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An Investigation of Listening Activities of the 11th Grade English Textbook according to Teachers' Views

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Abstract

Foreign language textbooks should include listening skills for language acquisition and second language communication. Engagement and motivation impact language fluency and learning results by affecting students' excitement and attentiveness at school. This research examined high school English students' motivation and involvement in Grade 11 textbook "Spice Up" listening activities. Ten English teachers from Bursa's Anatolian, Vocational, and Imam Hatip High Schools were interviewed semi-structured to assess student motivation and involvement. The study employed qualitative methodologies and thematic analysis. The investigation found varying student interest and motivation. Type of school, relevancy of activities to students' interests, and language competency affect student engagement and motivation. Strategies such as pre-briefing, multimedia integration and gamification are used by teachers to overcome barriers to motivation and engagement. The comparison of the "Spice Up" textbook with the previous textbook shows changes in student engagement and suggests that the new textbook contains improvements over the old one.

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Introduction

Students' listening comprehension and language proficiency depend on their listening practice in the classroom (Gilakjani, 2016). Yıldırım and Yıldırım (2016) emphasize the importance of strengthening listening skills in instructing English for conversation, making Communicative Language Teaching a globally recognized educational technique. This approach's focus on practical language use and thorough communication skills made it popular in many educational settings. The primary material for listening activities in the classroom is textbooks. Optimizing language acquisition requires understanding teachers' views on the ability of these activities to engage and motivate students. Since the Ministry of National Education published new textbooks for the 2023-2024 academic year, there has been little research on how listening activities in the Grade 11 English textbook engage and motivate students. According to Cunningsworth (1995), textbooks provide presentation material, a repository of ideas and activities, a reference guide, a structured syllabus with predetermined learning objectives, and crucial support for inexperienced teachers seeking confidence. Hycroft (1998) also notes that textbooks give pupils psychological support and enable progress and accomplishment evaluation. Motivation is crucial to language learning, affecting students' active participation in listening activities (Skinner et al., 1993). Motivating pupils to improve their listening skills in language acquisition affects their willingness, perseverance, and depth. The teaching and learning process may lack effect without textbooks, emphasizing their significance in defining instructional standards. Therefore, this study examines the effect of listening exercises in the Ministry of National Education (MONE) 11th grade English textbook "Spice Up" on student engagement and motivation in terms of teachers' perceptions. This study examines teachers' perceptions of the teaching practices of listening activities and their ability to improve the learning outcomes of 11th grade English language learners.

Babies listen for extended periods of time when they are first learning a language (Clark & Casillas, 2015). A language is really hard to learn without listening (Almazil, 2021). Learning a foreign language begins, as learning one's own languages does, with listening. Therefore, the acquisition of a foreign language necessitates a significant emphasis on the development of listening skills. Listening is one of the most significant components of a language (Yıldırım & Yıldırım, 2016). Motivation serves as a fundamental necessity for engaging in, acquiring knowledge, or undertaking endeavors, and its pervasive influence in our life

sometimes surpasses our conscious awareness. In order to achieve success in a given endeavor, it is important to possess both motivation and active engagement in the associated tasks. This study examines EFL teachers' perceptions of the impact of listening activities in the Grade 11 English textbook on students' engagement and motivation. This research investigates the impact of these activities on student engagement and motivation in the context of language acquisition as seen by the teachers.

Many educators and researchers value the issues of listening, motivation and engagement in foreign languages. This study's focus on the 11th grade English textbook advances listening activity research. By analyzing teacher opinions of these activities' effects on student engagement and motivation, this study fills a gap in the literature and increases knowledge of their classroom efficacy. Second, English teachers can use this study's findings in class. Listening exercises' pros and cons might assist teachers motivate and engage students. The study can help Grade 11 English teachers to select, create and implement activities to improve listening instruction.

