Evaluation of Audiobook Listening Experiences of 8th Grade Students: An Action Research

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Abstract

In this research, audiobook listening experiences of 8th grade students are discussed. In this context, the effect of audiobooks on students' attitudes towards listening is determined and their opinions on audiobooks are evaluated. In the study, action research design, one of the qualitative research methods, was used. The prepared action plan covers an 11-week period in the 2018-2019 school year. The research was conducted in an 8th grade class with 24 students in a secondary in the province of Kayseri, in Talas district. The research data were collected by using the listening attitude scale for secondary school students, student diaries, semi-structured interview forms and interview records. The change in students' attitudes scale, within the framework of the action plan, was identified by using the paired t-test analysis with pre-test and post-test applications. The qualitative data collected on audiobook listening experience in students were analyzed by using content analysis. According to research results, audiobooks have a positive effect on students' attitudes towards listening. While the most important advantages of audiobooks are the fact that they can be listened to at any place, they enrich imagination and encourage students to use the Internet in a more beneficial way, their most common disadvantages are the fact that they do not improve reading speed, that they do not serve for exams and that they cause attention deficit. In the study, it was concluded that event-themed books were the favorite audiobook type in students.

Keywords: Audiobook, Advantage, Disadvantage, Student, Listening, Attitude

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Introduction

Human beings, being a social being, spend most of their daily life in listening process. Listening is a language skill that the individual acquires firstly in their life (Sever, 2011). Listening is the activity of completely understanding the message that the interlocutor intends to convey and reacting to it accordingly (Demirel, 1999). What is important in listening process is not only focusing on sounds that the listener has heard, but also being able to be sensitive to all stimuli, mainly tone, body language, speaking rate and word selection (Mackay, 1997). The listening process consists of three dimensions: hearing, paying attention and interpretation. Hearing is the first dimension of this process; however, paying attention and interpretation are the main dimensions in the process (Gocer, 2007). A good listener is the one who makes sense of what they hear, rather than just hearing sounds (Jalongo, 1995). In this sense, listening can be defined as a purposeful and cognitive language skill and the individual actively takes part in the listening process both physically and cognitively.

Being the most frequently used skill with a rate of 45% in the daily life, listening occupies an important place in human life (Wacker & Hawkins, 1995; Dogan, 2010). Individuals use listening intensively in both learning and daily communication environments. However, in parallel with developments in technology, the fact that individuals spend most of their time on television, tablet or mobile phone increases the importance of learning skill remarkably. In addition to daily life and personal relations, listening has an important place in professional business life as well (Brownel, 2016). Listening is a highly used skill in many fields, especially in psychology, medicine and education. This brings about a necessity for students to develop a positive attitude towards listening skill starting from primary school and to be trained as effective listeners.

Developments in informatics have brought a new dimension to the process in which learning skill is developed in learning environments. Through interactive whiteboards installed in classrooms, tablets provided for teachers and students in Fatih Project, and mobile phones used by the majority of students, it has now become very easy to access listening texts and to be involved in listening activities for educational purposes. According to the study conducted by Yildiz and Abdusselam (2016), it was concluded that 76.5% of students had Internet connection and that 89.7% of them actively used the Internet. These data bring about a necessity to use audiobooks in developing learning skills in students.

In this period called the information age, audiobooks occupy an important place in as a rich listening content and an educational electronic resource. On the other hand, audiobooks were first heard of when works such as Goethe's Faust I, Schiller's Kabale und Liebe and Samuel Beckett's Das Letzte Band were read, recorded into tapes and put up for sale in 1954 (Gocerler & Asutay, 2016). Based on later developments in information technologies, many works were introduced to the audience as audiobooks. The educational use of audiobooks, which are easily accessible in publishing

houses, audiobook applications, and social media, will contribute for students to use their listening skills more effectively and to use technological devices such as tablets, computers, and mobile phones positively for educational purposes. It can be said that audiobooks have many benefits such as especially developing vocabulary skills in students, getting accustomed to literary language, anticipating unfolding events in content they listen to, facilitating the interpretation process of the text, and raising language awareness (Lipson & Wixon, 2013). In addition, while listening to audiobooks, students may be more aware of many phonetic elements such as rhyme, voice repetitions, voice changes, stress, and intonation and gain experience on using language more effectively (Rubin & Opitz, 2007). Audiobooks are important educational tools in terms of activating the visual and auditory perceptions together, facilitating comprehension, and making the interaction with the book more enjoyable (Turker, 2019).

