



An Experimental Study Intended for Musical Listening Training

Zuluf Oztutgan 

Osmaniye Korkut Ata University, Faculty of Architecture, Design and Fine Arts, Department of Music, Osmaniye, Turkey.

Email: zulufarslanoglu@yahoo.com Tel: +905530738055



Abstract

This study aims to provide the correct behaviors towards listening to music and inform students about this topic attending primary and middle schools. For this purpose, 15 schools in the Giresun school district were determined through a random selection method and the students who were studying in these schools received training on listening to music. The educational curriculum is developed by expert opinions, which includes the following subjects: the difference between hearing and listening, the definition of music, concert and recital, the importance of going to a concert, the ways to be informed about concerts, rules to follow in a concert, and basic information regarding concert halls. The trainings were completed within 2 class hours in each school and supported by audiovisual materials within the school facilities. This study used a single group pretest-posttest experimental design, and a 15-question test was implemented to measure the achievement of students. The students answered this test before and after participating in the training process, and the results were analyzed using quantitative analysis methods. The dependent sample t-test was used for the significance of the difference between the pre and posttest scores. The results indicated that there was a significant difference in all schools between the pretest and posttest scores in favor of posttest. Based on this finding, it can be concluded that the listening education that was given to students was effective and had attained its intended purpose.

Keywords: Music, Education, Music education, Audience training, Basic music education, Measurement and evaluation.

Citation | Zuluf Oztutgan (2020). An Experimental Study Intended for Musical Listening Training. Asian Journal of Education and Training, 6(3): 546-555.

History:


Received: 18 June 2020

Revised: 21 July 2020

Accepted: 23 August 2020

Published: 3 September 2020

Licensed: This work is licensed under a [Creative Commons](https://creativecommons.org/licenses/by/4.0/)

Attribution 3.0 License 

Publisher: Asian Online Journal Publishing Group

Funding: This study received no specific financial support.

Competing Interests: The author declares that there are no conflicts of interests regarding the publication of this paper.

Transparency: The author confirms that the manuscript is an honest, accurate, and transparent account of the study was reported; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained.

Ethical: This study follows all ethical practices during writing.

Contents

1. Introduction	547
2. Method	548
3. Findings	548
4. Discussion and Conclusion.....	555
References.....	555

Contribution of this paper to the literature

This study aims to provide the correct behaviors towards listening to music and inform students about this topic attending primary and middle schools.

1. Introduction

Music is one of life's indispensable elements, whereby people first encounter music at a very young age, sometimes even in their mother's womb. It is possible to say that the music that enters human life at such an early period and persists its life-long existence has a significant impact on an individual's development and education. (Dinçer, 1992) stated that music has a significant influence on the development of the music rhythm sensation, sound and ear training, developing music taste, attention development, gaining knowledge, concept development, language development, learning good habits, acquiring national emotions, and revealing interests and skills. When thinking of these effects of music on human development; the importance and necessity of music education can therefore be better understood.

Music education is a process in which a person acquires specific musical behaviors through their own experiences, changes in their musical behavior for their own purposes, or makes specific changes in their musical behavior through their own experiences or changing musical behavior of the individual through their own experiences (Uçan, 2005). According to this definition, it is possible to say that every effort to change and develop musical behaviors in the human life is part of music education. However, in educational programs that revolve around improving music education, this situation is classified under certain main headings. According to Uçan (2005) these titles include musical education (ear training), sound education, instrument training, musical motion and rhythm education, music knowledge education, creativity education, appreciation education, musical personality education, musical sensitivity education, musical communication and interaction education, and the usage of music and beneficence.

Music education is often associated with instrument training and voice training, although it can be categorized under many settings. Even in the simplest forms of music, there are three important factors. These are the performer, the instrument, and the Audience. If one of these factors is missing, it will not be wrong to say that the musical concert will not be able to reach its intended goal. Therefore, it is possible to assert that musical education is instrument education, voice education as well as audience education.

There are numerous institutions and organizations in our country where performance training, which is one of the dimensions of stage performance, is provided. These include Fine Arts courses in High Schools that provide vocational music education, Conservatories, Music Education Departments of Education Faculties, and similar institutions, private homes, and private music courses that provide instrumental training for private individuals. In the same way, the training for the instrument, which is another basic factor of music listening, is given in the instrument developing departments. Educations for audience are given under general music education and limited scope, which are offered to students from their early ages at schools.

Sun and Seyrek (1993) maintained that music listening subject is one of the most important topics of music education, which is defined as "the act of listening of a music piece" and that has three types; "unintentional listening", "listening by motion", and "solely listening". Therefore, it is necessary to make special studies on this subject to contribute to the establishment of the audience through theoretical and practical applications and to create an educated audience from a young age.

1.1. Research Question

This research investigated the effectiveness of musical listening education given to primary and middle school students.

1.2. Secondary Questions

1. Is there a significant difference between the pre-test and post-test scores based on the responses provided by students?
2. How is the distribution of the students' answers to pre-test items in different schools?
3. How is the distribution of student answers to post-test items in different schools?