Curriculum developers and textbook publishers can benefit from this study. The evaluation of 11th grade English textbook listening exercises will provide useful information about the effectiveness and appropriateness of the textbook. These comments can inform future listening material design changes to meet teacher and student needs. Finally, the study can improve 11th grade English language learning. By assessing students' engagement and motivation in listening activities, this research can help to create successful teaching strategies that provide a good and engaging learning environment.

The research questions of this study are:

1. How do teachers evaluate student engagement in 11th-grade English textbook listening activities?
2. How do teachers evaluate the motivation level of their students throughout the listening exercises in the 11th grade English textbook ?

This study has several limitations that should be taken into consideration when evaluating the results. The results may be limited by the sample size of 10 ELT teachers in Bursa. Although a group of teachers with various demographic characteristics was selected, the results may

not reflect all English teachers. It should also be noted that teacher perceptions are subjective. Teachers' subjective judgements and experiences may skew the study. Despite the measures taken to reduce bias, individual opinions may affect student engagement and motivation during listening exercises.

Self-reported data is another disadvantage. The research collects data from teachers' recall and self-reflection through interviews. This may cause social desirability bias or memory recall bias, reducing the accuracy and reliability of reported information. Classroom atmosphere, student characteristics and teaching methods were not fully analyzed in the study. These characteristics can greatly influence student engagement and motivation and may vary by educational institution. Therefore, the context of teachers in Bursa should be considered when interpreting the findings. The study only analyzes the listening tasks in the MoNE Grade 11 English textbook "Spice Up". This gives important information about these specific activities, but does not analyze other listening activities or resources used by teachers.

The sample of 10 Bursa English teachers represents a variety of backgrounds, experiences, and teaching contexts, and it is assumed that they will provide accurate and honest information about student engagement and motivation during listening activities. The study expects these teachers' opinions to illuminate the research issue and help explain the occurrence. The study also assumes that teachers' assessments of student interest and motivation during listening activities match their professional observations. Participating teachers are presumed to know their students and classroom methods.

The study assumes the data collecting procedures are valid for teachers' perceptions on student involvement and motivation during listening exercises. These strategies enable teachers to convey their perspectives in a relevant and real way. Finally, the study expects that the findings, while particular to the 11th-grade English textbook and Bursa, may apply to other educational contexts. This study should inform instructional techniques and motivate students in similar settings.

Language education's paradigm shifts had the greatest influence on listening. Beginning in the 1970s, language training curriculum included listening alongside speaking, reading, and writing. In the late 1970s, Communicative Language Teaching took off worldwide, focusing

on teaching English for effective communication and emphasizing the importance of listening skills (Yıldırım & Yıldırım, 2016). A focus on listening comprehension in the 1990s reinforced its importance in second and foreign language learning (Nunan, 2002).

Language education theorists and practitioners prioritize listening skills as a crucial basis for language learning and successful oral output (Yavuz & Çelik, 2017). We actively listen and respond to material in listening exercises. Visual and contextual clues help understand aural data. Short, spontaneous chunks of spoken speech are widespread. Communication styles might vary due to redundancy, informal language, colloquialisms, and aural nature (Sarıçoban, 1999).

Language acquisition requires listening exercises to improve comprehension, competency, and communication (Vandergrift & Goh, 2012). Well-designed listening exercises give students realistic language input to practice interpreting spoken language in many circumstances (Field, 2008). Effective listening teaching improves comprehension, vocabulary, and language learning (Zhang & Graham, 2020).

Rivers and Temperley (1978) found that individuals spend 45% of their communication time listening, compared to 30% speaking, 16% reading, and 9% writing. Rost (1994) stresses the importance of listening in the language classroom since it offers vital input for learners. Without understanding the information, learning cannot begin. Miller (2003) suggests that there is an idea that speaking is more important than listening and this neglect may be due to the long-held perception that speaking was more important in classrooms and that listening could be easily acquired. However, listening is essential in ordinary conversation, it is crucial in language learning. Listening is still underemphasized in the curriculum and needs more time.

