THE IMPACT OF MULTISENSORY LEARNING MODEL-ORIENTED STORYTELLING ON LISTENING SELF-EFFICACY

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Abstract:

It is quite important for the individual to actively participate in the educational process during language teaching. It is possible to involve the students in the learning process thanks to the use of various student-centered activities and appeal to more than one sense organ. The methods, techniques, and materials to be used in the language acquisition process of the students also affect their attitudes and self-efficacy towards the language learning process and the related skills. As an important part of the children's literature, tales have an important function in language teaching. In this study, the impact of multisensory learning model-oriented storytelling on listening self-efficacy levels was examined. Experimental design, one of the quantitative research methods, was used in the study. The study group of the research consists of 5th grade students studying at a secondary school in the city center of Samsun during the academic year of 2021 and 2022. The age group of the students involved in the research ranges from 10 to 11. In addition, both individual and parental consents were obtained for the application. The Listening Self-Efficacy Scale was used as the data collection tool of the research. In order to collect the research data, permissions were obtained first from the Samsun Provincial Directorate of National Education and then the parents of the students. Lasting for 5 weeks, storytelling activities were applied to the experimental and control groups. For the control group, taletelling application was carried out through straight narrative technique while for the experimental group, it was carried out through multisensory learning model. Quantitative data analysis methods were used to analyze the research data. As a result of the research, it was seen that the listening skills of the experimental group changed positively. In addition, in the comparisons performed depending on the variables, it was concluded that the listening skills of the students whose father's education level was primary school, whose age level was 11, and whose grades for Turkish lesson were low in the previous year improved at a higher level. According to

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the research findings, it has been concluded that storytelling through multisensory learning method has a positive impact on improving the self-efficacy of the students.

Keywords: multisensory learning, listening, listening self-efficacy, storytelling, self-efficacy

1. Introduction

Language refers to different types of communication that enable people to exchange information. Language is a competence that includes basic language skills such as listening, speaking, reading, and writing (Hibbin, 2013). It is possible for the individuals to improve these language skills through continuous and planned education. Language is one of the most important features that creates a society and distinguishes it from the others. In order for individuals in a society to communicate with each other, it is necessary to use the language effectively and know the structure and rules of the language. As the most fundamental element of communicating with other people, language can be improved (Nhat, 2021). In this respect, starting from the family environment after the birth of the individual, language education is performed in various forms within the schools and social life in the following periods (Özbay, 2001).

Language education is a process that starts in the family and continues at school in a systematic way. On the other hand, language is not learned and completed only in a certain period, but it continues throughout the life of the individual. It is quite important for the individual to actively participate in the learning process during language teaching. Otherwise, it becomes very difficult for him or her to learn the language adequately when the learner is not at the center and does not have an active role in language teaching processes (Kim, 2021). In the absence of this active participation, there are some deficiencies in the acquisition of language skills. Individual's attitude towards language learning is not only negatively affected, but also negatively affects his or her self-efficacy. According to Bandura (1986), self-efficacy is "*individual's belief or perception of to what extent he or she is competent and will be successful at performing an action*" (Donmuş et al., 2017). Senemoğlu (2005), on the other hand, defines self-efficacy as "*individual's self-perception, belief, and judgment regarding his or her ability or capacity to cope with different situations and accomplish a certain activity*". Listening self-efficacy can be defined as the listener's perception of performing the listening activities as expected from him or her in the oral communication process. Accordingly, individuals with high self-efficacy perception and belief are more determined, decisive, and willing to perform an action; however, those with low self-efficacy, on the contrary, may experience situations such as fear, anxiety, worry, and insecurity that will negatively affect their behavior and thinking abilities (Kassem, 2015; Milliner & Dimoski, 2021; Rahimi & Abedi, 2014).

Should individuals be fully involved in learning process, then the methods used in language teaching can be successful. In this regard, the success of language teaching requires that the four basic skills be fully acquired by the individuals who learn them.

The acquisition of basic language skills by individuals happens in order of listening, speaking, reading, and writing. It is important for a person who has social characteristics to have a sufficient level of these four basic skills in order to communicate effectively (Bano, 2017).

Studies on listening skills show that listening is affected by individual and environmental factors. In addition to these, the listening skills and hearing abilities of the individual are also important factors that determine the quality of listening. From this perspective, it is necessary to use the hearing skills effectively. It is not possible for individuals with poor listening skills to perform a good listening activity. Other factors with which listening is associated are variables such as intelligence and sex (Özbay, 2010). Individuals may have deficiencies and mistakes that negatively affect listening and weaken effective listening skills. Consequently, individuals keep themselves away from the listening process and cannot accomplish the purpose of listening. In the effective listening process, listeners give feedback to the speakers (Bulut & Karasakaloğlu, 2018). These can be generally expressed as active listening, sympathetic listening, defensive listening, pseudo listening, passive listening, selective listening, creative listening, voluntary listening, emotional listening, critical listening, and careful listening (Çifçi, 2001; Demircan, Aydın, 2019; Melanlıoğlu, 2019).

