains 17.39% of the total variance and consists of three items. This second factor of the scale comprises the proficiency expressions with respect to analysis via inquiry, an important element of the critical listening skill. Accordingly, it is called "Inquiry-Analysis". As for the third factor, it explains 12.78% of the total variance and consists of five items. As the third factor includes

proficiency expressions with regard to assessment via judgment, another basic element in critical listening, it is named "Judgment-Assessment".

For the reliability of the scale, Cronbach's alpha was calculated by using the data relating to the items that are considered valid as a result of factor analysis and item analysis. Scale items were analysed with regard to their level of influence on scale reliability. After removing the items that remarkably increase scale reliability from the scale, the internal consistency coefficient was found to be 0.67 for the first factor, 0.52 for the second factor, 0.68 for the third factor and 0.74 for the overall scale. It is possible to affirm that the internal consistency, which is higher than 0.70 for the overall scale, is at a sufficient level (Nunnally & Bernstein, 1994) and that the low values for these coefficients in sub-scales are due to the fewness of items. The final form of the scale, as a result of aforementioned efforts, was applied on 672 teacher candidates.

#### *Data Analysis*

Total average scores and standard deviations, as well as the possible minimum, medium and maximum scores from the scale, served as criteria in determining the level of critical listening proficiency among teacher candidates. The scoring system of the scale is "1=Never, 2=Rarely, 3=Sometimes, 4=Usually, 5=Always". The lowest score regarding critical listening proficiency is 12 (12×1), the medium score is 36 (12×3), while the highest score is 60 (12×5). As the scores rise, the level of critical listening proficiency increases as well.

T-tests were used in the comparison of gender as the variable. For comparisons with the score types for entrance into departments and universities, the one-way variance analysis was applied in cases of normal distribution, and the Kruskal Wallis H (KWH) test was used when the distribution was not normal. When a meaningful difference was found after getting the results of the KWH test, the Mann Whitney U (MWU) test was implemented so as to determine the source of the difference by taking two combinations of the groups.

### **Results**

The research firstly looks for an answer to the question, "What is the level of critical listening proficiency of teacher candidates?" Table 1 provides the average score of participants from the scale, as well as the standard deviation of distribution.

**Table 1.**

*Teacher Candidates' Level of Critical Listening Proficiency*

<i>Sub-scales</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
Attention-Preparation	672	8.00	20.00	16.15	2.17
Inquiry-Analysis	672	3.00	15.00	9.59	2.05
Judgment-Assessment	672	6.00	25.00	18.81	2.85
Critical Listening General	672	29.00	60.00	44.56	5.27

An analysis of the scores in general from the critical listening proficiency scale in Table 1 shows that the lowest score is 29.00, the highest score is 60.00, while the average score is 44.56. The average score of teacher candidates in the critical listening proficiency scale is higher than the middle score (36.00). Thereupon, it is possible to assert that teacher candidates have a high level of critical listening proficiency. The statistical findings about the sub-scales of the critical listening proficiency scale show the average scores of teacher candidates to be as such: Attention-Preparation ( $M=16.15$ ), Inquiry-Analysis ( $M=9.59$ ) and Judgment-Assessment ( $M=18.81$ ). These average scores in sub-scales of the scale are higher than the middle score in sub-scales. Therefore, the researchers can assert that the teacher candidates generally possess the proficiency for "Attention-Preparation", which is a prior member of critical listening, followed by analysis via inquiry as the second member and assessment via judgment as the last member. Nevertheless, the average score for the sub-scale "Inquiry-Analysis" ( $M=9.59$ ) is strikingly close to the middle score limit ( $3 \times 3 = 9.00$ ). The results of the t-test dependent on gender over the general scale and sub-scale scores are given in Table 2.