While improving language and understanding, listening exercises also improve communication. Authentic language input and different situations help students comprehend and interpret spoken language characteristics including intonation, stress, and pragmatics. Students can also improve their real-world communication abilities by practicing their receptive skills in listening exercises (Vandergrift & Goh, 2012). These activities foster language acquisition and usage by encouraging active listening and understanding (Zhang & Graham, 2020).

Kurita (2012) implies that learners may struggle with listening comprehension, pushing educators to improve their listening exercises. Language acquisition success depends on improving this competence, which helps learners interpret linguistic input. As their listening comprehension improves, learners are more encouraged to speak English and seek out native speaker discussions.

Multidimensional student involvement has been extensively studied in language acquisition (Fredricks et al., 2004). It includes cognitive, emotional, and behavioral aspects and shows students' active engagement, attentiveness, and participation in learning (Connell & Wellborn, 1991). Engagement includes emotional connection, sensemaking, and active engagement. It involves participating in an activity, forming a personal connection, making meaning of it, and investing in it (Quaye et al., 2019).

The constructivist perspective emphasizes that learning is shaped by an individual's proactive involvement in meaningful educational pursuits and that how students immerse themselves in and interact with these activities profoundly affects their learning outcomes (Coates, 2005). Several factors affect student listening engagement. Students' attention and active engagement depend on task design. Quality activities include realistic materials, engaging exercises, and real-life circumstances to boost engagement and learning (Franklin & Harrington, 2019).

Gardner and Lambert (1972) suggested that second languages (L2) mediate ethnolinguistic groups in multicultural situations. They stressed that enthusiasm to learn another language promotes favorable attitudes, orientations, and incentives for intercultural communication and understanding. This motive drives community involvement and interpersonal improvement.

Motivation is crucial to L2 learning, although its definition and components are disputed (Oxford and Shearin, 1994). Keller (1983) defines motivation as the decisions people make about experiences or goals they seek or avoid and the effort they put into them. Gardner (1985), a pioneer in L2 learning motivation, defines motivation as endeavor, ambition to reach the language learning objective, and favorable attitudes toward the learning process. He defines motivation as a clear goal, the desire to achieve it, focused work, and positive attitudes toward learning.

Motivation, an important aspect in language acquisition, affects students' listening engagement (Skinner et al., 1993). Personal relevance and perceived worth of listening activities strongly affect student involvement. Students are more motivated and engaged when they see how the activities apply to their life or aspirations (Csizér & Dörnyei, 2005). Self-determination and goal orientation theories (Deci & Ryan, 2000; Dweck & Leggett, 1988) emphasize the role of intrinsic motivation and goal-directedness in language acquisition engagement and perseverance. Motivated students are more likely to actively participate, maintain attention, and invest effort in listening activities, improving learning outcomes (Gardner, 2010; Ushioda, 2009).

Teachers motivate and engage students during listening exercises. Their attitudes and opinions greatly impact education and learning. Multimedia resources, cooperative learning frameworks, and explicit goals and feedback help effective teachers engage students (McGregor, 2015).

Language educators frequently view listening as a technique to teach grammar and other language skills despite its importance in daily life and language acquisition. Students rarely receive enough instruction on how to actively participate in and manage listening. A study conducted by Ceylan (2016) examines how motivation kinds, metacognitive awareness, and EFL learners' listening skills are linked. The study found a favorable association between metacognitive awareness and listening skills. Improved listening ability was favorably connected with intrinsic motivation and adversely correlated with lack of motivation, external regulation, and introjected regulation. Although correlations weren't high, intrinsically driven students were more likely to use problem-solving, directed attention, and planning and assessment procedures than extrinsically motivated and unmotivated students.

