



Measuring Listening Comprehension Skills of 5th Grade School Students with the Help of Web Based System¹

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The main purpose of this study is to measure listening comprehension skills of 5th grade school students with the help of web based system. This study was conducted on 5th grade students studying at the primary schools of Eskisehir. The scale used in the process of the study is “Web Based Listening Scale”. In the process of the study, the level of differentiation listening skill and educational level of mother and father, family income level, Turkish Course grading note and the most popular and listened music genre were investigated. According to the obtained results significant difference was found with listening skills and educational level of mother and father, family income level and the most popular and listened music genre. Also it was found that there is a powerful relationship between listening skills and Turkish Course grading note. In the process of the research, it was observed that the students used the web based system are more attentive and motivated. Nevertheless, personalized measuring environment was provided by the web based system. Finally, it can be said that the web based systems can be used positively for language learning, teaching, and instruction, improving, measuring and assessing process.

Keywords: web based listening, listening comprehension, Turkish instruction, listening, instruction

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INTRODUCTION

Listening is the first language skill that an individual acquires in his/her life and the one that he/she uses most for the rest of the life (Özbay, 2010a; Coşkun, 2007; Lundsteen, 1979). Listening starts at the pre-school period with the efforts of the individual on understanding what's happening around, the formation of the universe containing the knowledge, feeling, thought of this era and the development of the basic mental structures (Arıcı, 2008; Sever, 2004) and shows itself in almost all circumstances where learning may occur. In this regard, the time spent for improving listening skills will not be a waste of time (Petress, 1999). Considering the fact that students should listen the explanations of the teacher in order to understand the lectured topic, it is possible to say that there is a close relationship between academic success and listening skill (Özbay, 2010b). Accordingly, listening should not be seen only as a contribution to the learning process, on the contrary it should be considered as an integral part of it. The development of listening skill is also important because it has a key role on language education and development, as well as it forms a basis for other language abilities. Thus, individuals should be trained about listening skill and correct listening comprehension in schools, institutes, courses, etc. at the first stage of primary education, starting from their childhood (Richards, 2005; Grognet & Van Duzer, 2002; Yalçın, 2002; Giri, 1998; Underwood, 1989).

Measurement and Assessment of Listening Skill

Measurement and assessment applications are an essential part of the learning-teaching processes. These kinds of applications are performed in order to determine the success and improvements of students, as well as to understand the effectiveness of teaching methods (Güneş, 2007). In this way, the capabilities of the students will be determined according to cognitive, affective and motional skills as set in educational programs and it will provide a guideline for developing appropriate learning-teaching applications (Keskinkılıç and Keskinkılıç, 2005). Briefly, it will be difficult to decide the benefit of educational activities without performing any measurement and assessment operation at the end of teaching process (Özçelik, 2011). So, listening skill can also be measured and evaluated, as other areas. Listening, in addition of being an educationally neglected and problematic area, it was neglected in terms of measurement and assessment applications and transformed into a problem area. In this respect Gücüyeter (2009) explains current status as; "Listening skill is neglected during measurement and assessment activities of language courses. Consequently, neither the level of listening skill nor its improvement cannot be determined exactly. In order to overcome this problem, measurement and assessment of listening skills should take place among other measurement and assessment activities". But, the measurement and assessment of listening comprehension skill seems to be more difficult than other language skills. This is due to the abstract nature of listening. During this process, the student may appear to be listening but in fact may not listen (Özbay, 2010a). In addition, the majority of the teachers believe that measurement and assessment of listening skills is not possible. On the other hand, those who think positively know very little about how to do it (Doğan, 2011). Thus, different techniques should be applied during measurement and assessment processes and the teachers who doesn't have sufficient knowledge should be improved about the process

Web Based Systems in Learning, Improving, Measurement and Assessment Processes of Language

