

	Mehmet Akif Ersoy Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi MAKÜ-EBED	e-ISSN: 2146-6467	Yıl: 2025	Cilt: 13	Sayı: 16	Sayfa: 1- 18
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LISTENING IN 12th-GRADE COURSEBOOKS: TYPES OF LISTENING TASKS

Mehmethan ÇEVİK

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12. SINIF DERS KİTAPLARINDA DİNLEME: DİNLEME ETKİNLİKLERİNİN TÜRLERİ

ÇALIŞMA TÜRÜ: DOKÜMAN İNCELEMESİ

Özet: Dinleme becerileri, Türkiye'nin eğitim bağlamında önemli bir yere sahiptir. Her eğitim kademesinde öğrencilerin dinleme becerilerini geliştirmek amacıyla ders kitapları, dinleme materyalleri ve görsel-işitsel araçlar kullanılmaktadır. Bu çalışmanın ana odak noktaları dinleme etkinliklerinin türleri, sıklıkları ve süreleridir. Analiz için Millî Eğitim Bakanlığı (MEB) tarafından yayımlanan ve devlet okullarında okutulan iki adet 12. sınıf İngilizce dersi kitabı seçilmiştir. Analiz sürecinde, dinleme bölümlerinde yer alan etkinlikler Gu ve Hu'nun (2018) "Types of Listening" adlı çalışmalarında sundukları çerçeveye göre kategorilere ayrılmıştır. Dinleme türleri; seçici, aktarım amaçlı (transactional), etkileşimsel, karşılıklı (interactive), yoğun (intensive), tepki gerektiren (responsive), geniş kapsamlı (extensive) ve özerk (autonomous) olarak sınıflandırılmıştır. Bulgulara göre, her iki ders kitabında da en yaygın kullanılan dinleme türü yoğun (intensive) dinleme etkinlikleridir. Bu durum, dinlemede üstten alta değil, alttan üste doğru bir yaklaşımın benimsendiğini göstermektedir. Seçici ve aktarım amaçlı dinleme etkinlikleri, yoğun dinleme etkinliklerinden sonra sıklık açısından ikinci sıradadır ve bu da dinleme ile konuşma becerilerini alttan üste bir yaklaşımla bütünleştirme girişimini ortaya koymaktadır. Buna karşılık, tepki gerektiren, geniş kapsamlı ve özerk dinleme etkinliklerine her iki ders kitabında da rastlanmamıştır ve bunun nedenleri bilinmemektedir.

Anahtar Sözcükler: *Dinleme, dinleme türleri, 12. Sınıf dinleme, liselerde dinleme, ders kitaplarında dinleme, Türkiye'de dinleme*

Abstract: Listening skills are essential in the educational context of Turkey. At each educational level, coursebooks, listening materials, and audio-visual aids are used to improve students' listening skills. The types, frequencies, and durations of listening activities were the main points of the study. Two 12th-grade English language coursebooks used in state schools in Turkey and issued by the Ministry of National Education (MoNE) were chosen to analyze listening activities. Throughout the analysis, activities under listening sections were put into categories according to Gu and Hu's (2018) framework in their study titled "Types of Listening". The listening types are selective, transactional, interactional, interactive, intensive, responsive, extensive, and autonomous. According to the findings, intensive listening activities are the most common type in both coursebooks, which signifies a bottom-up over top-down approach to listening. Selective and transactional activities come right after intensive listening activities in the rankings, showing an initiative to integrate listening with speaking within a bottom-up framework. Conversely, responsive, extensive, and autonomous listening activities are non-existent in both coursebooks for unknown reasons.

Keywords: *Listening, types of listening, 12th-grade listening, listening in high schools, listening in coursebooks, listening in Turkey*

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Introduction

The listening skill can be described as a receptive skill in which the listener decodes the linguistic input coded by the speaker through language to reach mutual understanding. Like reading, “listening is an invisible mental process,” as there is no way to truly determine whether someone is listening (Jyoti, 2020, p. 1). However, being receptive or invisible is not the same as being passive. The hearer must internalize the input linguistically through vocabulary, syntax, and phonetics, and non-linguistically through their background source to reorganize the speaker’s intended meaning (Zheng, 2018). Thus, the listening process is highly active. Different understandings of what listening is have led to different interpretations of listening over time. For example, the constructive view regards listening as constructing and representing meaning; the collaborative view regards listening as negotiating meaning with the speaker to choose a code and context as a response; the transformative view regards listening as the creation of meaning through imagination, involvement, and empathy (Zheng, 2018). Despite different definitions for listening, each definition necessitates using schemata either directly or indirectly. “Schema is a data structure for showing the general concepts stored in memory” (Gilakjani & Sabouri, 2016, p. 1671).

Gilakjani and Ahmadi (2011) explain three models of information processing resulting from schemata: bottom-up, top-down, and interactive. In bottom-up processing, the listener decodes sounds in smaller meaningful units (words, phrases, clauses) to larger meaningful units (sentences, texts). In top-down processing, the listener uses background knowledge to understand the input as a whole. In interactive processing, the listener goes back and forth by shifting from bottom-up to top-down and vice versa. Different processing models are adopted for various listening tasks depending on the task requirements. However, it should be considered that listening tasks are not confined to classroom settings, and many tasks, such as listening to lectures, news, weather forecasts, and phone numbers, are integral to many people’s lives. Thus, listening is the most commonly used language skill in everyday life (Jyoti, 2020). In language learning, listening skills are key to receiving language input necessary for language proficiency (Gilakjani & Sabouri, 2016). Gradually building up one’s listening skill through incremental steps from easy to hard paves the way for other language skills, mainly speaking, which usually incorporates listening. Considering that 12th-grade students in Türkiye are at the final stage of formal education, it is only natural for the listening tasks within their coursebooks to be the most challenging and abundant out

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of all the stages of formal education. However, no matter the importance of listening skills in foreign language education, listening comprehension is often overlooked within the context of EFL (Gilakjani & Sabouri, 2016). Listening comprehension makes meaning of oral input through sound discrimination, background knowledge, grammatical structures, stress, intonation, and other linguistic and non-linguistic cues (Jyoti, 2020).