Audiobooks offer many conveniences for listeners. Among these conveniences are the fact that they can be stored digitally, people can listen to them at any time and place owing to their portability, and they can be resumed from where the listener has stopped the last time of listening. In addition, the fact they can be used for students with reading disabilities or visual impairment, that they are easily accessed, and that they have the ability to meet the digital age's necessities are among the most important features of audiobooks. All of these demonstrates that audiobooks can be used as a teaching tool in listening training today. Considering that listening training in Turkish classes is only conducted at the end of themes and activities on these texts are done to complete the process (Melanlioglu, 2013), these traditional activities for listening training are insufficient. In this sense, audiobook listening practices are regarded as an important educational activity in eliminating this drawback. While the fact that they enable the use of technological devices attract attention from students regarding the audiobook listening process, the fact that the listening process is controlled by students significantly contributes for students to gain a sense of responsibility. Due to all these features, audiobooks have become an indispensable part of today's education systems (Kara & Kes, 2016). In the present study, the impact of an 11-week audiobook listening practice of 8th grade students on their attitude towards listening is analyzed. Moreover, the present study focuses on opinions of students on their audiobook listening experience. Thus, the present study aims to bring a new practice to listening activities conducted at the secondary school level through audiobooks.

Importance of the Research

In identifying the research problem, the researcher learned that only 2 students had heard of the notion of audiobooks in 8/E Turkish classes with 24 students and that none of these students had a prior audiobook listening experience. In the literature review, it was found that no action research was conducted on the audiobook listening process in Turkey. It was observed that most of the studies conducted on audiobooks were limited to their impact on preschool literacy in the child (Emre, 2017)

and their impact on reading (Gocerler & Asutay, 2016; Turker, 2019). First of all, audiobooks are listening content. These books should be used to improve listening skills in secondary school students. Moreover, audiobooks should be introduced to secondary school students in order to use technology effectively and to raise their awareness on audiobooks. In the present study, students listened to different audiobook genres (event-themed, thought-themed and poetry) within the framework of an action plan. In addition, the impact of audiobooks on listening attitudes in students was found and positive and negative aspects of audiobooks were identified for students. In this context, the present study is considered important in terms of setting an example for teachers as field practitioners of audiobook studies and providing suggestions for researches in academic studies to be conducted on the subject. In this context, research questions were determined as follows in order to determine the effect of audiobooks on students' attitudes towards listening skill and to evaluate students' experiences towards audiobooks:

What is the impact of audiobook practices on listening attitudes in students?

What are students' opinions on the advantages of audiobooks?

What are students' opinions on the disadvantages of audiobooks?

How far do students like different audiobook genres?

Method

Research Model

In the present study, action research, one of the qualitative research methods, was used. Johnson (2015) defines action research as a model used to present the modus operandi of a system. According to Elliot (1991), action research is a method that contributes to professional development, learning process and educational practices in teachers by combining thought generation and research skills. Action research is a research method involving the identification of a problem related to the application process, systematic data collection in order to find a solution for this problem, and data analysis (Yildirim & Simsek, 2016). Since teachers were involved in the process in a systematic manner and responded to student needs, action research was used in the study. In addition, among the reasons why this model was used are the fact that it provides the opportunity to make changes in the application process while facing problems and that it has a pattern enabling the research to improve themself.

McKernan (1991) analyses action research in three groups as technical/ technical-collaborative/scientific, mutual-collaborative/practical-deliberative, and emancipatory/ enhancement approach action research. Accordingly, the application is tested on a predetermined theoretical framework in technical-collaborative action research. In collaborative action research, the researcher and the practitioner cooperate and develop an interpretative perspective against problems that may

arise during the process. In emancipatory action research is the action research in which a critical position on the process conducted by the practitioner is prevalent. In the literature, this classification is used extensively. The present study falls under the category of technical-collaborative action research of McKernan's (1991) action research types. The audiobook practice was conducted and followed up within a certain action plan for 11 weeks in 8th grade students. At this stage, the action plan was revised and reorganized when necessary.

