The Relationship between Listening Motivation and Frequency of Listening Strategy Use

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ARTICLE INFO	ABSTRACT
	Using a relational screening model, the present study explores the relationship between listening motivation and frequency of listening strategy use. The study includes 224 secondary school students who attended the fifth and eighth-grade levels. The data are collected with the "Listening Motivation Scale" and "Listening Strategies Usage Frequency Scale". T-test, the Pearson correlation coefficient, and linear regression analyses are used to analyze the data. The findings confirm (a) a moderate positive relationship between listening motivation and the level of listening strategy use and its sub-dimensions, (b) that listening motivation explains 19.4% of the change in the frequency of listening strategy use and significantly predicts the frequency, (c) that listening motivation and frequency of listening strategy use do not differ significantly in terms of "gender" and "grade level" variables, and (d) despite the differences in coefficient values at the 5th and 8th-grade levels, the relationship between listening motivation and the frequency of listening strategy use is positive and statistically significant at the moderate level. The level of listening motivation should be increased by designing entertaining listening activities and actively involving students in the process. Thus, I can ensure that students use listening strategies more often and make more efforts to understand what they listen. **Key words:** Listening Motivation, Listening Strategies, Grade Level, Gender

INTRODUCTION

The basis of social relations lies in the communication that individuals establish among each other. In daily life, people need to communicate for different reasons and purposes. The fundamental need is individuals' desire to understand and be understood (Kurudayıoğlu & Dölek, 2018, p. 273). Individuals devote a large part of their time for communication to listening (Adler et al., 2001). Listening is a complex and dynamic process that requires remembering past information, understanding, interpreting, and responding to what is heard (Meskill, 1996; Purdy & Borisoff, 1997, p. 5). It is an essential tool for success at school and work. It also plays an active role in effective communication and learning processes.

Motivation is an affective state that shows the efforts and preferences to progress in a field and reach goals (Brown, 2001; Zusho, 2017). Gardner (1985, p. 50) states that willingness to learn and positive attitudes are also a part of the concept of motivation in addition to making efforts. Motivation is one of the prerequisites for learning and has a mechanism that pushes the individual to exhibit behaviors, determines the severity and direction of these behaviors, and ensures continuity (Akbaba, 2006). Therefore, motivation can be considered an important variable for learning. In consideration of this, listening motivation can be defined as willingness that an individual shows towards the act or activity of listening (Dölek & Yıldırım, 2021). To increase listening motivation, it is necessary to design engaging activities and ensure effective participation in the process (Ur, 1992, p. 17).

Strategy is defined as taking action in a planned and conscious manner to succeed in any matter (Oxford, 1990, pp. 7-8). Using the right strategies in the learning process enables eliminating the problems and making the process more efficient (Sönmez, 2019). Listening strategies are cognitive activities that include techniques, methods, and approaches employed by the listener before, during, and after listening so that the listening process can be more productive. Kurudayıoğlu and Kiraz (2020) highlight that strategy use plays a decisive role in planning, monitoring, and evaluating the listening process. Studies show that listening strategies are categorized in different ways (Doğan, 2017; Fidan, 2012; Vandergrift, 2008) but the common to all is to make the individual active in the listening process and facilitate understanding.

The literature demonstrates that there are studies on listening motivation investigating the relationship between language skills and motivation or strategy use (Baleghizadeh & Rahimi, 2011; Canıtezer, 2014; Dölek & Yıldırım, 2021; Graham et al., 2005; Lau, 2017; Pawlak, 2018; Pratiwi & Rosnija, 2015; Vandergrift, 2005; Yekeler

Gökmen, 2020; Yıldız, 2015; Yıldız & Akyol, 2011). This study is important since it aims to determine the variables that may have an impact on listening strategy use, which plays a role in facilitating the learning process. Besides, there is no study investigating the relationship between listening motivation and frequency of listening strategy use. Therefore, this study aims to determine the relationship between listening motivation and the frequency of listening strategy use. The research questions of the study are as follows:

1. What do the diagnostic statistics for variables look like?
2. Is there a significant relationship between the variables and the sub-dimensions?
3. Is listening motivation a significant predictor of the frequency of listening strategy use?
4. Does the level of listening motivation show a significant difference in terms of "grade levels"?
5. Does the level of listening motivation show a significant difference in terms of "gender"?
6. Does the frequency of listening strategy use show a significant difference in terms of "grade levels"?
7. Does the frequency of listening strategy use show a significant difference in terms of "gender"?
8. What is the relationship between the level of listening motivation and the frequency of listening strategy use in terms of grade levels?