Rapidly improving technology has provided some positive improvements in industry, trade, agriculture and other service sectors and these positive developments can be applied to the education area as well (Alkan, 1984). Moreover, the supporters of the idea that technology is a powerful mechanism that may evolve education are increasing (Chalhoub-Deville, 2001). Within this aspect, it can be said that technology is a benefaction for the schools, with its positive and negative characteristics (Kaganoff, 1998). In this process, computers and internet, which are the innovations accompanying technology, take place in all aspects of our lives; it also brings many novelties, changes and facilities in the learning, teaching, measuring and evaluation of language. Computer based tests have been started to be used in psychology and mathematics disciplines in recent years (Sawaki, 2001), similarly they don't have a long history in learning, teaching, measuring and evaluation of language. A review of foreign studies reveals that the utilization of computer or web based tests for the assessment of language skills, has been increased and disseminated. At this point, it may be useful to clarify the difference between computer based and web based test environments. Although both test environments are computer based, web based test environment may address to a wide spread field via internet (Roever, 2001). In this process, computer and internet provide various facilities, such as easy access to the developed environment, more effective and interactive design of the content material, etc. as well as allowing test designers to lead the innovation in their field and develop their own products. Standardization of management conditions, allowing the practitioner to offer same conditions to all participants whatever the number is, are the benefits of computer and web based environments (Al-Amri, 2008; Alderson, 2000; Brown, 1997). Considering the given descriptions, the appropriateness of Johnson and Green (2004) ideas "when the claimed potential of computer technology is achieved, it will reach and pass the validity and reliability of paper & pen assessment and replace it" can be seen.

The review of the Turkish literature about listening, studies where web based environments has been used, are lacking. From this perspective, this study will make an important contribution in terms of the usability of web based environment in language education. More specifically, this study, featuring the measurement of primary school students' listening skills using a web based system, is expected to be a model for the teachers who are the practitioner of the applications for improving, measuring and evaluating listening skills, as well as for the researcher who will conduct various studies in this field.

Purpose of the Study

The main purpose of this study is to evaluate primary school 5th grade students' listening skills using a web based system.

Objectives and Sub-Objectives

Main question of this study is “What are the listening skill levels of primary school 5th grade students?” Within the frame of this main question, the answers of the following problems are also investigated:

Is there a differentiation among listening skill levels of primary school 5th grade students according to;

- a. the education level of the mother?
- b. the education level of the father?
- c. the income level of the family?
- d. their favorite and mostly listened music type?

Is there a correlation between listening skill levels and Turkish lesson report card scores of primary school 5th grade students?

METHOD

This part covers the model, universe and sample of the study, data gathering process, data collecting tools, statistical techniques used in data analysis and related processes.

Model, Universe and Sample of the Study

The study aims to determine listening comprehension levels of primary school 5th grade students. Since this is the identification of the current status, a scanning model has been used. Universe of the study is all primary school 5th grade students attending government school within the city of Eskisehir (8255 students) during 2011-2012 academic years. Sample of the study consists of 605 students who are studying at the 5th grade of the selected primary schools, during 2011-2012 academic years, within the city of Eskisehir. The schools of the sample were selected according to the results of the Placement Test, conducted at the end of the previous academic year. In this respect, the difference between the highest and the lowest scores of the schools is divided into three and the schools were classified into three achievement groups using constant intervals, namely “low, medium and high”. But during the academic year, where the study would be conducted, computer courses have been annulled and computer laboratories of some schools have been closed. Due to these, schools with computer labs have been identified for each achievement group and sufficient number of students was selected.

Data Collection Tools

Listening Comprehension Test is developed to determine the level of 5th grade students’ listening comprehension skill. Contextual validity of the test is obtained via 5th grade listening achievements from primary school Language Course Curriculum. Since 9 of the program’s achievements out of 36 can only be measured with long term observations, measurement was performed for the remaining 27 achievements. Texts and sentences used in the test were selected considering the characteristics of the relevant age period; in a way that texts and sentences are short, clear and understandable, different text types has been used as much as possible. Experts were consulted for the structural validity of the test and following the corrections pilot tests have been conducted. The inconveniences have been solved accordingly and 41

statements have formed the final version of the test. Cronbach Alfa of the test has been calculated as 0.77. Moreover, the differentiations of the attributes were found to be high.

