



Educational Policy Analysis and Strategic Research

Volume 14, Issue 2 June 2019

epasr.penpublishing.net

ISSN: 1949-4270 (Print) 1949-4289 (Online)

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To cite this article

Sonmez, H. (2019). The Strategies for Designing Activity Related to Listening/Following Skills and Assessment Rubric. Educational Policy Analysis and Strategic Research, 14(2), 124-154. doi: 10.29329/epasr.2019.201.7

Published Online	June 27, 2019
Article Views	1 single - 2 cumulative
Article Download	2 single - 6 cumulative
DOI	https://doi.org/10.29329/epasr.2019.201.7

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The Strategies for Designing Activity Related to Listening/Following Skills and Assessment Rubric

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Abstract

This study deals with the experience of prospective teachers of Turkish in creating activities by using strategies suitable for verbal communication skills and designing an assessment tool to evaluate such activities. The aim of this study is to provide the participants with the necessary knowledge about activity designing strategies as well as to improve their proficiency as teachers to develop and use a suitable assessment tool so that the activities could be evaluated. The study has been carried out in accordance with the mixed research design in which the quantitative and qualitative data collecting processes are used together. The result of the review shows that the completed activity designing strategy and the rubric that evaluates the activities support the participants' proficiency in designing the teaching process suitable for listening/following activities and help them during the teaching process. Based on those findings, it has been concluded that the information acquired during a systematical and planned listening/following process has a positive effect on prospective teachers' skills to design a teaching process.

Keywords: listening/following skills, strategy, rubric.

DOI: 10.29329/epasr.2019.201.7

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Introduction

The listening skill has a crucial role in language acquisition. In studies dealing with learning a foreign language or a second language, it has been concluded that the role of the listening skill is very crucial in the comprehension process (Segura Alonso & Rocío, 2012, p.12) since the act of listening helps the individual start learning the new language by listening. The listening skill is divided in two groups as reciprocal and non-reciprocal listening. Reciprocal listening gives the listener the opportunity to communicate with the speaker during the communication process. Non-reciprocal listening, on the other hand, is the act of listening in which a unilateral interaction exists, as in listening to a radio program or an official class (Nunan, 2001, p. 23). Based on this distinction, Anderson and Lynch (2003, p. 4) claim that the listener must have the following skills simultaneously: Identifying the signals from the speaker among the sounds/noise in the environment; focusing on the flow of speaking process in words; comprehending the discourse of a sentence and formulating a suitable reaction for it. These four basic skills have a crucial role in the realization of a successful listening process. These skills suggest that the active listener is in an intense process of comprehension. Hence, the active listener tries to create a configuration process by relating the content of a speech to his/her internal knowledge (Anderson & Lynch, 2003, p. 4). A listening activity in which the listener is an active participant consists of five interrelated important stages. These stages are hearing, understanding, remembering, evaluating, and responding (Tyagi, 2013, p.1-p.2). Underwood (1989) states that the cognitive functions of listening skill should be increased and it should focus on the basic skills of predicting, testing and interpreting, which are thought to motivate students more efficiently. Hence, it is emphasized that the exercises in a listening process should not be restricted to only understanding and testing as these skills work in micro- (sentential) and macro- (discourse) levels so the exercises chosen should reflect this basic reality. In accordance with this wide scope, the tasks of exercises in a listening process range from ticking, circling, marking, ordering, drawing, labeling, selecting, form-filling, making a list, spotting mistakes, table-completing to predicting (Underwood, 1989). Richards (2009) handles the concept of listening from two perspectives. Listening and comprehension, which are used to substitute one another, is a traditional way where the nature of listening is considered. Thus, it focuses on the strategies used in the listening education process. These strategies are handled in two categories as cognitive and metacognitive. Cognitive strategies are examined in three stages which are comprehension processes, storing and memory processes and using retrieval processes. Metacognitive strategies are examined in four stages which are assessing the situation, monitoring, self-evaluating and self-testing.

The research topics of the studies on listening and following skills show that studies focus on developing a scale, using strategies, the relation of listening to other skills and preparing activities. With the scales they developed or adapted, the researchers evaluated students' attitudes towards, perception and ideas in listening skills (Yıldız, 2018; Aslan, Elma & Kiroğlu, 2017; Okur &

Azizoğlu, 2016; Demir Atalay & Melanlioğlu, 2016; Erdem & Erdem, 2014; Cihangir-Çankaya 2012; Şahin, 2011; Şahin, & Aydın, 2009). In these studies, valid and reliable scales were developed to determine both prospective teachers' and primary/elementary school students' states of using strategies prior to, during and after listening. Another point that recent studies focus on is the impact and relation of listening on and to speaking, reading comprehension skills and vocabulary in both classroom practices and real life communication situations (Bulut, 2013; Bozorgian, 2012; Tavail, 2010; Richards 2008). It was determined how listening could be united with speaking through information gap filling tasks. Besides, it was found that active listening contributed positively to the improvement of fourth graders' listening comprehension, reading comprehension and vocabulary enrichment. Designing activities suitable for the listening skill is another topic that researchers focus on. Such studies dwell on a more efficient teaching of listening and following skills (Doğan, 2010). The relationship between listening development and strategy using is important point (Graham, Santos & Vanderplank 2011). In those studies, it was found that diagnostic listening and metacognitive strategy education improved elementary school students' listening skills (Melanlioğlu, 2012; Melanlioğlu, 2011; Goh & Taib 2006). The results of the studies revealed that children were more confident after doing the first two storytelling activity sheets, which helped them realize that there were strategies available for them to try and improve their listening skill (Santos, 2018). Besides, there was an improvement in students' achievement after being exposed by activating their prior knowledge (Nurpahmi, 2015).

These studies show that the assessment of listening skill is the focal point of studies on listening skill, which suggests a large number of experimental research is needed for the improvement of listening/following skills and listening/following skills education. It has been found that Turkish prospective teachers' competency for methods, techniques, strategies and approaches and level of knowledge for different techniques, methods, strategies and approaches are quite low (Çer, 2017). The researcher focused on meeting these needs identified during literature review. Therefore the present study focuses on middle school students' listening/following skills and Turkish prospective teachers' designing activities using strategies that are suitable for listening/following skills. In this scope, the aim of the study has been to design a teaching process that will support middle school students' listening/following skills and to develop an assessment tool in order to enable an efficient evaluation of the designed process. To that end, answers have been sought to the following questions.

1. How is the efficiency of the strategies used to design activities supporting middle school students' listening/following skills?
2. How is the efficiency and functionality of the rubric developed in order to evaluate the activities?

3. How is the participants' opinions on the teaching of the strategy used in the activity designing process?

The main areas of language education are reading, writing, listening and speaking. It has been found that training for listening skill has been pretty effective on both those four basic skills and listening skill. (Aytan, 2016; Segura Alonso, 2012). In addition to this importance, due to the fact that research and evaluation on listening skills products are few, the present study focuses on this aspect (activity design) of listening skills. The fact that following skills have not been examined to a sufficient degree in the relevant studies although they are closely related to listening is another important point that the present study focuses. Therefore, the present study focused on developing suitable strategies for listening and following skills and eliminating the shortcomings related to evaluation process during the training. In this scope, how listening/following-oriented strategies can be used and evaluated in order to examine these skills more closely is among the main aims of the present study.”

Materials and Methods

Research Model

Research process was carried out in accordance with the mixed research design in which qualitative and quantitative methods are used together. The qualitative and quantitative data of the study were gathered from the same groups. Following the collection and analysis of the relevant data for the study, the process for the collection and analysis of other type of data was commenced. In line with this method, the data collection process was designed in accordance with the “sequential timing” of the mixed research model. With sequential timing, the study process can begin with the collection and analysis of quantitative data or with the collection and analysis of qualitative data (Creswell & Clark, 2014, p.73).

The part of the study in which quantitative method was used was designed according to the *single-group interrupted time series design* of the quasi experimental design. Hovardaoğlu (2000), Borg and Gall (1989), Kerlinger (1973) explain the characteristics of the experimental design (Narrated by Büyüköztürk, 2014, p. 3).

Creswell (2012) states that in the *single group interrupted time series design* of the quasi experimental design, measurements are taken from a single group at certain intervals before and after the experimental procedure and that data are analyzed. In the qualitative part of the study, the interview technique was used. In addition to the interviews done during the research process, some qualitative data collection tools were used to collect qualitative data (Cansız Aktaş, 2014). Semi-configured interviews and other qualitative data collection tools (notes of the researcher and observer) were used in order to identify the experience the prospective teachers gained during the

implementation process and the insight they gained from such experience and to find out more information.