Consequently, teaching listening is essential in any language learning and acquisition process, whether second or foreign. In the case of Türkiye, listening is almost exclusively taught within classroom settings. The Ministry of Education in Türkiye provides coursebooks for each stage of formal education, and each coursebook at each level contains listening tasks. The tasks are written to increase students' listening skills while considering their age and cognitive and social development. This research aims to determine the number of listening activities in two 12th-grade coursebooks used in state schools in Türkiye and categorize them under Gu and Hu's (2018) listening types to answer the following research question.

RQ1: What types of listening activities are presented in 12th-grade English coursebooks in Türkiye?

RQ2: How frequently do listening activities occur in 12th-grade English coursebooks in Türkiye?

RQ3: What is the duration of listening activities in 12th-grade English coursebooks in Türkiye?

The different definitions of each listening type may lead to different understandings and categorizations of listening tasks. Thus, while analyzing the coursebooks, an article named "Types of Listening" by Gu and Hu (2018) was used to determine the types of listening activities. *Intensive listening* directs learners to focus on decoding specific sounds, words, grammar, and the literal meaning of utterances (Gu & Hu, 2018). How accurately the listener performs this action is the criteria for intensive listening. In the coursebook English 12 Skills-Based Activity Book, activity 2 on page 3 in Unit 1 (see appendix 1) is an example of intensive listening. The activity asks students to listen to a podcast and give short responses to open-ended questions. It requires students to focus on decoding utterances to find suitable answers. Thus, it is considered as an intensive listening activity.

Selective listening involves planned tasks with specific purposes, such as focusing on the main idea and extracting specific information (Gu & Hu, 2018). The feedback given at the end for

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task completion is valuable for students. In the coursebook, English 12 Skills-Based Activity Book, activity 2 on page 15 in Unit 3 (see appendix 3) is an example of selective listening. The activity asks students to listen to the audio and write the specific words they hear in the blanks. It requires students to focus on individual words without adhering to the meaning of utterances. Thus, it is considered as a selective listening activity. *Transactional listening* is a message-oriented one-way listening that focuses on the content of aural input to understand the message (Gu & Hu, 2018). These involve listening to news, podcasts, lectures, and more. In the coursebook, English 12 Skills-Based Activity Book, activity 2 on page 9 in Unit 2 (see appendix 2) is an example of transactional listening. The activity asks students to listen to the audio and match the speakers to the pictures above. It requires students to associate audio with visuals for comprehension without interaction. Thus, it is considered as a transactional listening activity.

Interactive listening is a two-way active listening in which the listener is immersed in social interaction, such as turn-taking and clarification requests (Gu & Hu, 2018). This type of listening encourages spoken output and co-construction of discourse to complete the task. In the coursebook, Notifier English 12 Coursebook, activity 9 on page 105 in Unit 9 (see appendix 4) is an example of interactive listening. The activity asks students to watch and discuss a technological development video with their classmates. It requires students to socially interact with each other to show their understanding of the audio. Thus, it is considered as an interactive listening activity. *Interactional listening*, also called reciprocal listening or listening-and-speaking, is a two-way listening that involves social interactions to co-construct meaning and maintain social relationships (Gu & Hu, 2018). The tone is often informal, and settings may include more than two participants in interactional listening. In the coursebook, Notifier English 12 Coursebook, activity 15 on page 65 in Unit 5 (see appendix 5) is an example of interactional listening. The activity asks students to listen to audio containing intonation patterns as pairs and determine where the intonation occurs in the sentences. It requires learners to co-construct meaning through interaction, but their interaction is not considered in task requirements, only their final answer matters. Thus, it is considered as an interactional listening activity.

Responsive listening focuses not on comprehension but on learners' responses to aural input (Gu & Hu, 2018). Responsive listening aims to form learners' abilities to appropriately respond to content, culture, and social conventions of speech. *Extensive listening* is for extended duration with

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goals beyond language learning (Gu & Hu, 2018). Extensive listening includes listening to various listening genres, such as audiobooks, songs, video games, and more, with pleasure being the determining factor in choosing what to listen to. *Autonomous* listening refers to the organization of listening activities to determine what to listen, when to listen, for how long, and for what purposes, and assess the overall quality of listening without external help (Gu & Hu, 2018). The goal is to purposefully use listening to facilitate the development of other language skills. No listening activities fit these definitions for responsive, extensive, and autonomous listening in the analyzed coursebooks.

Methodology

Research Context

In Türkiye, listening is often overlooked in EFL education, even though it is one of the most used skills in real-life communication (Gilakjani & Sabouri, 2016; Jyoti, 2020). This is especially important in 12th grade, where students are expected to master higher order listening skills such as critical listening for academic and professional settings. State schools rely heavily on the Ministry of National Education (MoNE)-approved coursebooks, which are assumed to align with curriculum goals (Çakır, 2018; Richards, 2010). However, the effectiveness of these books in promoting varied listening types, beyond just intensive listening, remains under-researched. While prior studies have highlighted the importance of balanced listening instruction, few have analyzed the actual distribution and types of listening activities in high school coursebooks (Assaly & Igbaria, 2014; Çakır, 2018; Hsu, 2024; Kılıçkaya et al., 2022). There is limited data on whether these materials support students' real-world listening needs, such as autonomous, responsive, or extensive listening. This study addresses this gap by analyzing two 12th-grade English coursebooks to classify the types, durations, and frequency of listening activities.

