

## Online listening strategy instruction in teaching Turkish as an L2

Ayşegül Sefer 

Yozgat Bozok University Education Faculty, Yozgat, Türkiye, aysegulsefer@gmail.com

Ahmet Benzer 

Marmara University, Atatürk Education Faculty, İstanbul, Türkiye, ahmetbenzer@gmail.com



**ABSTRACT** Listening strategies are enacted plans that one can use to better understand, learn, remember, and comprehend a target language. The present study aims to examine how the process of listening strategy instruction may be implemented in the teaching of Turkish to L2 learners. The study was a qualitative one, conducted with the action research method on an online platform, Zoom. Five Turkish L2 learners participated in the study. The results show that students used the listening strategies in various frequencies and combinations during the implementation process. Throughout the implementation process, the least used strategies were relating with prior information, performance evaluation, monitoring, and inferencing, while the most frequently used strategies were note-taking, determining keywords, translating, and prediction. The students stated that prediction, note-taking, and planning were the most useful strategies for them during the implementation process. Also, the use of authentic videos in online listening strategy instruction lessons contributed to students' learning in diverse areas of interest, particularly learning new vocabulary, and thus motivate them.

**Keywords:** *Listening education, listening, second language, strategy, Teaching Turkish as a second language*

## İkinci dil olarak Türkçe öğretiminde çevrim içi dinleme stratejileri öğretimi

**ÖZ** Dinleme stratejileri, öğrencilerin bir hedef dili daha iyi anlamak, öğrenmek, hatırlamak ve kavramak için kullanabilecekleri uygulanabilir planlardır. Bu çalışma, dinleme stratejileri öğretim sürecinin Türkçe ikinci dil öğrencileri üzerinde nasıl uygulanabileceğini incelemeyi amaçlamaktadır. Araştırma nitel desenlerden eylem araştırması yöntemiyle çevrim içi bir platform olan Zoom üzerinden gerçekleştirilmiştir. Çalışmaya ikinci dil olarak Türkçe öğrenmekte olan beş öğrenci katılmıştır. Araştırma sonuçlarına göre öğrenciler uygulama sürecinde öğrendikleri dinleme stratejilerini çeşitli sıklık ve kombinasyonlarda kullanmışlardır. Bu çalışmanın uygulama sürecinde en az kullanılan stratejiler ön bilgi ile ilişkilendirme, performans değerlendirme, izleme ve çıkarım yapma iken en sık kullanılan stratejiler sırasıyla not alma, anahtar kelime belirleme, çeviri yapma ve tahmin etme olmuştur. Öğrenciler tahmin etme, not alma ve planlamanın uygulama sürecinde kendileri için en faydalı stratejiler olduğunu belirtmişlerdir. Ayrıca çevrim içi derslerde strateji eğitiminde otantik videoların kullanılmasının, öğrencilerin farklı ilgi alanlarında, özellikle yeni kelimeler öğrenmelerine katkı sağladığını ve dolayısıyla onları motive ettiğini göstermektedir.

**Anahtar Sözcükler:** *Dinleme eğitimi, dinleme, ikinci dil, strateji, Türkçenin ikinci dil olarak öğretimi*

**Citation:** Sefer, A., & Benzer, A. (2022). Online listening strategy instruction in teaching Turkish as an L2. *Turkish Journal of Education*, 11(4), 201-221. <https://doi.org/10.19128/turje.1032406>

## INTRODUCTION

Listening is the process of rendering the spoken language meaningful, in which the individual's prior knowledge and listening perspectives help understand external stimuli such as sound and visual input. This skill can also be defined as the process of perceiving, making sense, or constructing meaning and responding to verbal and/or non-verbal messages. Listening as a skill differs from hearing. Hearing is a physiological process; it consists of three interrelated stages. These stages include receiving sound waves, perception of sound in the brain, and a meaningful combination of these sounds (Mercadal-Sabbagh & Purdy, n.d.). Listening is strongly connected to thinking processes and it cannot be easily observed. This often makes teaching listening skills difficult (Vandergrift & Goh, 2012). Unlike speaking, writing, or reading; listening usually takes place in real-time, where the input is short-lived, and the information committed to memory during the listening process is far more limited. Consequently, teachers find it difficult to teach listening in the same way as teaching other language skills (Vandergrift & Goh, 2012).

