

## The Effect of The Listening Text's Type of Voice to Comprehension Skill in Teaching Turkish as a Foreign Language<sup>1</sup>

*Fatih Kana<sup>2</sup>, M. Furkan Uzan<sup>3</sup>, Zeynep Özekinci<sup>4</sup> & İsmail Kızıldağ<sup>5</sup>*

**Abstract:** The aim of the study is to search the effects of using recorded listening materials or speaker-based listening materials as listening activities on the learners' listening skills that learn Turkish as a foreign language. The method of the study is case study. The participants are the students studying in TÖMER. In this study semi-structured interview form is used to collect the data. And also two listening texts that have the similar content, one recorded and one performed by a speaker, and listening comprehension tests are used. The learners are going to be evaluated by comprehension tests which will be handed out after each listening texts performed every other week. In line with the answers given by the learner in the comprehension tests, we are going to search which kind of listening activity is more effective. The data collected in the study will be analyzed by the content analysis method. According to findings from the study, participants were found to be more successful in the speaker-centered listening test than multiple-choice tests in that the recorded listening test was more successful than the test used. Another outcome of the study is that the participants were more successful than the speaker-centered listening test in the listening test recorded in the gap filling questions.

**Keywords:** *Turkish as a foreign language, listening education, case study, foreign students.*

### Yabancı Dil Olarak Türkçe Öğretiminde Dinleme Metinlerinin Seslendirilme Şeklinin Dinlediğini Anlamaya Etkisi

**Özet:** Bu çalışmanın amacı yabancı dil olarak Türkçe öğrenen öğrencilerin dinleme eğitimi etkinliklerinde kaydedilmiş dinleme metinleri ve konuşmacı merkezli dinleme etkinlikleri kullanımının öğrencilerin dinleme becerilerine etkilerini araştırmaktır. Araştırmanın nitel araştırma yöntemlerinden durum çalışması deseni kullanılmıştır. Araştırmanın örneklemini Türkiye'nin batısında yer alan bir üniversitenin Türkçe Öğretimi Araştırma ve Uygulama Merkezi'nde öğrenim gören yabancı uyruklu öğrenciler oluşturmaktadır. Araştırmada öğrencilerden rastgele iki grup oluşturulmuştur. Kontrol grubunda yer alan öğrencilere bir adet kaydedilmiş dinleme metni dinletilmiş ve öğrencilerden metni anlamaya yönelik sorulara cevap vermeleri istenmiştir. Deney grubunda yer alan öğrencilere konuşmacı tarafından okunan bir metin dinletilmiş ve öğrencilerden metni anlamaya yönelik sorulara cevap vermeleri istenmiştir. Araştırmada elde edilen veriler analiz edilerek yabancı

<sup>1</sup> This research was presented as oral presentation at the The Eighth International Congress of Educational Research.

<sup>2</sup> Yrd. Doç. Dr., Çanakkale Onsekiz Mart Üniversitesi, Eğitim Fakültesi, Sosyal Bilimler ve Türkçe Eğitimi, fatihkana@hotmail.com

<sup>3</sup> Arş. Dör., Fatih Sultan Mehmet Vakıf University, Education Faculty

<sup>4</sup> Öğrenci, Çanakkale Onsekiz Mart Üniversitesi, Eğitim Bilimleri Enstitüsü

<sup>5</sup> Öğrenci, Çanakkale Onsekiz Mart Üniversitesi, Eğitim Bilimleri Enstitüsü

dil olarak Türkçe öğretiminde kaydedilmiş metinlerin mi, konuşmacı tarafından canlı olarak seslendirilen metinlerin mi etkili olduğu anlaşılmaya çalışılmıştır.

**Anahtar Kelimeler:** *Yabancı Dil Olarak Türkçe Öğretimi, Dinleme Eğitimi, durum çalışması, yabancı öğrenciler.*

## INTRODUCTION

Listening, as many researchers have noted, is the first and most used skill in four basic language skills.

Our first encounter with language has always been with listening. For this reason, the ability to communicate with the individual's environment in a healthy way depends on the development of listening skills.