1.3. Goal

This study was supported by the Giresun Education Health and Scientific Research Foundation, and it was aimed to contribute to the formation of a more conscious audience in this country by developing the behaviors and improving the knowledge of primary and middle school students.

1.4. Limitations

This study was limited to;

1. 1039 primary and middle school students in 15 schools in the Giresun school district.
2. 2 class hours.
3. Test prepared by the researchers.
4. Support of Giresun Education Health and Scientific Research Foundation (GESBAV).
5. Subjects determined by researchers.

1.5. Assumptions

The study assumed that;

1. The test is appropriate to its goals.
2. The subjects determined by the researchers are appropriate for the students' level and for the purpose of the research.

1.6. Significance

It is thought that this study will contribute to the development of quality-conscious audiences and increases the students' interests to music in Turkey, particularly in the district of Giresun. It is also possible to say that such activities are carried out in schools rather than in a limited capacity of multipurpose halls, which is important and a first for the Giresun province.

2. Method

This research was carried out within the scope of the project "Turn Classes into Stages, fill Schools with Music" supported by the Giresun Educational Health and Scientific Research Foundation. In the study, 15 schools in the Giresun school district were identified and students of these schools were given music listening education within a curriculum. In order to measure student success, pre and post-tests were implemented for the subjects in the curriculum and the data obtained from these tests were analyzed through quantitative analysis methods.

2.1. Curriculum Development

In the curriculum development process, opinions from seven experts, including music educators and child development specialists, were gathered. The content, duration, and training materials of the education in the light of the opinions received were determined. Accordingly, it has been decided that education should be provided within two class hours and supported by audiovisual materials within the limits of school facilities. The content of education included following subjects; the definition of music, differences between hearing and listening, the definition of concert, the definition of recital, the importance of going to a concert, the ways to be informed about concerts, the rules to follow during a concert, the institutions that provide music education, and the definition of a lobby and stage.

2.2. Determining the Schools

The schools were determined by the random sampling method among the primary and middle schools in the Giresun school district.

2.3. Determining the Dates of Activities

When determining the dates, a number of matters were taken into consideration such as the views of the administrators of chosen schools, the geographical conditions of school regions, the examination periods, the official holidays, and the academic studies of the researchers.

2.4. Permissions

Since the study was conducted by faculty members and carried out in primary and middle schools, official permissions had been obtained from the relevant institutions and organizations.

2.5. Test Development

During the test preparation process, 7 experts were consulted in order to ensure the validity of the item pool. The test items were determined by taking into consideration the taking students' readiness level.

2.6. Data Collection and Analyses

In this study, the data were collected by a 2-choice test with 15 items prepared by the researchers. The collected data was interpreted using quantitative analysis methods. A dependent sample t-test was used to determine the significance of the difference between pre and post-test scores of the students. The percentage and frequency values were used in interpreting the responses provided by students.

3. Findings

3.1. Findings and Interpretations on the Significance of the Difference between Pre and Post-Test Scores

The effect of the audience training on students is the primary aim of this research. Therefore, it could be asserted that the success of the training is dependent on the number of correct answers. In this section, students' pre-test / post-test scores were compared, and student responses to the test items were interpreted based on the percentage and frequency values.

Table-1. Significance of the difference between pre-test and post-test scores.

School Number	Pre-test Mean	Post-test Mean	Sig.
1	56,8133	91,1913	,000
2	56,5533	91,1733	,000
3	56,9667	93,7000	,000
4	56,9667	91,5800	,000
5	56,5867	93,2000	,000
6	58,2333	91,8400	,000
7	56,4333	90,1067	,000
8	57,2867	95,1600	,000
9	56,8400	94,4867	,000
10	57,2667	90,4233	,000
11	57,3733	91,7667	,000
12	58,0600	92,5333	,000
13	58,1133	93,2200	,000
14	56,5467	91,4467	,000
15	56,5933	92,0667	,000

Table 1 presents the dependent sample t-test data on the significance of the difference between pre-test / post-test scores of 15 schools. According to the table, there is a meaningful difference in favor of posttest scores in all of the schools. It is possible to conclude that the audience training contributes to the attitudes and knowledge of the students towards music. It can be said that the audience training served its' intended purpose.

3.2. Students Responses to Test Items

The responses given to the pre and post-test items are the indication of students' readiness level and better-perceived subjects. In this section, student responses to pre-test and post-test items were presented as tables to represent percentage and frequency values. This section also includes an analysis and discussion of those tables.

Table-2. Students' responses to 1 item of the test.