Data Gathering and Data Analysis

Prior to the research aiming to determine the listening comprehension level of the students, required permissions have been taken from authorities in order to apply the scales and achievement test. The application has been conducted under the supervision of the researcher. Students were taken to the computer lab during course hour and each student was sit in front of a computer. During the process, earphones have been distributed in order isolate the application from external factors. An online measuring system, using a web address, has been developed for data gathering. This system has been prepared page by page and a unique PIN Code was given to each student. Students, after entering the PIN Code to the relevant place (Appendix 1), were directed to the page containing “Personal informations” (Appendix 2). Students were forced to fill required fields, if not they were warned by the system (Appendix 3). In each page following these pages, there was a voice text/ sentence and related questions (Appendix 4, 5, 6). When these pages are opened, texts were played automatically; in order to prevent pause, rewind, forward functions, “pause, and rewind, forward” buttons have been removed. Thus, texts can only be listened once.

During data analysis the following tests have been performed in order to check the differentiation of listening skill according to various variables: t-test for the favorite and mostly listened music type; one-way variance analysis (ANOVA) and Tukey HSD test for parents’ education level and household income level; Pearson product moment correlation analysis for Turkish course report card scores.

FINDINGS

Data gathered via the tools explained in methodology part are processed and analyzed. Findings are presented according to the sub-problems of the research.

Education level of the mother – Listening comprehension

Table 1 displays the results of one-way variance analysis (ANOVA) performed to see if listening comprehension of 5th grade students differentiates according to the education level of the mother variable. The difference between the arithmetic means of 5th grade students’ listening comprehension scores according to the education level of the mother is found to be statistically significant. ($F_{(5-604)}=11.176, p<.01$). Afterwards, complementary post-hoc analysis techniques have been applied in order to find out the groups causing this significant difference, identified using ANOVA. To select the post-hoc comparison technique to be used, the homogeneity of the variances hypothesis has been checked using Levene’s test and the variances were found to be non-homogenous ($L_F=3,428;.005$). Thus, Tukey HSD multiple comparison technique, which is commonly

Table 1: Listening Comprehension-Education Level of the Mother (One Way ANOVA)

<i>n, \bar{X} ve sd Values</i>					<i>ANOVA Results</i>					
Point	Group	<i>n</i>	\bar{X}	<i>sd</i>	Coefficient of Variation	Sum of Squares	df	Mean of Squares	F	p
Listening Comprehension	Illiterate	11	26.73	5.06	Between Groups	1397.053	5	279.411	10.517	.000
	Primary School	102	26.24	5.16	Within Group	15913.618	599	26.567		
	Elementary School	83	26.35	6.34	Total	17310.671	604			
	High School	213	29.07	5.03						
	Bachelor	165	29.72	4.70						
	Postgraduate	31	30.65	4.74						
	Total	605	28.43	5.35						

used in case of non-homogenous variances, was preferred. The result of the conducted Tukey HSD multiple comparison analysis is shown. It has been found that there is a significant difference between students whose fathers are primary school graduated and the ones whose father are high school, university or more graduated. Average listening comprehension scores of the students whose fathers are primary school graduated are lower than the ones whose father's education levels are high school, university or more. There is no significant difference among other dimensions ($p > .05$). Accordingly, it can be said that education level of father affects listening comprehension skill.

Education level of the father – Listening comprehension

Table 2 displays the results of one-way variance analysis (ANOVA) performed to see if listening comprehension of 5th grade students differentiates according to the education level of the father variable. The difference between the arithmetic means of 5th grade students' listening comprehension scores according to the education level of the father is found to be statistically significant ($F_{(5-604)} = 10.517, p < .01$).