Methodology

This chapter describes the research approach used to answer questions and achieve study goals. It describes the research model, data collection, instrument selection, and analysis. This qualitative study examines how listening exercises in the MoNE's Grade 11 English textbook "Spice Up" affect students' engagement and motivation as assessed by teachers. The model includes independent, mediating and dependent variables. In this study, listening

activities in the 11th grade English textbook were used as the independent variable. These exercises teach students listening comprehension. The nature, design and implementation of these activities were analyzed in terms of student engagement and motivation. The mediating variable of this study was teachers' judgements of student engagement and motivation. Teachers should facilitate and measure student engagement and motivation throughout listening exercises. Teachers' views, thoughts and opinions about student engagement and motivation mediate the relationship between listening activities and student outcomes. Students' listening engagement and motivation is the dependent variable of this study. It measures students' commitment, interest and involvement in listening tasks. Attendance, attention, focus, and persistence throughout the activities determine student engagement and motivation. This qualitative research collects and analyzes semi-structured teacher interviews to understand student engagement and motivation.

Ten high school English teachers from Bursa participated in this study. The participants were selected from different types of high schools, representing different lengths of teaching experience and different educational backgrounds. Anatolian, Vocational and Imam Hatip High Schools offer different teaching environments. By recruiting instructors from a variety of schools, the research can capture a wider range of teaching methods, approaches and views. Experienced teachers provide different perspectives. Novice instructors may have new ideas, while experienced teachers can share classroom expertise. Understanding how experience shapes beliefs and actions can enhance research. In addition, teachers with different academic majors or specialized training may use alternative teaching methods. This diversity may indicate different subject perspectives or methods. A large sample increases the reliability and usefulness of the study. It helps to explain how school type, experience and education influence perspectives on English language teaching. The careful selection of participants from different high schools, teaching experiences and educational backgrounds aims to give a more complete and nuanced picture of English teaching techniques and perspectives in Bursa. In terms of professional skills and grade 11 curriculum knowledge, all participants had at least three years of experience in teaching English to grade 11 students. All teachers who participated in the study were using the "Spice Up" book in public high schools.

In the study's analysis and reporting, participants' identities and replies were kept anonymous. All participation in this study was voluntary, thus individuals could quit at any time. These

English teachers' observations about student involvement and motivation during listening exercises in the 11th-grade English textbook "Spice Up" were invaluable. Their different experiences and knowledge will enrich the study's findings and help us grasp the issue.

In this study, data were collected using semi-structured interviews. Teachers' evaluations of student engagement and motivation during listening exercises in the Grade 11 English textbook were fully understood using qualitative data collection approaches. Semi-structured interviews were conducted with the participants to obtain qualitative insights into student engagement and motivation during listening activities. Pre-defined research-related questions guided the interviews.

Participant preferences determined whether the interviews were conducted face-to-face or via video conference. In order to capture comments accurately, participants agreed to be audio recorded. Transcription and theme analysis were used to analyze the interview material. Qualitative interview insights deepened the understanding of the research phenomena. The researcher formulated the interview questions based on the research questions.

This study collected data from English language teachers in Bursa through semi-structured interviews. The method involved organizing and conducting the interviews and maintaining ethical rules. Firstly, a pilot application was made to test whether the semi-structured interview questions were clear and understandable. 10 teachers were interviewed in semi-structured interviews. Different teaching experiences and perspectives were sought in the selection. Participants were contacted individually to schedule the interviews according to their availability. Semi-structured interviews were conducted face-to-face or via video conference. Before the interviews, an interview guide including questions related to the research was prepared. The interviews were audio recorded with the consent of the participants in order to capture their responses accurately.

Ethical rules were given great importance in the data collection process. Participants were informed that their participation was voluntary and that they could leave the study at any time. Participants were given pseudonyms and data were stored securely to guarantee confidentiality and anonymity.