School	Pre-test				Post-test				Difference	n
	Yes		No		Yes		No			
	f	%	f	%	f	%	f	%	%	
1	39	44,3	49	55,7	77	87,5	11	12,5	43,2	88
2	15	48,4	16	51,6	27	87,1	4	12,9	38,7	31
3	38	42,2	52	57,8	86	95,6	4	4,4	53,4	90
4	32	44,4	40	56,6	66	91,7	6	8,3	47,3	72
5	18	40,0	27	60,0	39	86,7	6	13,3	46,7	45
6	23	46,9	26	53,1	42	85,7	7	14,3	38,8	49
7	23	41,1	33	58,9	54	96,4	2	3,6	55,3	56
8	37	45,7	44	54,3	80	98,8	1	1,2	53,1	81
9	36	47,4	40	52,6	70	92,1	6	7,9	44,7	76
10	44	46,3	51	53,7	83	87,4	12	12,6	41,1	95
11	28	45,9	33	54,1	54	88,5	7	11,5	42,6	61
12	37	46,3	43	53,8	75	93,8	5	6,3	47,5	80
13	33	46,5	38	53,5	65	91,5	6	8,5	45,0	71
14	26	43,3	34	56,7	54	90,0	6	10,0	46,7	60
15	38	45,2	46	54,8	78	92,9	6	7,1	47,7	84

Table 2, presents data on students' answers to the following proposition; "hearing is perceiving sound waves by ears and sending them to the brain without any effort". According to Flexer (1999) anyone with healthy senses can hear voices without any effort. Therefore, the correct answer to the above proposal should be yes.

When the pre-test data was evaluated, it can be seen that the 40% - 48.4% of the students correctly answered the above proposition. When the students' posttest scores were evaluated, it is seen that there is a 38.7% - 55.3% increase in the number of students that correctly answered the proposal.

Table-3. Students' responses to 2 item of the test

School	Pre-test				Post-test				Difference	n
	Yes		No		Yes		No			
	f	%	f	%	f	%	f	%	%	
1	32	36,6	56	63,6	85	96,6	3	3,4	60	88
2	12	38,7	19	61,3	28	90,3	3	9,7	52,5	31
3	32	35,6	58	64,4	84	93,3	6	6,7	57,7	90
4	24	33,3	48	66,7	60	83,3	12	16,7	50	72
5	17	37,8	28	62,2	42	93,3	3	6,7	55,5	45
6	21	42,9	28	57,1	40	81,6	9	18,4	38,7	49
7	21	37,5	35	62,5	56	100	-	-	62,5	56
8	31	38,3	50	61,7	81	100	-	-	61,7	81
9	26	34,2	50	65,8	69	90,8	7	9,2	56,6	76
10	30	31,6	65	68,4	92	96,8	3	3,2	65,2	95
11	28	45,9	33	54,1	56	91,8	5	8,2	45,9	61
12	31	38,8	49	61,3	76	95,0	4	5,0	56,2	80
13	29	40,8	42	59,2	63	88,7	8	11,3	47,9	71
14	22	36,7	38	63,3	55	91,7	5	8,3	55	60
15	32	38,1	52	61,9	77	91,7	7	8,3	53,6	84

Table 3 shows the data on students' answers to the following proposition; "Listening is the act of attentive hearing and analyzing voices in the brain". Ergin and Birol (2000) described listening as a process that requires attention and a process of giving meaning to sounds. Based on this definition, the correct answer to the above proposition should be yes.

When the pre-test data was evaluated, it is seen that the 31,6% - 45,9% of students correctly answered the above proposition. When the students' posttest scores were evaluated, it is seen that there is a 38,7% - 65,2% increase in the number of students that correctly answered the proposition.

Table-4. Students' responses to 3 item of the test.

School	Pre-test				Post-test				Difference	n
	Yes		No		Yes		No			
	f	%	f	%	f	%	f	%	%	
1	49	55,7	39	44,3	70	79,5	18	20,5	23,8	88
2	16	51,6	15	48,4	28	90,3	3	9,7	38,7	31
3	57	63,3	33	36,7	87	96,7	3	3,3	33,4	90
4	43	59,7	29	40,3	67	93,1	5	6,9	33,4	72
5	33	73,3	12	26,7	43	95,6	2	4,4	22,3	45
6	34	69,4	15	30,6	46	93,9	3	6,1	24,5	49
7	36	64,3	20	35,7	54	96,4	2	3,6	32,1	56
8	59	72,8	22	27,2	78	96,3	3	3,7	23,5	81
9	53	69,7	23	30,3	69	90,8	7	9,2	21,1	76
10	67	70,5	28	29,5	87	91,6	8	8,4	21,1	95
11	45	73,8	16	26,2	60	98,4	1	1,6	24,6	61
12	58	72,5	22	27,5	76	95,0	4	5,0	22,5	80
13	49	69,0	22	31,0	68	95,8	3	4,2	26,8	71
14	41	68,3	19	31,7	56	93,3	4	6,7	2,5	60
15	55	65,5	29	34,5	84	100	-	-	34,5	84

Table 4 contains data on the student answer to the following proposition; "Concert is music interpretation done in front of the audience". Sözer (2012) stated that the music interpretation made in front of the audience is called a concert. Therefore, the correct answer to the above proposal must be yes.

When the pre-test data was evaluated, it is seen that the 51,6% - 73,8% of students correctly answered the above proposition. When the students' posttest scores were evaluated, it is seen that there is a %21,1 - %38,7 increase in the number of students that correctly answered the proposal.