Action Research Process

Action research is conducted within the framework of an action plan that is planned in great detail. According to Sagor (2005), action research is conducted during processes such as finalizing the problem, preparing an action plan in a theoretical framework, transforming the application and results into a new action plan. This cycle was also applied in the present study. Accordingly, the researcher learned that only 2 students had heard of the notion of audiobooks in 8/E Turkish classes with 24 students and that none of these students had a prior audiobook listening experience. In the literature review, it was found that no study was conducted on the audiobook listening process at secondary school level. This was identified as the research problem. As a result of interviews conducted with two subject-matter experts and Turkish educators, it was stated that an application of audiobook listening at secondary school level would contribute greatly to the field and it was suggested that the research be designed as an action research. In this context, the research was designed as action research and a Validity Committee, composed of 2 Turkish educators, was formed. The validity and reliability of the research conducted in qualitative studies may be achieved with credibility and trustworthiness as well as confirmability and transferability criteria (Guba & Lincoln, 1982). At least one of these criteria should be identified in controlling the accuracy of findings (Creswell, 2015). Evaluation of the study by experts from various aspects is an activity that can be conducted in the context of credibility (Baskale, 2016). This practice is called expert review (Creswell, 2015). The validity committee that was formed in the present study is considered important in providing credibility and validity committee meetings are shown in the action plan.

In planning the action research, the process developed by Johnson (2015) was followed. Accordingly, first of all, the duration of the action research and what activities would be conducted at which week during this period were determined. The action plan to be conducted in an 11-week period is shown below.

Table 1. Research action plan

Item No	Weeks	Actions	Data Collection Tools
1	Week 1	Pre-test	Listening Attitude Scale
2	Week 2-4	Listening to event-themed audiobooks	Diary, Interviews
3	Week 4	1st Validity Committee Meeting	Interview Records
4	Week 5-7	Listening to thought-themed audiobooks	Diary, Interviews
5	Week 7	2nd Validity Committee Meeting	Interview Records

6	Week 8-10	Listening to poetry themed audiobooks	Diary, Interviews
7	Week 10	3rd Validity Committee Meeting	Interview Records
8	Week 11	Post-test	Listening Attitude Scale

The research was carried out with an 8th grade classroom with 24 students in the 2018-2019 school year in a secondary school in the province of Kayseri, Talas district. Required permits were obtained from relevant institutions. The fact that the research was a Turkish teacher in the relevant school and classroom in the period when the study was conducted facilitated the applicability of the study. Moreover, it was stated in the validity committee that conducting the study in an environment where the research was familiar with would have a positive impact on the study. In this sense, purposive sampling was used in selecting the sample in the study.

The research was conducted in a secondary school with a medium socioeconomic level. The classroom where the research was conducted is composed of 24 individuals in total, 10 girls and 14 boys. In the previous school year, 7 students had received a certificate of merit whereas 9 of them received a certificate of achievement. In the classroom where the research was conducted, an interactive whiteboard was installed, and the Internet could actively be used.

Data Collection Tools

The data collection tools used in the study are 'Listening Attitude Scale for Secondary School Students' developed by Karakus-Taysi and Ozbay (2016), student diaries, semi-structured interview forms and interview records.

Listening Attitude Scale for Secondary School Students

The listening attitude scale developed for secondary school students by Karakus-Taysi and Özbay (2016) was used to identify the impact of listening attitude of students in the audiobook listening process. The scale was tested with the participation of 613 secondary school students randomly selected in central districts of Ankara. The scale had 33 items in total: 25 positive expressions and 8 negative expressions. As a result of the application and after exploratory factor analysis and item discrimination index procedures, the reliability coefficient of the scale was measured and a 4-factor 5-point Likert scale was developed with 30 items in total, involving 23 positive and 7 negative expressions. In measuring the reliability, the scale should have a value between 0 and +1; however, this value should be closer to +1 (Andrich, 1989). Cronbach Alpha (α) coefficient was used to measure the internal consistency coefficient of the scale, and Cronbach Alpha (α) reliability coefficient of the scale was measured to be 0.824. According to Ozdamar (2004), this ratio demonstrates that the scale is highly reliable. The construct validity of the scale was tested using the exploratory factor analysis. As a result of this analysis, a 4-factor construct was obtained, in which 48.72% of the total variance was explained. According to Buyukozturk (2001), explaining 45% of the total variance is sufficient in socials sciences. In this sense, the construct validity of the scale is

sufficient. While the factor loads of the scale items varied between .451 and .837, it was stated in the study that the maximum score of this scale was 150 and the minimum score was 30. In light of these data, the scale is considered sufficient to measure listening attitudes in secondary school students. Required permits were provided by the researches in order to use the scale in the present study.