**Table 2.**

*Results of t- Tests With Regard to Critical Listening Proficiency Scores of Teacher Candidates According to Gender Variable*

Sub-scales	Gender	N	M	SD	t	p
Attention-Preparation	Male	309	16.07	2.17	-.906	.365
	Female	363	16.22	2.17		
Inquiry-Analysis	Male	309	9.61	2.04	.206	.837
	Female	363	9.58	2.06		
Judgment-Assessment	Male	309	18.76	2.90	-.448	.654
	Female	363	18.86	2.81		
Critical Listening GENERAL	Male	309	44.44	5.25	-.535	.593
	Female	363	44.66	5.30		

\* $p < .05$

An analysis on the t-test results in Table 2 reveals that gender does not exhibit a meaningful difference in the general scale and sub-scale scores of the teacher candidates with regard to critical listening proficiency ( $p > .05$ ). Results of the KWH test for the department variable with regard to Attention-Preparation sub-scale scores are given in Table 3.

**Table 3.**

*KWH test results of the scores of teacher candidates from "Attention-Preparation" sub-scale according to department variable*

Sub-scale	Department	N	Mean	df	KWH	p	MWU
Attention-Preparation	Primary	110	324.87	7	16.930*	.018	6-1
	Science	81	330.73	664			6-3
	CEIT	115	301.10				6-8
	Mathematics	80	329.04				7-1
	Social	96	344.07				7-2
	Turkish	103	377.42	671			7-3
	Art	35	419.54				
	Pre-School	52	308.93				
Levene:		2.731	P= .008				

\* $p < .05$

Among the Attention-Preparation sub-scale scores, a significant difference is detected between the scores of groups according to the department variable [KWH(7)= 16.930,  $p < .05$ ]. In order to find out the source of the difference, the MWU test was carried out on binary combinations of groups, whereupon the differentiation was found to take place among teacher candidates in the Turkish Teaching department and those in the departments of Primary School, CEIT and Pre-School Teaching, as well as among the teachers-to-be in the Art Teaching department and those in the departments of Primary School, Science, CEIT, Mathematics and Pre-School Teaching. These differences were found to be in favour of the students in the Turkish and Art Teaching departments. Moreover, the teacher candidates with the lowest scores for Attention-Preparation proficiency are strikingly in the CEIT department. This finding reveals that the teacher candidates in the CEIT department have lower levels of proficiency in the Attention-Preparation sub-scale of critical listening, such as "While listening, I think of what the speaker says", "I listen attentively in order to grasp the message", "I listen to the speaker in order really to understand what is told", and "I try to listen to the subject till the very end despite any psychological or physical obstacle". Nonetheless, no meaningful difference was found in the results of the variance analysis of the department variable with regard to the scores of the Critical Listening Proficiency Scale in general and among its sub-scales.

Table 4 gives the results of the variance analysis dependent on the scores of the teacher candidates from "Critical Listening Proficiency in General" and the sub-scale "Inquiry-Analysis" with the consideration of university entrance score types.

**Table 4.**

Results of Variance Analysis According to "Critical Listening Proficiency in General" and "Inquiry-Analysis" Sub-Scale Scores of Teacher Candidates In View of The Variable of Score Types

Sub-scale	Score type	N	M	SD	df	F	p	Scheffe
Inquiry-Analysis	Verbal	197	9.90	2.12	2	3.386*	.034	1-3
	Equally	185	9.52	1.96	669			
	Numerical	290	9.42	2.03	671			
Critical Listening GENERAL	Verbal	197	45.38	5.52	671	3.756*	.024	1-3
	Equally	185	44.45	5.27				
	Numerical	290	44.06	5.05				

\* $p < .05$

As seen in Table 4, a meaningful difference is detected among the scores from critical listening proficiency in general [ $F(2,669) = 3.756, p < .05$ ] and the Inquiry-Analysis sub-scale [ $F(2,669) = 3.386, p < .05$ ], in terms of the university entrance exam score type variable. The Scheffe test was utilised in order to find the difference between the score types. Thereupon, the results show that there is a meaningful difference in favour of teacher candidates with verbal scores compared to those with numerical scores. Hence, the scores of teacher candidates with verbal scores are higher in critical listening in general and the sub-scale of Inquiry-Analysis than those candidates with numerical scores. In the light of these findings, it is possible to say that the teacher candidates with verbal scores have a higher degree of proficiency within critical listening in general and the Inquiry-Analysis sub-scale in particular, as seen in statements such as "I ask questions to enlarge what the speaker tells me", "I listen to the speaker as if I will grade him", and "I question my own point of view by asking questions of the speaker".