Table-5. Students' responses to 4 item of the test.

School	Pre-test				Post-test				Difference	n
	Yes		No		Yes		No			
	f	%	f	%	f	%	f	%	%	
1	83	94,3	5	5,7	11	12,5	77	87,5	81,8	88
2	28	90,3	3	9,7	4	12,9	27	87,1	77,4	31
3	86	95,6	4	4,4	9	10,0	81	90,0	85,6	90
4	67	93,1	5	6,9	7	9,7	65	90,3	83,4	72
5	36	80,0	9	20,0	6	13,3	39	86,7	66,7	45
6	48	98,0	1	2,0	2	4,1	47	95,9	93,9	49
7	47	83,9	9	16,1	6	10,7	50	89,3	73,2	56
8	80	98,8	1	1,2	5	6,2	76	93,8	92,6	81
9	71	93,4	5	6,6	8	10,5	68	89,5	82,9	76
10	90	94,7	5	5,3	15	15,8	80	84,2	78,9	95
11	55	90,2	6	9,8	9	14,8	52	85,2	75,4	61
12	77	96,3	3	3,8	6	7,5	74	92,5	88,7	80
13	68	95,8	3	4,2	4	5,6	67	94,4	90,2	71
14	52	86,7	8	13,3	5	8,3	55	91,7	74,8	60
15	77	91,7	7	8,3	9	10,7	75	89,3	81	84

Table-6. Students' responses to 5 item of the Test.

School	Pre-test				Post-test				Difference	n
	Yes		No		Yes		No			
	f	%	f	%	f	%	f	%	%	
1	58	65,9	30	34,1	81	92,0	7	8,0	26,1	88
2	19	61,3	12	38,7	26	83,9	5	16,1	22,6	31
3	51	56,7	39	43,3	85	94,4	5	5,6	37,7	90
4	48	66,7	24	33,3	65	90,3	7	9,7	23,6	72
5	28	62,2	17	37,8	43	95,6	2	4,4	33,4	45
6	32	65,3	17	34,7	45	91,8	4	8,2	26,5	49
7	34	60,7	22	39,3	54	96,4	2	3,6	35,7	56
8	52	64,2	29	35,8	78	96,3	3	3,7	32,1	81
9	47	61,8	29	38,2	69	90,8	7	9,2	29,0	76
10	59	62,1	36	37,9	83	87,4	12	12,6	25,3	95
11	40	65,6	21	34,4	55	90,2	6	9,8	24,6	61
12	50	62,5	30	37,5	67	83,8	13	16,3	21,2	80
13	47	66,2	24	33,8	68	95,8	3	4,2	29,6	71
14	38	63,3	22	36,7	59	98,3	1	1,7	35,0	60
15	54	64,3	30	35,7	76	90,5	8	9,5	26,2	84

Table 5 shows the data on student answers to following proposition; "Music performances made by a single artist are called concerts". Uluc (2002) stated that music performances made by a single artist are called recital. Therefore, the correct answer to the above proposal should be no.

When the pre-test data was evaluated, it is seen that the 1,2% - 20% of students correctly answered the above proposition. When the students' posttest scores were evaluated, it is seen that there is a 66,7% - 93,9% increase in the number of students that correctly answered the proposition.

Table 6 presents data on students' responses to the following proposition; "We can listen to, observe, and share the emotions in concert halls in live concerts." Oztutgan and Oztutgan (2016) stated that the people participating in concert events can listen to live performances, observe them and share emotions in concert halls. Hence, the correct answer to the above proposal should be yes.

When the pre-test data was evaluated, it is seen that the 56,7% - 66,7% of students correctly answered the above proposition. When the students' posttest scores were evaluated, it is seen that there is a %21,2 - %37,7 increase in the number of students that correctly answered the proposal.

Table-7. Students' responses to 6 item of the Test.

School	Pre-test				Post-test				Difference	n
	Yes		No		Yes		No			
	f	%	f	%	f	%	f	%	%	
1	64	72,7	24	27,3	80	90,9	8	9,1	18,2	88
2	22	71,0	9	29,0	31	100	-	-	29,0	31
3	61	67,8	29	32,2	83	92,2	7	7,8	24,4	90
4	53	73,6	19	26,4	67	93,1	5	6,9	19,5	72
5	32	71,1	13	28,9	42	93,3	3	6,7	22,2	45
6	33	67,3	16	32,7	47	95,9	2	4,1	28,6	49
7	40	71,4	16	28,6	47	83,9	9	16,1	12,5	56
8	54	66,7	27	33,3	80	98,8	1	1,2	32,1	81
9	50	65,8	26	34,2	74	97,4	2	2,6	31,6	76
10	59	63,2	35	36,8	77	81,1	18	18,9	17,9	95
11	41	67,2	20	32,8	59	96,7	2	3,3	29,5	61
12	55	68,8	25	31,3	75	93,8	5	6,3	25,0	80
13	49	69,0	22	31,0	66	93,0	5	7,0	24,0	71
14	39	65,0	21	35,0	52	86,7	8	13,3	21,7	60
15	59	70,2	25	29,8	81	96,4	3	3,6	26,2	84

Table 7 contains data on the students' responses to the following proposition; "Going to a concert supports art". It is well known that going to the concert supports art both financially and morally. Therefore, the correct answer to the above proposal should be yes.