Research Design

This study adopted a quantitative document analysis design to investigate the number, type, and duration of listening activities in 12th-grade English language coursebooks used in state schools in Türkiye. Document analysis is defined as “a systematic procedure for reviewing or evaluating documents” (Bowen, 2009, p. 27). In this research, the selected documents were official Ministry of National Education (MoNE)-approved English coursebooks currently in use across public high

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schools in Türkiye. The study employed a quantitative content analysis approach, which involves systematically identifying, coding, and quantifying specific elements within textual or visual content to uncover patterns or trends (Krippendorff, 2018; Neuendorf, 2017). Quantitative analysis provides a fruitful ground for objective comparisons between the coursebooks and involves “the collection of numerical data to explain, predict, and/or control phenomena of interest” (Creswell & Guetterman, 2019, p. 12). This aligns with the aim of this study to describe and quantify listening activities in Turkish high school English coursebooks. Specifically, the listening activities were identified and categorized based on their type, frequency, and duration using a coding framework adapted from Gu and Hu (2018). Each activity was counted and classified according to predefined categories, and the duration of the audio materials were calculated.

Data Analysis

The data was analyzed through a descriptive statistical analysis which does not rely on if the relationship in the data represents the true population (Creswell & Creswell, 2018). To analyze the listening activities in terms of number and type of listening, a paid version of Chat GPT 4.0 was utilized. The durations of the listening activities were calculated by the researcher and checked by two other researchers. Chat GPT was initially given the definitions of types of listening made by Gu and Hu (2018) as the first prompt. For the second prompt, the coursebook files were uploaded, and Chat GPT was asked to find activities under headings named listening and categorize those activities into listening types per the research of Gu and Hu (2018). For the last prompt, Chat GPT was asked to code each listening activity separately based on their type, unit, and coursebook. “Coding is the process of organizing the material into chunks or segments of text and assigning a word or phrase to the segment in order to develop a general sense of it” (Creswell & Creswell, 2018, p. 327). To ensure inter-coder reliability (Mackey & Gass, 2021), two more coders were asked to judge the data, within the conceptual framework. Examples of the coding process can be seen in the results section.

Results

After the analysis of coursebooks, all listening activities were categorized into the determined listening types. Their frequencies in each unit within each coursebook were determined, and

comparisons between coursebooks were made. There are a total of 97 listening activities in both coursebooks combined.

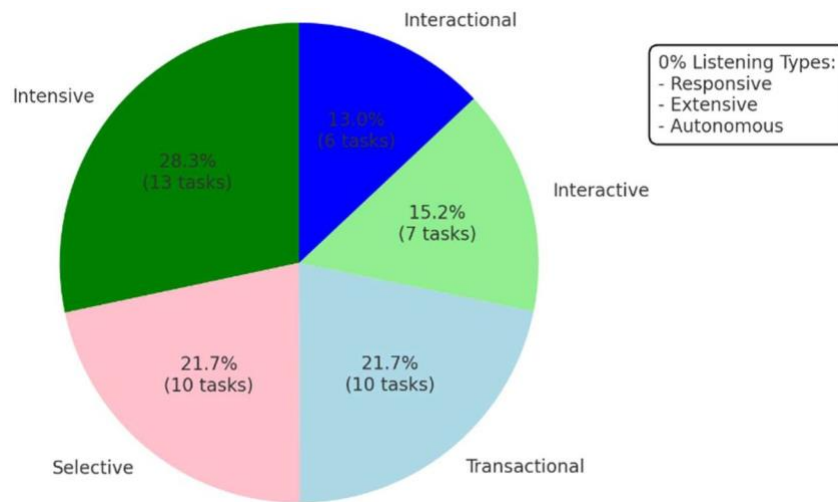


Figure 1

Overall Distribution of Listening Activity Types (12th Grade Skills-Based Activity Book)

In the 12th Grade Skills-Based Activity Book, intensive listening is the most frequent listening type, with 13 activities. Followed by selective and transactional listening tasks with 10 activities each. Interactive listening is used in 7 tasks. Interactional listening is used in 6 tasks. Responsive, extensive, and autonomous listening tasks are the least used listening tasks as they do not have any examples within any part of the coursebook.

English 12 Skills-Based Activity Book – p.3 – Unit 1 – Intensive Listening Task

2. Listen to the podcast again and answer the following questions.

- 1 What is the topic of the podcast?

- 2 According to Dr. Cliff, who have more intellectual curiosity than the others?

- 3 What kind of music do extroverts like to listen?

- 4 What is the other subject Dr. Cliff is researching?