Table 2: Listening Comprehension-Education Level of the Father (One Way ANOVA)

<i>n, \bar{X} ve sd Values</i>					<i>ANOVA Results</i>					
Point	Group	<i>n</i>	\bar{X}	<i>sd</i>	Coefficient of Variation	Sum of Squares	df	Mean of Squares	F	p
Listening Comprehension	Illiterate	11	26.73	5.06	Between Groups	1397.053	5	279.411		
	Primary School	102	26.24	5.16	Within Group	15913.618	599	26.567		
	Elementary School	83	26.35	6.34	Total	17310.671	604		10.517	.000
	High School	213	29.07	5.03						
	Bachelor	165	29.72	4.70						
	Postgraduate	31	30.65	4.74						
	Total	605	28.43	5.35						

Afterwards, complementary post-hoc analysis techniques have been applied in order to find out the groups causing this significant difference, identified using ANOVA. To select the post-hoc comparison technique to be used, the homogeneity of the variances hypothesis has been checked using Levene's test and the variances were found to be non-homogenous ($L_F=3,428; .005$). Thus, Tukey HSD multiple comparison technique, which is commonly used in case of non-homogenous variances, was preferred. The result of the conducted Tukey HSD multiple comparison analysis is shown. It has been found that there is a significant difference between students whose fathers are primary school graduated and the ones whose father are high school, university or more graduated. Average listening comprehension scores of the students whose fathers are primary school graduated are lower than the ones whose father's education levels are high school, university or more. There is no significant difference among other dimensions ($p>.05$). Accordingly, it can be said that education level of father affects listening comprehension skill.

Household income – Listening comprehension

Table 3 displays the results of one-way variance analysis (ANOVA) performed to see if listening comprehension of 5th grade students differentiates according to the household income, or not. As can be seen on the table, the difference between the arithmetic means of 5th grade students' listening comprehension scores according to the household income is found to be statistically significant ($F_{(4,604)}=17.844, p<.01$).

Table 3: Listening Comprehension-Household Income (One Way ANOVA)

<i>n, \bar{X} ve sd Values</i>					<i>ANOVA Results</i>					
Point	Group	<i>n</i>	\bar{X}	<i>sd</i>	Coefficient of Variation	Sum of Squares	df	Mean of Squares	F	p
Listening Comprehension	0-649 TL	58	24.90	5.67	Between Groups	1840.336	4	460.084	17.844	.000
	650-1299 TL	190	27.02	5.65	Within Group	15470.335	600	25.784		
	1300-1899 TL	141	29.11	4.43	Total	17310.671	604			
	1900-2499 TL	107	30.27	4.11						
	2500 TL and more	109	30.11	5.32						
	Total	605	28.43	5.35						

Afterwards, complementary post-hoc analysis techniques have been applied in order to find out the groups causing this significant difference identified using ANOVA. To select the post-hoc comparison technique to be used, the homogeneity of the variances hypothesis has been checked using Levene's test and the variances were found to be non-homogenous ($L_F=3,164; 0,014$). Thus, Tukey HSD multiple comparison technique, which is commonly used in case of non-homogenous variances, was preferred. The result of the conducted Tukey HSD multiple comparison analysis is shown. It has been found that there is a significant difference between students whose household income is 0-649 TL with the ones with household income 650-1299 TL, 1300-1899 TL, 1900-2499 TL and 2500 TL and more. Average listening comprehension scores of the

students whose household income is 0-649 TL is lower than the students with household income of 650-1299 TL, 1300-1899 TL, 1900-2499 TL and 2500 TL and more. In addition, it has been found that there is a significant difference between average listening comprehension scores of the students whose household income is 650-1300 TL with the ones with household income of 1300-1899 TL, 1900-2499 TL and 2500 TL and more, in favor of the students with higher household income. There is no significant difference among other dimensions ($p > .05$). Accordingly, it can be said that the average listening comprehension skill level of the students increases as household income increases. 1300 TL is identified as the threshold for household income. It can be said that children of the families whose household income is 1300 TL or more, have the same or similar opportunities for reaching listening based activities.

Turkish lesson report card scores – Listening comprehension

Table 4 displays the results of Pearson product moment correlation analysis performed to determine the relationship between listening comprehension scores of 5th grade students and their Turkish course report card scores. As can be seen in the table, a significant relationship was found at $p < .05$ level, between primary school 5th grade students' listening comprehension scores and their Turkish lesson report card scores [$r = .520$]. Accordingly, it can be seen that Turkish lesson report card scores and listening skills go parallel.