Following the completion of data collection, the data obtained from the interview were compiled and organized in preparation for analysis. The verbatim transcription of qualitative interview data was conducted, followed by a theme analysis. This analysis aimed to investigate teachers' perceptions on student involvement and motivation. The study identified recurring themes and patterns that provide light on teachers' perspectives, personal encounters, and instances of student involvement and motivation in the context of listening exercises. The data that was gathered provided insights into the perspectives of teachers about student involvement and motivation.

Findings

This section presents the findings of the study. Themes obtained from teachers' interviews through thematic analysis are presented in Table 4.1.

Table 4.1. Themes and Descriptions

Themes	Description
Teacher Experience	Teachers' experiences teaching 11th-grade English listening tasks from "Spice Up"
Student Participation	Teacher perceptions of student participation in listening activities of Spice Up
Engagement Comparison of Skills	Teachers' perception of student involvement in listening activities compared to other skills of exercises in the textbook.
New Textbook Influence	Teachers' opinions about the difference of students participation between the book Spice Up and the previous one.
Strategies for Engagement	Methods teachers use to engage students in listening activities.
Impact on Student Motivation	Teachers' views on how listening activities motivate students and what motivates them about the textbook
Challenges in Motivation	Challenges and teachers' tactics for encouraging students for listening activities.
Suggestions	Teacher suggestions to improve textbook listening

exercises.

Evaluation of Student Engagement

Interviews with 10 Bursa high school English teachers indicate low to medium student interest during "Spice Up" listening activities for 11th-grade English. Teachers generally noted that children were less engaged than other classroom activities. 2 teachers stated there was high participation, 1 teacher stated medium and 7 teachers stated low participation. Despite teachers using interactive conversations and multimedia, students' short attention spans and difficulty focusing during listening assignments were a concern. When compared, teachers from Anatolian schools stated more participants than those from Vocational and Imam Hatip High Schools. However there were some exceptions.

Student participation in listening exercises

Teachers stated their opinions about student participation in listening exercises in the textbook.:

Te1: "Students don't want to participate in listening activities. I strive to do my best, but they don't listen. I can't draw their attention although the activities in the book are quite attractive."

Te5: "I don't think there's a problem with activities. The problem is that students do not want to attend the lesson."

Te3: "Students like listening activities less than expected. The engagement is reasonable, but some activities may be better so they can attend more."

Te4: "The listening activities in the textbook are good at drawing students' attention."

Te7: "There is approximately 70 percent active participation in my class in listening exercises. I think it's a good rate."

Te10: “The listening activities in the textbook are inadequate to draw students’ attention.”

TE1 stated that although the activities in the book were very attractive, it was difficult to attract students' attention during listening. Despite the teacher's efforts, the students' unwillingness to participate in the listening activities in the book made it difficult to do these exercises and the teacher complained that she could not ensure the participation of the students. Similarly, according to TE5, who stated that the participation was low, the problem was not in the listening activities in the book, but in the students' unwillingness to participate in these activities. This view reveals that there is a different reason behind the students' unwillingness to participate in the listening activities independent of the textbook. According to TE3, students were participating in the activities in the book, but this participation was less than expected. Although the teacher had higher expectations about the book, she could not achieve the desired participation. This idea supports the view of TE3, like other teachers, that there was a different reason behind the low student participation. The idea that the listening exercises in the book were sufficient in terms of attracting attention was also supported by Te4, who stated that the participation of his students was high. Similar to Te4, Te7 praised his class's 70% enthusiastic participation. This view indicates those students' listening participation to the activities in the textbook was good. However, Te10 stated that the book was insufficient to attract students' attention. In this regard, the majority opinion indicates that the book was good at attracting the attention of the students and that there was another reason behind the failure to attract the attention of the students.

Comparison of engagement between listening exercises and other exercises in the textbook

Teachers stated their opinions about student engagement in listening exercises of the Textbook “Spice Up” compared to other exercises in the book:

Te8: “They are less involved in listening exercises than other exercises.”

