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Abstract

It is a widely-known reality that a child who has aesthetic listening skills becomes more successful when the “*knowledge-gathering*” phase begins. The objective of this study is to explore whether pre-school children have “*aesthetic listening skill*” and their success in predicting, summarizing and relating strategies which are “*aesthetic listening strategies*”. The study was conducted based on qualitative research approach as a result of which holistic single-case pattern, which is a case-study method, was employed. The study group consisted of 30 children at the age of 5 who were enrolled at pre-school classes under TRNC Ministry of National Education, 1 Turkish language educator, 2 Turkish language teachers, 1 Pre-school educator and 2 Pre-school teachers. Observation technique was used in data collection process and the success of children was measured by asking 3 questions. The data obtained from observation and achievement tests were analyzed using content analysis. In conclusion, it can be claimed that the predicting skills of both girls and boys is developed. However, their summarizing and relating skills are weaker. For this reason, different activities which would improve these skills should be included in pre-school education

Resumen

Es una realidad ampliamente conocida que un niño que tiene habilidades de escucha estética se vuelve más exitoso cuando comienza la fase de “*recopilación de conocimientos*”. El objetivo de este estudio es explorar si los niños en edad preescolar tienen una “*habilidad de escucha estética*” y su éxito en la predicción, el resumen y la relación de estrategias que son “*estrategias de escucha estética*”. El estudio se realizó sobre la base de un enfoque de investigación cualitativa, como resultado de lo cual se empleó un patrón holístico de caso único, que es un método de estudio de caso. El grupo de estudio constaba de 30 niños a la edad de 5 años que estaban inscritos en clases de preescolar bajo el Ministerio de Educación Nacional de TRNC, 1 educador de lengua turca, 2 profesores de lengua turca, 1 educador de preescolar y 2 maestros de preescolar. La técnica de observación se utilizó en el proceso de recopilación de datos y el éxito de los niños se midió haciendo 3 preguntas. Los datos obtenidos de las pruebas de observación y éxito se analizaron mediante análisis de contenido. En conclusión, se puede afirmar que las habilidades de predicción de niñas y niños se desarrollan. Sin embargo, sus habilidades de resumen y relación son más débiles. Por esta razón, las diferentes actividades que mejorarían estas habilidades deberían incluirse en la educación preescolar

Keywords

Aesthetic listening; Cartoon; Child; Skill; Strategy

Palabras clave

Escucha estética; Dibujos animados; Niño; Habilidad; Estrategia

1. Introduction

A child needs his native language in order to improve his inborn language skills. It is beyond doubt that one has to benefit from listening skill in order to learn his/her native language. The foundations of native language are largely laid until school age by means of listening skill which is a comprehension ability (Özbay, 2005: 9). Seen from this perspective, it can be claimed that listening skill is the foundation of other language skills, namely speaking, reading and writing.

Every day without contemplating we use listening which is a language skill that we benefit from in order to make sense of the happenings around us (Rost, 1994: 1). However, we see that many people mistake listening for hearing (Mackay, 1997: 10). Hearing occurs outside the will of a person whereas listening includes willingly choosing, perceiving and making sense of some of the several voices that reach to one's ears (Yalçın, 2006: 124). Listening involves paying attention to the spoken words and not only hearing sounds but understanding them (Hampleman, 1958: 49). Listening can also be defined as comparing and making sense of the sounds heard and evaluating these pieces of information and making a reaction to the person speaking (Korkmaz, 2018: 11).

It can be said that we make use of several types and strategies of listening in our daily lives. Among these we can list aesthetic listening, listening for information, critical listening, communicative listening and discriminative listening. Aesthetic listening is a type of listening which is used for having fun and entertainment. Listening for information includes all learning-oriented listening activities; it is listening with the purpose of recalling and using the learned information. In critical listening it is determined whether the listened pieces are true and rational. Communicative listening is a type of listening used by people in their daily lives with the purpose of sharing their emotions and opinions. Discriminative listening can be used to accurately understand what is told and asked based on changes in voice and body language.