Figure 2

Example of an Intensive Listening Task

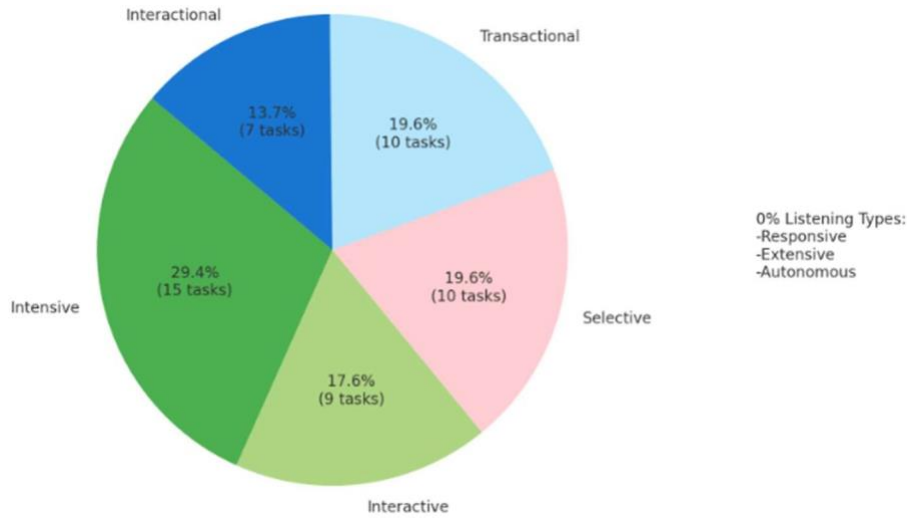


Figure 3
Overall Distribution of Listening Activity Types (Notifier English 12 Coursebook)

In the Notifier English 12 Coursebook, intensive listening is again the most frequent listening type, with 15 activities. Followed by selective and transactional listening tasks with 10 activities each. Interactive listening is used in 9 tasks. Interactional listening is used in 7 tasks. Responsive, extensive, and autonomous listening tasks are the least used listening tasks as they do not have any examples within any part of the coursebook.

English 12 Skills-Based Activity Book – p.9 – Unit 2 – Transactional Listening Task

1. Look at the photos below and describe the people stating the similar and different personal features between two friends.

2. Listen to the audio and match the speakers to the photos above. Tapescript 2.1.1

Speaker A: _____
 Speaker B: _____
 Speaker C: _____

Figure 4
Example of a Transactional Listening Task

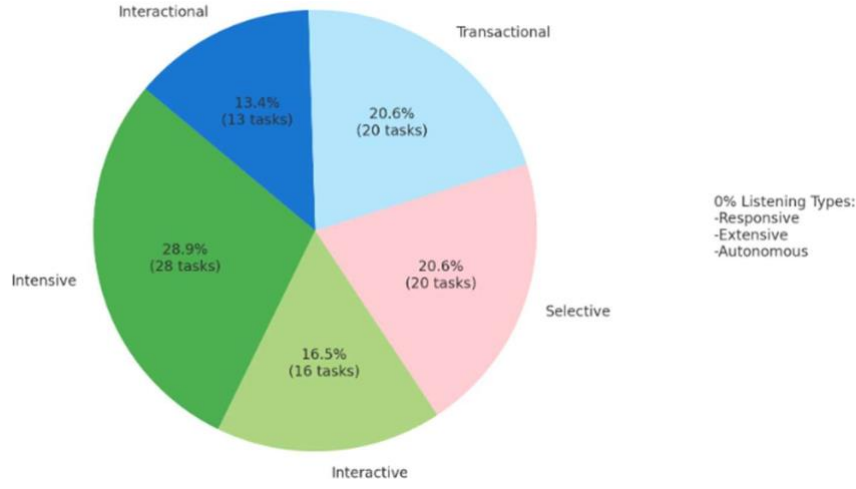


Figure 5

Combined Overall Distribution of Listening Activity Types (Both Coursebooks)

In both coursebooks, the frequencies of different listening types are the same as their separate analysis, which signifies a balance between a coursebook designed for teaching the topics and contents within the syllabus (Notifier English 12 Coursebook) and a coursebook designed to practice the taught topics and contents (12th-Grade Skills-Based Activity Book).

English 12 Skills-Based Activity Book – p.15 – Unit 3 – Selective Listening Task

2. Listen to the audio again and complete the following sentences accordingly.
- 1 Studies show that women with _____ can care for their families and children better, which is good for the next generations.
 - 2 This requires that countries take appropriate measures to remove any _____ that they face in having access to these things.
 - 3 Both parents are primarily _____ bringing up infants.
 - 4 They cannot be bred and killed for clothes and experiments, which is a _____ of their right to live without torture.

Figure 6

Example of a Selective Listening Task

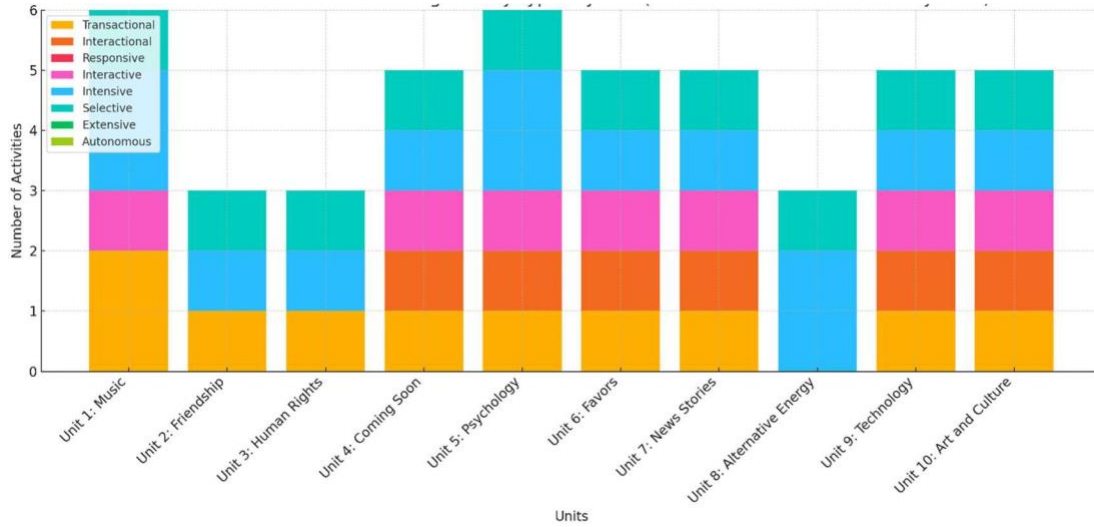


Figure 7

Stacked Distribution of Listening Activity Types by Unit (12th-Grade Skills-Based Activity Book)