It is an important point especially in listening skills to understand the meaning and characteristics of syntax. In addition, there are some differences between physiological hearing and conscious and purpose-oriented listening (Xolmurodova, 2021). Some of the purposes of listening are to have knowledge, participate in the stories of others, improve the world of thought, have a good command of a particular subject, have fun, seek answers to questions on certain topics, build good relationships, share feelings and thoughts, and benefit from the experiences of others (Melanlıoğlu, 2012). Language education is generally defined as four skills. Amongst these skills, the following are important for listening to be performed effectively: recognize and make sense of sounds, lay emphasis and toning on sounds, identify main themes and sub-themes, distinguish important information, recognize and make sense of words, and comprehend intertextual relations (Ergin, 2010). Some of the activities that can be performed to improve the listening skills effectively as follows: song listening, sentence completion, paying attention, filling the gaps, watching television and video, telling stories and tales, text listening, riddles and tongue twisters, imperative sentences, question and answer, radio programs, daily life dialogues, telling the life story, and social, cultural, and artistic age-appropriate activities (Narin, 2021).

It is also required to use many new methods to improve listening skills. Today, supporting the teaching methods which constantly change at an unprecedented pace, materials prepared with augmented reality are used in language teaching and facilitate teaching and learning language skills. One of the most effective methods amongst them is to carry out language education activities using a multisensory learning model. The multisensory learning technique allows individuals to involve more than one area of their brain in learning process in terms of teaching concepts (Thornton et al., 1983; Pagliano,

2012). Adding audio or visual components such as videos or images to the educational materials, students can be provided with stronger basic language skills. Multisensory learning is also related to more common educational methods, especially Gardner's theory of multiple intelligences (Yıldırım, 2020). The reason why multisensory learning is amongst the effective learning strategies is related to the working principle of the brain (Thelen et al., 2012). The human brain has a versatile feature and develops by recognizing and reacting to various stimuli from the surroundings. The brain allows visual, auditory, and tactile functions to be perceived and interpreted after concentrating these functions on a single point (Baines, 2008; Şahin, 2011).

It can be said that multisensory learning is related to the theory of multiple intelligences (Hillock et al., 2011). The theory of multiple intelligences states that various learning approaches and activities can be effective to accomplish the target outcomes in education depending on the different intelligence types of the individuals (Nourbakhsh et al., 2013). In education, it is important to apply educational strategies in accordance with verbal, visual, linguistic, logical, and mathematical skills in order to make students acquire academic skills and teach them concrete and abstract concepts. Using various strategies, learning activities are easily understood by the students, thus yielding more effective results (Jurban, 2011). Similarly, the multisensory learning model, based on the theory of multiple intelligences, requires highlighting the strengths of the students and designing educational processes in accordance with their individual characteristics. Thus, the multisensory learning model improves active participation of the students in the lesson, boosts motivation of the those reluctant to the lesson, and involves them in the educational process with not only its mental, but also behavioral and emotional aspects (Çelik and Onay; 2014; Hazury et al., 2009).

Thanks to the multisensory learning model, students are involved in the learning process, and different learning methods are designed based on the level and learning speed of the students (Lian et al., 2017). The main purpose here is to make the learning process easier, more effective, and more permanent for the students. Individuals going through successful learning processes develop positive self-efficacy perceptions towards learning. Therefore, storytelling through a multisensory learning method contributes to increasing interests of the students in tales, improving their listening skills, making listening process more effective, and consequently improving the perception of self-efficacy. Listening self-efficacy requires the ability to evaluate the words and meanings expressed by the narrator and the messages to be conveyed with an accurate and critical perspective. In addition, long-term and permanent learnings of the individual are related to the effectiveness of the learning process, and in this case, it can be expected that the self-efficacy perception of the individual towards listening will increase. In this context, the impact of multisensory learning model-oriented storytelling on listening self-efficacy levels was examined in the study. Depending on the purpose of the research, answers were sought for the following sub-problems:

1) Is there a significant difference between pre-test and post-test scores in terms of students' listening self-efficacy perceptions?

2) Is there a significant difference in students' listening self-efficacy perceptions in terms of various variables (such as sex, age, parental education level, and previous year's grade for Turkish lesson)?