When the pre-test data was evaluated, it is seen that the 63,2% - 73,6% of students correctly answered the above proposition. When the students' posttest scores were evaluated, it is seen that there is a 12,5% - 32,1% increase in the number of students that correctly answered the proposition.

Table-8. Students' responses to 7 item of the Test.

School	Pre-test				Post-test				Difference	n
	Yes		No		Yes		No			
	f	%	f	%	f	%	f	%	%	
1	41	46,6	47	53,4	6	6,8	82	93,2	39,8	88
2	15	48,4	16	51,6	2	6,5	29	93,5	41,9	31
3	43	47,8	47	52,2	11	12,2	79	87,8	35,6	90
4	35	48,6	37	51,4	5	6,9	67	93,1	41,7	72
5	21	46,7	24	53,3	2	4,4	43	95,6	42,3	45
6	24	49,0	25	51,0	4	8,2	45	91,8	40,8	49
7	26	46,4	30	53,6	-	-	56	100	46,4	56
8	41	50,6	40	49,4	6	7,4	75	92,6	43,2	81
9	36	47,4	40	52,6	3	3,9	73	96,1	43,5	76
10	46	48,4	49	51,6	5	5,3	90	94,7	43,1	95
11	29	47,5	32	52,5	1	1,6	60	98,4	45,9	61
12	43	53,8	37	46,3	4	5,0	76	95,0	48,7	80
13	34	47,9	37	52,1	5	7,0	66	93,0	40,9	71
14	29	48,3	31	51,7	13	21,7	47	78,3	26,6	60
15	41	48,8	43	51,2	11	13,1	73	86,9	35,7	84

In Table 8, the data on student responses to the following proposition; "We can sit anywhere we want in a concert hall" are presented. Since most concerts require tickets, we need to sit according to the seat numbers on the tickets. Therefore, the correct answer to the above proposal should be no.

When the pre-test data was evaluated, it is seen that the 46,3% - 53,6% of students correctly answered the above proposition. When the students' posttest scores were evaluated, it is seen that there is a 26,6% - 48,7% increase in the number of students that correctly answered the proposition.

Table-9. Students' responses to 8 item of the Test

School	Pre-test				Post-test				Difference	n
	Yes		No		Yes		No			
	f	%	f	%	f	%	f	%	%	
1	29	33,0	59	67,0	10	11,4	78	88,6	21,6	88
2	11	35,5	20	64,5	-	-	31	100	35,5	31
3	26	28,9	64	71,1	2	2,2	88	97,8	26,7	90
4	23	31,9	49	68,1	3	4,2	69	95,8	27,7	72
5	18	40,0	27	60,0	1	2,2	44	97,8	37,8	45
6	15	30,6	34	69,4	2	4,1	47	95,9	26,5	49
7	20	35,7	36	64,3	-	-	56	100	35,7	56
8	26	32,1	55	67,9	4	4,9	77	95,1	27,2	81
9	23	30,3	53	69,7	2	2,6	74	97,4	27,7	76
10	35	36,8	60	63,2	9	9,5	86	90,5	27,3	95
11	21	34,4	40	65,6	2	3,3	59	96,7	31,1	61
12	26	32,5	54	67,5	5	6,3	75	93,8	26,3	80
13	23	32,4	48	67,6	1	1,4	70	98,6	31,0	71
14	19	31,7	41	68,3	2	3,3	58	96,7	28,4	60
15	29	34,5	55	65,5	8	9,5	76	90,5	25,0	84

Table 9 shows data on student responses to the following proposition; "We would be welcomed if we go to a concert with slippers and shorts." According to Tunca (2009) it is advisable to dress appropriately for events at concerts. For this reason, the audience will not be welcomed if they were to wear slippers and shorts in a concert where the artists wear a tuxedo. Therefore, the correct answer to the above proposal should be no.

When the pre-test data was evaluated, it is seen that the 60% - 71,1% of students correctly answered the above proposition. When the students' posttest scores were evaluated, it is seen that there is a 21,6% - 37,8% increase in the number of students that correctly answered the proposition.