Study Group

The study group consists of prospective teachers of the Department of Turkish Language Education at a state university. Of 27 participants, 12 were male and 15 were female. The quantitative and qualitative data gathered during the eight-week training-teaching process were examined and evaluated. All the students were interviewed for the qualitative part of the study. The reason for carrying out the study with junior class students is that they take the course “Understanding Techniques: II Listening Education”. Hence, the topic of the research was designed in a way that it would support the students’ education-teaching process and consolidate their knowledge.

Data Collection Tools

The 81 activities prepared by the participants during their training for strategies to create activity stages for listening/following skills (LiFoADS), researcher’s observation notes including participants’ suggestions and comments and records of classroom debates, the rubric for the evaluation of those activities and the semi-configured interview forms applied on the participants are the data of the study. The researcher collected data for eight weeks by making observations on the implementation process. Doing observations in order to thoroughly examine behaviors exhibited in a certain environment or institution is an efficient data collection tool and it served as an efficient data collection tool in the present study (Balci, 2013).

Collection of Data

Data collection was carried out for eight weeks and in three stages. In the implementation process, activities were designed in three stages. With the activities in the first stage (pre-implementation activities), the needs and prior learning of students were identified. In this scope, the students were asked to prepare activities prior to training process in order that the researchers could assess their knowledge, needs and prior learning about RBT (Revised Bloom’s Taxonomy), listening/following skills and designing activities suitable for these skills. Hence, it was possible to assess the participants’ knowledge, needs and prior learning and started LiFoADS training. Activities in the second stage (development stage activities) were designed during the rendering of information on RBT, listening/following skills and knowledge on designing activities suitable for these subjects in the scope of LiFoADS training. In this way, the efficiency and success of the training process was monitored. The efficiency and success of the LiFoADS training was evaluated by reviewing the activities designed in this stage. Following this evaluation, the deficiencies identified were improved and the activities in the third stage were designed.

Implementation Process

At the end of the three implementations, the texts of 81 activities were collected from students and a semi-configured interview was carried out with students at the end of the implementation. The details of the implementations for planning activity design, designing the activity and evaluating the activity processes in the LiFoADS training were designed for eight weeks as follows.

Practices of the First Week: In the first week of the study, prospective teachers' prior learning about listening/following skills, RBT and designing activities were assessed and so the students' needs in these areas were identified. Then, the participants were asked to write activities suitable for listening/following skills for a secondary school Turkish course. The activities written by the participants were reviewed in accordance with the "rubric for the evaluation of activities" that was designed in line with LiFoADS. At the end of this examination, the participants' prior learning and need about listening/following skills, RBT and preparing activities were identified.

Practices of the Second and Third Weeks: Trainings were provided for listening/following skills, RBT and activity designing according to the readiness states and needs of the prospective teachers. While the researcher participated in the process as the trainer, the other two researchers in the thesis phase of their doctorate programs monitored the implementation process as assistants and observers. In this stage of the study, information on cognitive listening skills and RBT was provided, then the details on the cognitive processes of listening and following were presented. In this scope, information on the cognitive processes (remembering, understanding, applying, analyzing, evaluating and creating) and knowledge areas (factual, conceptual, procedural and metacognitive) of RBT was provided. The participants were informed about how to organize the activities of academic listening and following by using the RBT cognitive processes and knowledge types. In this scope, the content of the activities were organized in accordance with the knowledge types of RBT and application of the activities were organized in accordance with the cognitive processes of RBT. Then, the participants were informed about the assessment and evaluation tools and processes to be used before, during and after the activities.

Practices of the Fourth Week: In order to give feedback on the activities designed by the participants, their submissions were returned and their shortcomings and mistakes in the activity design process were discussed. The participants reviewed and evaluated their peers' activities in accordance with the rubric. Feedback was provided on review. With the help of that feedback, participants noticed their own needs and prepared a needs list for those areas.

Practices of the Fifth Week: The participants were provided with supplementary training based on the shortcomings and needs identified. During the training processes, details regarding listening/following skills, RBT and knowledge, methods, techniques, strategies and assessment and evaluation tools to be used during activity design process were shared with the participants.

Practices of the Sixth Week: Following this supplementary training, participants prepared activities for academic listening/following. These activities were evaluated in accordance with the rubric for the evaluation of the activities as well as in-class debates and brainstorming. In accordance with this evaluation, activities were revised and improved.

Practices of the Seventh Week: Some of the participants were asked to apply their activities in a classroom environment. Participants animated the activities they had prepared in groups. At the end of the animation, the applicability of the activities were evaluated in accordance with the rubric following the review, the second activities were evaluated in terms of their applicability. The efficiency and functionality of the activities designed in accordance with this evaluation were discussed in the classroom. The activities were revised and improved in accordance with the classroom discussions.

Practices of the Eighth Week: In this part, the process proceeded with the third stage activity design process. The participants were asked to design activities in accordance with the previous outcomes based on their knowledge and experience from the preceding weeks. These activities were examined in accordance with the rubric. These examinations covered the evaluation of the draft activity, evaluation of the activity content, evaluation of the introduction part of the activity, evaluation of the development part of the activity and the evaluation of the completion part of the activity.

At the end of the training, participants' reflections on the design and application of the activities were examined. In order to qualitatively determine the participants' ideas and comments about the activities, a semi-structured interview was carried out with six participants. Interview items dwelt on six themes and were prepared in accordance with the stages of the LiFoADS training. The written comments of the participants were examined according to content analysis. Feedback was provided to the participants on the activities prepared and the training process itself by sharing the findings of the evaluation process with the participants.

Analysis of the Data

A rubric was prepared in order to evaluate the 81 activities designed in the eight-week training process. According to Sezer (2005), rubrics are prepared in two different types, one being holistic, the other being analytic. Analytic rubric categorizes the general performance characteristics to be measured into sub-groups. Definitions regarding the levels of different performances related to these sub-groups are made. In accordance with these steps, an analytic rubric was used in the present study. While designing the rubric, a literature review about RBT and strategies, methods and techniques for the activity designing process was made, and the criteria, dimensions and item pool for the rubric were determined. The criteria, dimensions and items of the preliminary draft rubric were reviewed. A Lawshe analysis was made in order to ensure the validity of the rubric. Lawshe analysis consists of

some basic stages such as establishing the expert group; preparing the candidate scale forms; recruiting the experts' comments; identifying the content validity ratio for the items; identifying the content validity indexes for the assessment and creating the final form in accordance with the criteria of the content validity ratio indexes. Each item is rated by an expert as “the item measures the target structure”, “the item is related to the structure but redundant” or “the item does not measure the target structure”. Besides, in addition to content validity, this analysis can also be used to receive expert view about issues such as the suitability or comprehensibility of the item for the sample group (Lawshe, 1975). The designed rubric was presented for the comments of three experts in the field and five teachers of Turkish Language in the scope of Lawshe analysis. In this scope, the randomly chosen six activities were examined by the raters. The agreement percentage between the assessments by the raters was examined. For the agreement percentage, the following notation was used: [$P = \frac{Na}{Na + Nd} \times 100$] “Agreement percentage = $\frac{\text{agreement amount}}{\text{agreement} + \text{disagreement}} \times 100$ ” (Türnüklü, 2000). The result of the calculation made in accordance with this notation gave a 90% agreement percentage for the evaluation results by the raters. The rubric developed in accordance with the analyses is a 29-item analytic measurement tool with five dimensions (activity draft, content, introduction part of the activity, development part of the activity, completion part of the activity) and that makes product evaluation and consists of three achievement levels (2 “sufficient”, 1 “partially insufficient” and 0 “insufficient”) (See Table 3).

The designed activities were examined with the rubric in accordance with the content analysis. In each item, the values of 2 (for the criterion completed by a participant correctly and completely), 1 (for the criterion completed by a participant incompletely) and 0 (if the participant leaves the part for the relevant criterion blank or fills with an incorrect or irrelevant answer) were given (Osgood et al., 1957, Narrated by Bilgin, 2014, p. 20-21). After rating all the items, the arithmetic average of the items in each dimension in the rubric was determined. The achievement levels of the designed activities according to their proximity or distance to arithmetic average were examined. Achievement levels of activities according to their proximity to arithmetic average of 0 and 2 are determined as follows: “0-0,49: Insufficient (I)”, “0,5-0,9:Partially Insufficient (PI)”, “1-1,4: Should be developed (SD)” and “1,5-2: Successful (S)”.Based on this analysis, the frequency analysis of the data was carried out and the results were reflected in graphics.