Student Diaries

Diaries are important data collection tools in obtaining observations, emotions, reactions and comments of the participants in the research process (Yildirim & Simsek, 2016). Diaries could be used to obtain data on all parts of the study (Johnson, 2015). In this context, daily activities were written in a diary by 4 volunteer students in the research process. According to Altun (2017), the fact that diaries are sincere, affectionate and unsophisticated makes them an important data collection tool for important research.

Interviews

In action researches, interview is a data collection tool that enables the researcher to obtain information that is not directly observed (Anagun, 2008). Interview is an efficient method in acquiring the opinions of participants and learning their reactions to research activities in a study (Yildirim & Simsek, 2016). In the present study, a semi-structured interview form with 5 questions was designed in order to acquire the opinions of students on the process and interviews were conducted at appropriate time. During the process, interviews were conducted with randomly selected and volunteer students and 11 students in total were interviewed.

Interview records in the Validity Committee, which was held at designated times in the action plan, were also used as an important tool in the study. During these meetings, the researchers took short notes on opinions and suggestions and this information was used in the process.

Data Analysis

Data obtained during the study using different data collection tools were analyzed using quantitative and qualitative data analysis methods. Pre-test and post-test data on the Listening Attitude Scale for Secondary School Students were subjected to one-way analysis of variance (t-test) by using SPSS 15.0 package program. In this sense, in order to analyze pre-test and post-test data in dependent groups using t-test, difference scores of two related sets of measurement need to have normal distribution In this process, the level of significance was analyzed by using Shapiro Wilk test. Table 2 shows the SW test results.

Table 2. The Shapiro-Wilk test results of difference scores in pre-test and post-test on the level of significance

Factors	n	S	p
Regarding Listening as Necessary	24	.891	.872*
Individual Differences in Listening	24	.934	.764*
Listening Disabilities	24	.986	.864*
Effective Listening Habit	24	.772	.693

*p>.05

The difference scores of pre-test and post-test measurements that were applied according to Shapiro-Wilk test results were found to be p>.05in all subscales. In this sense, it was concluded that the scores did not have a significant deviation from normal distribution and accordingly, parametric statistical techniques could be used in the study. Based on this, paired sample t-test was used to analyze pre-test and post-test data in the study. The progress made by the group within the framework of the action plan was identified in the context of subscales.

In the qualitative dimension of the study, the interview forms applied during and at the end of the process and data on student diaries were subjected to content analysis, one of the qualitative research methods and evaluated. Qualitative and quantitative data can be combined and interpreted in the discussion section (Creswell, 2017). In this sense, combining the qualitative and quantitative data of the study was realized in the discussion section and in that way, the research attempted to efficiently reflect the research process. Research questions played an effective role in conducting these procedures.

Results

Findings on the Quantitative Dimension of the Study

The results of paired sample t-test on the pre-test/post-test application are presented in the context of subscales and in tables. The results of the t-test conducted in the context of the 1st Subscale are presented in Table 3.

Table 3. Paired group t-test results of pre-test and post-test mean scores in the 1st subscale

Measurement (The 1st Subscale)	n	$\overline{X}$	S	sd	t	p
Pre-test	24	2.99	.42	23	-10.61	.000*
Post-test	24	4.12	.35			

*p<0.01

According to Table 3, there is a statistically significant difference between pre-test and post-test mean scores in the context of the 1st Subscale (Regarding Listening as Necessary) [$t_{(23)}$= -10.61, p<01]. The mean score of the 1st subscale of students before the audiobook listening process was $\overline{X}$=2.99 whereas this value increased to $\overline{X}$ =4.12 after the application. This finding may be evaluated in a way suggesting that audiobooks have an important impact on increasing the perception that listening is necessary in students. T-test results of the 2nd subscale are presented in Table 4.