Considering all listening types and strategies, the most widely used type of listening by a child from his birth to pre-school and early elementary school years is aesthetic listening. According to Tompkins (1998) aesthetic listening is a type of listening performed for relaxation. Through aesthetic listening children watch a speaker or reader that they enjoy and have a good time since early ages; they also watch a cartoon, play etc. The term "*aesthetic listening*" usually refers to a person listening to a story from a story teller, a poem or a song, watching a play staged by a group, or watching the movie of a story. A nice story read out by the teacher, an elder member of family telling a tale, one of the students reciting an impressive poem, or watching the movie of a story and listening to a popular song are all enjoyable activities for children (Özbay, 2009: 104).

It is beyond doubt that cartoons have an essential place in the world of children. Cesur and Paker (2007) found out that the most widely-watched television programs by children are cartoons. Cartoons which are among aesthetic listening activities are the most important activities which help children spend enjoyable time. For children cartoons are not only entertainment but also sources of information. While watching cartoons, children have fun and obtain information on several topics. It is reported that cartoons make several contributions to children such as socialization, empathy, sharing, imposing the sense of mutualization, accelerating the cognitive development process, improving early, effective and rapid learning in children, urging them to explore unknown worlds, and accelerating language development, all of which are aspects of individual development in pre-school children (Mahesh Chandra Guru, Nabi and Raslana, 2013; Önder and Doğal, 2006; Zimmerman and Christakis, 2005). However, several studies indicate that cartoons have negative aspects and that they cause children to display such behaviors as aggression, violence etc. (Verlinden et al. 2012; Luther and Legg 2010; Christakis and Zimmerman 2007). For this reason, both teachers and parents have to be aware and pay attention to ensure that their children watch high-quality cartoons.

The objective of this study is to determine through cartoons the success of pre-school children in predicting, summarizing and relating strategies which are aesthetic listening strategies. In that way, whether the children have aesthetic listening skills will be explored. In addition, the

behaviors displayed by children during the application of aesthetic listening skills will also be identified.

2. Method

2.1. Pattern of the study

In the research, case study method, which is a qualitative research approach, has been used. In case studies, usually the characteristics of a person, a class or a society are observed and examined (Cohen, Manion and Morisson, 2000). In this study, holistic single case, which is a type of case study, has been employed. The objective in single case studies is to examine a single person or a class with the same characteristics. Such a study allows for the detailed explanation of a critical situation (Yin, 2013). This study aimed at examining the situation of students with similar characteristics as regards a certain skill; thus, holistic single case study was considered appropriate.

2.2. Study group

Study group consists of 30 children (15 girls, 15 boys) at the age of 5 enrolled at the pre-school nursery class under TRNC Ministry of National Education. In addition, 1 Turkish language educator, 2 Turkish language teachers, 1 Pre-school educator and 2 Pre-school teachers participated in the study. Convenience case sampling method, which is a purposive sampling method, is used for choosing the children, teachers and educators.

2.3. Collection of data

The opinions of 1 Turkish educator, 2 Turkish teachers, 1 pre-school educator and 2 pre-school teachers were appealed in order to collect data; as a result, it was decided that the children should watch the cartoon titled "*My Mistake*". Both educators and teachers stated that they considered several criteria when choosing this cartoon. We can list the reasons of teachers and educators for choosing this cartoon as follows:

- For its interesting nature,
- For suitability for the level of children,
- For its easily understandable plot,
- For setting a good example by showing the frequent mistakes made by children and their following regret,
- Making contribution to the children taking a lesson for themselves,
- Believing that children could relate this cartoon with their daily lives,
- Believing that children would not lose their focus as the cartoon was only 10 minutes long,
- Thinking that it is suitable for realizing the strategies to be used in this study.

The cartoon watched by the children can be summarized as follows:

Elif, Ayşe, Kerem and Selim are four children in the same class who are pretty decent friends. One day these four children make a model house with their teacher and begin to color it. Some of the children finished coloring but other did not. When their teachers told them to stop coloring and start playing, some children felt upset as they had not finished coloring yet. And their teachers told them that those who did not finish coloring could continue the next day. The hands of the children were so covered in paint that the teacher told them to wash their hands before beginning to play. However, Kerem did not listen to his teacher and go and wash his hands. He even told Elif that he did not go and wash his hands because his hands were clean. While his friends went and washed their hands, Kerem finished coloring the model house. Then, Kerem wanted to put the model house in the cabinet but when he tried to open the door of the cabinet with his painted hands, he painted the cabinet. He thought he could wipe the cabinet with the