METHODOLOGY

Research Design

This study was designed as quantitative research using the relational screening model to investigate the relationship between listening motivation and frequency of listening strategy use. Relational screening model specified the relationship between two or more variables without any intervention on the variables (Büyüköztürk et al., 2016, p. 185). The model did not imply a cause-and-effect relationship but allowed predictions (Karasar, 2006).

Participants

A total of 224 students who were in secondary school volunteered to participate in the study. I used convenience sampling. This technique involved selecting the appropriate and accessible individuals from the population (Fraenkel et al., 2012). Information about the students' gender and grade levels was presented in Table 1.

Table 1. Information about gender and grade level

	n	**%**
Gender		
Female	110	49.1
Male	114	50.9
Class		
5th Grade	105	53.1
8th Grade	119	46.9
Total	224	100

Table 1 illustrated that 110 of the participants were female, 114 are male, 105 were in the fifth grade, and 119 were in eighth grade.

Data Collection Instruments

The "Listening Motivation Scale" and "Listening Strategies Usage Frequency Scale" were used for data collection. Information about the validity and reliability analyses of the scales was given below:

Listening Motivation Scale (LMS): This scale was developed by Dölek and Yıldırım (2021) to determine the secondary school students' level of motivation towards listening. The validity and reliability analyses of the scale were conducted with 1253 secondary school students, and the Cronbach's Alpha coefficient was calculated as.808. Factor loadings in the scale ranged from.49 to.78. The Listening Motivation Scale was a 5-point Likert scale with three sub-dimensions and 14 items. The sub-dimensions were "efficacy, interest, and lack of motivation", respectively, and the Cronbach's alpha coefficients of the sub-dimensions were.766.,723, and.740. respectively. Four items needed to be reverse coded. The minimum and maximum possible scores on the scale were 14 and 70, respectively.

Listening Strategies Usage Frequency Scale (LSUFS): This scale was developed by Doğan and Erdem (2017) to determine the secondary school students' frequency of listening strategy use. The validity and reliability analyses of the scale were conducted with 407 secondary school students, and the Cronbach's Alpha coefficient was calculated as.89. The scale was a 5-point Likert scale with three sub-dimensions and 19 items. The sub-dimensions of the scale are critical listening, meaningful listening, and discriminative listening, and the Cronbach's alpha coefficients of the sub-dimensions were.728.,838, and.766, respectively. The three-factor structure explained 47.9% of the total variance.

Data Collection and Analysis

Before collecting the data, I obtained consent from the researchers for the scale and the institutions for the administration of the scale. Students voluntarily participated in the study. They were provided with brief information about the study and the administration of the scales. The scales were prepared in an online format. The participants were sent the access link to the scales, and no time limit was set to complete rating the scales.

Büyüköztürk (2014) stated that the Kolmogorov-Smirnov test was used to test data distributions for normality in cases where the sample was larger than 50. Therefore, the Kolmogorov-Smirnov test was used to determine whether the scores from the scales of listening motivation and frequency of listening strategy use showed a normal distribution. The "p" values (p=.200>.05, p=.200>.05) obtained from this test were not significant at the.05 level. Both Kolmogorov-Smirnov test results (Özer, 2007) and graphical analyses demonstrated that the data had a normal distribution. In addition, other examinations showed that the simple linear regression assumptions were met to perform our analysis. A simple

Table 2. The results of the diagnostic statistics for the variables

	n	Min.	Max.	x̄	SS
Listening motivation	224	32.00	70.00	53.2634	7.536
The sub-dimension of benefit	224	13.00	30.00	24.4554	3.771
The sub-dimension of interest	224	6.00	20.00	15.2902	2.895
The sub-dimension of lack of motivation	224	4.00	20.00	13.5179	4.206
Frequency of listening strategy use	224	34.00	95.00	64.4196	12.520
The sub-dimension of critical listening	224	9.00	30.00	20.0402	4.311
The sub-dimension of meaningful listening	224	10.00	40.00	26.0580	6.413
The sub-dimension of discriminative listening	224	5.00	25.00	18.3214	4.431

linear regression analysis was conducted to determine the predictive power of listening motivation on the frequency of listening strategy use. The relationship between the total scores of the variables was examined with the Pearson's correlation coefficient. I used a t-test to determine whether the total scores of both scales differed significantly in terms of the variables of gender and grade levels. IBM SPSS Statistics 25.0 and Excel 2019 programs were used for statistical analysis and calculations. The confidence interval was accepted as 95%, and the statistical significance level as $p < .05$.

FINDINGS

In this section, I presented the findings.

Findings and Comments on the First Research Question

Table 2 demonstrated that the lowest and highest scores for the Listening Motivation Scale (LMS) were 32 and 70, respectively, and the lowest and highest scores for the Listening Strategies Usage Frequency Scale (LSUFS) were 34 and 95, respectively. The average score that the students obtained from the LMS was 53.26, while the average score from the LSUFS was 64.41.