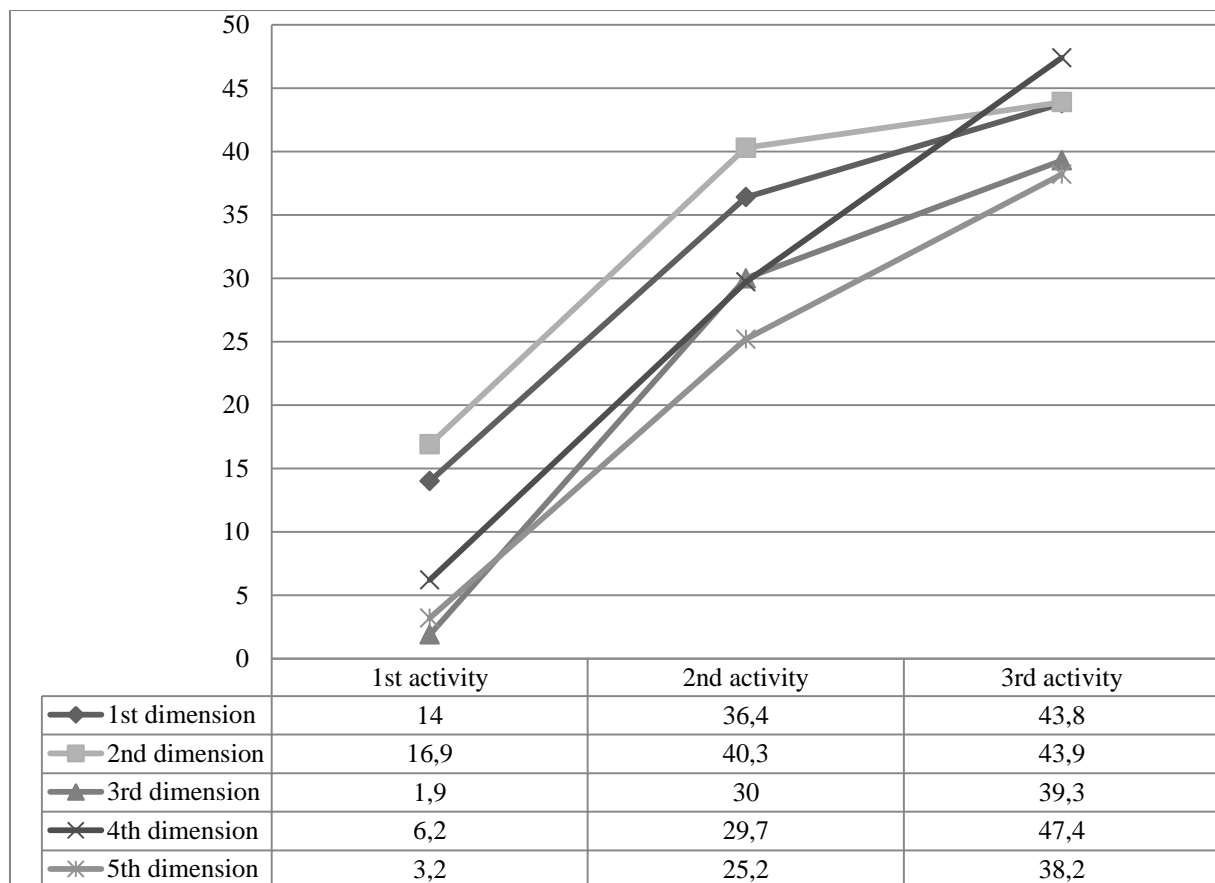
The participants were asked six questions in the scope of the interview carried out in the qualitative part of the study. Data were collected through the items in the semi-configured interview form and analyzed them in accordance with content analysis. In the analysis process, the items were coded as “I1, I2, I3, I4, I5, I6, I7”, and participants were coded as “P1, P2, P3, P4, P5, P6, P7”. The findings from the content analysis were classified in the frame of certain themes based on their similarities (planning of draft activity, organizing the content, introduction part of the activity,

development part of the activity, completion part of the activity, the functionality of RBT in the activity planning process). The results thereof were analyzed and evaluated.

Results

Findings on the first research question (activity design)

In this part, activities related to listening and following skills for the eight-week teaching process design (activity designing) training that would support the listening/following skills were designed and created. These activities were designed in three stages as before, during and after the LiFoADS training. Information was provided regarding the strategies that would be used in the introduction, development and completion stages of the activities that would be designed during the training process. Findings on this information and the 81 activities that were designed by 27 participants are given in Graphic 1.



Graphic 1. Achievement levels of activity groups according to the dimensions in the rubric

In Graphic 1, activities in stages one, two and three are shown with their evaluation according to the five dimensions in the rubric. Achievement levels of the activities were reviewed based on the results gathered from the total values of the mean score for the 27 activities that was calculated according to five dimensions. For instance, the achievement level of a certain group was determined

by adding up the arithmetic averages of the scores that were given to 27 activities in the first group in the first, second, third, fourth and fifth dimensions of the rubric. Based on this calculation, the following findings were derived about the achievement levels of the activities.

In the first stage of the LiFoADS training, the focus was on activity designing plan before creating the activity draft. Accordingly, the participants were given training about the strategy for designing an activity plan. Before designing the activities, the participants were informed about how to create an activity plan and about the important criteria that should be followed in the whole activity draft based on the plan. In order to determine how the given information was integrated in the activities designed by the participants, the items related to this information were added to the first dimension of the rubric. Based on these criteria, the characteristics of the activities designed by the participants in accordance with the activity designing plan were assessed in the light of the rubric. In the first dimension of Graphic 1, the findings on how those seven criteria were used in the activities designed by the participants are shown. These criteria are as follows: the coherency of the suggested material with the content of the activity (I1), association of language skills (reading, writing and verbal communication) and grammar with the content of the activities(I2), ensuring the active participation of students in the learning process (I3), a successful command of language (narration) in the activity (M4), allocating sufficient coverage for metacognitive domain (M5), allocating sufficient coverage for effective domain (I6) and sufficient use of methods and techniques (I7). Compliance with these criteria in the first, second and third activities were assessed as successful, should be developed, partially insufficient and insufficient. The results shown in the graphic suggest that the LiFoADS training was quite successful since the achievement means show a great variance in the first (14), second (36,4) and third (43,8) activities. From the first activity to the third, the strategies in this dimension were used correctly and successfully in a linear way. This result shows that the activity plans that were designed incompletely and insufficiently in the first activity were improved to the level of successful and/or should be developed in the second and third activities.

In this stage of the LiFoADS training, the participants were informed about the points that should be taken into account during the organization and transfer of the information to be given in the draft activity. In this scope, special emphasis was given to how the participants could make use of the knowledge domains of RBT while designing the activity contents. Next, the participants were informed about the criteria that should be followed while organizing the contents. The criteria that should be followed in the activities to be designed in accordance with this information were indicated in the rubric. In the second dimension of Graphic 1, the findings on how those criteria for the course content were used in the activities designed by the participants are shown. Criteria for the content characteristics, which are the second sub-dimension of the rubric, are as follows by item based on the training given: Rendering the content with an understandable language (I8), ensuring that the knowledge load in the content is coherent with students' interests, learning needs and pace (I9),

ensuring the topics in the content are scientific, valid and reliable (I10), ensuring that the topics in the content are useful and related to real life situations (I11), ensuring that the content supports moral development (distinguishing between good and bad or right or wrong, etc.) (I12) and rendering the topics in the content in accordance with the principles of teaching (I13). Compliance with these criteria in the first, second and third activities were assessed as successful, should be developed, partially insufficient and insufficient. The graphic results for this part show a gradual success in the LiFoADS training. Achievement means show a great variance between the first (16,9), second (40,3) and third (43,9) activities. From the first activity to the third, the strategies in this dimension were used correctly and successfully in a linear way. This result shows that the activity contents that were designed incompletely and insufficiently in the first activity were improved to the level of successful and/or should be developed in the second and third activities.