Te5: “My classes generally don’t attend any exercises in the book, but listening is the worst.”

Te9: “If I list the participation of my students to the exercises in the textbook, 1:reading, 2: listening, 3: writing and 4: speaking”

Te8 observed that listening exercises engaged students less than other skill based exercises. Similarly, Te5 stated that listening exercises were the least attended skill-based exercises in his courses. This described the challenge of engaging kids in listening sessions. Te9 compared student engagement across different skills of exercises. Reading was most popular, followed by listening, writing, and speaking. Student language proficiency in listening tasks was moderate according to this finding. According to the findings teachers saw limits in student engagement in listening exercises compared to others, none of them stated that listening activities in the book were attended the most. The result demonstrated that student engagement in listening exercises trailed behind other skill based exercises.

Teachers saw limits in student listening engagement compared to other resources, none of them stated that listening activities in the book were attended the most. The result demonstrated that student listening engagement trailed behind other language skills.. These similar findings across different teachers indicate the need for new methods to promote student involvement in listening exercises.

Student engagement difference between the textbook Spice Up and the previous textbook

Teachers stated their opinion about the listening exercise engagement difference between the textbook “Spice Up” and the previous textbook:

Te1: “Compared to the prior book, student participation in the listening exercises hasn't changed. “

Te5: “I can't say that participation in listening activities has changed much.”

Te8: “The participation in the listening exercises has increased compared to my last year's students.”

Te2: “Because the listening exercises are easier, engagement has increased.”

Te4: “The engagement is better compared to the previous textbook.”

Teachers discuss the engagement of "Spice Up," the current textbook, and its predecessor. Te1 observed no difference in student listening engagement between two textbooks. Te5 verified this, exhibiting identical participation in both textbooks. Te8, however, indicated increased engagement based on student feedback from last year's textbook. Like Te8, Te2 also observed increased engagement owing to the textbook's simpler listening tasks. Similarly Te4 agreed Te8 and Te2 about the engagement increased. These different interpretations show different opinions. However when we look at the answers of all 10 teachers 3 of them said that the engagement hasn't changed and 7 said the engagement changed positively.

Strategies for engagement

Teachers stated their strategies for student engagement:

Te9: "I use Kahoot to involve students better in the lesson. I'm preparing a quiz in Kahoot about the listening text. Participation is increasing a little more."

Te2: "Before I start listening, I give some preliminary information about the text. Like what the incident happened, where it passes, or between whom. At that time, they understand better and their attention increases a little more."

Te6: "Students don't like just listening to the text in the book. I have them watch videos related to the topic. The students like it more."

An interactive and gamified tool, Kahoot helped Te9 engage students more. The teacher increased student engagement by creating a Kahoot quiz related to the listening exercises in the book. This application engaged students more however, not as much as expected. Before listening, Te2 offered context. By offering background information about events, locations, and people, the teacher improved students' participation. However the increase was not as expected, similar to Te9's statement. Te6 added videos to listening tasks and this implementation increased students' participation.

Many teachers demonstrated strategies to engage students in listening activities. These strategies engaged students more but some were less than expected. Nevertheless, each option

enhanced attention, and involvement during listening exercises in the textbook, demonstrating the necessity for several methods to accommodate different learning styles and boost engagement.

Evaluation of Student Motivation

Teacher assessments of student motivation during listening exercises in "Spice Up" 11th-grade English textbook are low, medium and high. Some students are interested in listening activities, some of them are reasonably interested, while others are uninterested. Most teachers think their students are less motivated than expected. These motivation variations are also related to school differences. Apart from a few exceptions, students at Anatolian High School are more motivated, while other schools are less motivated.

Impact on student motivation

Teachers stated their opinion about students' motivation in attending listening activities:

Te10: "Listening activities seem to have little influence on student motivation. Students stay unmotivated during these assignments."

Te5: "Unfortunately, students are very reluctant, but apart from the book."