Table 4: Listening Comprehension-Turkish Course Report Card Scores Correlation

Variables	1	2
1- Turkish Lesson Report Card Scores	-	.520*
2- Listening Comprehension	.520*	

$n = 605$, * $p < .05$

Favorite and mostly listened music type – Listening comprehension

Table 5 displays the results of the T-test, performed to see if listening comprehension of primary school 5th grade students differentiates according to their favorite and mostly listened music type. The analysis showed that students who prefer upbeat music (Pop, Rock, Metal, Rap) are significantly more developed compared to the ones who listen emotional music (Turkish Classical Music, Folk Song, Hymn, Slow, Arabesque) [$p < .05$]. Accordingly, it can be said that students who like and listen upbeat music (Pop, Rock, Metal, and Rap) listen to a better understanding compared to the students who like and listen emotional music (Turkish Classical Music, Folk Song, Hymn, Slow, Arabesque).

Table 5: Listening Comprehension- Favorite and Mostly Listened Music (T-Test)

Dimensions	Music Genre	n	\bar{x}	sd	t	p
Listening Comprehension	Emotional music genres (Turkish classical music, folk song, hymn, slow, arabesque)	153	26.86	5.75	-4.020	.000
	Upbeat music genres (Pop, rock, metal, rap)	452	28.97	5.11		

$SD = 238.345$

CONCLUSION

This study, aimed to evaluate listening skills of primary school 5th grade students using a web based system. In this way, the formation of a test environment, which is independent of time and space, was planned. For this purpose, in order to obtain lifelike results, a system where students will be closed to external factors, will be answered individually and won't be able to change given answers, has been prepared on web. The developed listening comprehension test was transferred to this system. Texts and sentences to be listened were entered to the system. Each student could join using a unique PIN Code and earphones have been distributed during the application for obtaining individual performance of each student. During the process, some problems encountered. Due to the tests of 10, 15 or 20 students simultaneously and consequently due to the utilization of that much computers at the same time, internet connection slowed down, which caused a decrease on students' motivations. In addition, in some schools, problems aroused due to outdated computers. During the process, some measurements were unfinished when internet explorer was frozen in some computers or restarted – if time was not an issue. Another problem encountered in the computer laboratories of some schools was the failure of audio transmission using earphones. This problem has been solved by reading the texts and sentences to the whole classroom with the help of a speaker. Data of the unfinished measurements are excluded from the scope of the research.

- Listening skills of primary school 5th grade students are correlated with the education of the mother. Listening comprehension increases as education level of the mother increases. This result is in line with the results of Çağlayan (2009), Çelebi (2008) and Yıldırım (2007).
- Listening skills of primary school 5th grade students are correlated with the education level of the father. It can be said that listening comprehension increases as education level of the father increases. Although this result is in line with the results of Çağlayan (2009), Çelebi (2008) and Yıldırım (2007), it doesn't fit to the results of Kutlu and Aslanoğlu (2009)
- Moreover, regarding the frequencies of book reading variable, it has been seen that more than one third of the families don't read book to their children.
- Listening skills of primary school 5th grade students are parallel to household income. This result is in line with the results of Çağlayan (2009), Çelebi (2008) and Yıldırım (2007). Moreover, 1300 TL household income is found to be a threshold point. Accordingly, independent of the classification, it can be said that students from families with 1300 TL of more household income have sufficient opportunities to reach the activities, such as cinema, theater which require listening. Moreover, according to TIMSS 2007 National Mathematics and Science report, students' overall success is in line with their household income level. As a whole, it can be said that household income affects academic success of the students.