Table 5 provides results of the KWH test for the scores from "Attention-Preparation" that are dependent on the score type in university entrance exams.

**Table 5.**

Results of KWH Test Regarding the Scores of "Attention-Preparation" Sub-Scale of Teacher Candidates In View of the Variable of Score Types

Sub-scale	Score type	N	Mean Rank	df	KWH	p	MWU
Attention-Preparation	Verbal	197	370.81	2	8.993*	.011	1-2
	Equally	185	325.88	669			
	Numerical	290	319.97	671			
Levene:		3.475	P = .032				

\* $p < .05$



Table 5 demonstrates that the scores of the teacher candidates from the Attention-Preparation sub-scale change significantly depending on their score types in the university entrance exam [KWH(2)= 8.993,  $p < .05$ ]. The MWU test showed that among the teacher candidates with verbal (MR=370.81), equally weighted (MR=325.88), and numerical (MR=319.97) scores, those with verbal scores have an advantage.

### Discussion and Conclusion

The results of the statistics revealed that the average scores from the critical listening proficiency scale in general and from its sub-scales are higher than the middle scores of the scale and sub-scales. It has been concluded that teacher candidates generally possess critical listening proficiency. Having this kind of proficiency, the teacher candidates can be thought of as critical listeners. With the scores from the sub-scales, the candidates are revealed as listeners who listen to speeches attentively, analyse them through inquiry and evaluate objectively. On the other hand, according to the paper conducted by Elias and Pihie (2003) that examines the level of listening skills between the students of the Faculty of Education and the students from different departments, it is revealed that the previous group lacks a good level of listening skills.

Critical listening is a positive and effective kind of listening in which the accuracy of the speaker is checked, the message is efficiently sent and received, and the cognitive processes, such as "perception" and "comprehension", are operated (Ozbay, 2005). Therefore, the pre-service teachers who have this listening proficiency are expected to be successful in their future careers. According to Wolvin and Coakley (1991), possessing effective listening skills has a vital role in communication in the business world because it influences success in business, general career skills, management skills, and the effectiveness and adequacy of relationships with directors and managers. In addition to this Elekaei, Faramarzi, and Tabrizi's (2016) study sought to investigate the relationship between autonomy and critical thinking ability of Iranian EFL learners, the effect of learners' autonomy level on learners' listening comprehension ability and the effect of learners' critical thinking ability on their listening comprehension ability.

The results show that there is no difference between the levels of critical listening proficiency among teacher candidates in terms of the gender variable. The paper by Yoncalik and Cimen (2006, p. 142) to determine the listening skills for interpersonal communication of students in the Physical Education and Primary School Teaching departments also point to no meaningful difference between the scores in terms of gender and concludes that both male and female students have "medium" levels of listening skill. This finding seems to support the result of this research as well.

In consideration of department for the teacher candidates, the undergraduates in the Turkish and Art Teaching departments possess a higher level of Attention-Preparation proficiency with regard to critical listening compared to those in the numerical and equally weighted departments. In a critical listening environment, the listeners pay attention to the speaker to learn what is necessary and important (Karaduz, 2010b, p. 45). Accordingly, the results of this research reveal that the

teacher candidates, particularly those in verbal based departments such as Turkish Teaching, make more preparations for listening and pay more attention to what is told.

The Review of Primary Education Program shows that the listening training for students is restricted within the curriculum of Turkish lessons. However, in consideration of the importance of listening, such training should be planned so as to include the whole time spent at school. Since language is a tool that is used in teaching anything, language skills should be placed in all teaching-learning environments. Therefore, language skills should be taught not only in the Turkish lessons but also in more general classes such as mathematics, science, social sciences, physical education, etc. in order to fully benefit from opportunities in the learning process. Thus, the students will realise the importance and necessity of listening as a skill widely used in every aspect of their lives. For this reason, not only the Turkish teachers or teacher candidates but also the other teachers and candidate groups should have sufficient knowledge and proficiency for teaching listening skills (Epcacan, 2013, p. 345).