rug in the model house but when he tried to take the rug out, he dropped the house on the floor. The fences of the model house came off. At that moment the teacher went in and saw that Kerem did not still wash his hands. He told Kerem to go with her and wash his hands immediately. Kerem picked the model house in a hurry and went to wash his hands. Elif, having washed her hands, came back to the classroom and saw that Kerem spoiled the model house and that its fences came out. She wanted to repair Kerem's house. She took the glue in order to glue the fence of the house, but she could not manage to take out the glue and squeezed the tube strongly. A huge load of glue poured on one of the chairs. At that moment the teacher came back to the room. The teacher and children sat on chairs for a play. Teacher sat on the chair on which Elif had poured glue. Elif was scared when she saw that the teacher sat on the chair, but she could not tell that the chair was glued. The teacher began to talk about a mistake that she had made before: *"One evening I lost myself in watching television and forgot to put my materials in my bag. In the morning I left house in a hurry and came to school. It was only when I came to school that I realized I had forgotten the materials, and I went straight back home and got my materials. However, as I came to school running, I was exhausted. I took a lesson from this mistake. I decided not to goof off again. From that day on, I prepare by school bag in the evening and do not leave it to the morning"*. The teacher told that this was the game that they would play today. She wanted the children to talk about a mistake and the lesson they took from that mistake. Then children drew pictures about the mistakes they made. Selim told that he did not use to tidy his toys and for this reason his room always looked like a mess and that he was lost in his room. Later he felt uncomfortable with the situation and began to tidy his room. Kerem began to talk about the mistake he made in the classroom that day: *"When my friends went to wash their hands I stayed in the classroom and said that my hands were clean. Then I colored the model house and wanted to put it into the cabinet. When I wanted to open the cabinet, it was covered in paint. It seemed that I was covered in paint, too. Then I tried to wipe the cabinet but I dropped my model house and some pieces of it came off. From now on I will not get ahead of myself and I will wash my hands after coloring"*. It was Elif's turn. She bashfully began to talk: *"Today after coloring I washed my hands. Then I came back to the room. When I came back I saw that Kerem's model house was spoiled. Then I put the model on the desk to repair it. I took the glue but I could not take glue out of the tube. I squeezed the tube too strongly and the glue came out suddenly and poured on the chair. Then Teacher, when you came to the class, I could not find time to wipe the chair. Teacher, you are sitting on that chair right now. From this case, I learned that I should not squeeze glue too strongly"*.

These cartoon characters told about their mistakes and the lessons they took from these mistakes. Thus, the main theme of the cartoon titled *"My Mistake"* is taking lessons from our mistakes and not repeating them.

Predicting, summarizing and relating strategies are used in order to measure the aesthetic listening skills of children both during and after watching the cartoon.

In order to implement the predicting strategy, the students begin to watch cartoon and at the 3rd minute the cartoon is paused and students are asked to predict what will happen later. In that way, to what extent children understood the plot and the predicting skills of children can be determined. At the same time, contribution is made in the development of curiosity feeling of children and their desire to watch the rest of the cartoon.

With the purpose of applying summarizing strategy, children watch the entire cartoon and are asked to tell the cartoon they watched from the beginning to the end. Applying this strategy, children are expected to organize the main theme, subject, characters, important events and the venue of the cartoon and provide a summary.

In order to implement relating strategy, children watch the entire cartoon and are asked to relate the cartoon with their daily lives. When the child is relating, he uses his life actively; thus, the child relate the main theme he obtained from the cartoon to the real life. When children relate an event they experienced or witnessed before with the event or situation in the cartoon they watched, their preliminary knowledge will be activated. They can also relate the characters in the cartoon with people in real life.

In order to collect data, an achievement test consisting of 3 comprehension questions was employed:

1. What happened in the cartoon later? (predicting)
2. Can you tell this cartoon to me? (summarizing)
3. Have you ever experienced or witnessed an event in your daily life which is similar to the events in this cartoon? Can you give an example? (relating)

In addition, an observation form was used and the observations of educators and teachers during implementation of “*aesthetic listening strategies*” were addressed. Thus, the behaviors displayed by children were observed when predicting, summarizing and relating strategies were applied.