In the unit-by-unit analysis of the 12th-Grade Skills-Based Activity Book, units 1 and 5 have the greatest number of listening activities with 6 activities each. Units 2 and 8 have the least listening activities, with 3 activities each. In each unit, not a single type of listening is used more than twice, and the only listening types that are present twice within a unit are transactional and intensive listening activities.

Notifier English 12 Coursebook – p.105 – Unit 9 – Interactive Listening Task

9 Watch the video about technological developments and discuss the main idea of it.

Watch the video embedded and discuss.

Figure 8

Example of an Interactive Listening Task

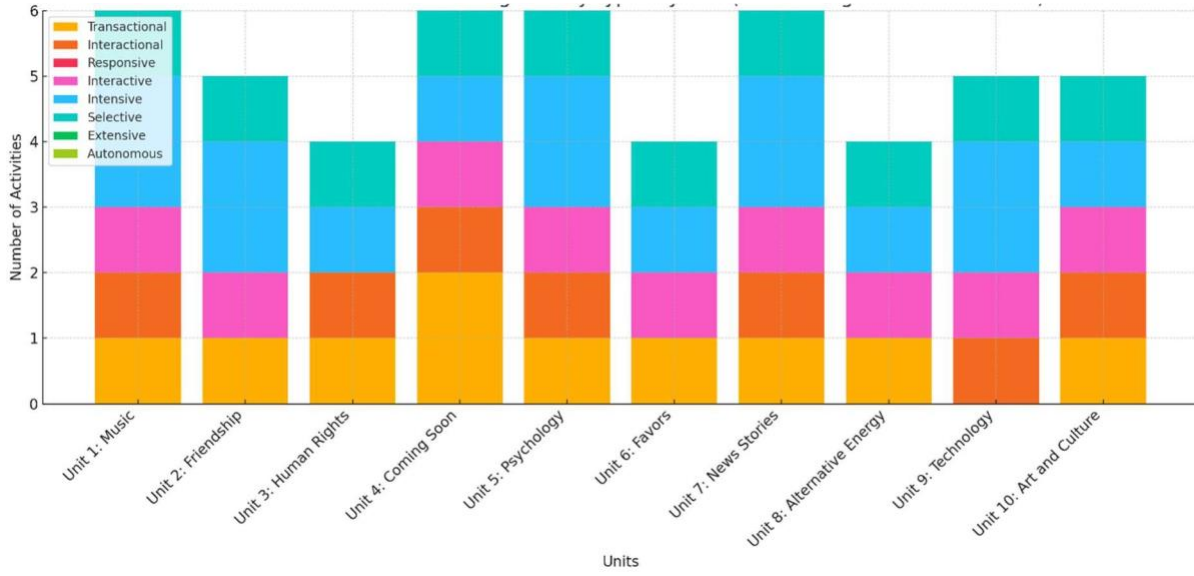


Figure 9

Stacked Distribution of Listening Activity Types by Unit (Notifier English 12 Coursebook)

In the unit-by-unit analysis of the Notifier English 12 Coursebook, units 1, 4, 5, and 7 have the greatest number of listening activities with 6 activities each. Units 3, 6, and 8 have the least listening activities, with 4 activities each. In each unit, not a single type of listening is used more than twice. The only types present twice within a unit are transactional and intensive listening activities.

Notifier English 12 Coursebook – p.65 – Unit 5 – Interactional Listening Task

15 Work in pairs. Discuss and determine where the intonation occurs in the following sentences.

- 1 I don't think so.
- 2 She's such a clever student, isn't she?
- 3 It's impossible for me to concentrate.
- 4 It can be true.
- 5 Perhaps, we could go out to take a break.
- 6 I'm not quite sure.
- 7 I felt exhausted because I didn't take a break, didn't I?
- 8 I'm really surprised.

Figure 10

Example of an Interactional Listening Task

Table

1

Number of Listening Activities in Each Unit of Both Coursebooks

Units	Notifier English 12	12th Grade Skills-Based	Both Coursebooks
Unit 1	6	6	12
Unit 2	5	3	8
Unit 3	4	3	7
Unit 4	6	5	11
Unit 5	6	6	12
Unit 6	4	5	9
Unit 7	6	5	11
Unit 8	4	3	7
Unit 9	5	5	10
Unit 10	5	5	10
Total	51	46	97

In the side-by-side number of listening activities comparison of both coursebooks, units 1 and 5 have the greatest number of listening activities, with 12 listening activities in total. Units 3 and 8 have the least number of listening activities, with 7 listening activities in total. The Notifier English 12 Coursebook has 5 more listening activities than the 12th-Grade Skills-Based Activity Book, which may seem unusual considering that the 12th-Grade Skills-Based Activity Book aims to practice what was taught in the Notifier English 12 Coursebook. This case might be due to the aural input requirements of some units, such as Unit 1 – Music and Unit 7 – News Stories, which may demand more listening activities to be effectively taught in the Notifier English 12 Coursebook.