- There is a strong correlation between listening skills and Turkish lesson report card scores of primary school 5th grade students. Turkish course's success of the students is an indication of their achievements in listening.
- It has been found that listening skills of the students who like and listen upbeat music (Pop, Rock, Metal, Rap) are significantly more developed compared to the ones who listen emotional music (Turkish classical music, folk song, Hymn, Slow, Arabesque). This result can be interpreted as upbeat music types are more complex and faster than emotional music types, thus listening them requires more attention and effort. In addition, considering that individuals belonging to a specific socio-economic level may listen specific music types more, Crosstabs and Chi-Square analysis have been performed between "Household income" and "Most Liked and Listened Music Type". As a result of the analysis, it has been found that with the increase of household income, listening ratio of upbeat music is increasing whereas listening ratio of emotional music is decreasing. Considering the effect of "Household Income" on listening skill, direct effect of "Most Liked and Listened Music Type" on listening skill should be discussed.

In this study, performed with the help of a web based system, the utilization of web based systems on the learning, teaching, measuring and evaluation process of language education can also be discussed. During the study, it has been observed that students have listened the texts in an attentive and motivated way and immediately answered questions. By means of these systems that provide individualized learning, teaching, measuring and evaluation opportunities, students can work independently from external factors. These systems, by being independent of the time and space and by offering interactive environments, provide a structure that contributes to learning and that can be directly used on the courses for almost all topics by providing resources and materials (Oral, 2005). In addition, it allows mediums where more images, moving picture or videos and different media applications can be placed. In this respect, application based studies about listening skill, conducted in web based environments and related theoretical studies also show the usability of web based environments (Chen & Zhang, 2011; Pardo-Ballester, 2008; Shin, 2008; Wang, 2006; Pala, 2005; Chalhoub-Deville, 2001; Roever, 2001; Hoven, 1999). In addition, dissemination of this type of environments within the frame of FATİH project (<http://fatihprojesi.meb.gov.tr/tr/index.php>) which is planned to be implemented starting from 2012-2013 academic years, will allow more effective lecturing of the language courses.

Based on the results of the study the following recommendations are suggested:

About researches: The number of academic studies about listening skills should be increased. Qualitative, quantitative and experimental studies can be designed. Web based systems should be formed and disseminated for lecturing and measuring-evaluation process of all courses, starting with Turkish language education. The Ministry of National Education should cooperate with universities and practitioners and promote new projects.

About the application: Teachers should allocate time for listening activities during Turkish courses and should make extra work with the students with undeveloped listening skill. The curriculums and learning-teaching processes should be rearranged in a way to answer the interests and motivations of the students. Audio-visual materials and examples to be used in class environment during Turkish course should be taken from daily life and our culture. Computer and internet infrastructure in schools should be developed. The Ministry of National Education should establish web based learning, teaching, measuring and evaluation environments in its official website, which could be used by all teachers all over the country, and also it should disseminate and promote it. The Ministry of National Education should establish a basis containing audio books in his official web site and publish podcasts regularly.

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Turkish Abstract

İlköğretim 5. Sınıf Öğrencilerinin Dinleme Becerilerinin Web Tabanlı Bir Sistem Yardımıyla Ölçülmesi

Bu araştırmada, ilköğretim 5. sınıf öğrencilerinin dinleme becerilerinin web tabanlı bir sistem yardımıyla ölçülmesi amaçlanmıştır. Araştırma, Eskişehir il merkezindeki ilköğretim okullarında 2011-2012 eğitim-öğretim yılında öğrenim gören 5. sınıf öğrencileri üzerinden gerçekleştirilmiştir. Katılımcılara "Türkçe Dersine İlişkin Tutum Ölçeği" ve web tabanlı olarak hazırlanan "Web Tabanlı Dinleme Testi" uygulanmıştır. Araştırma sonucunda, öğrencilerin dinleme becerilerinin cinsiyete, anne veya babanın kendilerine sesli olarak kitap okuma durumuna ve kardeş sayısına göre farklılaşmadığı; anne-baba eğitim düzeyine, aile gelir düzeyine, en çok sevilen ve dinlenen müzik türüne göre farklılaştığı bulunmuştur. Bununla birlikte öğrencilerin dinleme becerileri ile Türkçe dersi karne notu arasındaki ilişkinin yüksek, Türkçe dersine ilişkin tutum düzeyi arasında bir ilişkinin düşük olduğu görülmüştür. Ayrıca ölçeklerin uygulandığı web tabanlı sistemin dil öğrenme, öğretme, ölçme ve değerlendirme süreçlerinde kullanılabilirliği açısından olumlu durumlarla karşılaşılmıştır. Kişiselleştirilmiş ve dış etkenlerin en aza indirildiği bu sistemin kullanımı esnasında öğrencilerin daha dikkatli ve güdülenmiş bir şekilde süreçte yer aldıkları gözlenmiştir. Buna göre web tabanlı ortamların dil öğrenme, öğretme, ölçme ve değerlendirme süreçlerinde kullanılabilir olduğu söylenebilir.