In this stage of the LiFoADS training, participants were informed about the strategies that would be used to design the introduction part of the activities that would be designed in three stages. In this scope, the participants were informed about the engagement and exploration stages of the 5E model and the sub-cognitive processes of RBT's remembering cognitive process. In order to determine how the given information was integrated in the activities designed by the participants, the items related to this information were added to the third dimension of the rubric. In the third dimension of Graphic 1, results on how the preparation, raising curiosity and remembering stages of the introduction part of the activity were designed in accordance with this strategy are shown. In the rubric, these characteristics were rated based on six criteria. Items prepared in accordance with these criteria are as follows: Associating new knowledge with students' pre-learning (I14), sparing room for curiosity, questioning and research skills in the introduction part (I15), making a needs assessment about the content to be learned (I16), designing of introduction part in coherence with the aim and the whole body of the activity (I17), identifying the interest, attitude and experience regarding the target topic (I18) and reminding (retrieving) the pre-learning of students about the target topic (I19). Compliance with these criteria in the first, second and third activities were assessed as successful, should be developed, partially insufficient and insufficient. The graphic results of this part show that the LiFoADS training was the most successful in this dimension as the achievement level recorded in the first activity was 19, which was quite low, but it was recorded as 30 in the second and as 39,3 in the third activities. From the first activity to the third, the strategies in this dimension were used correctly and successfully in a linear way. This result shows that the introduction part of the activity that was designed incompletely and insufficiently in the first activity were improved to the level of successful and/or should be developed in the second and third activities.

This stage of the LiFoADS training focused on how the participants designed the development part of the activity by making use of the cognitive categories of understanding, applying, analyzing, evaluating and creating and the sub-categories of the same in RBT. In this scope, the participants were

informed about these cognitive categories of RBT and how they could be used as a strategy in the development part of the activity was discussed. In order to determine how the given information was integrated into the activities designed by the participants, the items related to this information were added to the fourth dimension of the rubric. Based on these criteria, how the participants designed the development part of the activity was assessed in line with the rubric. The characteristics of these criteria are as follows: designing of activities in the understanding step in accordance with the sub-cognitive processes (interpreting, exemplifying, classifying, concluding, comparing and explaining) of this step (I20), designing of activities in the applying step in accordance with the sub-cognitive processes (execution, realization) of this step (I21), designing of activities in the analyzing step in accordance with the sub-cognitive processes (sorting, organizing and scrutinizing) of this step (I22), designing of activities in the evaluating step in accordance with the sub-cognitive processes (auditing and criticizing) of this step (I23) and designing of activities in the creating step in accordance with the sub-cognitive processes (generalization, planning and structuring) of this step (I24). Findings on this part of the study are shown in the fourth dimension of Graphic 1. The graphic results for this part show a gradual success in the LiFoADS training. Achievement means show a great variance in the first (6,2), second (29,7) and third (47,2) activities. From the first activity to the third, the cognitive processes in RBT were used correctly and successfully in a linear way in the development part of the activity. This result shows that the development part of the activity that was organized incompletely and insufficiently in the first activity was improved to the level of successful and/or should be developed in the second and third activities.

In this stage of the LiFoADS training, the participants were informed about the strategies that would be used in the completion part of the activity. In this scope, the participants were informed about the characteristics of self-assessment, peer/group assessment and teacher's assessment and the assessment tools that would be used in such assessments types, which would be used to assess the activities designed by the participants. In order to determine how the given information was integrated into the activities designed by the participants, the items related to this information were added to the fifth dimension of the rubric. Findings on this part of the study are shown in the fifth dimension of Graphic 1. Items prepared in accordance with these criteria are as follows: allowing for self-assessment (I25), allowing for peer/group assessment (I26), allowing for teacher's process/product assessment (I27), functional evaluation of the assessment-evaluation process and student performance (I28) and ensuring that the assessment-evaluation process gives information about the shortcomings of the learning process (I29). Compliance with these criteria in the first, second and third activities were assessed as successful, should be developed, partially insufficient and insufficient. The results on this stage in the graphic shows that this dimension was the secondly most successful part of the LiFoADS training since the achievement level in the first activity was recorded as 3,2, which was low, but it was recorded as 25,2 in the second and as 38,2 in the third activities. From the first activity to the third, the

strategies to assess the activities in this dimension were used correctly and successfully in a linear way. This result shows that the completion part of the activity that was organized incompletely and insufficiently in the first activity was improved to the level of successful and/or should be developed in the second and third activities. Please see the relevant part in the attached rubric (Table 2) to better see the effects of the training process on these dimensions.

Findings on the second research question (rubric)

Findings on the development process of the rubric

a. The first draft of the rubric was created in order to evaluate the activities that would be designed in accordance with the stages of the LiFoADS training. The items and dimensions in the draft were designed according to the content of the LiFoADS training. In accordance with this content, a draft rubric of 37 items and five dimensions was created. Then, the value ranges for each item was defined as 2 “sufficient”, 1 “incomplete” and 0 “insufficient”. In order to interpret the achievement levels of the activities to be designed in accordance with these value ranges, the arithmetic average of the items in a certain dimension of the activity was used. A dimension (criterion) with arithmetic average of 70% and above is considered “sufficient”, with an average arithmetic average between 40% and 69% is considered “incomplete” and with an arithmetic average below 40% is considered “insufficient”.

b. The rubric was revised following the evaluation done according to Lawshe analysis by experts in the field. In this regard, it was identified that 3 items were not appropriate for the aim of the assessment and 5 items assessed similar criteria so those items were omitted from the draft rubric. The method for the evaluation of the criteria was also altered in accordance with the comments of the experts. Accordingly, the ranges of “70% and above”, “40% and 60%” and “below 40%” were found to be non-functional. In accordance with the recommendations provided, the ranges for evaluating the items were designed based on the arithmetic average as follows: “0-0,49: Insufficient (I)”, “0,5-0,9: Partially Insufficient (PI)”, “1-1,4: Should be developed (SD)” and “1,5-2: Successful (S)”. Further to that revision, in order to test the functionality of the finalized rubric before the real implementation, a pilot scheme of two weeks was carried out with seven students who were not going to participate in the real study.

c. Participants took the LiFoADS training in the first week of the pilot scheme. At the end of the training, the participants were asked to design an activity and then to evaluate those activities according to the rubric. Participants evaluated the activities using the rubric. Based on the findings from that evaluation, the rubric was revised again. Further to the second revision, three experts in the field and five teachers of Turkish Language were asked to provide their comments in order to ensure the validity of the rubric. In this scope, randomly selected six activities were sent to the raters. Agreement percentage between the evaluation results by the raters was examined. The result of the

calculation made based on this notation gave an 90% of agreement percentage between the evaluation results of the raters. After those analyses, the development process of the rubric with five dimensions, 29 items and four evaluation ranges was completed and the tool was made fit for the real implementation. The rubric is given in attachment, Table 3.

Findings on the changes in the teaching processes of the participants who designed activities in accordance with the rubric

The participants carried out the necessary revisions on the activities they had designed in the implementation process by examining them in accordance with the rubric developed in this regard. Therefore, during the LiFoADS training, the rubric proved to be an important tool for the participants' learning process and activity designing skills. In this scope, the effect of the rubric developed in this regard on the first, second and third activity groups were examined. The findings thereof are given in Table 1.

Table 1. Achievement levels of the activities followed and revised in accordance with the rubric

	1 st dimension				2 nd dimension				3 rd dimension				4 th dimension				5 th dimension			
Achievement Level	S	SD	PI	I	S	SD	PI	I	S	SD	PI	I	S	SD	PI	I	S	SD	PI	I
1 st activity	1	4	9	13	2	2	15	8	11	8	5	3	-	1	5	21	1	-	-	26
2 nd activity	19	6	2	-	18	8	1	-	21	1	4	1	3	16	5	3	3	13	8	3
3 rd activity	19	8	-	-	26	1	-	-	27	-	-	-	22	5	-	-	13	11	1	2

The participants reviewed their activities in each of the three stages in accordance with the rubric. Based on the results of those reviews, they revised their activities by eliminating the deficiencies and weak points therein. Table 1 shows the results of this revision process. In the first dimension of the Table, findings on how the seven criteria were integrated into the activities designed are given. When the three activities are compared, it is understood that, from the first activity to the third, those criteria were integrated into the activities in a gradually more successful way as those criteria were used partially insufficiently (PI13) and insufficiently (I9) in the first activity but they were used mostly successfully in the second (19) and third (19) activities. The rest of the criteria, on the other hand, were used to the degree of should be developed.

In the second dimension of the Table, findings on how the criteria designed for the course content in the rubric were integrated into the activities are given. Similar to the previous dimension, it is understood that the criteria were used in a gradually more successful way in this dimension. While those criteria were used partially insufficiently (15) and insufficiently (8) in the first activity, they were mostly used successfully in the second (18) and third (26) activities.