2.4. Analysis of data

Content analysis was used to analyze the research findings obtained in achievement test and observation. The data were shown in terms of category, theme, frequency and percentage. In addition, some important answers given by the children were presented as examples.

3. Findings and interpretation

3.1. Findings obtained in achievement test

In order to measure the achievement of children in predicting, summarizing and relating, which are among “*aesthetic listening strategies*”, they watched a cartoon and some comprehension questions were asked both during and after watching the cartoon. The findings as regards the answers given by children to these questions can be listed as follows:

3.1.1. Findings as regards predicting skills of children

In order to measure the predicting skills of children, the cartoon was paused at the 3rd minute. The children were asked to predict what would happen after one of the cartoon characters, Elif, mistakenly applied glue on the chair. Table 1 is prepared based on the answers provided by children.

Table 1.

Frequency and percentage distribution as regards predicting skills of children

Category	Theme	Girls		Boys	
		f	%	f	%
True	She wiped the chair.	13	86,6	12	80
	She told her teacher.				
	The teacher cleaned it.				
	Someone sat on the chair.				
	Teacher got angry at the child when she saw what she did.				
	She could not remove the glue.				
	She did not wipe the chair.				
	She hid the chair.				
	She hid herself as she was scared.				
	She cried as she was scared.				
	False				
The children played a game.					
The bell rang and children went home.					

An examination of Table 1 shows that 13 of the girls and 12 of the boys gave true answers in predicting strategy which is a successful result. As regards what could happen after Elif poured glue mistakenly on the chair, girls and boys gave such answers as she wiped the chair, she told her teacher, the teacher cleaned it, someone sat on the chair, teacher got angry at the child when she saw what she did, she could not remove the glue, she did not wipe the chair, she hid the chair, she hid herself as she was scared, and she cried as she was scared. However, 2 of the girls and 3 of the boys made false predictions by saying "I do not know", "the children played a game" and "the bell rang and children went home".

Based on this result, it can be said that the majority of both girls and boys have developed predicting skills.

Some of the true answers given by children are as follows:

- "Elif poured the glue. She was scared and hid herself as she thought that the teacher would be angry at her". (K8)
- "Elif goes to the teacher. She says "Teacher, I poured glue on the chair". And the teacher cleans the chair." (K14)
- "Elif was very scared when the glue was poured. And as she was scared, she began to cry". (K11)
- "Elif tries to clean the glue on the chair but she could not remove the glue". (E12)
- "The teacher enters the room. Teacher sees that the girl poured the glue and gets very angry at her". (E3)
- "Elif did not do anything. One of her friends sat on the chair mistakenly". (E7)

Some of the false answers given by the children are as follows:

- "I do not know what happened." (K4)
- "Elif's friends came. Then they played a game". (E9)

3.1.2. Findings as regards summarizing skills of children

In order to measure the summarizing skills of children, the entire movie is shown. The children are expected to list the characters of the cartoon and tell the venue, important events and main theme of the cartoon. Table 2 is prepared based on the answers given by children.

Table 2.

Frequency and percentage distribution as regard the summarizing skills of children

Category	Theme	Girls		Boys	
		f	%	f	%
Complete narration	Listing the cartoon characters	0	0	0	0
	Talking about the venue of the cartoon	4	26,6	2	13,3
	Talking about the important events in the cartoon	4	26,6	4	26,6
	Talking about the main theme of the cartoon	5	33,3	6	40
Incomplete narration	Listing the cartoon characters	14	93,3	13	86,6
	Talking about the venue of the cartoon	0	0	0	0
	Talking about the important events in the cartoon	10	66,6	9	60
	Talking about the main theme of the cartoon	5	33,3	6	40
No narration	Listing the cartoon characters	1	6,6	2	13,3
	Talking about the venue of the cartoon	11	73,3	13	86,6
	Talking about the important events in the cartoon	1	6,6	2	13,3
	Talking about the main theme of the cartoon	5	33,3	3	20

When Table 2 is examined, the following can be said: it was found out that neither girls nor boys listed the characters in the cartoon completely; 14 of the girls and 13 of the boys gave an

incomplete list of the characters; 1 girl and 2 boys did not mention the characters at all. As regards the venue of the cartoon, 4 girls and 3 boys mentioned the place whereas 11 girls and 13 boys did not mention it at all. As regards mentioning the important events in the cartoon, 4 girls and 4 boys told the events completely whereas 10 girls and 9 boys gave an incomplete account and 1 girl and 2 boys did not mention the events at all. When it comes to the main theme of the cartoon, 5 girls and 6 boys told it completely, 5 girls and 6 boys told it incompletely, and 5 girls and 3 boys did not tell it at all.