When it is examined in the literature, it is seen that many definitions of listening have been made. According to Taşer, listening is also about understanding and interpreting the thoughts put forward in talking (1996). According to Demirel, it is the activity of fully understanding and reacting to the message given by the source (1999). According to Epçaçan, listening is an indispensable element of interpersonal communication and is an effort to understand and interpret messages from the narrator. It is a comprehensive, active process which includes hearing. At the same time a multidimensional phenomenon, a purposeful behavior and is a mental activity that requires the cognitive processes of the human brain as a reflection of human freedom of choice (Tra. Yaman ve Tulumcu, 2016).

It is understood that listening is a much more comprehensive process than hearing, which is a physiological skill, when the definitions are perceived as hearing that the individual who first comes to mind when hearing is called.

Gaining and developing this extensive skill is very important to acquire foreign languages as well as to acquire the main language. However, this very important skill is a topic mentioned in all the day-to-day research that is the most difficult developing skill in the four basic skills in foreign language teaching. (Keser, 1995, Demirel, 2010). For this reason, the selection of the approaches and methods to be taken into consideration during listening teaching should be carefully and rigorously studied and the implementation of these approaches and methods should also be the same. When determine how to make the applications and which materials to use, the cognitive, physiological and psychological characteristics of the group in which the applications are made must be taken into consideration. At the same time, the environment and physical environment in which the applications are made should also be considered and arranged accordingly. Because effective and qualified listening activities improve children's sense of intimacy towards that language (Hanbay, 2013). For this reason, listening practice is of great importance in foreign language teaching.

In recent years, the importance of listening skills and practices has been recognized in the teaching of Turkish as a foreign language, and the number of studies on this field has increased. The methods and materials used in teaching listening have been tried to be developed and in accordance with the era. However, the effectiveness of the methods and materials used in listening teaching must also be investigated. The main thing that shaped communication is not how we talk, but how we listen. Bonet (2001) indicates that we use 25% of our listening potential in a true way, which means that we mislead, forget, misunderstand or do not care 75% of what we listen. Being an effective listener is the foundation of healthy communication. With this knowledge moving It is important to find the answer to the question "What does the concept of effective listener mean to us?" Listening is a conscious process that requires mental participation of the listener (Low & Sonntag, actress: Caspersz and Stasinska, 2015). So being an effective listener is something the listener can choose from? It is first of all necessary to focus on the difference between listening and hearing. Because every sound perceived by our ear can not be called listening. Sayeekumar and Phill noted the difference between listening and hearing as follows;

---

Listening	Hearing
Voluntary	Involuntary
Conscious effort	Automatic
Active process	Passive process
Two-way interaction	One Way

---

Sayeekumar and Phill have stated that one should pay attention to the following points in order to be a good listener (<http://www.skillsyouneed.com/ips/listening-skills.html>):

- Stop talking
- Preparing to listen
- Relieving to speaker
- Moving away from distractions
- Build empathy
- Be patient
- Prejudice avoidance
- Focus to voice
- Listening to ideas, not just words

As long as the listener tries to create the listening environment that is ideal for him, the quality of the listening activity will increase. This leads us to determine which of the listening materials is more effective. In our study, we tried to determine whether individuals who learned Turkish as a foreign language get more efficiency from a listening activity involving a recorded text or from a speaker-centered listening activity.

### **Research Question**

- The first and basic question of the research; Are individuals learning Turkish as a foreign language more successful at activities involving recorded listening texts or activities involving speaker-centered listening texts?
- If the results of the listening-perception tests applied in the research are different from each other, what is the reason for this?

## **METHOD**

### **Research Model**

The study is mixed patterned case study. The case study is an empirical research method that works within its own real life framework and is a multi-faceted, systematic and in-depth study of a current phenomenon (Yıldırım and Şimşek, 2011, Patton, 1990: 384, Cohen and Manion, 1997: 106). The case study includes the stages of limitation of the situation, determination of the research case, investigation of the data set, creation of the findings, making interpretations and writing the results (Denzin and Lincoln, 1996: 103, Bassegy, 1999: 66).

### **Participants**

Typical case sampling is used for purposeful sampling methods in this study. The purpose of selecting the typical case sample in the research is to have an idea about a specific area by studying the mean situations of the sample (Yıldırım and Şimşek, 2011: 110). The study group of the study is composed of 25 students who are studying at B1 of the Turkish Language Teaching Center of a university in the west of Turkey during the academic year of 2015-2016. Of the students who participated in the survey, 14 are male and 11 are female.