Table 4. Paired group t-test results of pre-test and post-test mean scores in the 2nd subscale

Measurement (The 2nd Subscale)	n	$\overline{X}$	S	sd	t	p
Pre-test	24	3.75	.43	23	7.54	.000*
Post-test	24	2.38	.64			

*p<0.01

According to Table 4, there is a statistically significant difference between pre-test and post-test mean scores in the context of the 2nd Subscale (Individual Differences in Listening) [t(23)= 7.54, p<01]. The mean score of the 2nd sub scale in students before the audiobook listening process was $\overline{X}$=3.75 whereas this value decreased to $\overline{X}$ =2.38 after the application. This finding may be evaluated in a way suggesting that audiobooks have an important impact on eliminating individual differences in students with regard to listening. T-test results of the 3rd Subscale are presented in Table 5.

Table 5. Paired group t-test results of pre-test and post-test mean scores in the 3rd subscale

Measurement (The 3rd Subscale)	n	$\overline{X}$	S	sd	t	p
Pre-test	24	3.63	.52	23	8.56	.000*
Post-test	24	2.08	.61			

*p<0.01

According to Table 5, there is a statistically significant difference between pre-test and post-test mean scores in the context of the 3rd Subscale (Listening Disabilities) [t(23)= 8.56, p<.01]. The mean scores of the 3rd subscale in students before the audiobook listening process was $\overline{X}$=3.63 whereas this value decreased to $\overline{X}$ =2.08 after the application. This finding may be evaluated in a way suggesting that audiobooks have an important impact on reducing listening disabilities in students. T-test results of the 4th Subscale are presented in Table 6.

Table 6. Paired group t-test results of pre-test and post-test mean scores in the 4th subscale

Measurement (The 4th Subscale)	n	$\overline{X}$	S	sd	t	p
Pre-test	24	2.65	.48	23	-8.26	.000*
Post-test	24	3.72	.65			

*p<0.01

According to Table 6, there is a statistically significant difference between pre-test and post-test mean scores in the context of the 4th Subscale (Effective Listening Habit) [$t_{(23)}$= 8.56, p<.01]. The mean score of the 4th subscale of students before the audiobook listening process was $\overline{X}$=2.65 whereas this value increased to $\overline{X}$ =3.72 after the application. This finding may be evaluated in a way suggesting that audiobooks have an important impact on providing students with the effective learning habit.

Findings on the Qualitative Dimension of the Study

In this section of the study, findings on data obtained from semi-structured interview from and student diaries that were subjected to content analysis are presented. In this sense, tables were put together in the context of themes and sub-themes and samples from participating students' opinions

were included in these tables. Theme and sub-theme pattern on the advantages of audiobooks is presented in Table 7.

Table 7. Table on theme/sub-theme pattern on the advantages of audiobooks

Sample Opinions	*Participants*	*Sub-theme*	*Theme*
We can listen to audiobooks even while roaming since they are easy to carry and can be listened anywhere [S5]. We can listen to audiobooks at any place. For example, I put on earphones before sleeping and listened to audiobooks in the process [S8]. When we get bored, we can listen to audiobooks at any place [S9]. I can eat, travel and even lie down while listening to audiobooks (S12).	[S2, S4, S5, S6, S8, S9, S10, S12, S15]	The capacity to listen to audiobooks at any place	
Audiobooks have had a profound impact on developing our imagination [S2]. The audiobooks I listened to do enriched my imagination [S5]. It is easier to dream of things while listening to audiobooks [S11]. When I listened to an audiobook, the path to my imagination opened and I could picture every second of the book [S14]. While listening to audiobooks, I could put myself in those heroes' shoes and I was excited to dream of things [S16].	[S2, S3, S5, S10, S11, S14 S16]	Enriching imagination	
I used the Internet to read books [S3]. I could say that I spent less time on social media since I listened to audiobooks at the time [S7]. Thanks to audiobooks, I used my time and Internet connection for something beneficial [S15].	[S3, S7, S8, S14, S15]	Beneficial Internet use	
Audiobooks were read really well, and they were relaxing. While listening to audiobooks, I mostly paid attention to the stress and intonation of words [S5]. I mostly paid attention to the word stress especially while listening to poetry [S9]. While listening to audiobooks, I realized that the voice actors read the text flawlessly and that they paid attention to intonation. I try to mimic the way the voice actors read the text [S13]. Audiobooks is beneficial for us to improve on our pronunciation [S16].	[S1, S5, S9, S13, S16]	Stress, intonation and pronunciation training	Advantage
Audiobooks are economical. Since audiobooks are not printed onto paper, trees do not need to be cut for their production [S3]. Audiobooks helped my friends with economic problems to have an easier access to books [S13]. It was nice to see that the book was offered to us using technology. In this way, I didn't have to pay for books [S14].	[S3, S13, S14]	Being economical	
When I listened to audiobooks, I could put myself in my visually handicapped friends' shoes. I think that audiobooks could be remarkably advantageous for these people [S1]. I think that audiobooks will be much more beneficial for the visually handicapped and people with reading disorder. I think that all kinds of books may not be printed in a way that they could read; however, they can listen to audiobooks easily [S14].	[S1, S14]	Providing reading opportunities for disadvantaged individuals	