Table-10. Students' responses to 9 item of the Test

School	Pre-test				Post-test				Difference	n
	Yes		No		Yes		No			
	f	%	f	%	f	%	f	%	%	
1	40	45,5	48	54,5	2	2,3	86	97,7	43,2	88
2	14	45,2	17	54,8	3	9,7	28	90,3	35,5	31
3	43	47,8	47	52,2	4	4,4	86	95,6	43,4	90
4	33	45,8	39	54,2	5	6,9	67	93,1	38,9	72
5	22	48,9	23	51,1	2	4,4	43	95,6	44,5	45
6	23	46,9	26	53,1	1	2,0	48	98,0	44,9	49
7	27	48,2	29	51,8	2	3,6	54	96,4	44,6	56
8	36	44,4	45	55,6	4	4,9	77	95,1	39,5	81
9	36	47,4	40	52,6	1	1,3	75	98,7	46,1	76
10	43	45,3	52	54,7	5	5,3	90	94,7	40,0	95
11	28	45,9	33	54,1	11	18,0	50	82,0	27,9	61
12	36	45,0	44	55,0	3	3,8	77	96,3	41,3	80
13	32	45,1	39	54,9	6	8,5	65	91,5	36,6	71
14	28	46,7	32	53,3	1	1,7	59	98,3	45,0	60
15	39	46,4	45	53,6	7	8,3	77	91,7	38,1	84

Table-11. Students' responses to 10 item of the Test.

School	Pre-test				Post-test				Difference	n
	Yes		No		Yes		No			
	f	%	f	%	f	%	f	%	%	
1	67	76,1	21	23,9	87	98,9	1	1,1	22,8	88
2	24	77,4	7	22,6	31	100	-	-	22,6	31
3	65	72,2	25	27,8	84	93,3	6	6,7	21,1	90
4	55	76,4	17	23,6	70	97,2	2	2,8	20,8	72
5	35	77,8	10	22,2	42	93,3	3	6,7	15,5	45
6	37	75,5	12	24,5	49	100	-	-	24,5	49
7	45	80,4	11	19,6	54	96,4	2	3,6	16,0	56
8	62	76,5	19	23,5	79	97,5	2	2,5	21,0	81
9	58	76,3	18	23,7	76	100	-	-	23,7	76
10	76	80,0	19	20,0	86	90,5	9	9,5	10,5	95
11	47	77,0	14	23,0	60	98,4	1	1,6	21,4	61
12	59	73,8	21	26,3	73	91,3	7	8,8	17,5	80
13	55	77,5	16	22,5	67	94,4	4	5,6	16,9	71
14	42	70,0	18	30,0	54	90,0	6	10,0	20,0	60
15	61	72,6	23	27,4	79	94,0	5	6,0	21,4	84

Table 10 presents data on the students' responses to the following proposition; "We can enter the concert hall whenever we want even though we are late". Oztutgan and Oztutgan (2016) states that when we are late for a concert, we should ask the attendant for help, if the attendant is not available, we should enter the hall during the applause, in order to not disturb the concert. Therefore, the correct answer to the above proposal should be no.

When the pre-test data was evaluated, it is seen that the 51,1% - 55,6% of students correctly answered the above proposition. When the students' posttest scores were evaluated, it is seen that there is a 27,9% - 46,1% increase in the number of students that correctly answered the proposition.

Table 11 contains data on the students' responses to the following statement "We are informed via brochures, posters and internet from concerts". It is possible to be informed through brochures, posters and Internet from concerts in today's world. Therefore, the correct answer to the above statement should be yes.

When the pre-test data was evaluated, it is seen that 70% - 80,4% of the students correctly answered the above proposition. When the students' posttest scores were evaluated, it is seen that there is a 10,5% - 24,5% increase in the number of students that correctly answered the proposal.

Table-12. Students' responses to 11 item of the Test.

School	Pre-test				Post-test				Difference	n
	Yes		No		Yes		No		Yes	
	f	%	f	%	f	%	f	%	%	
1	63	76,1	25	28,4	83	94,3	5	5,7	18,2	88
2	23	74,2	8	25,8	29	93,5	2	6,5	19,3	31
3	66	73,3	24	26,7	89	98,9	1	1,1	25,6	90
4	51	70,8	21	29,2	71	98,6	1	1,4	27,8	72
5	34	75,6	11	24,4	43	95,6	2	4,4	20,0	45
6	36	73,5	13	26,5	44	89,8	5	10,2	16,3	49
7	39	69,6	17	30,4	55	98,2	1	1,8	28,6	56
8	57	70,4	24	29,6	80	98,8	1	1,2	28,4	81
9	55	72,4	21	27,6	72	94,7	4	5,3	22,3	76
10	68	71,6	27	28,4	91	95,8	4	4,2	24,2	95
11	44	72,1	17	27,9	60	98,4	1	1,6	26,3	61
12	60	75,0	20	25,0	76	95,0	4	5,0	20,0	80
13	52	73,2	19	26,8	68	95,8	3	4,2	22,6	71
14	43	71,7	17	28,3	59	98,3	1	1,7	26,6	60
15	60	71,4	24	28,6	84	100	-	-	28,6	84

Table 12 presents data on student responses to the following proposal; "We applaud artists when they finish their performance" According to Nacakçı and Canbay (2013) the applause that positively motivates the artists must be done at the end of a performance. Therefore, the correct answer to the above statement should be yes.