### **Data Collection Tool**

In the research, listening perception tests, which were prepared by the researchers and examined by 3 professors, were used as data collection tools. The test 5 proceeded with a multiple-choice question beginning with a gap filling question and finished with 3 open-ended questions. Since the number of expected responses for open-ended questions is more than 1, each is added to the analysis process as frequency. In addition, a semi-structured interview form consisting of 2 questions about the activity, prepared by the researchers, was used to get participants' opinions about the activity.

### **Data Analysis**

In the analysis of the listening-perception tests, the frequency analysis technique was used because of quantitative data should be assessed in a number of situations. In semi-structured interview

forms, content analysis technique was used. Participants' responses were examined in depth by content analysis technique and separated by specific codes and themes.

### Data Collection Process

At the beginning of the data collection period, listening-perception tests prepared according to the content of the text to be played are distributed. Then a recorded text describing the city of Trabzon was heard from the computer. Participants were given time to respond to the test, and the tests were collected for analysis by the researchers. A full week after this event, a classmate was invited and a speech was made on the content of the text of İzmir city about 1 week ago. Participants were given time to respond to the test, including questions distributed to them, the content of the talk, and questions similar to the one week before application, and the test was finally collected by the researchers for analysis. A few days after this event, a semi-structured interview form with 2 questions was distributed to the participants to get their views on the event, and then collected for analysis by the researchers.

### Findings

**Table 1** *The Distribution and Percentages of Answers That Participants Give to Multiple-Choice Questions Of Both Tests*

Question		True		False		Empty	
		f	%	f	%	f	%
1	İ	12	85,71	1	7,14	1	7,14
	T	14	100,0	0	0	0	0
2	İ	9	64,28	5	35,71	0	0
	T	11	78,57	3	21,42	0	0
3	İ	9	64,28	5	35,71	0	0
	T	13	92,85	1	7,14	0	0
4	İ	14	100,0	0	0	0	0
	T	12	85,71	1	7,14	1	7,14
5	İ	10	71,42	4	28,57	0	0
	T	13	92,85	1	7,14	0	0

The code I refers to the recorded listening test and the T code refers to the speaker-centered listening test.

When we examine Table 1, the success rate of the speaker-centered listening test is 100% in the answers given to the first questions of both tests, whereas it is 85% in the recorded listening test. The answers to the second questions of both tests, the success rate in the speaker-centered listening test was 78.57%, whereas in the recorded listening test this rate was 64.28%. The third question on the table, the correct answer rate in the speaker-based listening test was 92.85%, whereas in the recorded

listening test this rate was again 64.28%. The fourth questions of both tests, 85.71% of the speaker-centered listening test is successful and this percentage is 100% of the recorded listening test. The last question of the multiple choice tests was examined, the ratio of correct answers to all answers in the speaker-centered text was 92.85%, whereas in the recorded listening test this rate was 71.42%.

When we evaluate the chapters as a whole with the results from the tabled results, the ratio of correct answers to all the answers in the multiple choice questions in the speaker-centered listening test is 90%, whereas it is 77.14% in the recorded listening test.

**Table 2** *The Distribution and Percentages of Responses That Participants Gave to the Gap Filling Questions of Both Tests*

Question		True		False		Empty	
		f	%	f	%	f	%
6	I	8	57,14	1	7,14	5	35,71
	T	1	7,14	5	35,71	8	57,14
7	I	6	42,85	4	28,57	4	28,57
	T	0	0	2	14,28	12	85,71
8	I	3	21,42	4	28,57	7	50,00
	T	6	42,85	4	28,57	4	28,57
9	I	1	7,14	8	57,14	5	35,71
	T	0	0	8	57,14	6	42,85

The code I refers to the recorded listening test and the T code refers to the speaker-based listening test.

When we examined Table 2, the ratio of correct answers given to the first of the blank filling questions of both tests was 7.14% in the speaker-centered listening test and 57.14% in the recorded listening test.

The speaker-centered listening test no participant answered this second question correctly and the rate remained 0%. In the recorded listening test this rate is 42.85%.

When the third of the gap filling questions of both tests were examined, the ratio of correct answers to all answers was 42.85% in the speaker-centered listening test and 21.42% in the recorded listening test.

The last questions of the blanking sections of the tests were examined, no success was found in the participants' success rate and the rate was 0% in the speaker-centered listening test. In the recorded listening test this rate is 7.14%.

When the gap filling section was examined as a whole in both tests, the findings were that the success rate was 12.5% in the speaker-centered listening test and 32.14% in the recorded listening test.