According to Table 7, the fact that audiobooks can be listened to at any place due to their portability was found to be the most referred advantage of audiobooks in the study [S2, S4, S5, S6, S8, S9, S10, S12, S15]. In addition, among the principal advantages of audiobooks stated by students

taking part in the study are enriching the imagination [S2, S3, S5, S10, S11, S14, S16], providing beneficial Internet use [S3, S7, S8, S14, S15], contributing to stress, intonation, and pronunciation [S1, S5, S9, S13, S16], being economical [S3, S13, S14], and providing reading opportunities for disadvantaged individuals [S1, S14]. In the research process, the research aimed to identify the advantages of audiobooks as much as their advantages. In this sense, after analyzing the data obtained from students, theme/sub-theme pattern on the disadvantages of audiobooks is presented in Table 8.

Table 8. Table on theme/sub-theme pattern on the disadvantages of audiobooks

Sample Opinions	*Participants*	*Sub-theme*	*Theme*
Listening to audiobooks is nice; however, it does not improve our reading speed. This is a disadvantage of audiobooks compared to printed books [S4]. Reading printed books increases our reading speed whereas it is not the case in audiobooks. Audiobooks do not have an impact on improving our reading speed [S9]. The drawback of audiobooks compared to printed books is that they do not contribute to our reading speed [S10]. Audiobooks contribute to our pronunciation; however, they do not contribute speed reading [S16].	[S4, S9, S10, S16]	Not improving the reading speed	
As 8th grade students, we are now studying for a central exam. While reading a book, I think that I am studying for the exam in terms of reading comprehension. Audiobooks do not have any contributions for exams [S3]. While reading a book, our reading speed increases. This would be very beneficial for us in exams. However, this is not the case in listening to audiobooks [S9]. In exams, there are questions on reading comprehension. The audiobooks that we listen to do not have any contributions for use to answer these questions. We can improve on this skill only if we read printed books [S13].	[S3, S9, S13]	Not serving for exams	
While listening to audiobooks, I was distracted after a certain period of time [S3]. I think I exaggerated this listening process a bit. When I listened to audiobooks for a long time, I got a headache and I could not focus [S8]. Listening to audiobooks requires concentration. I realized that I was, from time to time, distracted [S12].	[S3, S8, S12]	Attention deficit	
I listened to audiobooks on the social networking site. I exceeded the Internet quota because of this. I think this is a disadvantage [S1]. I had access to audiobooks through the social networking site. I think the Ministry of National Education should develop a free application for audiobooks and the Internet quota should not be used while listening to audiobooks [S15].	[S1, S15]	Exceeding the Internet quota	Disadvantage
My ears are a little sensitive. I felt a pain in my ear while listening to audiobooks using earphones. Therefore, I often listened to audiobooks when there was no one else in the room, and not putting on earphones [S6].	[S6]	Harmful impact of earphones on ears	
Audiobooks have some advantages; however, they also have disadvantages. For example, when I was listening to audiobooks, I realized that I got really bored, from time to time [S9].	[S9]	Getting bored	

According to Table 8, the students stated that audiobooks had also disadvantages, though not as many as their disadvantages. Accordingly, the fact that audiobooks do not improve reading speed is the most referred disadvantage of audiobooks stated by students taking part in the study [S4, S9, S10, S16]. Among these disadvantages are that audiobooks do not serve for exams [S3, S9, S13], they cause attention deficit [S3, S8, S12], and they cause Internet quota excess. In addition, a student [S6] stated that they felt pain in their ear while listening to audiobooks using earphones while another student [S9] stated that they sometimes got bored of listening to audiobooks.

During the research process, students listened to different genres of audiobooks: event-based (novels), thought-themed (essays), and poetry. In this way, the research attempted to identify how different genres of audiobooks had an impact on listening attitude of students. Findings on the content analysis of these genres are presented in Table 9.