2. Method

2.1 Model of the Research
Experimental design, one of the quantitative research methods, was used in the study. In this context, the pretest-posttest experimental model was used with experimental and control groups. Experimental research, which is frequently applied in social sciences and educational sciences, refers to the application of a method or technique that can be an alternative to the current situation of a certain group. In experimental studies, full experimental and quasi-experimental models can be applied depending on the time of the measurements and the inclusion of the groups (Privitera & Ahlgrim-Delzell, 2018). In this study, the experimental and control groups were designed in a fully experimental design in that they were check by the pre-tests for equivalence and both groups were under the supervision of the researcher.

2.2 Study Group
The study group of the research consists of 5th grade students studying at a secondary school in the city center of Samsun during the academic years of 2021 and 2022. A purposive sampling technique was used to involve students in the research. The age group of the students involved in the research ranges from 10 to 11. In addition, both individual and parental consents were obtained for the application.

2.3 Data Collection Tool
The Listening Self-Efficacy Scale created by Aydın et al. (2015) was used as the data collection tool of the research. The scale consists of 9 sub-dimensions and 56 items. Since the eigenvalues of the factors were low (below 1) when the factor structure of the scale was analyzed, the evaluation was carried out over the total score and one-dimensionally (Leech et al., 2005). The total variance revealed by the scale was 55.564 and the reliability coefficient (Cronbach's Alpha) was calculated as .97. The scale is in the 5-point Likert type, and the maximum possible score is 280 while the minimum score is 56. High scores indicate that perceptions of the students towards listening self-efficacy are high (Aydın et al., 2005).

2.4 Data Collection and Implementation Process
In order to collect the research data, permissions were obtained from the Samsun Provincial Directorate of National Education and the parents of the students. Afterwards, the listening self-efficacy scale was applied as a pre-test in order to check the pre-application equivalence of the students to be involved in the research. After the equivalence of the groups was established, storytelling activities lasting for 5 weeks were

applied to both groups (experimental and control groups). For the control group, taletelling was carried out through straight narration technique. In the experimental group, it was tried to make the students experience the variables referring to the senses of the heroes or heroines in the tales in accordance with the multisensory learning model. For instance, in the tale called *Altın Araba* (the Golden Car), the listeners were blindfolded and made to experience rustling sounds of the leaves heard and forest scent smelled by the heroine while walking in the forest by the implementer. Making the students taste the similar food eaten by the heroine, and touch the similar objects touched by the heroine, a sensory connection was tried to be built amongst the listener, heroine, and plot. Listeners were made to experience all of these sensory connections conveyed through the sample tale by the implementer in all of the stories told to the experimental group. After the 5-week application, the post-test was applied to the students, and comparisons were performed between the obtained scores. The storytelling activities carried out within the scope of the experimental application were examined by two experts, and the suitability of the activities for the research purpose was evaluated. Considering the developmental condition of the experimental control group, it was tried to choose the tales that can attract their attention and enable them to acquire linguistic aesthetic. Selected tales were told to the experiment-control group through multisensory learning and direct expression method. These tales have been presented in the table below.

Table 1: Tales Told to Experimental and Control Groups

Name of the Tale	Content
Altın Araba (Golden Car)	It tells the story a smart girl's prestige in the society thanks to her answers to the questions asked to her.
Nohut Oğlan (Chickpea Boy)	It tells the story of a chickpea boy who is born after a childless family's wish to have a child is granted.
Nine ile Tilki (Granny and Fox)	It tells the story of what a greedy fox had to do to solve the problem that he brought on himself.
Akıllı Evlat (Smart Child)	It tells the story of a smart child who makes the people around him happy.
Geveze Kadın (Indiscrete Woman)	It tells the story of a woman who cannot keep secrets and makes herself ridiculous in the society.

2.5 Data Analysis

Quantitative data analysis methods were used to analyze the research data. Within this scope, the data obtained from the scale were analyzed using the SPSS24 data analysis program. During the analyzing process, the normality level of the data distribution was examined, and parametric statistical techniques were used in the analyses since the skewness and kurtosis coefficients were in the range of -1 and +1 (Muijs, 2022). In addition, t-tests and ANOVA tests were used to compare age, sex, parental education level, and Turkish lesson grade of the students.

3. Findings

In the research, the impact of multisensory learning method-oriented storytelling activities prepared for 5th grade students on their listening self-efficacy was examined. The research was prepared in the experimental model and the findings obtained from different applications have been presented below.