Findings and Comments on the Second Research Question

Considering Büyüköztürk's (2014, p. 32) Pearson correlation coefficient, I found a moderate, positive, and statistically significant relationship between the listening motivation and the frequency of listening strategy use ($r = .440$, $p < .05$). Besides, Table 3 demonstrated a moderate, positive, and statistically significant relationship between the listening motivation and the sub-dimensions of the frequency of listening strategy use ($r = .334., .353., .407$, $p < .05$, respectively).

Findings and Comments on the Third Research Question

Table 4 showed that the regression model built for the listening motivation to predict the frequency of listening strategy use was statistically significant ($F = 53.316$, $p < .05$), listening motivation predicted the frequency of listening strategy use ($B = .731$, $t = 7.302$, $p < .05$), predicting 19.4% of the variation ($R^2 = .194$). A one-unit change

Table 3. Pearson correlation coefficients among variables

	Pearson Correlation Coefficient	p	n
LMS-LSUFS	0.440**	0.000	224
LMS- the sub-dimension of critical listening	0.334**	0.000	224
LMS- the sub-dimension of meaningful listening	0.353**	0.000	224
LMS- the sub-dimension of discriminative listening	0.407**	0.000	224

** Significant at 0.01 level
(LMS: Listening motivation scale; LSUFS: Listening Strategies Usage Frequency Scale)

in the listening motivation resulted in a 0.731-unit change in the frequency of listening strategy use. I also observed that a student with one unit of listening motivation had a frequency of listening strategy use at the level of 25.483 ($B = 25.483$).

Findings and Comments on the Fourth Research Question

I investigated the participant students' listening motivation level and found no statistically significant difference ($p > .05$) for the "grade level" variable (Table 5). The mean score of the fifth-grade students' listening motivation was 53.87 while it was 52.72 for the participants in the eighth grade.

Findings and Comments on the Fifth Research Question

Examining the participant students' listening motivation level, I found no statistically significant difference ($p > .05$) for the "gender" variable (Table 6). The female students' mean score of listening motivation was 53.13, and it was 53.38 for the male student participants.

Findings and Comments on the Sixth Research Question

As shown in Table 7, I explored the participant students' frequency of listening strategy and found no significant difference ($p > .05$) for the "grade" variable. The mean score of the frequency of listening strategy use of the fifth-grade students was 63.40 while it was 65.31 for the participants in the eighth grade.

Table 4. The findings of regression analysis for the predictive power of listening motivation on the frequency of listening strategy use

	B	Std.Error	t	p	F	p	R	R²
Listening motivation	0.731	0.100	7.302	<.05	53.316	0.000	0.440	0.194
Constant	25.483	5.385	4.732	<.05				

Table 5. The findings of the t-test for the level of listening motivation in terms of "grade levels"

	n	x̄	ss	t	p
5th grade	105	53.87	7.87	1.144	0.254
8th grade	119	52.72	7.21		

Table 6. The findings of the t-test for the level of listening motivation in terms of "gender"

	n	x̄	ss	t	p
Female	110	53.13	7.80	-0.247	0.805
Male	114	53.38	7.29		

Table 7. The findings of the t-test for the frequency of listening strategy in terms of "grade levels"

	n	x̄	ss	t	p
5th grade	105	63.40	12.72	-1.146	0.253
8th grade	119	65.31	12.32		

Table 8. The findings of the t-test for the frequency of listening strategy use in terms of "gender"

	n	x̄	ss	t	p
Female	110	65.38	12.14	1.131	0.259
Male	114	63.49	12.85		

Table 9. Pearson correlation coefficient between listening motivation and frequency of listening strategy use in terms of grade levels

listening motivation * frequency of listening strategy use		
Pearson Correlation Coefficient	**p**	**n**
5th grade	0.572**	0.000	105
8th grade	0.326**	0.000	119

** Significant at 0.01 level

Findings and Comments on the Seventh Research Question

As shown in Table 8, the participant students' frequency of listening strategy use was examined, and no significant difference (p>.05) was found for the "gender" variable. The mean score of listening strategy use by the females was 65.38 while it was 63.49 for the males.