Table 9. Table on theme/sub-theme aattern for audiobook genres

Sample Opinions	*Participants*	*Sub-theme*	*Theme*
I liked listening to novels more. The reason was that I felt like I was listening to a fairy tale while listening to novels. Novels as audiobooks sounded like a magic box to me [S2]. I was very happy while listening to novels in audiobook form. Because they were read really well [S4]. I liked listening to novels compared to other audiobook genres. The reason was that I felt like I experienced the events in the novel myself while listening to it [S8]. I liked listening to novels. Before listening to novels, I thought that I would get bored; however, when I started listening to them, I realized that I paid attention to them and was curious about what would happen next. I think each individual should listen to an audiobook at least once in their life [S13].	[S2, S4, S8, S10, S11, S13, S14]	Event-Themed Audiobook (Novel)	
I liked listening to poetry compared to other audiobook genres. Listening to poetry was relaxing for me and I felt like as if my soul was purified from all evil. I was feeling happy [S1]. I felt happy while listening to poetry because I am an emotional person. Emotions are best told through poetry [S5]. I liked poetry in audiobook form. Because I like to read, write, and listen to poetry [S9].	[S1, S5, S6, S9 S12, S15]	Poetry Themed Audiobook (Poetry)	Audiobook Genres
I liked listening to essays the most among these audiobooks. Because our teacher asked us to listen to Montaigne's Essays and these essays contributed a lot to my life [S3]. I liked all the audiobooks we listened to; however, I liked listening to essays the most because I learned a lot while listening to them [S7]. I liked listening to essays because I learned a lot in my free time [S16].	[S3, S7, S16]	Thought-Themed Audio Book (Essay)	

According to Table 9, students stated that they liked listening to event-themed audiobooks (novels) the most in the research process [S2, S4, S8, S10, S11, S13, S14]. The fact that event-based works were read well and that students felt as if they were in the novel were among the reasons. After event-themed books, poetry books were another audiobook genre that students liked listening to [S1, S5, S6, S9 S12, S15]. It was concluded that especially emotional students liked listening to poetry

books and they felt happy in the process. Thought-themed audiobooks (essays) was found to be the least favorite audiobook genre in the research process [S3, S7, S16]. It was concluded especially successful students who were eager to learn new things and could take life lessons from these essays liked listening to this audiobook genre. In this context, it can be said that characteristics of students have a great impact on liking and choosing among different audiobook genres.

Discussion, Conclusion and Recommendations

Listening is one of the most frequently used skills for the individual in daily life. The widespread use of technological devices such as tablets, smartphones and computers has brought a different dimension to listening skills and has made it obligatory to raise listening awareness in students in this regard. In the present study, the impact of audiobooks on listening attitude in students was analyzed. Moreover, student opinions on audiobook listening experience was analyzed.

According to quantitative findings in the study, the audiobook listening practice conducted in action research produced a statistically significant difference in the context of the subscales of "Listening Attitude Scale for Secondary School Students": "Regarding Listening as Necessary", "Individual Differences in Listening", "Listening Disabilities" and "Effective Learning Habit". According to these results, it can be said that audiobooks that students listened to in the research process had a positive impact on student perception on the necessity of listening. According to Marlow (2000), using appropriate material and content in listening training is the prerequisite of an effective learning habit. In this sense, in the current era, in which technological devices are intensively used, audiobooks lead to raise listening awareness in students in terms of seeing listening as a necessary activity.

In the present study, it was concluded that audiobooks had an important impact on eliminating individual differences in the listening process. Robertson (2004) underlines that individuals do not have sufficient listening efficiency and that necessary efforts should be exerted in this regard. In this framework, in the listening process, audiobooks render students mentally active and increase focusing and attention threshold; thereby increasing the efficiency of the listening process. In a study, Wagar (2016) concluded that audiobooks improve comprehension skills in students. It can be said that audiobooks support this argument in terms of making important contributions in eliminating individual differences at the comprehension level.

Listening is a versatile and complex process including many factors (Karakus-Taysi & Ozbay, 2016). Listening disability is an important factor having a negative impact on the process and that educators should focus on. Based on the findings obtained in the study, it was concluded that audiobooks had an active role in reducing learning disabilities in students. In a study, Turker (2019) concluded that audiobooks remarkably reduced reading anxiety in foreign students learning Turkish.