When the pre-test data was evaluated, it is seen that the 60% - 80,4% of the students correctly answered the above proposition. When the students' posttest scores were evaluated, it is seen that there is a 16,3% - 28,6% increase in the number of students that correctly answered the proposal.

Table-13. Students' responses to 12 item of the Test.

School	Pre-test				Post-test				Difference	n
	Yes		No		Yes		No			
	f	%	f	%	f	%	f	%	%	
1	40	45,5	48	54,5	80	90,9	8	9,1	45,4	88
2	13	41,9	18	58,1	26	83,9	5	16,1	42,0	31
3	43	47,8	47	52,2	82	91,1	8	8,9	43,3	90
4	30	41,7	42	58,3	58	80,6	14	19,4	38,9	72
5	22	48,9	23	51,1	42	93,3	3	6,7	44,4	45
6	24	49,0	25	51,0	41	83,7	8	16,3	34,7	49
7	27	48,2	29	51,8	48	85,7	8	14,3	37,5	56
8	37	45,7	44	54,3	74	91,4	7	8,6	45,7	81
9	36	47,4	40	52,6	75	98,7	1	1,3	51,3	76
10	46	48,4	49	51,6	79	83,2	16	16,8	34,8	95
11	29	47,5	32	52,5	54	88,5	7	11,5	41,0	61
12	39	48,8	41	51,2	69	86,3	11	13,8	37,5	80
13	30	42,3	41	57,7	65	91,5	6	8,5	49,2	71
14	26	43,3	34	56,7	53	88,3	7	11,7	45,0	60
15	36	42,9	48	57,1	79	94,0	5	6,0	51,1	84

Table 13 contains data on student responses to the following proposal; "We can take photos without flash in a concert". Oztutgan and Oztutgan (2016) stated that the audience need to turn off the lights of their devices when taking photos or recording videos during a concert. Hence, the correct answer to the above statement should be yes.

When the pre-test data was evaluated, it is seen that the 41,7% - 49% of the students correctly answered the above proposition. When the students' posttest scores were evaluated, it is seen that there is a 34,7% - 51,3% increase in the number of students that correctly answered the proposal.

Table-14. Students' responses to 13 item of the Test.

School	Pre-test				Post-test				Difference	n
	Yes		No		Yes		No			
	f	%	f	%	f	%	f	%	%	
1	25	28,4	63	71,6	8	9,1	80	90,9	19,3	88
2	10	32,3	21	67,7	1	3,2	30	96,8	29,1	31
3	28	31,1	62	68,9	5	5,6	85	94,4	25,5	90
4	22	30,6	50	69,4	2	2,8	70	97,2	27,8	72
5	17	37,8	28	62,2	2	4,4	43	95,6	33,4	45
6	15	30,6	34	69,4	1	2,0	48	98,0	28,6	49
7	16	28,6	40	71,4	2	3,6	54	96,4	25,0	56
8	26	32,1	55	67,9	10	12,3	71	87,7	19,8	81
9	21	27,6	55	72,4	1	1,3	75	98,7	26,3	76
10	26	27,4	69	72,6	7	7,4	88	92,6	20,0	95
11	21	34,4	40	65,6	9	14,8	52	85,2	19,6	61
12	22	27,5	58	72,5	6	7,5	74	92,5	20,0	80
13	22	31,0	49	69,0	8	11,3	63	88,7	19,7	71
14	19	31,7	41	68,3	5	8,3	55	91,7	23,4	60
15	28	33,3	56	66,7	2	2,4	82	97,6	30,9	84

Table 14 contains data on student responses to the following proposal; "We would be welcomed to chat with our friends during a concert". According to Nacakçı and Canbay (2013) music is always listened to quietly if there is no specific purpose. Therefore, the correct answer to the above statement should be no.

When the pre-test data was evaluated, it is seen that the 62,2% - 72,6% of the students correctly answered the above proposition. When the students' posttest scores were evaluated, it is seen that there is a 19,3% - 33,4% increase in the number of students that correctly answered the statement.

Table-15. Students' responses to 14 item of the Test.

School	Pre-test				Post-test				Difference	n
	Yes		No		Yes		No			
	f	%	f	%	f	%	f	%	%	
1	61	69,3	27	30,7	83	94,3	5	5,7	25,0	88
2	20	64,5	11	35,5	28	90,3	3	9,7	24,8	31
3	59	65,6	31	34,4	87	96,7	3	3,3	31,1	90
4	51	70,8	21	29,2	69	95,8	3	4,2	25,0	72
5	32	71,1	13	28,9	42	93,3	3	6,7	22,2	45
6	36	73,5	13	26,5	48	98,0	1	2,0	24,5	49
7	38	67,9	18	32,1	56	100	-	-	32,1	56
8	59	72,8	22	27,2	79	97,5	2	2,5	24,7	81
9	52	68,4	24	31,6	71	93,4	5	6,6	25,0	76
10	68	71,6	27	28,4	89	93,7	6	6,3	22,1	95
11	44	72,1	17	27,9	55	90,2	6	9,8	18,1	61
12	55	68,8	25	31,3	77	96,3	3	3,8	27,5	80
13	50	70,4	21	29,6	70	98,6	1	1,4	28,2	71
14	42	70,0	18	30,0	52	86,7	8	13,3	16,7	60
15	57	67,9	27	32,1	77	91,7	7	8,3	23,8	84