Table 2

Types of Listening Tasks in Both Coursebooks

Types of Listening Tasks	Notifier English 12	12th Grade Skills-Based	Both Coursebooks
Selective Listening	10	10	20
Transactional Listening	10	10	20
Interactional Listening	7	6	13
Interactive Listening	9	7	16
Intensive Listening	15	13	28
Responsive Listening	0	0	0
Extensive Listening	0	0	0
Autonomous Listening	0	0	0

In the type-by-type comparison of listening activities of both coursebooks, intensive listening is the most frequently used listening type, with 28 intensive listening activities when both coursebooks are combined. Interactional listening is the least present listening type within the listening types that exist in the coursebooks, with 13 interactional listening activities when both coursebooks are combined. Within non-existent listening types in both coursebooks, there are no examples of responsive, extensive, and autonomous listening in any of the coursebooks. Ivone and Renandya (2019) connect the lack of extensive listening activities to their long process, which may demotivate learners as the results of extensive listening are not immediately seen. For the absence of responsive listening, some speculations can be made from Janah and Anam's (2021) research on novice English teachers' implementation of classroom assessment. Their research found that novice teachers favor responsive listening activities more when assessing their students' listening ability. As in the case of Türkiye, many English teachers practicing in high schools are mostly experienced teachers since they are required to prepare language class students for the English part of the university entry exam. This case might be linked to the absence of responsive listening activities in coursebooks in Türkiye. Lastly, for the absence of autonomous listening, Huanmin (2023) states the following reasons:

- Limited time for listening in English classes,
- Lack of attention to the construction of language environment in exam-oriented education systems,
- Standardized teaching methods that ignore personalized teaching,
- Lack of opportunities for learners to practice English, especially when they do not need to, such as if an exam does not have a listening section.

Table 3

Duration of Listening Tasks in Both Coursebooks

Duration of Listening Activities	Notifier English 12	12 th Grade Skills- Based	Both Coursebooks
Unit 1	4 min 13 sec	4 min 30 sec	8 min 43 sec
Unit 2	3 min 44 sec	2 min 4 sec	5 min 48 sec
Unit 3	3 min 8 sec	2 min 48 sec	5 min 56 sec
Unit 4	4 min 55 sec	3 min 32 sec	8 min 27 sec
Unit 5	4 min 21 sec	4 min 49 sec	9 min 10 sec
Unit 6	3 min 34 sec	3 min 52 sec	7 min 26 sec
Unit 7	4 min 0 sec	3 min 27 sec	7 min 27 sec
Unit 8	3 min 12 sec	2 min 9 sec	5 min 21 sec

Unit 9	3 min 39 sec	3 min 45 sec	7 min 24 sec
Unit 10	3 min 41 sec	3 min 25 sec	7 min 6 sec
Total	38 min 27 sec	33 min 21 sec	71 min 48 sec

In the side-by-side duration of listening activities comparison of both coursebooks, unit 5 has the longest duration of listening activities with 9 minutes and 10 seconds in total. Unit 8 has the shortest duration with 5 minutes and 21 seconds in total. The notifier English 12 coursebook is 5 minutes and 6 seconds longer than 12th Grade Skills-Based Activity Book, which correlates with Notifier English 12 coursebook having 5 more listening activities than 12th Grade Skills-Based Activity Book. Thus, there seems to be a balance between the duration of listening activities within both coursebooks when the number of listening activities present in them is considered.

Discussion and Conclusion

The results of the current study provide important insights into the distribution, frequency, and types of listening activities found in two 12th-grade English coursebooks officially adopted by the Ministry of National Education in Türkiye. While the inclusion of various listening types suggests an awareness of diverse listening strategies, a closer examination reveals notable imbalances in the representation of these types. This section discusses the implications of the findings in relation to existing literature on listening pedagogy, the potential impact of the observed distribution on learners' listening development, and the instructional considerations that arise from the absence of certain key listening types.

As Figures 1.1, 1.2., 1.3, and Table 1.2 indicate, responsive, extensive, and autonomous listening activities are absent. This situation suggests that listening is not necessarily integrated with speaking, rarely extends beyond the classroom, and students are often not encouraged to take control of their own listening (Field, 2008; Vandergrift & Goh, 2012). These outcomes might cause problems for students, as their only source of input for listening may be limited to the classroom. The problem could get worse when students enter an English-medium or English-related program where they have difficulty understanding lectures in English-medium programs due to limited exposure to authentic, extended input (Renandya & Farrell, 2011).

The distribution of listening activities by type suggests that intensive listening activities are used excessively compared to other activities, and no emphasis is put on responsive, extensive, and autonomous listening activities. As a result, students may perform well in short stretches of aural

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input and develop sufficient bottom-up strategies but perform poorly in longer stretches of aural input due to a lack of top-down strategies and outside-the-class practice (Gilakjani & Sabouri, 2016). Consequently, students may have problems transferring their in-class knowledge into real-life settings outside the classroom (Goh & Taib, 2006). Nonetheless, a balance between in-class and out-of-the-class tasks should be established to develop overall listening competency. The second most used listening activities are selective and transactional listening activities. These activities might be beneficial at the early stages of listening as they do not extend to other language skills, such as speaking. However, since 12th-grade high school students are at the last stage of compulsory education, they should not be at the initial stages of listening instruction. The lack of responsive listening activities could prevent learners from listening and responding and switching from listener to speaker during oral communication. Thus, students' speaking ability might be hindered indirectly, which may cause additional problems.