In the third dimension of the Table, findings on how the introduction part of the activity (preparation, raising curiosity and remembering) that was designed in accordance with this strategy are given. Data on the Table suggest that the rubric has been quite effective on this dimension since the

relevant criteria were rated as partially insufficient (5) or very sufficient (3) for the activities that had been designed without receiving the training. However, it is understood that the relevant criteria were mostly used successfully in the second (21) and third (27) activities which were designed during and after the training.

Based on those criteria, how the participants designed the development part of the activity was assessed in accordance with the rubric. Findings in this regard are given in the fourth dimension of the Table. Those criteria in the rubric were evaluated according to five items. The graphic shows that the training was also effective on this dimension as those criteria were rated as partially insufficient (5) or quite insufficient (21) for the first activities that were designed without receiving the training. However, it is understood that those criteria were rated mostly as should be developed and good for the second (16) and third (22) activities which were designed during or after the training.

Findings on the completion part of the activity are given on the fifth dimension of the Table. The Table suggests that the rubric was very effective on this dimension, too, as it is understood that in the first activity which was designed without receiving the training, the criteria are either missing or quite poorly followed. However, it is understood that those criteria were rated mostly as should be developed and successful for the second (13) and third (11), (13) activities which were designed during or after the training. The findings in this part give a result that is different from the ones in the first four parts. In order to better see the effect of the rubric on the participants' activity designing skills during the LiFoADS training process, please refer to results indicated in the enclosed Table 2.

Findings on the third research question (observations of the participants)

This part of the study deals with the comments and observations of the participants on the LiFoADS training they received. In order to receive the participants' comments, the semi-configured interview form was used and six randomly-selected participants were got to fill in the form. The six items in the interview form were designed in accordance with the stages of the LiFoADS training and the five dimensions in the rubric. The participants were given the codes P1, P2, P3, P4, P5 and P6. Each item represented a theme so the findings of the interview were categorized under six themes. The interview breakdowns of the six participants about those six themes are given below.

3.1. The difficult and easy parts of the draft activity planning process

Three participants state the difficulties they have encountered during the activity designing process as follows:

P1: I can say that I had difficulty in time management during the process since the activity consists of many parts. We needed a certain amount of time in order to implement all the parts of the activity. P4: I had great difficulty in finding the materials. A very restricted source was available as the activity was about only listening. P6: I had difficulty in deciding on the right topic while designing the draft activity. It was difficult to apply the topic I had decided to use on each level of the taxonomy. Therefore, I had to change the topic several times. I had

difficulty in figuring out which topic was suitable for which level. After grasping the logic of the taxonomy, I found the right topic and applied it according to the levels of the taxonomy.

Two participants, on the other hand, state the following regarding the points that they have not had difficulty in.

P1: In the language skills part, while I was designing the activities based on the listening, following and speaking skills, I tried to use the grammar subjects correctly by taking the necessary points into account. I didn't have difficulty in this area as I'm proficient in Turkish grammar, if I speak so myself. P4: I can't say that I had difficulty in time management because when I studied Bloom's taxonomy and grasped it in general, designing an activity didn't take a lot of time.

3.2. *Observations on the efficiency of the strategy used during the organization of the draft activity*

In this part, the participants state the difficult and easy parts of the *organizing the activity contents*. Some of the difficulties encountered by the participants during content organization are as follows.

P3: I had difficulty in creating the content of the categories. I tried to use the sub-categories of each category but I sometimes couldn't use all sub-categories (analyzing, sorting, scrutinizing...) P2: I must say that I had difficulty in this part. The activity consists of several parts. All parts had to be interrelated and connected to one another while creating the draft. Therefore, I think that part was difficult for me.

Two participants state the easy parts of organizing the content as follows:

P4: While creating the content of the draft, I made progress by following Bloom's Taxonomy. I tried to write the activity by considering the sub-categories of the main categories (explaining, exemplifying, classifying...). P1: I realized the importance of the aim of applying everything in accordance with an order. I have had the opportunity to improve my insight regarding how the question designing should be and to realize to what extent a missing part in the content impaired the unity of the activity.

3.3. *The difficulty or simplicity level of the strategies used in the introduction part of the activity*

In this part of the study, the participants talk about the difficulties they have had during the preparation, raising curiosity and remembering processes of the *introduction part* of the activity. Two participants make the following observations in this regard:

P1: The introduction part was a little bit difficult for me as this part is one of the most critical stages of the activity. Therefore, I had to have a clear picture of the topic and plan in my mind in this stage. P4: In the introduction part of the activity, I had no idea about where to start. Rendering the topic according to certain steps was one of the elements that made the introduction part difficult. Well, the introduction part was the most difficult part for me.

Three participants, on the other hand, state that they have found the preparation, raising curiosity and remembering processes of the introduction part easy and fun.

P6: I can't say I had difficulty in the introduction part because everything was clear and explicit. P2: I decided how and in which way I would do the activity in the preparation part

and assessed students' needs. It wasn't so difficult. For the remembering, I didn't have difficulty at all as I had revised my previous learning. P3: I don't think I have had difficulty in the introduction part of the activity. I found a topic and I tried to design it by considering dimensions such as preparation, raising curiosity and remembering. It wasn't difficult to find a topic.

3.4. *The difficulty or simplicity level of the strategies used in the development part of the activity*

Two participants state the difficulties they have had during the understanding, applying, analyzing and evaluating stages of the *development part*.

P2: That part was a little bit difficult because there were many stages and many sub-categories, which meant there were many techniques to use. Besides, most stages were similar to one another so I sometimes saw the applying stage encroach the evaluating stage. Therefore, I had some difficulty. P5: I don't think I have been able to fully realize the understanding stage where I am supposed to form the base for the topic. I couldn't include all of the elements constituting the sub-categories of the understanding stage.

Three participants state the convenience they have had in the understanding, applying, analyzing and evaluating processes of the *development part*.

P4: The understanding stage has many sub-categories. It is difficult to fully realize it. It was easy to divide the topic into pieces but reuniting them was difficult. Applying stage is fun, it gives a chance to put what you design into practice. Evaluating part is important in terms of showing what is correct and what is incorrect. It gives the students the chance to assess both themselves and their peers. Creating stage has been the most fun part of the activity. I had the opportunity to reflect what was in mind in many ways. P1: In the understanding stage, I first gave information about the topic. I made classifications, comparisons. I didn't have difficulty in this part as the topic was presented as a whole. P3: Development part was the easiest and most fun part of the activity. I had the opportunity to use my imagination and creativity in that part. Therefore, I felt free and didn't have difficulty.

3.5. *The difficulty or simplicity level of the strategies used in the completion part of the activity*

In this part the participants talk about the difficulties in the self-assessment, peer/group assessment and teacher's assessment processes of the *completion part*. Two participants make the following observations in this regard.

P2: Completion part was easy, I did it easily but I had difficulty in the evaluation part, I had difficulty in using and transferring the topic. P6: I think the creating part was difficult because I couldn't receive feedback from students about what I told them.

Three participants state the easy part of the completion part.

P3: I completed the completion part easier than I did the introduction part. When I sorted out the key points at the beginning of the activity, the rest was easy. P1: I don't think creating part was difficult because I gave them a free writing topic. Process evaluation wasn't difficult, either. I reviewed everything I did one by one and noticed what my work lacked. P5: I understood the topic and the activity better in the completion part, hence, I didn't have difficulty. Besides, that part was more fun as I was more or less proficient on the subject.

3.6. *The difficulty or simplicity in using RBT while designing the activities*

In this part the participants talk about the difficult and convenient points while using processes of RBT. Two participants make the following observations about the taxonomy based on the difficulties they have had.

P5: I liked the introduction part of RBT in the activity designing process but I didn't like analyzing stage. I think it is insufficient. For the assessment part, I think problems might occur in the peer assessment, which might cause negative reactions. Therefore, I didn't like the evaluation part, either. I liked the applying part; I think it is quite functional. P2: It is important to design activities in accordance with Bloom's taxonomy. However, my opinion and advice is to design an activity without using all the parts of the taxonomy since students are not automats. We shouldn't apply too much load on the brain.

Three participants make the following observations about the preparation process of RBT in terms of convenient points.

P4: Bloom's taxonomy is a guideline in the design of the activity. The fact that each category has a sub-category lets you know where and what to do. Therefore, the activity flows in a certain order. P1: I find RBT sufficient in terms of designing activities for Turkish course. It is sufficient in explaining the given topics and applying the examples. It is also sufficient for assessment. P3: I think RBT is useful in the activity designing process because it explains the processes that are supposed to be realized in each stage so it serves as a compass.