Based on these findings, it can be claimed that a majority of both girls and boys failed to provide complete summaries and that they either incompletely mentioned the important points in the summary or they did not mention them at all. Thus, it can be reported that their summarizing skills are not well developed.

Some of the answers given by children while summarizing the cartoon are given below:

- *"Elif and her friends are coloring a model house in the classroom" (K9)*
- *"Kerem does not listen to his teacher and wash his hands. He makes everywhere dirty. He regrets. Now he will wash his hands everytimethey become dirty. Elif squeezes the glue too much. The glue pours on the chair. She is regretful. She will not do it again" (E4)*
- *"The children made a lot of mistakes. Then they were sad. They will not make mistakes again" (E15)*

Some of the answers provided by children while giving incomplete summaries are as follows:

- *"In the cartoon there was a teacher and Kerem". (K2)*
- *"The glue poured on the chair. The child apologized to the teacher". (K5)*
- *"Elif made a mistake. But she did not want to do it". (E8)*

3.1.3. Findings as regards relating skills of children

In order to measure the relating skills of children, they watch the entire cartoon. The children are asked to relate the cartoon they watched to their lives or an event they witnessed. The answers given by the children are provided in Table 3.

Table 3.
Frequency and percentage distribution as regards relating skills of children

Category	Theme	Girls		Boys	
		f	%	f	%
Could relate	With his own life	4	26,6	5	33,3
	With an event he witnessed	2	13,3	1	6,6
Could not relate	With his own life and an event he witnessed	4	26,6	6	40
Did not answer	With his own life and an event he witnessed	5	33,3	3	20

In Table 3, it can be seen that 4 of the girls related to their lives and 2 girls related to an event they witnessed. In addition, 5 boys related to their lives and 1 boy related to an event he witnessed. However, it was seen that 4 girls and 6 boys could not relate at all, and 5 girls and 3 boys did not answer the question.

This result shows that most children are having difficulty in relating the cartoon they watched to their daily lives.

Some of the answers showing that children can relate are given below:

- *"One day I went out without asking permission from my mother. She was very angry at me. She was right. She feared that something bad would happen to*

me. She was also very sad. I made a mistake. I will not go out without permission again". (K1)

- *"My mom and I went to a park. Two people were arguing there. We approached them. The child began to cry when he saw his parents arguing. They should not argue before the child. They were wrong. They could talk nicely. They could talk more silently". (K6)*
- *"My brother was bothering me. And I broke his toy secretly and tossed it out. Then I regretted. I told my brother. I apologized to him. I learned that I should not damage the belongings of other people". (E13)*

Some of the answers showing that the children cannot relate are given below:

- *"I never poured glue." (K15)*
- *"When we are drawing at school our hands are painted, too." (K10)*
- *"It was a very nice cartoon. I had not seen it before." (E5)*

3.2. Findings as regards observation form

Teachers and educators observed the behaviors displayed by pre-school children during the application of predicting, summarizing and relating strategies which are among "*aesthetic listening strategies*". The findings of teachers and educators based on their observations can be listed as follows:

3.2.1. Findings as regards the observations of teachers and educators related to the behaviors displayed by children during the application of predicting strategy

According to educators and teachers, children were successful in predicting strategy. They reported that they observed the following behaviors in children:

- Their motivation was high.
- Their self-esteem was high.
- They seemed very happy.
- Their voice was elevated.
- They were impatient to answer.
- Their answer was highly rational.
- They were curious about the rest of the cartoon.
- They were having fun.
- Their attention was concentrated.
- They were able to express themselves well.