**Table 3** *The Distribution and Percentages of Answers That Participants Gave to Open-Ended Questions of Both Tests*

Question		True		False		Empty	
		f	%	f	%	f	%
10	İ	13	92,85	1	7,14	0	0
	T	12	85,71	1	7,14	1	7,14
11	İ	11	78,57	1	7,14	2	14,28
	T	10	71,42	1	7,14	3	21,42
12	İ	8	57,14	3	21,42	3	21,42
	T	7	50,00	2	14,24	5	35,71
13	İ	10	71,42	1	7,14	3	21,42
	T	10	71,42	0	0	4	28,57
14	İ	7	50,00	3	21,42	4	28,57
	T	4	28,57	3	21,42	7	50,00
15	İ	7	50,00	6	42,85	1	7,14
	T	2	14,28	3	21,42	9	64,28
16	İ	3	21,42	5	35,71	6	42,85
	T	10	71,42	1	7,14	3	21,42

The code I refers to the recorded listening test and the T code refers to the speaker-based listening test.

When we examined Table 3, the success rate of the answers given to the first of the open-ended questions of both tests was 85.71% in the speaker-centered listening test and 92.85% in the recorded listening test. The second question from the open-ended questions of both tests, the ratio of the correct answers to all the answers was 71.42% in the speaker-centered listening test and 78.57% in the recorded listening test. The third question from the open-ended questions of both tests, the ratio of the correct answers to all the answers was 50% in the speaker-centered listening test and 57.14% in the recorded listening test. The fourth question from the open-ended questions of both tests, the ratio of correct answers to all answers was 71.42% in the speaker-centered listening test and 71.42% in the recorded listening test. The fifth question from the open-ended questions of both tests, the ratio of the correct answers to all the answers was 28.57% in the speaker-centered listening test and 50% in the recorded listening test. The sixth question from both open-ended questions of both tests, the ratio of correct answers to all answers was 14,28% in the speaker-centered listening test, whereas it was 50% in the recorded listening test.

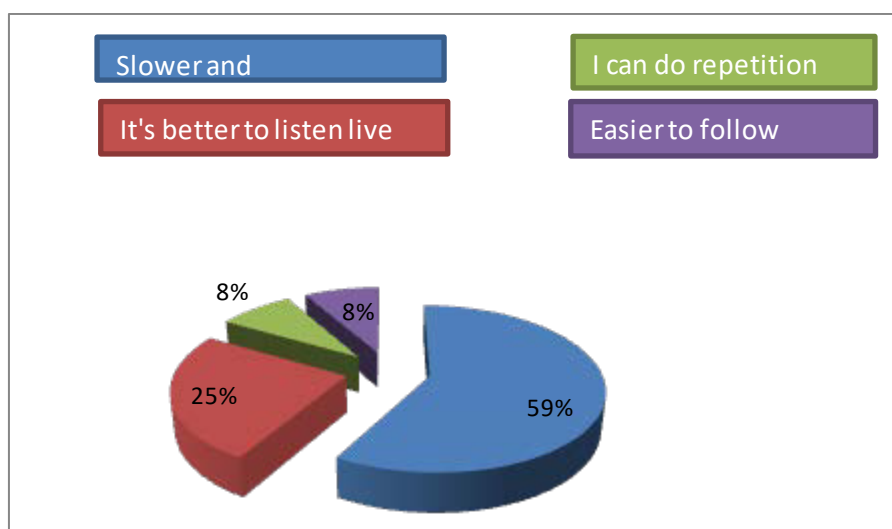
**Table 4** *Answers and Percentages to First Question of Semi-Structured Interview Form*

Which of the listening tests do you find more successful?	f	%
Speaker-centered listening	11	95
Recorded listening	1	5

When examined in Table 4, the test in which almost all of the participants thought that they were successful is a spoken listening test. All participants, except only 1 participant, stated that they thought this test was more successful.

**Table 5** *Answers and Percentages to the Second Question of Semi-Structured Interview Form*

Why do you choose the test you think you are successful?



When we look at Table 5, 59% of respondents who think that they are more successful in speaker-centered listening have suggested that speaker-centered texts are slower and understandable, and 25% of those who say that it is more beneficial to listen to live. The remaining 16% was shared equally amongst the participants, saying that it is easier to follow and that it is only understandable. Besides, the participant thinks that he / she is more successful in the recorded listening test, and he / she has the possibility to listen to the recorded texts again at any time.