A comparison of Attention-Preparation proficiency under critical listening and the university entrance score types of the teacher candidates demonstrates that future teachers with verbal scores have a higher level of proficiency than those with numerical and equally weighted scores. This result supports the outcome seen for the department variable. This consequence is probably a result of the fact that listening activities are comprised of verbal-based features. Critical listening includes processes like attention, inquiry and assessment. The realisation of these mental activities during the listening process depends on the situation and when the listeners are active. A critical listener is always attentive (Ozbay, 2005, p. 79). Before listening, the listener should be mentally ready, have background knowledge, create listening objectives, predict and interpret the process of listening, make distinctions and associations between his and the speaker's thoughts, create questions while listening, and use the many strategies and techniques that will enable him to prepare for determining the main theme, as well as any secondary theme (Karaduz, 2010a, p. 1586). The results of the paper indicate that the teacher candidates with numerical and equally weighted score types are insufficient with regard to such proficiency.

Moreover, teacher candidates with verbal scores have a higher level of "Inquiry-Analysis" and "Critical Listening-GENERAL" proficiency than those with numerical scores. The objective of critical listening is to ensure that the listeners gain the habit of questioning, think about the case, assess the topic in both positive and negative aspects with an objective point of view, approach the events and situations within the scope of their ethics and possibilities, and behave accordingly (Dogan, 2011, p. 35). The paper reveals that teacher candidates with verbal capacity are better at this proficiency for critical listening.

In the light of the results of this paper, the following recommendations can be given; the students studying in the departments focusing on mathematical skills should include more studies designed to improve critical listening proficiency in their

undergraduate education. In pre-service trainings, many strategies and techniques should be included to improve the teacher candidates' proficiency for "Attention-Preparation" in critical listening. Considering the year the pre-service teachers are studying in, their critical listening abilities can be determined and the contributions of undergraduate education in this respect can be studied. In addition to teacher candidates, other studies to determine the teachers' critical listening proficiency levels can be conducted. Moreover, other research studies may be carried out to determine the teachers' practices to enhance the students' critical listening proficiency.

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## Öğretmen Adaylarının Eleştirel Dinleme Yeterliklerinin Çeşitli Değişkenler Açısından Karşılaştırılması

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Kazu, H. & Demiralp, D. (2017). Comparison of critical listening proficiency of teacher candidates in terms of several variables. *Eurasian Journal of Educational Research*, 68, 81-97 <http://dx.doi.org/10.14689/ejer.2017.68.5>