Listening skills are perhaps one of the most important skills for a language learner to get exposed to enough input, as listening can be practiced outside the classroom easily, unlike speaking or writing, which may require better settings and more planning for effective practice. Therefore, especially for 12th-grade high school students who are about to get into college and are likely to encounter aural English at some point, listening activities within 12th-grade coursebooks are paramount to prepare students for their next stage in education. In this study, two actively used 12th-grade coursebooks issued by the Ministry of National Education of Türkiye in state schools were analyzed in terms of their listening activities to determine the number of listening activities, duration of listening activities, and the types and number of listening activities as a whole and in each unit. The coursebooks are "English 12 Skills-Based Activity Book" and "Notifier English 12 Coursebook". While analyzing these coursebooks, the listening types were taken from Gu and Hu's (2018) article "Types of Listening." The listening types are transactional, interactive, interactional, extensive, intensive, selective, responsive, and autonomous. All the activities under headings titled "listening" were put into categories. The coursebook data corroborates with Gu and Hu's (2018) theoretical framework for listening types. As the findings illustrate, there are 97 listening activities (28 intensive, 20 selective, 20 transactional, 16 interactive, 13 interactional, 0 responsive, 0 extensive, and 0 autonomous) when both coursebooks are combined.

Suggestions

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Consequently, the absence of these listening types in the coursebooks may require some modifications if 12th-grade English coursebooks should prepare learners for tertiary education and make them life-long listeners of English. Some adjustments that can help coursebooks achieve this goal are using songs, integrating Dictogloss, and encouraging the use of Information and Communications Technology (ICT).

Songs are, in their simplest sense, short musical compositions of a human voice, featuring words or lyrics with occasional rhymes and language style that is different from scientific or formal texts (Hendrawaty, 2019). Listening to songs created for artistic purposes in and outside the classroom might compensate for the lack of extensive and autonomous listening activities within Türkiye's coursebooks in 12th-grade. Afriyuninda and Oktaviani (2021) states that if one listens to English songs, his/her ears get familiar with hearing unconsciously and will get the meaning of aural input easier than those who do not listen to songs. This is because the structure of songs allows learners to embed the language in the lyrics to learners' long-term memories (Afriyuninda & Oktaviani, 2021; Mailawati & Anita, 2022). The structure of songs includes repetition, rhythm, and melody, which help learners get familiar with the language, reduce their anxiety, increase their enthusiasm, and refresh themselves from monotonous repetition tasks (Afriyuninda & Oktaviani, 2021; Mailawati & Anita, 2022). Now, with the aid of development technologies, songs are one of the most easily accessible materials for learners outside the classroom. No matter where they are, what they are doing, and what time it is, learners can listen to songs anytime through applications such as Spotify, YouTube Music, Apple Music, and similar applications. Thus, teachers should encourage students to listen to songs outside the classroom and help them determine what, when, and how to listen, so they can become lifelong listeners of English.

Dictogloss is a type of dictation that starts with the text being read twice at normal speed; during the first reading, students merely listen; during the second reading, students note down keywords, and then they try to reconstruct a text that is similar to the original in terms of form and meaning individually or collaboratively (Mayo, 2018). This technique allows students with low listening abilities to learn from students with higher listening abilities when they work collaboratively, sharing and discussing their ideas to fulfill the task requirements (Aminatun et al., 2021). Thus, this scaffolding reduces students' unwillingness to listen, improves their listening comprehension, facilitates the improvement of other language skills, helps them become familiarized with the sound system of English, and prepares them for real-life listening settings

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(Aminatun et al., 2021). This technique may suffice for the lack of responsive listening activities within Türkiye's coursebooks in 12th-grade. This is because students are required to respond appropriately within contextual, cultural, and social conventions to construct meaning based on aural input. Therefore, teachers should prepare suitable dictogloss activities for their students within the classroom and monitor their interactions meticulously during the activity, especially when students' level of listening is considered insufficient for extensive and autonomous listening activities.

“The core of ICT is comprised of software, hardware, networks, and media, which are primarily utilized to gather, present, process, store, and transmit information via voice, data, text, and images, as well as providing other services” (Al-Rahmi et al., 2020, p. 1). In their research, Kılıçkaya et al. (2022) list several ICTs that can be used in listening instruction. These are audio and video files (e.g., the Internet, YouTube), audiobooks (e.g., LibriVox), listening material websites (e.g., ESL Video, British Council, ESL Gold), and podcasts. These ICTs and similar ones are used to increase learners' listening performance, comprehension, and ability to recall the information in aural inputs and more when they accompany existing listening activities (Kılıçkaya, 2018). ICTs may suffice for the lack of autonomous listening activities within Türkiye's coursebooks in 12th-grade, as teachers can use these tools in the classroom for extra practice and help learners benefit from these tools outside the classroom to better control their listening progression. However, teachers unfamiliar with such technologies may require training and practice to effectively integrate these technologies into educational contexts. Therefore, it is advised for such teachers to experiment with these technologies through trial and error before bringing them into the classroom to avoid any problems that might occur due to inexperience or improper planning.