Te3: "There's space for growth, but listening exercises don't demotivate students. Some students are somewhat motivated throughout these workouts."

Te7: "The motivation in my class is good and the book has a positive impact about it."

Te10 and Te5 similarly stated that the students lacked motivation and were reluctant to do the listening exercises. However, Te5 added that this lack of motivation was not related to the book. Te3 stated that the listening exercises encouraged some students but not others. This shows that Te3's students have moderate motivation. Te7 stated that the listening exercises of the book motivated his students. These different views indicate different degrees of motivation in the students. It is interesting that Te5 stated that the lack of motivation is not

related to the book and it shows that there are different reasons for the students' lack of motivation.

Challenges of motivating students during The listening exercises in the textbook “Spice Up”

Teachers stated their opinion about challenges of listening activities in the Textbook “Spice Up”:

Te3: “Diverse student motivations provide a hurdle. Some kids are interested in the listening exercises in the textbook, but others aren't, making it hard to motivate the class.”

Te2: “Some topics draw the attention of the students while some don't.”

Te5: “I find it difficult to motivate the students in the lesson in general, but I have extra difficulties with listening texts. Unfortunately, the language proficiency of the students is poor and their incomplete learning is very high. They also have difficulty in understanding what they listen to.”

Te3 emphasized the diversity of student motivation in his classes as a challenge. She stated that some students were motivated to do the listening activities in the book while others were not and that these motivation differences in students made it difficult for her to motivate the class in general. Similarly, according to Te2 the challenge of listening activities in the textbook is due to the variation in students' interest depending on the exercise. However, the difference between the two is that in Te3's students, one group shows interest in the same exercise while the other group does not and in Te2, the majority of the students are interested or not interested in the same exercise.

Te5 pointed to other difficulties, not the textbook, as the reason for students' lack of motivation for listening activities. He stated that the students' weak language, incomplete learning and thus their lack of auditory comprehension caused the lack of motivation, however he stated that he had extra difficulty in listening exercises compared to other exercises.

Strategies to overcome motivation challenges

Teachers shared their strategies to overcome students' motivation lack in attending listening activities of coursebook.

Te8: "I give the students some pre-information before they listen to the text in the book, such as who the conversation is between or what the topic is. This keeps them interested."

Te4: "For relatively long listening texts, I stop listening and do a comprehension check. Better comprehension helps them to be more motivated for the exercises."

Te2: "It is useful for motivation to associate the activities with students' experiences."

Te9: "I use gamification to increase students' motivation."

Te8 emphasized the importance of giving prior information to the students in terms of motivation and stated that he increased motivation by giving prior information to the students. Te4 stated that taking breaks in long listening texts to verify comprehension increased students' motivation to participate in the exercises. Te2 stated that linking the exercises to students' experiences motivated them and linking the exercises to students' real life experiences increased engagement. Moreover, Te9 stated that the strategy he used to motivate students was gamification and pointed out that interactive game-based applications increased students' interest. These strategies try to overcome the weak motivation during textbook listening exercises by providing a variety of resources to engage and motivate students.

Suggestions to Increase Motivation and Engagement during Listening Exercises in the Textbook

Teachers shared some suggestions for improving the textbook and listening activities.

Te10: "Simplifying listening materials and activities improve understanding. Content that matches students' skills and interests might boost the motivation and engagement."

Te9: “More interactive components might improve students’ involvement and motivation. Gamification, interactive quizzes, conversations, and multimedia tools may make the classes more engaging and dynamic.”

Te6: “In addition to the audio recordings, if videos are added to the book, the motivation of the students will increase. Moreover if these videos have a series with the same characters, the motivation will be better.”