Findings and Comments on the Eighth Research Question

As shown in Table 9, there is a moderate, positive, and statistically significant relationship between the fifth-grade
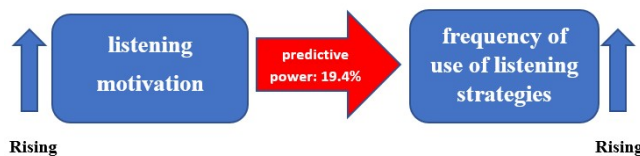

Figure 1. The relationship between listening motivation and frequency of using listening strategies

students' levels of listening motivation and the frequency of listening strategy use (r=0.572; p<.05). The same variables also have a moderate, positive, and statistically significant relationship in the eighth grade (r=0.326; p<.05).

DISCUSSIONS AND CONCLUSIONS

Studies about the effect of listening motivation and listening strategy use on listening comprehension-performance focused on these factors individually. Vandergrift (2005) found a negative significant relationship between lack of motivation and listening comprehension skills. Similarly, Baleghizadeh and Rahimi (2011) determined a positive significant relationship between intrinsic motivation and listening performance Lau (2017) concluded that students who scored highly on the listening comprehension test used strategies more frequently and effectively than those who did not. Zhang (2012) and Yıldız (2015) also found that listening strategy training had an impact on listening comprehension. These findings illustrated that motivation and strategy use were two variables that played an active role in listening comprehension. However, I can conclude that there is a gap in the literature about the direction of the relationship between the two variables.

Motivation is an affective power that impels, maintains, and directs purposeful behavior (Acat & Köşgeroğlu, 2006; Woolfolk, 2004). Strategies, on the other hand, are reactions and cognitive activities to achieve learning goals (Oxford, 1990). Therefore, as motivation affects the learning process, it is expected to impact strategy use which initiates and directs cognitive activities or behaviors. The main finding in this study was that there was a moderate, positive, and significant relationship between listening motivation and the frequency of strategy use, listening motivation predicted 19.4% of the change (R²=0.194) in strategy use, and it significantly predicted the frequency of listening strategy use (Figure 1). Ziahosseini and Salehi (2008) and Sankaran and Bui (2001) stated that deep learning strategy use was significantly related to high motivation. The findings of research conducted in different disciplines also support their statement. Yağlı's (2014) study revealed a meaningful relation between motivation and self-regulatory strategy use.

Çekim and Aydın (2018) and Berger and Karabenick (2011) found that academic motivation towards learning science and mathematics significantly predicted the use of learning strategies. Lau and Chan (2003) identified a meaningful relationship between intrinsic motivation for reading and the use of reading strategies. Barut (2015) stated that the use of language learning strategies differed significantly based on the level of motivation. Adnan et al. (2013) and Wenpeng (1998) concluded that there was a positive significant relationship between the level of motivation and the frequency of strategy use in learning a foreign language. When the findings of the present study and studies conducted in different disciplines are evaluated collectively, I can conclude that a student with a high listening motivation uses listening strategies more frequently and thus exert more effort for listening comprehension.

Another finding was that although different correlation coefficients (r=.572; r=.326) appeared at the fifth and eighth-grade levels, the relationship between listening motivation and the frequency of strategy use was moderate, positive, and significant. These close values of the correlation coefficient showed that the relationship between listening motivation and the frequency of strategy use could be valid and generalizable at different grade levels.

Another finding in this study was that no significant difference was found between the level of listening motivation and the frequency of strategy use in terms of the "gender" and "grade level" variables. Studies exploring listening motivation in terms of gender and grade levels have been limited. Qiu and Xu's (2021) study on second language teaching revealed that gender affected listening motivation while Rodiyah (2016) found out that the change in motivation in terms of gender was quite low. Studies that investigated the strategy use in terms of gender and grade levels have been relatively common. Among the studies conducted at the secondary school level, Fidan (2019) determined that only one of the fifteen listening strategies showed a significant difference in terms of gender, and no significant difference, in general, was found in terms of grade levels. Delican and Gedik (2020) revealed no significant relationship between the frequency of strategy use and gender, but there were significant differences at the grade levels. Sarıkaya (2021) found out that the frequency of listening strategy use varied significantly based on gender and grade level variables. The findings of the studies on second language teaching showed that gender did not play a role in strategy use (Golzadeh, N. & Moiinvaziri, 2017; Hidayanti & Umamah, 2019; Sobhani, 2015). I concluded that the findings of the role of gender and grade levels regarding listening motivation and the frequency of listening strategy use were dissimilar. It was not possible to state that both variables generated a definite difference in listening motivation and the frequency of strategy use. I can argue that more work is required to attain generalizable results.

To encourage students for strategy use which plays an active role in the listening comprehension process and enable them to resort to strategies more frequently, listening motivation should be increased. Teachers can design interesting listening activities and actively involve students in the process. Researchers can conduct further research to determine the effects of listening motivation on other variables that impact listening comprehension. Moreover, a similar study can be conducted with different grade levels and more participants to attain more generalizable results.

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