3.2.2. Findings as regards the observations of teachers and educators related to the behaviors displayed by children during the application of summarizing and relating strategies

According to educators and teachers, the success of children in summarizing and relating strategies was rather low. They reported that they observed the following behaviors in children:

- Their motivation was low.
- They were acting faint-heartedly.
- Their self-esteem was lowered.
- They were speaking with a lower voice.
- Most of their answers were wrong.
- They began to lose their focus.
- They began to talk less.
- They were bored as they could not answer.
- They were avoiding eye contact.
- When the spoke, they left their sentences incomplete.

4. Conclusion, discussion and recommendations

Listening is the first skill that a child acquires. Aesthetic listening is a type of listening that a child acquires, and watching cartoons, which is among aesthetic listening activities, is the most liked, most enjoyable activity for children.

This study provides interesting results as regards the level of success of children in predicting, relating and summarizing strategies, which are among aesthetic listening strategies, based on a cartoon titled “*My Mistake*” that would attract their attention and teach them some lessons.

The children were asked to predict what would happen in the rest of the cartoon and it was seen that a majority of both girls and boys provided reasonable answers. Based on this finding, it can be claimed that predicting skills of children are highly developed.

The children were asked to talk about the cartoon they watched but it was found out that a majority of both girls and boys failed to provide a summary. They gave incomplete accounts, if any, of the characters in the cartoon, the venue of the cartoon, important events and main theme. As a result, it can be claimed that the summarizing skills of children are underdeveloped. In many studies, it was determined that students were not at the intended level in terms of summarizing. (Susar Kırmızı and Akkaya, 2011; Yazıcı Okuyan and Gedikoğlu, 2011; Karatay and Okur, 2012; Erdem, 2012; Doğan and Özçakmak, 2014).

The children were also asked to relate the main theme of the cartoon to their daily lives. However, it was found out that a majority of the girls and boys failed to relate the events in the cartoon to their experiences or an event they witnessed before. Based on this finding, it can be claimed that the relating skills of children are also underdeveloped.

Considering the findings on predicting, summarizing and relating skills, it can be stated that children do not seem to have aesthetic listening skills. Based on this result, it can be said that teachers do not give much place to aesthetic listening type or, even if they do, they do not make use of aesthetic listening strategies. As a result of their research, Kurudayıoğlu and Kana (2013) showed that aesthetic listening is the least used type of listening among teacher candidates. This reveals that pre-service teachers' aesthetic listening is the least type of listening they will use when they become teachers.

In this study, observations of teachers and educators are also provided. According to them, children displayed positive behaviors as regards predicting strategy but mostly negative behaviors in terms of summarizing and relating strategies. As a result, it is observed that children are happy when they can provide comments on what they listen to, do not have difficulty in expressing themselves, and show high self-esteem; however, when they cannot provide comments, they display opposite behaviors. As Yangın (1999) states, motivation has a positive effect on learning. It is revealed that children are made more willing to watch by increasing the anticipation of the continuation of the cartoon they watch and that their feelings of curiosity increase. Yangın (1999) reports that attracting students' attention, being curious about what will happen and introducing them to the competition environment will make them willing to listen. Teachers and educators say that when students are asked questions about making predictions, their attention increases. Özbay (2009: 106), who defends the same position, also states that as long as students make predictions, they will focus more on the events that develop in the section they will listen to.

In conclusion, we can state that pre-school children do not have adequate aesthetic listening skills. It must be remembered that a child who has aesthetic listening skills will become successful at knowledge-acquisition stage. For this reason, aesthetic listening skills of children must be developed starting at early ages. Although parents and teachers mostly believe that children have aesthetic listening skills, this belief is not well-grounded. For this reason, aesthetic listening education should be paid proper attention.

In order to improve aesthetic listening skills of children, the following recommendations should be followed:

- Parents should be informed on the importance of aesthetic listening.
- Teachers should be given on-the-job training and information should be provided on aesthetic listening, its strategies, and activities which can be applied in this type of listening.
- The awareness of children should be raised as regards the importance of aesthetic listening.
- Teachers should allow children to express themselves after listening so as to improve their aesthetic listening skills.
- Teachers should include various activities in aesthetic listening education; students should be taught how to apply aesthetic listening strategies and room must be provided for the students to practice.
- In activities to be applied in aesthetic listening education, rewards should be given in order to motivate children.
- Pre-school books should mention aesthetic listening education and include activities related to this type of listening.

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