### Conclusion

This study, which investigates the type of listening that the students who learn Turkish as a foreign language is more successful, have reached different findings. It is a lucrative outcome that participant opinions are more successful than the speaker-centered listening test in the general recorded listening test, while the participant opinions express the opposite except for only 1 participant. According to this study, participants' thinking that they were successful in a test did not



affect their actual success, nor did they think that they failed. The facts differed from the perceptions of participants.

According to findings from the study, participants were found to be more successful in the speaker-centered listening test than multiple-choice tests in that the recorded listening test was more successful than the test used.

Another outcome of the study is that the participants were more successful than the speaker-centered listening test in the listening test recorded in the gap filling questions.

In open-ended questions, the participants are more successful than the speaker-centered listening in the recorded listening test.

Participants see speaker-centered listening activities more effective in achieving success than recorded listening activities as mentioned above. Here we can say that attitudes towards speaker-centered listening are more positive than recorded listening and that in-class listening activities should be regulated by considering this result. Speaker-centered listening seems to be much slower and more understandable in their view of being more useful, suggesting that they are adopted by the students in listening activities rather than machine voice. Nevertheless, the positive result of this positive attitude is not positive for the success of the student.

## References

- Bonet,D., (2001). *The business of listening a practical guide to effective listening*. Crisp Learning Publishing. ISBN: 1560525908.
- Casperzs, D. ve Stasinska, A. (2015). Can we teach effective listening? An exploratory study. *Journal of University Teaching & Learning Practice*, 12(4).
- Demirel, Ö. (1999). *İlköğretim okullarında Türkçe öğretimi*. İstanbul: MEB Yayınları.
- Demirel, Ö. (2010). *Yabancı Dil Öğretimi Dil Pasaportu Dil Biyografisi Dil Dosyası*, Ankara: Pegem Yayınları.
- Denzin, Y. K.,Lincoln,YS., (1996). *The Landscape of qualitative research: Theories and issues*. Sage Publications, Ltd.
- Frost, K., Elder, C. ve Wigglesworth, G. (2011). Investigating the validity of an integrated listening-speaking task: A discourse-based analysis of test takers' oral performances. *Language Testing* 29(3). 345-369.
- Hanbay, O. (2013). *Çocuklara Yabancı Dil Öğretimi*. Ankara: Anı Yayıncılık.
- McBride,K.,(2011) The effect of rate of speech and distributed practice on the development of listening comprehension, *Computer Assisted Language Learning*, 24(2).
- Nightingale,V.,(2011). *The handbook of media audiences*. Blackwell Publishing Ltd.

- Pohjalainen, J., Raitio, T., Yrttiaho, S. ve Alku, P. (2013). Detection of shouted speech in noise: Human and machine. *Acoustical Society of America*. [<http://dx.doi.org/10.1121/1.4794394>], 2377–2389
- Sayeeekumar, M.,M.A., M.Phil,(2013). Develop Effective Listening Skill. *Language in India*, 13(5).
- Taşer, S., (1996). *Konuşma Eğitimi*, Papirüs Yayınları, İstanbul.
- Thanajaro,M.,(2000). *Using authentic materials to develop listening comprehension in the english as a second language classroom*. PhD Thesis. Faculty of the Virginia Polytechnic Institute and State University.
- Keser, U., (1995). *English Listening Comprehension in the War Academy*. Gazi Üniversitesi, Ankara, s.8
- Yaman, H. & Tulumcu, F.M. (2016). “Yabancı Dil Olarak Türkçe Öğrenenler İçin Dinleme Becerisi Öz Yeterlik Ölçeği Geliştirilmesi / The Development of Listening Skill’s Self Efficacy for Learners of Turkish as a Foreign Language”, *TURKISH STUDIES -International Periodical for the Languages, Literature and History of Turkish or Turkic-*, ISSN: 1308-2140, (Prof. Dr. Hayati Akyol Armağanı), Volume 11/3 Winter 2016, ANKARA/TURKEY, [www.turkishstudies.net](http://www.turkishstudies.net), DOI Number: <http://dx.doi.org/10.7827/TurkishStudies.9327>, p. 2371-2386.
- Yıldırım,A.,Şimşek,H.,(2011). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık, 2011.
- <http://www.skillsyouneed.com/ips/listening-skills.html>