### Özet

*Problem Durumu:* İnsanın, yaşamı boyunca elde ettiği bilgilerin çoğunu dinleme yolu ile elde ettiği söylenebilir. Bu nedenledir ki dinleme, yalnızca iletişimde kapsadığı süre bakımından değil, insanın günlük yaşamına olan katkısı açısından da önemli bir beceri alanıdır. İyi bir iletişim kurmanın temel yolu, karşıdaki kişiyi etkili bir biçimde dinleyebilmektir. Etkili dinleme açık bir zihinle, anlamak için dinlemeyi gerektirmekte, açık bir zihinle dinlemenin eleştirel dinlemeyle tamamlanması önem kazanmaktadır. Dolayısıyla bu süreçte, etkili dinleme türlerinden eleştirel dinleme üzerinde önemle durulmaktadır. Eleştirel dinleme süreci bir sorgulama ve karşılaştırma sürecidir. Öğrenme-öğretme ortamında eleştirel dinleme, öğrencilerin öğretmenlerini dikkatle dinleyip, onların söylediklerini eleştirel bir şekilde analiz edip, değerlendirmelerini sağlayarak anlatılanları doğru anlamalarına ve irdelemelerine yardımcı olacaktır. Öğretmenin öğrencilerine dinleme becerisini kazandırabilmesi onun hizmet öncesi eğitiminde dinleme becerilerine verilen yer ve önemle ilişkilidir. Ayrıca öğretmenlerin dinleme becerisini kazandırabilmeleri, etkili dinleme yeterliklerine sahip olmaları ile de paralellik gösterir. Dolayısıyla, ileride öğrencileriyle sağlıklı iletişimi gerçekleştirmek durumunda olan öğretmen adaylarının da iyi bir dinleyici olması ve etkili dinleme türlerinden eleştirel dinleme yeterliklerine sahip olması gerekmektedir. Öğretmen adayları eleştirel dinleme yeterliklerine sahip oldukları ölçüde, bunu okuldaki öğrenme-öğretme süreçlerinde, kendi aile yaşamlarında ve tüm insanlarla olan ilişkilerinde uygulayabileceklerdir. Bu düşüncelerden yola çıkılarak, öğretmen adaylarının hizmet öncesi eğitimlerinde eleştirel dinleme yeterliklerine sahip olma düzeylerinin belirlenmesi yönünde bir araştırmanın yapılmasına gereksinim duyulmuştur. Bu konuya yönelik literatürde herhangi bir araştırmanın yapılmamış olması açısından çalışmanın önem arz ettiği düşünülmektedir.

*Araştırmanın Amacı:* Araştırma, öğretmen adaylarının eleştirel dinleme yeterliklerine sahip olma düzeylerinin belirlenmesi gereksinimiyle desenlenmiştir. Bu amaçla şu sorulara cevap aranmıştır: (1) Öğretmen adaylarının eleştirel dinleme yeterliklerine sahip olma düzeyleri nedir? (2) Öğretmen adaylarının eleştirel dinleme yeterliklerine sahip olma düzeyleri, onların cinsiyetlerine, bölümlerine ve üniversiteye giriş puan türlerine göre anlamlı bir farklılık göstermekte midir?

*Araştırmanın Yöntemi:* Araştırmada, genel tarama modellerinden karşılaştırma türü ilişkisel tarama modelinden yararlanılmıştır. Araştırmada öğretmen adaylarının eleştirel dinleme yeterliklerine sahip olma düzeyleri belirlenmiş ve bu yeterliklere sahip olma düzeyleri çeşitli değişkenler (cinsiyet, bölüm ve üniversiteye giriş puan türü) açısından ayrı ayrı betimlenmiştir. Çalışmanın örneklemini, 2013-2014 eğitim-öğretim yılında Fırat Üniversitesi Eğitim Fakültesi'nin Sınıf, Sosyal Bilgiler, Fen Bilgisi, Türkçe, Bilgisayar ve Öğretim Teknolojileri Eğitimi (BÖTE), Matematik, Resim-iş ve Okul Öncesi Öğretmenlikleri bölümlerinin dördüncü sınıflarında öğrenim gören 672 öğretmen adayı oluşturmaktadır. Araştırmanın verileri, araştırmacılar tarafından hazırlanan ve geçerlik-güvenirlik çalışmaları yapılan Eleştirel Dinleme Yeterlikleri Ölçeği ile elde edilmiştir. Ölçek 12 madde ve üç boyuttan (Dikkat-Hazırlık, Sorgulama-Analiz Etme, Yargılama-Değerlendirme) oluşmaktadır. Öğretmen adaylarının eleştirel dinleme yeterliklerine sahip olma düzeylerinin belirlenmesinde toplam ortalama puanlar ve standart sapmalar ile ölçekten alınabilecek minimum, orta ve maksimum puanlar ölçüt olarak alınmıştır. Ölçekten alınan puanlar arttıkça eleştirel dinleme yeterliklerine sahip olma düzeyi artmaktadır. Verilerin analizinde betimsel istatistikler, t testi, varyans analizi, Kruskal Wallis H ve Mann Whitney U testlerinden yararlanılmıştır.