Teacher suggestions to inspire and engage students included improving the textbook's listening activities. Te10 says simplifying and matching listening materials to students' skills and interests can enhance motivation and engagement by boosting understanding. To make lectures more entertaining, Te9 proposed gamification, interactive quizzes, conversational activities, and multimedia resources. Interactivity could inspire students and make learning more engaging. Te6 suggested including videos with consistent characters in the textbook in addition to audio recordings to motivate students. Video supports, especially ones with repeating characters, might encourage students to listen.

Conclusion, Discussion and Suggestions

This study investigated teachers' opinions on the motivation and engagement of students in the 11th grade ELT textbook "Spice Up". Following a quantitative model, semi-structured interviews were conducted with 10 high school English teachers working in Bursa. In these interviews, open-ended questions were asked about the teachers' experiences, observations and ideas about student engagement and motivation during listening exercises, the difference between the contribution of listening activities in the old book and the new book to student motivation and engagement, the difficulties they experienced with motivation and how they overcame these difficulties.

Teachers' opinions about the listening exercises in the "Spice Up" textbook varied. Firstly, students' participation in the listening activities in the book varies. Although most of them reported low participation, student participation was higher in Anatolian High Schools. In addition, students participate less in the listening activities in the book compared to other activities. Teachers also had different opinions about the difference between students'

participation in the listening activities in the "Spice Up" textbook and the listening activities in the previous textbook. The majority observed more participation in the activities in the Spice Up book. Teachers also shared the strategies they used to get students to participate more in the listening activities. Teachers involved children more in the lessons by pre-briefing, showing videos and using gamification elements such as Kahoot.

Similar to engagement, the research findings showed a variable enthusiasm in student motivation. While some reported that students were motivated during the listening activities in the textbook, the majority reported motivation problems. Teachers had different views on this issue. While a small group stated that the reason for the lack of motivation was the activities in the book, the majority praised the book for motivation. When the teachers were asked about the difficulties they faced in terms of motivation, they stated that some topics did not attract the attention of the students or that the students had difficulty in understanding the listening text because of their low language proficiency. The teachers suggested facilitating the listening activities in the textbook, using interactive elements and using videos in addition to audio recordings to motivate and involve students in listening activities. One of the teachers who suggested the use of videos stated that if these videos were in the form of an ongoing series, it would increase motivation even more.

This study illuminates student motivation and engagement in the "Spice Up" textbook listening activities and supports previous findings in the literature. This study follows Nunan (2002) and Vandergrift & Goh (2012) in emphasizing language acquisition through listening. It emphasizes that language and communication need listening. The study supports the views of Connell & Wellborn (1991) and Coates (2005) that student participation affects learning. The biggest evidence of this is that the findings of the study show that motivation and participation among students with different language skills change in direct proportion to language skills. This study shows that there are significant differences in student engagement between Anatolian, Vocational and Imam Hatip High Schools. These differences in participation in listening exercises indicate that students need to use different books according to their language level. School-wide student engagement needs personalized activities and teaching. The findings obtained from the teachers participating in the study are similar to Coates' (2005) findings in this regard. The research reveals that multimedia is motivating and engaging and is in line with the findings of Sarıçoban (1999) in this regard. The study encourages films and audio recordings as they increase participation. The study

recommends tailored learning depending on students' interests and competences to close motivational gaps.

Future research should specifically look at the findings of these studies and examine the relationship between student levels and the engagement and motivation of textbooks. A longitudinal and long-term study could be helpful in this regard. The relationships between students' language proficiency and their engagement in the listening activities in the textbook and different high schools should be investigated. Examining how proficiency levels motivate students can also help to organize a more effective textbook for them. In addition, it is suggested to include interactive components in the listening activities and to conduct research on the effects of video and audio recording on students' engagement and motivation in listening activities.

Moreover, research on intercultural language learning engagement will fill the gap in the literature. How cultural differences affect language acquisition, especially learners' listening motivation and engagement can be investigated by future studies. In technology-based language teaching, listening applications or platforms can be used and their effects on learners' motivation and engagement can be investigated.

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