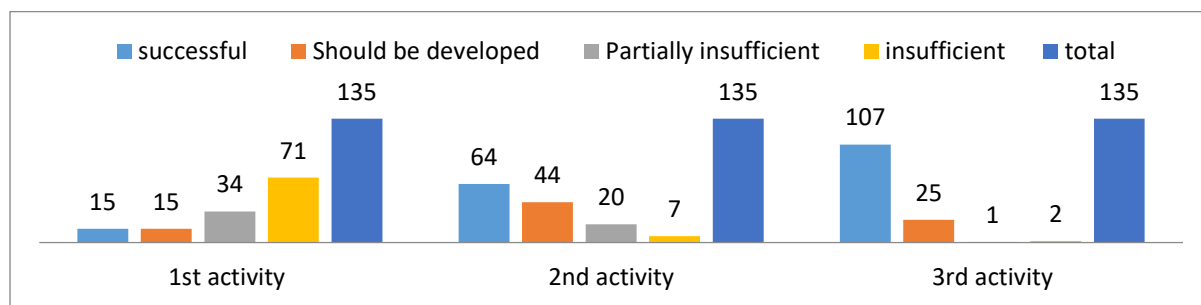
Conclusion, Discussion and Suggestions

In the previous study, it was found that the knowledge level of prospective teachers of Turkish about different techniques, methods and approaches was quite low (Çer, 2017). In addition, the fact that studies dealing with training of prospective teachers on strategies for designing listening/following skills-oriented activities are limited is another important point emphasized by researchers (Karadüz, 2010). It has been found that teachers have serious needs in the following areas during the use of strategies suitable for listening skills in the classroom environment (Graham, 2017).

This study deals with meeting and eliminating those needs and deficiencies of prospective teachers because although listening and following skills are two important areas in the development stage, the literature review conducted shows that there is a need for studies on how to improve these skills. During the literature review, it was found that many of the studies focused on developing scales for the listening skill. Besides, the literature review also shows that there is still a need for further studies about how to assess and evaluate these two basic skills. The stages of the present study have been structured based on those basic needs. In this context, the aim of the present study is to improve prospective teachers' activity designing skills for listening/following area in accordance with suitable strategies.

To that end, the participants received training on how to use the strategies that will improve listening and following skills. Based on the findings from the training, the following conclusions were drawn. Due to the fact that the study was student-oriented, during the eight-week training, the strategies that were accepted to be ready were revised over and over again in accordance with

students' feedback and observer's notes and were finalized. In this way, each week, it was possible to design the stages of the activities together with the students and test the usability of the strategies used in those stages. In order to ensure that the relevant strategies be deemed acceptable, the researcher's observation notes, students' feedback, in-class discussions, students' notes and the results of the rubric were used as assessment tools. It was found that in the activities that were observed and evaluated with those assessment tools a great improvement was made in three stages. Findings on the improvement in the activities designed during the LiFoADS training are given in Graphic 2.



Graphic 2. Findings on the improvement in the activities designed in the LiFoADS training

Graphic 2 shows that the LiFoADS training has been quite effective and successful on the students' activity designing skills since it was identified prior to the start of the study that students' knowledge and skills in designing activities were rather insufficient and poor. In the first and sixth weeks, a training dealing with the use of different strategies was provided according to the parts of the activities. It was found that this training had been effective in both students' levels of knowledge and activity designing skills as the activity parts that had been identified to be partially insufficient (71) and sufficient (34) were completed well to a great extent later. At the end of this training process, it was found that the activity parts that were partially insufficient and insufficient in the first activities became successful (64) and should be developed (44). The training session of the seven week dealt with the elimination of the shortcomings. In this scope, the shortcomings and deficiencies of the strategies used were eliminated. Following this supplementary training, design process of the third activities started. It is understood that this supplementary training has had a substantial positive effect on students' activity designing skills as the parts that were found to be partially insufficient (7) and insufficient (20) in the second activity were improved to a great extent at the end of this training. Activity parts that were found to be partially insufficient and insufficient in the second activities were improved to the degree of successful (107) and should be developed (25) in the third activities. These results indicate that the LiFoADS training, in line with its purpose, has been quite effective and successful on students' activity designing skills. Indeed, in previous studies, it was found that strategy-based trainings are quite effective on individual's listening skills (Gebre & Tadesse, 2015; Graham, Santos & Vanderplank, 2011). It has also been found that prospective teachers could eliminate their shortcomings in using multi and rich listening strategies by using effective strategies (Karadüz, 2010).

These results indicate that the strategies used during the present study are effective. Activities suitable for listening and following skills in line with the stages related to RBT's cognitive processes have been designed. Hence, as emphasized in previous studies, it has been once again found that cognitive-based strategies have great positive effects on listening and comprehension skills (Yulisa, 2018; Kassem, 2015; Graham, Santos & Vanderplank, 2011). In Figure 1, there are examples from the first, second and third activities in order to give a better insight of students' progress in activity designing with the support of the LiFoADS training.

A rubric was developed in order to determine the level of efficiency of the LiFoADS training and achievement level of the activities. During the LiFoADS training, the rubric was used for two purposes. The first one was to develop an assessment tool to evaluate the listening and following skills while designing an effective teaching process for those skills. The second one was to ensure prospective teachers to monitor the activity designing processes by making use of the rubric and to make the necessary revisions. In this scope, in order to determine the realization level of the first purpose, it is necessary to consider Table 3 and Table 2 in relation to one another. In the attached Table 3, the evaluation of an example activity designed in accordance with the stages of the LiFoADS training is given. The evaluation was carried out through the rubric developed based on the aforementioned relation for the 1st activity, 2nd activity and 3rd activity. As is seen in the table, the rubric assessed the designed activities functionally depending on the parts that the activities are related to. Table 2 shows the evaluation of the 81 activities that were prepared as 1st activity, 2nd activity and 3rd activity according to the rubric. As is seen in the Table, an accurate assessment was done for all items based on the rubric. These results show that this rubric, which was designed to evaluate the teaching process for the listening and following skills, is functional and can be used for such activities.

In order to determine how effective, the rubric was on students' activity designing processes, the alternate structure between the basic modules of the research process was studied. Based on this structure, the stages of the LiFoADS training and the dimensions of the rubric were improved in relation to one another. The characteristics and direction of the relation between these three basic modules are shown in Figure 2.

Figure 2 shows that there is an interactive and alternate relation between the stages of the LiFoADS training, parts of the designed activity and dimensions of the rubric, which are the three basic modules of the research process. Therefore, the elements of these modules, which are strategy knowledge, activity designing knowledge and the items of the rubric have been structured in an interrelated manner. This case suggests that in the event that one of the modules malfunctions during the research process, other modules will be affected adversely. This structure is also informative about how a certain module functions during the research process. This function was proved to be quite functional in identifying the defects in the designed activities because whether the research process

progressed in accordance with the purpose and questions of the study or not was monitored through the alternation in this modular structure. In addition, the alternation relation in this modular structure was used in the improvement of the first and second activities. In other words, while identifying the shortcomings and deficiencies in the activities, it was tried to be figured out from which module the problem had stemmed from. During the activity design process, with the rubric, it was ensured that the prospective teachers focus on the basic skills of predicting, testing and interpreting. Thus, as was emphasized in the previous study, the cognitive functions of the listening skill were increased (Underwood, 1989).

The examination showed that the shortcomings and deficiencies especially in the first and second activities stemmed generally from the stages of the LiFoADS training and the parts of the activities. Those shortcomings and deficiencies were identified through the rubric. In this scope, the shortcomings and deficiencies of the rubric were also examined during the eight-week training in the light of students' feedback and researcher's notes. The results of the examination did not render any major shortcomings or deficiencies that stemmed from the rubric and that would affect the study's data negatively. This result shows that the designed rubric has a positive effect on both the LiFoADS training and students' activity designing skills. This result indicates that the rubric ensured assessments that were fit for the purpose.

Strategy education during teacher training programs is a crucial matter. The literature review conducted in this regard show that prospective teachers do not receive enough strategy education about the course content that they will render. In spite of the fact that a large number of content in the scope of field education is given in the faculties, a very low level of strategy education is provided to prospective teachers about how to render such content. This case became more apparent in the needs analysis of the present study. During the study process, it was observed that the prospective teachers had difficulty in using the course contents for listening and following skills in the activities. The main reason for that stems from the lack of necessary knowledge for the strategies they need to render the course content. This issue is an important factor that should definitely be taken into account by all fields training teachers. Therefore, in the faculties of education, while rendering the topics related to the field, they should also provide training to prospective teachers on which strategy to use and how while designing a teaching process. This issue must be thoroughly studied and evaluated by researchers.