Table 2: Distribution of Students by Variables

		n	%
Group	Experimental group	25	48,1
	Control group	27	51,9
Age	10 years	18	34,6
	11 years	34	65,4
Sex	Female	27	51,9
	Male	25	48,1
Mother's Education Level	Primary school	20	38,5
	Secondary school	14	26,9
	High school	15	28,8
	University	3	5,8
Father's Education Level	Primary school	22	42,3
	Secondary school	12	23,1
	High school	16	30,8
	University	2	3,8
Previous Year Grade for Turkish Lesson	55-69	9	17,3
	70-84	15	28,8
	86-100	28	53,8

The distribution of the students depending on the variables has been presented in the Table 1. Accordingly, out of 52 students involved in the research, 48.1% were in the experimental group while 51.9% were in the control group. 65.4% belonged to the age group of 11 years, 51.9% were female students, the mothers of 38.5% were primary school graduates, the fathers of 42.3% were primary school graduates, 53.8% had 86-100, and 17.3% had 55-66 scores for Turkish lesson in the previous year.

Table 3: Comparison of the Experimental and Control Groups
Regarding the Listening Self-Efficacy Levels of the Students

Test score	Groups	n	Arithmetic mean	Standard deviation	t/F	sd	p
Pre-test	Experimental group	25	229,88	28,699	0,978	50	0,333
	Control group	27	221,78	30,846			
Post-test	Experimental group	25	243,64	24,717	3,043	50	,004
	Control group	27	222,26	25,860			
Pre-test (Age)	10 years	18	216,44	26,429	-1,651	50	0,105
	11 years	34	230,56	30,718			
Post-test (Age)	10 years	18	219,94	24,359	-2,548	50	,014
	11 years	34	239,21	26,702			
Pre-test	Female	27	228,89	29,413	0,805	50	0,424

(Sex)	Male	25	222,30	30,471			
Post-test (Sex)	Female	27	235,78	25,602	0,888	50	0,379
	Male	25	229,04	29,120			
Pre-test (Father's Education)	Primary school	22	239,41	29,651	3,249	3/48	,030
	Secondary school	12	211,83	18,707			
	High school	16	217,00	27,917			
	University	2	227,00	60,811			
Post-test (Father's education	Primary school	22	245,95	28,336	5,378	3/48	,003
	Secondary school	12	220,67	21,593			
	High school	16	228,31	20,392			
	University	2	190,00	14,142			
Pre-test (Grades for Turkish Lesson)	55-69	9	234,11	31,359	1,683	8/49	0,196
	70-84	15	214,27	25,999			
	86-100	28	229,07	30,497			
Post-test (Grades for Turkish Lesson)	55-69	9	248,44	17,854	3,372	2/49	,042
	70-84	15	220,27	21,235			
	86-100	28	234,00	30,138			

The comparison of the experimental and control groups regarding the listening self-efficacy levels of the students was analyzed with the correlated sample t-test depending on the pre-test and post-test scores. As a result of the analysis, it was concluded that there was no difference between the experimental and control groups in the pre-test scores of the students (p>.05). On the other hand, there was a significant difference in the post-test scores (p≤.05). It was also concluded that the scores of the experimental group increased significantly compared to the ones of the control group in the measurements performed after the application of 5 activities lasting for 5 weeks to the experimental group through the multisensory learning method. In this case, these results demonstrate that tale listening activities performed through the multisensory learning method were more effective than the traditional methods and increased the listening self-efficacy levels.

In the study, the pre-test scores of the students were compared with their age levels by the t-test, and it was concluded that there was no significant difference (p>.05). On the other hand, comparisons with post-test scores demonstrated that the listening self-efficacy levels of 11-year-old students increased significantly more than the ones of 10-year-olds (p≤.05). This significant increase, especially in 11-year-old students, may be related to the developmental characteristics of the students since individuals show rapid developmental characteristics in this period. These developments, especially in the cognitive sense, can be effective in the emergence of differences in listening and understanding the tales.

It was concluded that there was no significant difference between the pre-test and post-test scores of male and female students depending on the comparisons performed by the t-test (p>,05). This situation demonstrates that sex is not an effective variable in terms of the development of tale listening self-efficacy in the students. In other words, it demonstrates that male and female students acquire outcomes related to listening self-efficacy at a similar level in the tale listening activities performed through traditional methods or multisensory learning method.

In the study, listening self-efficacy levels of the students were compared with their father's educational status by the ANOVA test. As a result of the analyses, it was concluded that there was a difference in both pre-test and post-test scores (p≤.05). In both pre-tests and post-tests, it was seen that students whose fathers graduated from primary school had higher listening self-efficacy levels. Similarly, the increase in the post-test scores of the students whose fathers have a primary education level is higher than those with other education levels.