*Araştırmanın Bulguları:* Araştırma bulguları, öğretmen adaylarının genel olarak eleştirel dinleme yeterliklerine sahip olma düzeylerinin yüksek olduğunu göstermiştir. Öğretmen adaylarının eleştirel dinleme becerisinde önemle öncelikli olan dikkat-hazırlık ögesine, ikinci aşama olan sorgulayarak analiz etmeye ve de son unsuru oluşturan yargılayarak değerlendirmeye ilişkin yeterliklere genel olarak sahip oldukları belirlenmiştir. Bununla birlikte araştırmada; öğretmen adaylarının eleştirel dinleme yeterliklerine sahip olma düzeylerinin cinsiyet değişkenine göre farklılaşmadığı görülürken, öğretmen adaylarının öğrenim gördükleri bölümleri dikkate alındığında ise, Türkçe ve Resim-iş Öğretmenliği bölümlerinde öğrenim gören öğretmen adaylarının sayısal ve eşit ağırlıklı bölümlerdekilere göre eleştirel dinlemenin dikkat-hazırlık yeterliklerine sahip olma düzeylerinin daha yüksek olduğu sonucu ortaya çıkmıştır. Ayrıca öğretmen adaylarının üniversiteye giriş puan türlerine göre karşılaştırıldığında, sözel puan türüne sahip olan öğretmen adaylarının eleştirel dinleme yeterliklerine daha fazla sahip oldukları belirlenmiştir.

*Araştırmanın Sonuçları ve Önerileri:* Araştırmada öğretmen adaylarının genel olarak eleştirel dinleme yeterliklerine sahip oldukları sonucuna ulaşılmıştır. Bu yeterliklere sahip olmaları, onların eleştirel birer dinleyici olduklarını, alt boyutlarıyla da; konuşmaları dikkatli bir şekilde dinleyen, sorgulayarak analiz eden ve objektif olarak değerlendirebilen kişiler olduklarını gösterebilir. Öğretmen adaylarının bu dinleme yeterliklerine sahip olmaları, gelecekte yapacakları öğretmenlik mesleğindeki kariyerlerini de olumlu etkileyecektir. Araştırmanın sonuçları, özellikle Türkçe Öğretmenliği gibi sözel ağırlıklı bölümlerde öğrenim gören öğretmen adaylarının dinleme için daha fazla hazırlık yaptıklarını ve konuşulanlara daha fazla dikkat ettiklerini göstermiştir. Bununla birlikte, sayısal ve eşit ağırlık puan türlerine sahip öğretmen adaylarının eleştirel dinlemenin dikkat-hazırlık yeterliklerine sahip olma noktasında yetersiz kaldıkları sonucuna da ulaşılmıştır. Ayrıca araştırma, sözel

yetkinlikteki öğretmen adaylarının eleştirel dinlemenin sorgulama-analiz etme yeterliklerine daha fazla sahip oldukları sonucunu ortaya çıkarmıştır. Bu sonuçlar doğrultusunda şu öneriler geliştirilebilir: Sayısal ağırlıklı bölümlerde öğrenim gören öğretmen adaylarının eleştirel dinleme yeterliklerine sahip olma düzeylerini artırıcı dinleme stratejileri geliştirilmelidir. Öğretmen adaylarında eleştirel dinlemenin dikkat-hazırlık yeterliklerini geliştirecek birçok strateji ve tekniğe hizmet öncesi eğitimlerinde yer verilmelidir. Öğretmen adaylarının öğrenim gördükleri sınıf düzeyleri dikkate alınarak, eleştirel dinleme yeterliklerine sahip olma düzeyleri belirlenebilir ve bu doğrultuda lisans eğitiminin katkısına ilişkin saptamalar yapılabilir. Öğretmen adaylarının yanı sıra öğretmenlerin de eleştirel dinleme yeterliklerine sahip olma düzeylerine ve öğrencilerinde bu yeterlikleri geliştirmeye yönelik uygulamalarının belirlenmesine ilişkin araştırmalara yer verilebilir.

*Anahtar kelimeler:* İletişim, Dinleme becerileri, Etkili dinleme, Eleştirel dinleme, Öğretmen eğitimi