Eliminating the shortcomings of teaching listening/following skills is the focal point of the present study. Therefore, the aim was to eliminate the shortcomings related to the design and evaluation of a successful teaching process with efficient strategies that would be used in order to improve listening/following skills. It is hoped that the present study will fill a niche in the literature in this regard. Teachers need efficient strategies and assessment tools in order to design a teaching

process that is suitable for listening/following skills. With the strategy developed for designing activities suitable for listening/following skills and the rubric, it is aimed to provide teachers with a helpful education material and guide during activity designing and implementing process.

While designing a teaching process for the listening skills, it is important to include different stages rather than following a certain stage since, as emphasized in the previous study, a listening activity that is done with different patterns, approaches, applications and a variety of materials is more effective (Wang, 2011, 362). Another important point that must be kept in mind by future researchers is the relation between listening and following actions. These skills cannot be taught independently. Therefore, in the present study, activities were structured with introduction, development and completion parts and the sub-categories of these basic parts by keeping the relation between these two skills in mind. However, the literature review reveals some studies in which the listening skill has been studied independently from the following skill or in which the following skill is not included (Yulisa, 2018; XiaoliBao, 2017; Wang, 2011; Yükselci, 2003).

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Appendices

Table 2. Evaluation of activities

Number of activity	evaluation of the activity draft (1 st dimension)			content of the activity (2 nd dimension)			introduction section of the activity (3 rd dimension)			development section of the activity (4 th dimension)			completion section of the activity (5 th dimension)		
	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
1	2(5) ³ 1(2) \bar{x} : 2 S	1(5) 2(2) \bar{x} : 2 SD	0(5) 1(2) \bar{x} : 0,3 I	2(4) 1(1) \bar{x} : 1,5 S	2(3) 1(1) 0(2) \bar{x} : 1,2 SD	0(3) 1(3) \bar{x} : 0,5 PI	2(5) 1(1) \bar{x} : 1,8 S	1(4) 2(1) 0(1) \bar{x} : 1 SD	0(6) \bar{x} : 0 I	2 (4) 1(1) \bar{x} : 1,8 S	0(2) 1(2) \bar{x} : 0,4 I	0(4) 1(1) \bar{x} : 0,2 I	0(3) 1(2) \bar{x} : 0,4 I	0(3) 1(2) \bar{x} : 0,4 I	0(5) \bar{x} : 0 I
...	1(1) 2 (6) \bar{x} : 1,8 S	1(1) 2(4) 0(2) \bar{x} : 1,3 SD	0(5) 1(2) \bar{x} : 0,3 Y	2 (5) 1(1) \bar{x} : 1,8 S	2 (3) 1(3) \bar{x} : 1,3 SD	0(3) 1(3) \bar{x} : 0,3 I	2 (4) 1(2) \bar{x} : 1,7 S	0(1) 1(2) 2(3) \bar{x} : 1,3 SD	0(5) 1(1) \bar{x} : 0,2 I	2 (4) 1(1) \bar{x} : 1,8 S	1(2) 2 (3) \bar{x} : 1,4 SD	0(5) \bar{x} : 0 I	2 (5) \bar{x} : 2 S	2(2) 1(2) 0(1) \bar{x} : 1,3 SD	0(5) \bar{x} : 0 I

³Score frequency

Table 3. Rubric

Dimensions	The criteria	Value ranges of items ⁴	\bar{x}^5	Success level ⁶
Evaluation of the activity draft (1 st dimension)	Recommended material	Material is not provided or material is not clearly stated (0), material is insufficient (1), material is enough provided (2).		
	Relationship between language skills	Language skills (reading, writing, and verbal communication) and linguistic not associated (0), language skills and linguistic associated deficiently (1), language skills and linguistic associated successfully (2).		
	Student participation	There is no student practice in all three stages of the activity.(0), there is students activity less than two stages of the activity (1), there is student practice in all three stages of the activity (2).		
	Narrative power	The language of the activity is not interrelated in three parts (0), the language of the activity is interrelated less than two parts of activity (1), the language of the activity is given interrelated in three parts (2).		
	Metacognitive domain	There is no metacognitive domain (0), there is metacognitive domain less than one part of the activity (1), there is metacognitive domain in three part of the activity (2).		
	Affective domain	There is no affective domain (0), there is affective domain less than one part of the activity (1), there is affective domain in three part of the activity (2).		
	Methods and techniques	Methods and techniques are not provided (0), methods and techniques are insufficient (1) methods and techniques are enough provided (2).		
Content of the activity (2 nd dimension)	Fluent expression	The language of the activity is not understandable (0), the language of the activity is understandable (2)		
	Load of knowledge in the content	Contents include not the entire activity (0) contents include less than two part of the activity (1), contents include the entire activity (2)		
	Reliability of knowledge	All subjects in the content are not scientific, valid and reliable (0), some subjects in the content are not scientific, valid and reliable (1), all subjects in the content are scientific, valid and reliable (2).		
	Useful and associated with daily life	All subjects in the content are not useful and associated with daily life (0), some subjects in the content are not useful and associated with daily life (1), all subjects in the content are useful and associated with daily life (2).		
	Social values	Social values (good-bad, right-wrong, etc.) are not included in the event (0) Social values (good-bad, right-wrong, etc.) are included in the event (2).		
	Compliance with teaching principles	The subjects in the content are not given in accordance with the teaching principles (0) the subjects in the content are given in accordance with the teaching principles (2).		
Introduction section of the activity (3 rd dimension)	Associating with prior knowledge	Pre-learning of the target subject is given (2)/not given (0).		
	Curiosity, inquiry and research skills	Students' curiosity, inquiry, and research etc. are given (2)/ are not given (0).		
	Need analysis	Students' need analysis is given (2)/ is not given (0).		
	Purpose of the activity	The introductory section was designed to be consistent with the purpose and effectiveness of the activity (2)/ was not designed (0).		
	Interest, attitude, and experiences	Students' interests, attitudes, needs and experiences are given (2)/ are not given (0).		
	Include pre-knowledge	There is pre-knowledge (2)/ is not pre-knowledge (0).		
Development section of the activity (4 th dimension)	Understand	There aren't sub-cognitive processes (interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining) (0), less than two sub-cognitive processes (1), more than three sub-cognitive processes (2).		
	Apply	There aren't sub-cognitive processes (executing, implementing) (0), less than one sub-cognitive processes (1), at least two sub-cognitive processes (2).		
	Analyze	There aren't sub-cognitive processes (differentiating, organizing, attributing) (0), less than one sub-cognitive processes (1), at least two sub-cognitive processes (2).		
	Evaluate	There aren't sub-cognitive processes (checking, critiquing) (0), less than one sub-cognitive processes (1), at least two sub-cognitive processes (2).		
	Create	There aren't sub-cognitive processes (generating, planning, producing) (0), less than one sub-cognitive processes (1), at least two sub-cognitive processes (2).		
Completion section of the activity (5 th dimension)	Self-assessment	Self-assessment is included (2) / is not included (0).		
	Peer/group assessment	Peer/group assessments are included (2) / are not included (0).		
	Teacher assessment	Teacher's assessment is included (2) / is not included (0).		
	Assessment of student performance	In the assessment process, students' learning deficiencies are included (2)/ are not included (0).		
	Provide feedback on learning deficiencies	Feedback was given about the students' learning deficiencies (2)/ Feedback was given(0).		

⁴2 "sufficient", 1 "Partially Insufficient" and 0 "Insufficient"

⁵0-0,49: Insufficient (I)

0,5-0,9: Partially Insufficient (PI)

1-1,4: Should be developed (SD)

1,5-2: Successful (S)

⁶I,PI, SD, S

Figure 1. Example for Improvement of first, second and third activity designing skills example for first activity

ETKİNLİK

Bir müzeye düzenleyerek öğrencilerin dinleme becerilerini geliştirmek daha makul olacağını düşünüyorum.

Sınıfta 2 grup oluşturularak bunlara bir konu hakkında (örneğin Gezen mi çok bilir yada Okuyan mı) tartışmalarını isterim.

Sonunda da gözlemci olarak kendi konusunda iyi olanları değil de karşı tarafın anlattıklarından soru çıkarıp rakibe sormalarından galibi belirlenir. Böyle öğrenci niye diye sorduklarında Bunlar daha iyi dinleyip ona göre hareket ettiler. Burada da dinlemenin önemini göstermiş olacağız kanatındayım. Temennim o yönde.