Table-16. Students' responses to 15 item of the Test

School	Pre-test				Post-test				Difference	n
	Yes		No		Yes		No			
	f	%	f	%	f	%	f	%	%	
1	52	59,1	36	40,9	11	12,5	77	87,5	46,6	88
2	16	51,6	15	48,4	6	19,4	25	80,6	32,2	31
3	49	54,4	41	45,6	11	12,2	79	87,8	42,2	90
4	43	59,7	29	40,3	8	11,1	64	88,9	48,6	72
5	25	55,6	20	44,4	2	4,4	43	95,6	51,2	45
6	31	63,3	18	36,7	11	22,4	38	77,6	40,9	49
7	35	62,5	21	37,5	14	25,0	42	75,0	37,5	56
8	55	67,9	26	32,1	10	12,3	71	87,7	55,6	81
9	46	60,5	30	39,5	9	11,8	67	88,2	48,7	76
10	56	58,9	39	41,1	7	7,4	88	92,6	51,5	95
11	26	42,6	35	57,4	1	1,6	60	98,4	41,0	61
12	52	65,0	28	35,0	5	6,3	75	93,8	58,8	80
13	42	59,2	29	40,8	2	2,8	69	97,2	56,4	71
14	37	61,7	23	38,3	5	8,3	55	91,7	53,4	60
15	49	58,3	35	41,7	10	11,9	74	88,1	46,4	84

Table 15 contains data on the students' response to the following proposal; "take the phones in silent or closed position before entering the concert hall". According to Nacakçı and Canbay (2013) mobile phones and alarm clocks must be turned off in the concert hall. Therefore, the correct answer to the above statement should be yes.

When the pre-test data was evaluated, it is seen that the 64,5% - 73,5% of students correctly answered the above proposition. When the students' posttest scores were evaluated, it is seen that there is a 16,7% - 32,1% increase in the number of students that correctly answered the statement.

Table 16 shows the student responses to the following proposal; "In the concert halls, the section that is above the ground level that artists perform their arts in is called the backstage ". According to the Turkish Language Institution (TDK, 2018) the backstage is defined as a section that is usually behind and besides of the stage, and a stage is defined as a section that is constructed above the ground level for the audience to easily watch the shows. Therefore, the correct answer to the above statement should be no.

When the pre-test data was evaluated, it is seen that the 32,1% - 57,4% of students correctly answered the above proposition. When the students' posttest scores were evaluated, it is seen that there is a 32,2% - 58,8% increase in the number of students that correctly answered the statement.

4. Discussion and Conclusion

In the context of this research, when evaluating the students before presenting the audience training sessions, it could be asserted that the students had some information about test items number 3, 5, 6, 7, 8, 9, 10,11, 13, and 14. This situation is seen as a result of music courses offered in schools and basic manners provided by education at home and at school. As a result of this study, it is possible to say that the number of students responding to the test items has considerably increased in spite of the fact that the students had basic knowledge in some subjects. Since the increase was detected in all the schools and for every test item, it is not just a random improvement. Therefore, it is possible to say that the education provided to students has positively influenced the students and that the students gained a sufficient understanding of the subjects.

We can conclude that since having a conscious audience for musical activities is expected to contribute to art and artists, such educational activities should become more widespread and offered more often to students. It is believed that the curriculum for audience education developed within the scope of this research will be useful for students who live in urban areas, and especially in schools where music teachers do not exist.

References

- Dinçer, I. (1992). *A musical handbook for those interested in child development*. Istanbul: Ya-Pa Publications.
- Ergin, A., & Birol, C. (2000). *Communication in education*. Ankara: Anı Publishing.
- Flexer, C. (1999). *Facilitating hearing and listening in young children*. San Diego: Singular Publishing Group, Inc.
- Nacakçı, Z., & Canbay, A. (2013). Music culture. Orchestra and chamber music (pp. 125-169). Ankara: Pegem Akademi Publishing.
- Oztutgan, Z., & Oztutgan, K. (2016). Classical music listening guide for beginners. *Journal of Mediterranean Opera and Ballet Club Association (AKOB)*, 36(1), 40-43.
- Sözer, V. (2012). *Dictionary of music terms*. Istanbul: Remzi Publishing House.
- Sun, M., & Seyrek, H. (1993). *Music education in preschool*. Izmir: Mey Music Publications.
- TDK. (2018). Current Turkish dictionary.
- Tunca, O. (2009). *60 minutes music at home, in the car, anywhere*. Istanbul: Dimension Publications.
- Uçan, A. (2005). *Music education-basic concepts and principles-approaches situation in Turkey*. Ankara: Universal Music House.
- Uluc, O. M. (2002). *Dictionary of music*. Ankara: Yurtrenkleri Publishing House.