Anahtar Kelimeler: web tabanlı dinleme, dinleme, dinlediğini anlama, Türkçe öğretimi, öğretim

French Abstract

Application d'un Modèle d'Apprentissage Résultant de l'expérience à l'Enseignement de Jeux de Société de Stratégie de Passerelle

Le passe-temps de jeu de société a rapidement cultivé et s'est développé ces dernières années, mais les bouts de manque de jeux les plus non-numériques et des classes de travaux dirigés et reste difficile d'apprendre et enseigner effectivement. Dans ce projet, nous avons intégré une approche d'amateur populaire à l'enselements de jeux de stratégie modernes avec des éléments d'apprentissage résultant de l'expérience classiques (c'est-à-dire, la démonstration, l'observation,

la réflexion, la discussion et avons répété des expériences). Nous avons testé notre modèle en enseignant deux jeux de société modernes au lycée japonais et des étudiants universitaires. Les questionnaires, des données de jeu, des auto-évaluations et des discussions ont montré la compréhension améliorée et le plaisir, le jeu plus stratégique et plus d'intérêt dans des jeux de société modernes pour la durée de l'ordre d'instruction. La répétition du modèle (les participants a joué chaque jeu trois fois) ont été évaluées les plus utiles en termes d'apprendre les jeux. En général le modèle intégré était en grande partie réussi dans des jeux de société de stratégie enseignants à de nouveaux acteurs(joueurs) et nous offrons plusieurs recommandations pour des professeurs, des concepteurs et les chercheurs de jeux de société.

Mots Clés: apprentissage résultant de l'expérience, jeux de société, instruction effective, charge cognitive, apprenants de novice

Arabic Abstract

قياس مهارات الاستيعاب السماعي لطلاب الصف الخامس بمساعدة النظام القائم على الإنترنت

ن الغرض الأساسي من هذه الدراسة هو قياس مهارات الاستيعاب السماعي لطلاب الصف الخامس بمساعدة النظام القائم على الإنترنت. هذه الدراسة تم إجراؤها على طلاب الصف الخامس بالمدارس الابتدائية في مدينة إسكيشهير. المقياس الذي تم استخدامه في هذه الدراسة هو "المقياس السماعي القائم على الإنترنت". أثناء عملية إجراء هذه الدراسة تم الاستعلاء عن مهارة التمييز السماعي بجانب المستوي التعليمي للأب والأم، مستوي دخل الأسرة، درجات مادة اللغة التركية، وكذلك نوع الموسيقى الأكثر شهرة والأكثر استماعاً. استناداً لنتائج الدراسة وجد أن المستوي التعليمي للأب والأم، مستوي دخل الأسرة، ونوع الموسيقى الأكثر شهرة والأكثر استماعاً لهم تأثير على مهارات الاستماع. كذلك وجد أنه يوجد علاقة قوية بين درجات مادة اللغة التركية ومهارات الاستماع. في أثناء إجراء هذا البحث لوحظ أن الطلاب الذين استخدموا النظام القائم على الإنترنت كانوا أكثر انتباهاً وتحفزاً. بالرغم من ذلك، مع النظام القائم على الإنترنت تم توفير بيئة تقييمية شخصية. في النهاية يمكننا القول بأن النظام القائم على الإنترنت يمكن استخدامه إيجابياً في عملية تعلم اللغة، التدريس، الشرح، وكذلك في عمليات التطوير و القياس والتقييم.

كلمات البحث: الاستماع القائم على نظام الإنترنت، الاستيعاب السماعي، الشرح التركي