It was concluded that there was no significant difference in the pre-test scores of the students regarding the previous year's grade point averages for Turkish lesson in the comparisons performed by the ANOVA test (p>.05). On the other hand, there was a significant difference in post-test scores (p≤.05). Based on this analysis, it was concluded that the listening self-efficacy levels of the students whose grades for Turkish lesson were between 55 and 69 points in the previous year were significantly higher than those who had higher scores. These results are important in that tale listening is effective to increase self-efficacy level of the individuals with low grades and similar characteristics in terms of listening self-efficacy.

4. Discussion, Conclusion, and Recommendations

In the research, five-week tale listening activities were carried out through the multisensory learning method for secondary school students. Experimental and control groups were created in the research, and the equivalence of the groups was checked by the pre-tests. After performing the activities, a post-test was applied to the students, and it was observed that the listening self-efficacy of the experimental group changed positively. In addition, in the comparisons performed depending on the variables, it was concluded that listening self-efficacy improved at a higher level for the students whose father's education level was primary school, whose age level was 11, and whose grades for Turkish lesson were low in the previous year. Similar to these findings in the research, there are various studies in the literature. In the study conducted by Doğan (2010), it was stated that there were problems in the development of language skills, especially listening skills. In the research, activities were prepared for various situations such as news samples, road descriptions, and shopping problems, and they were suggested to improve listening skills. In the research conducted by Epçaçan (2013) on listening education as a basic language skill, it was stated that preliminary information should be provided in the form of informing the target audience of the target text in order to make the students acquire this skill. In addition, it was stated that activity-based approaches have an important role in improving listening skills. Listening styles should be presented to students so that they can identify appropriate models and improve their skills. In addition, it has been stated in various studies that activity-based approaches have an effect on improving listening skills, but such activities should be used at a sufficiently limited level. In this respect, it is important to prepare activities for listening skills. Yıldız and Savaş (2019) examined the effects of Aesop's Fables on listening skills, and six-week-

long applications were carried out for primary school students. In the research, 18 different tales were used, and it was concluded that storytelling improved the listening and comprehension skills of the students. In the research conducted by Öztürk and Duran (2018) for secondary school fifth-grade students, the interactive storytelling technique was applied. As a result of the research, it was concluded that the listening skills of the students in the experimental group improved more and there was a difference between the groups. According to the results obtained from the research, it was also concluded that there was no difference in terms of sex, parental education level, and preschool education of the students. It was stated that the interactive storytelling applied within the scope of the research was loved by the students, their attention span was longer, and it was entertaining. Similarly, in the research on teaching English language skills through tales, Xolmurodova (2021) concluded that the use of tales improved reading, speaking, and writing skills as well as listening skills. In their study examining the impact of the tales on the attitude towards the development of listening skills, Gazioğlu and Karakuş (2021) stated that the tale activities applied to improve the listening skills of 5th grade students were successful. In the research regarding the importance of taletelling in improving listening skills of the students according to the secondary school teachers, Yenesw (2019) stated that storytelling is the most effective method to improve the listening skills of the students. In the research on the impact of storytelling on the development of listening and speaking skills, Hibbin (2013) concluded that storytelling increased the vocabulary capacity of the children and contributed to their listening and interpretation skills. Kim (2021) stated that the most effective method for developing the listening, reading, and interpretation skills of the EFL students is to tell textual, visual, and auditory tales. This method is also similar to the multisensory learning model in that it affects different sensory characteristics of the students.

When the findings obtained from the research and the studies in the literature are examined, it is seen that storytelling is used for various purposes in the field of education. However, it has been understood that the techniques used in the narration and the proficiency levels of the taleteller are also important along with taletelling. Accordingly, in this study, which was carried out based on the studies performed to determine the most appropriate technique in taletelling, it was seen that the multisensory learning model was effective in storytelling and the students showed more interest in tales. Similarly, it was concluded that there were improvements in listening self-efficacy levels of the students. Storytelling is used to expand the imagination of students, learn sociocultural values, support social and emotional development, contribute to the development of critical thinking and creativity skills, concretize the narrative, and make the lesson more enjoyable. Therefore, it is important to use the multisensory learning model in storytelling in order to make storytelling more effective. Considering the contributions of taletellers using multisensory features, it can be said that narrators should have proficiency in this method. In addition, proficiency levels of the teachers can be improved for the active participation of the children in the lessons, the use of tales in

the classroom, and the use of a multisensory model that activates various learning characteristics of the students in contrast to the direct expression technique.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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