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Genişletilmiş Özet

Dinleme becerisi, yabancı dil öğretiminde temel dil becerilerinden biri olarak kabul edilir. Türkiye’de dinleme becerisi genellikle sınıf içi etkinliklerle sınırlı kalmakta, bu da öğrencilerin gerçek yaşam dinleme ihtiyaçlarına yeterince karşılık verememelerine neden olabilmektedir. Oysa dinleme, dil girdisinin temel kaynaklarından biri olup diğer becerilerin gelişimi için de bir ön koşuldur. Özellikle lise son sınıf öğrencilerinin akademik ve mesleki yaşamlarına

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hazırlanabilmeleri adına ileri düzey dinleme becerilerine sahip olmaları beklenmektedir. Bu bağlamda, Millî Eğitim Bakanlığı tarafından devlet okullarında kullanılmak üzere hazırlanmış olan 12. sınıf İngilizce ders kitaplarındaki dinleme etkinliklerinin tür, sıklık ve süre açısından değerlendirilmesi, bu alandaki önemli bir boşluğu doldurmayı amaçlamaktadır. Çalışmanın temel araştırma soruları şunlardır:

- (1) Türkiye’deki 12. sınıf İngilizce ders kitaplarında hangi tür dinleme etkinlikleri sunulmaktadır?
- (2) Türkiye’deki 12. sınıf İngilizce ders kitaplarında dinleme etkinliklerinin sıklığı nedir?
- (3) Türkiye’deki 12. sınıf İngilizce ders kitaplarında dinleme etkinliklerinin süresi nedir?

Bu araştırma, Türkiye’deki devlet liselerinde kullanılan iki farklı 12. sınıf İngilizce ders kitabında yer alan dinleme etkinliklerinin türlerini belirlemeyi ve bu türlerin sıklığını ve sürelerini analiz etmeyi amaçlamaktadır. Çalışma, dinleme türlerinin dengeli bir biçimde sunulup sunulmadığını ortaya koyarak, mevcut ders kitaplarının dinleme becerisi gelişimine katkısını değerlendirmektedir. Ayrıca, özellikle “yanıtlama (responsive)”, “yoğun olmayan (extensive)” ve “özerk (autonomous)” dinleme türlerinin eksikliği üzerine vurgu yaparak müfredatın bu alanlardaki yetersizliklerini de ortaya koymaktadır.

Araştırmada, Türkiye devlet liselerinde yaygın olarak kullanılan English 12 Skills-Based Activity Book ve Notifier English 12 Coursebook adlı iki ders kitabı incelenmiştir. Bu kitaplar kolayda örnekleme yöntemiyle seçilmiş ve her birindeki 10 ünite kapsamındaki dinleme etkinlikleri analiz edilmiştir. Veriler, doküman analizi yöntemiyle toplanmıştır. Dinleme etkinlikleri, Gu ve Hu’nun (2018) “Types of Listening” çalışmasında tanımlanan sekiz dinleme türüne göre (intensive, selective, transactional, interactive, interactional, responsive, extensive, autonomous) sınıflandırılmıştır. Etkinliklerin türleri, sayıları ve süreleri kodlanmış, kodlamalar iki uzman araştırmacı tarafından doğrulanmıştır. Veriler tanımlayıcı istatistiklerle analiz edilmiştir.

Toplamda iki kitapta 97 dinleme etkinliği yer almaktadır. En sık karşılaşılan dinleme türü, hem Notifier English 12 kitabında (15 etkinlik) hem de Skills-Based kitapta (13 etkinlik) yoğun (intensive) dinlemedir. Seçmeli (selective) ve mesaj odaklı (transactional) dinleme etkinlikleri her iki kitapta da eşit sayıda (10’ar) yer almıştır. Etkileşimli (interactive) ve etkileşimsel (interactional) türlerde daha az etkinlik bulunurken, yanıtlayıcı, yoğun olmayan ve özerk dinleme türlerine ait hiçbir etkinliğe rastlanmamıştır. Toplam dinleme süresi yaklaşık 72 dakika olup en uzun süreli dinleme etkinlikleri 5. üniteye yer almıştır. Kitaplar arasında etkinlik türü ve süresi açısından görece bir denge olsa da üst düzey dinleme türlerinin eksikliği göze çarpmaktadır.

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Elde edilen bulgular, Türkiye’deki 12. sınıf İngilizce ders kitaplarının dinleme becerisini geliştirme konusunda sınırlı bir perspektife sahip olduğunu ortaya koymaktadır. Dinleme türlerinin büyük çoğunluğu yoğun, seçmeli ve mesaj odaklı dinleme üzerine kurgulanmış, buna karşın öğrencilerin gerçek yaşamda ihtiyaç duyacağı yanıtlayıcı, özerk ve yoğun olmayan dinleme türlerine yer verilmemiştir. Bu durum, öğrencilerin yalnızca sınıf içi dinleme girdisine maruz kalmalarıyla sınırlı bir gelişim göstermelerine ve özellikle İngilizce eğitim veren üniversite programlarında dinleme güçlükleri yaşamalarına neden olabilir. Bu eksiklikleri gidermek adına bazı pedagojik öneriler sunulmuştur: (1) Şarkılar gibi öğrenciye cazip gelen ve sınıf dışı ortamlarda da erişilebilecek materyallerin kullanımıyla yoğun olmayan ve özerk dinleme desteklenebilir; (2) Dictogloss gibi tekniklerle öğrencilerin birbirlerine tepkiler vererek dinleme-söyleme döngüsünü deneyimlemeleri sağlanabilir; (3) Bilgi ve iletişim teknolojileri (ICT) yoluyla öğrencilere bireysel dinleme deneyimleri sunularak özerklik kazandırılabilir.

Sonuç olarak, Türkiye’deki 12. sınıf İngilizce ders kitaplarının, öğrencileri yükseköğretim ve yaşam boyu İngilizce dinleme yeterliliğine hazırlayabilmesi için dinleme etkinliklerinin türsel çeşitliliğinin artırılması gerektiği önerilmektedir.