Example for Second Activity

Etkinlik: Hikâye Bölümlerini Tanımlayalım.

Kazanımlar: Hikâyenin bölümlerini anlar. Okuduğu bir hikâyenin 'unsurlarını bilir. Dilin işlevleri hakkında bilgi sahibi olur. Empati kavramını tanıır. Okuduğu bir metinde kendini kahramanın yerine koyar.

Başlangıç (giriş) Aşaması =

Hazırlık: Öğretmen sınıfa kısa bir hikâye izletir. Öğrencilerden hikâyeyi dikkatli bir şekilde izleyip / dinlemeleri istenilir. Bir sonraki ders için hikâyenin bölümlerini araştırıp gelmeleri istenilir.

Merak uyandırma: Öğrencilere yerinde olmak istedikleri canlı veya cansız varlıklar sorulur. Bu varlıkların yerine neden geçmek istedikleri ve o varlıkların yerine geçince ne yapmak istedikleri sorulur.

Hazırlama: Öğretmen sınıfta dinlettiği / izlettiği hikâyenin giriş, gelişme ve sonuç kısımları üzerinde dikkatli okur. Hikâyedeki varlıkların şahıs kadrosu, yer, zaman gibi unsurları zihinde canlandırılması sağlanır.

= Geliştirme (gelişme) Aşaması =

Anlama: Öğretmen sınıfa hikâyenin bölümlerini (giriş-gelişme-sonuç) hikâye unsurlarını (kahraman, yer, zaman, olay) ve de empati kavramını açıklar. Herhangi bir hikâyeye okunurken empati kavramını nereye dikkat ederek okunması gerektiği hakkında bilgiler verir. Okudukları hikâyelerin sonuç veya gelişme kısımlarını zahmin ederek okunmasını istenilir. Okunan hikâyelerin özeti sınıfta anlatılır. Hikâye unsurlarının birbiriyle olan uyumlarının bir bütün oluşturup oluşturmadığı hususunda tartışılır. Dilin işlevleri hakkında da bilgi verilerek sözlü ve yazılı iletişim unsurları arasındaki farklar aktarılır.

Uygulama: Sınıfta ferdî çalışmalar yapılacaktır. Öğretmen sınıf listesine göre konu dağılımı yapacaktır. Verilen konulara uygun birer hikâyeye getirip sınıfta anlatmalarını istenilir. Konusuyla ilgili hikâyeyi getiren öğrenci hikâyeyi okurken giriş-gelişme-sonuç kısımlarından herhangi birini vermeden okur. Arkadaşlarından ferdî çalışmalarını dinleyip izlenimleri istenilir. Dinleyip izlerken arkadaşlarının dilin hangi işlevlerini kullandığına, hikâye unsurlarının neler olduğunu ve en önemlileri de verilmeyen hikâyeye bölümünün nasıl bir şekilde olabileceği konusunda düşüncelerini istenilir.

Analiz: Hikâyeler anlatılırken sözlü iletişim unsurları (ses vurgu, tonlama...) ve yazılı iletişim unsurlarının (jest ve mimikler) birbiriyle olan uyumu-uyumsuzluğu gözlemlenir. Hikâyeyi okuyan kranip vurgu ve tonlamayı hangi dilin işlevi kullanıldığı zaman belirttiğini aynı zamanda belirttilen bu unsurlar arasındaki ki farkları ve benzerlikleri söylenir.

Example for Third Activity

Etkinlik ! Benim Adım Şiir
Sınıf 8

Başlangıç (Giriş) Aşaması !

Hazırlık ! Sınıfta öğrencilerin dinleme/okuma ve konuşma becerilerine yönelik tutum ve davranışları belirtilerek konu dağılımı yapılır. Bir önceki derste öğrencilere şiirin ahenk unsurları hakkında bilgi verilerek konuyla ilgili araştırma yapmaları ve her öğrencinin sınıfa bir şiir getirmesi söylenir.

Merak Uyandırma ! Sınıfta Ahmet Haşim'in "Merdiven" adlı şiiri okunur. Şiir okunduktan sonra sözlü ve sözsüz iletişim unsurlarına dikkat edilerek "Merdiven" kelimesinin parçaklıpı yansıtıp yansıtmadığı ya da şiire nasıl bir etkisinin olduğu sorulur.

Hatırlama ! Okunan/dinlenen şiirlerden hareketle şiirin ahenk unsurlarının (ölçü, uyak, redif, asonans, aliterasyon) şiire olan etkisinin altında canlandırılması sağlanır.

Geliştirme (İletişim) Aşaması !

Anlama ! Bu bölümde öncelikle olarak şiirin ahenk unsurları (ölçü, uyak, redif, asonans...) hakkında bilgi verilir. Necip Fazıl Kısakürek'in "Kaldırımlar" şiiri dinletilmeden önce sözlü iletişim unsurları (ses, diyafram, akciğer, gırtlak...) hakkında bilgi verilerek şiirin bu bölgelere dikkat edilerek dinlenmesi parçaklıpı söylenir. Şiir dinletildikten sonra ahenk unsurları ile sözlü iletişim unsurlarının şiirde uygulanıp uygulanmadığı ya da uygulandıysa ne derece uygulandığı sorulur. Öğrencilerden alınan bilgilerden sonra ahenk unsurlarına uygun birer şiir örneği istenir. Örneklerden hareketle öğrencilerin konuyu ne derece anladıklarını belirlemek için sorular sorulur ve cevap-

ları istenir. Verilen cevaplarda varsa yanlış bilgilerle düzeltilir, eksik bilgiler tamamlanır ve konu genel olarak özetlenir.

Uygulama: Bu aşamada sınıf esli sayıda 4 gruba ayrılır. 1. ve 2. gruba şiirin ahenk unsurlarının (ölçü, redif, uyak---) kullanıldığı klasik tarzda yazılmış birer şiir örneği verilir. 3. ve 4. gruba ise bu unsurların kullanılmadığı serbest ölçüyle yazılmış birer şiir örneği verilir. 1. grup ile 3. grubun, 2. grup ile 4. grubun sözlü ve sözsüz iletişim unsurlarına dikkat ederek şiirlerini karşılaştırmaları istenir. Her öğrenci karşı gruptaki şiirin, kendi şiirinden ne gibi farklılıklarının olduğunu söyler. Ahenk unsurlarının şiire olan etkisi öğrenciler tarafından söylenir.

Analiz: Bu aşamada öğrencilerin sözlü ve sözsüz iletişim unsurlarına dikkat etmeleri istenerek "Kaldırımlar" şiiri tahtaya yazılır. Her dört-ülke ahenk unsurları (ölçü, uyak, redif) açısından incelenir. Bu unsurların birbiriyle olan ilişkisinden hareketle şiirin tamamı incelenir. Şiirdeki unsurların (ölçü, uyak, redif) gönlük konuşma dilimizdeki işlevleri belirtilir.

Değerlendirme: Bu aşamada öğrenciler belirtilen kriterlere uygun olarak öz değerlendirme yapar. Öz değerlendirmesini yapan öğrenci eksikliklerinden yola çıkarak ekran değerlendirme formuna ilgili olarak ayrıntılarını değerlendirir. Daha sonra şiirin bilimsel özelliklerinden hareketle sözlü ve sözsüz iletişim unsurlarından hangilerine dikkat edildiği açıklanır. Öğrencilerin kullandığı yöntem-tekniplerden hangilerinin uygulandığı ya da hangilerinin uygulanmadığı denetlenir.

Yaratma: Bu aşamada öz değerlendirme ve ekran değerlendirme-sinden hareketle sınıfta 10'er kişilik gruplar oluşturulur. Gruptaki her bir kişiden şiirin ahenk unsurlarına (ölçü,

uyak, redif, asonans) uygun olarak birer mısra yazmaları istenir. Bu mısralar öğrencilerce sesli olarak okutulur. 10'er kişilik gruptaki her öğrencinin yazdığı mısra şiirin ahenk unsurlarına (ölçü, uyak, redif, asonans--) uygun olarak diğer gruplar tarafından değerlendirilmeleri istenir. Her grup bir şiir oluşturur. Oluşturulan şiirler sınıfta sözlü ve sözsüz iletişim unsurlarına uygun olarak sesli şekilde okunur.

Figure 2. The relation between the stages of the LiFoADS training, parts of the designed activity and dimensions of the rubric