Accordingly, it can be said that audiobooks have a positive impact on overcoming problems faced in the listening process for students.

According to t-test conducted in the study, it was found that audiobooks have an important impact on providing an efficient listening habit for students. Different studies demonstrate that audiobooks contribute greatly to language learning process. Taguchi, Takayasu-Maass, and Gorsuch (2004) concluded that audiobooks made the learning process an enjoyable experience both at the visual and auditory level due to having multiple stimuli and Esteves and Whitten (2011) concluded that audiobooks contributed greatly to provide reading habits in students. According to Miller (2003), the prerequisite of an effective listening process is the active participation of the listener in the listening process. Audiobooks are electronic resources that require utmost and constant attention from the listener. With this aspect, audiobook should be used for educational purposes in providing and developing an efficient learning habit.

In the qualitative dimension of the study, themes on advantages, disadvantages, and genres of audiobooks were identified. According to these findings, students taking part in the study stated that the most important advantages of audiobooks were that they could be listened to at any place and they could enrich their imagination. In addition, among other advantages of audiobooks are that they provide beneficial Internet use, contributing to stress, intonation, and pronunciation training, being economical, and providing reading opportunities for disadvantaged individuals. According to Clark (2007), the most important feature of audiobooks is that they attract attention from students, and they offer flexibility for them in terms of time. According to Chen (2004), audiobooks should be used in developing listening skills as well as reading and speaking skills. The reason behind this is that audiobooks are versatile materials contributing to the development of linguistic skills as a whole.

When analyzed, findings on the disadvantages of audiobooks demonstrate that the most referred ones are that they do not improve reading speed and that they do not serve for exams. In addition, among other disadvantages of audiobooks stated by students taking part in the study are that they cause attention deficit, they cause Internet quota excess, earphones have a harmful impact on ears while listening to audiobooks and that students sometimes get bored in the process In Turkey, listening skill is not included in central exams in the evaluation process. The application of measuring and evaluating listening skills in exams conducted in schools in mother-tongue training process is not sufficient (Carkit, 2018). This causes students to overlook acquisitions regarding this skill. In this sense, the inclusion of listening and speaking skills in the measurement and evaluation process in mother-tongue training as well as reading and writing skills is considered important in the development of these four core skills as a whole. The results obtained in this theme such as attention deficit, Internet quota excess, harmful impact of earphones on ears and boredom are not general

opinions of students taking part in the study. These opinions are individual opinions. However, these opinions are considered as important feedback in terms of the functional use of audiobooks.

In the research process, students listened to three audiobook genres: event-themed (novel), poetry, and thought-themed (essay). In this context, it was concluded that students liked listening to event-themed (novel) audiobooks the most. When analyzed, several previous studies (Diakidoy et al., 2005; Celebi, 2008; Katranci, 2012; Melanlioglu, 2013) demonstrate that students are more successful in listening to event-based listening texts. In this context, research results support findings in the literature. According to research results, it was concluded that emotional students liked and chose to listen to poetry in audiobook form whereas thought-themed audiobooks (essay) were the least favorite genre in the process. It was observed that successful students who were eager to learn new things and could take life lesson from essays liked and chose to listen to this audiobook genre. Accordingly, it can be said that characteristics of students have a great impact on liking and choosing among different audiobook genres.

Based on these research results, the following suggestions could be provided:

- Audiobooks cause a positive impact on listening attitude in students. In this sense, audiobooks should be used effectively in providing and developing learning skill. In this context, both classroom and Turkish teacher should be provided with necessary in-service training.

- The Ministry of National Education should develop a digital audiobook library in order to provide easy access to audiobooks for all students and this service should be free for students. To that end, "Education Information Network" could be used.

- In the current era, in which the digital transformation is rather rapid, the promotion of audiobooks should be conducted through public service announcements. In this way, students and families should be provided alternatives in terms of beneficial Internet use via technological devices.

- In Turkey, audiobooks should not be considered only as a practice conducted through amateur dubbing activities for visually handicapped individuals. On the contrary, they should be produced as a digital material conducted through professional dubbing activities that would offer reading opportunities for every individual at any time. In this sense, publishing houses should offer the digital audiobook version of more books in a professional manner.

- The impacts of audiobooks on linguistic and thinking skills could be studied and analyzed at every education level, from kindergarten to university.

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