Listening strategies can be defined as conscious thoughts and behaviours implemented by students to better understand, learn, remember, and deal with listening problems. Raising awareness on issues that affect listening among students may serve as an important strategy to overcome listening problems and to facilitate successful listening. This may direct students to use listening strategies effectively (Brown, 2006; Chen, 2009; Chen, 2013). Field (2008) emphasizes that teaching students how to use strategies can be beneficial and help them communicate better in a second language. Similarly, Mendelsohn (1994) states that the use of strategies plays a key role in successful listening and should constitute one of the core mechanisms employed in any language curriculum. Most research conducted in recent years have drawn attention to teaching strategies that provides support to listeners in processing linguistic input to facilitate understanding. These studies examine the effects of advanced organizers, visual support, subtitles, vocabulary, and teaching listening strategies relating to listening skills (Vandergrift, 2004).

Good language learners have a large repertoire of learning strategies and use not just one but many strategies when engaged in any learning task. Therefore, an education system in which multiple strategies are taught at once would be beneficial (O'Malley & Chamot, 1990). Strategy teaching can help students improve their performance in listening language tasks (Looi-Chin et al., 2017). Effective speakers and listeners use a variety of strategies to understand, and structure spoken language. Students should be informed through direct instruction on how to use these strategies in speaking and listening (U.S. Department of Education, 2012). Because when the strategies are not taught directly, there is no transfer in learning; however, the use of strategies through direct instruction can be sustained over time and transfer to new language tasks can occur (Carrier, 2003).

There have been three main trends in second language listening teaching in the last 50 years: Text-oriented, communication-oriented, and in recent years, learner-oriented listening teaching. Nowadays, this approach mainly focuses on teaching strategies in the classroom and students have the opportunity to use these strategies outside of the classroom (Goh, 2008; Vandergrift & Goh, 2012). The current view toward L2 listening is that it should not be considered as a skill that can be developed naturally on its own, but requires explicit instruction to be developed (Goh, 2010; Ngo, 2019). As a result of this conceptualization of the skill, numerous researchers have investigated the effectiveness of strategic instruction for L2 listening (Goh, 2017; Graham, 2017; Ngo, 2019). A significant research base on language learning strategies asserts that teaching language learning strategies assists language learners in fostering the effective use of strategies (Chamot, 2005) and the effective strategy use and L2 achievements are positively correlated (Chen, 2013; Goh, 1998; Graham & Macaro, 2008; Ngo, 2016; Oxford et al., 2004; Rahimirad, 2014; Zarrabi, 2017).

Karagöl (2019) points out that in teaching Turkish as an L2, there are mostly studies comparing listening texts and activities; however, subjects such as listening strategies, attitudes towards listening problems, the effect of technology on listening and academic listening are less studied. The listening strategy studies conducted in Türkiye are in the context of face-to-face teaching (Altunkaya & Uyan, 2020;

Alyılmaz & Şengül, 2017; Boylu, 2015; Elemen, 2014). Face-to face teaching was the usual practice of teaching in Turkish Language Teaching and Application Centres (TÖMER) before Covid-19 outbreak. After the outbreak, a large majority of TÖMER in Türkiye switched to online/distance education. In the national literature, there are limited number of academic research on teaching Turkish online. Güngör, Çangal and Demir (2020) conducted a study, and they concluded that online teaching is advantageous because of removing the time and place boundaries. Some negative sides of online teaching are interaction problems, negative development of language skills, infrastructural problems, and lack of control on homework. Tanman and Özgenel (2021) carried out a study to examine the factors affecting the Turkish learning levels of learners studying face-to-face and online. According to the findings, the Turkish language learning levels/success of the students receiving face-to-face education were found to have a positive and significant effect on their attendance, language development rate, homework frequency and class participation. It was seen that the rate of language development, attendance to class and frequency of class participation had a positive and significant effect, respectively. İskender (2021) found out that in online teaching of Turkish there are problems related to the development of speaking and writing skills, one of the basic language skills based on expression, and these problems are caused by the inadequacy of practicing opportunities and lack of materials. It has also been observed that there is no efficiency in grammar teaching. Technical problems, adaptation problems of faculty members and students to the online classroom environment are among the negative results. Duman and Yurdakul (2021) concluded that educators teaching Turkish in distance has problems with finding appropriate materials. Of the 50 participants who stated that they prepare visual and audio materials, 33 of them could not reply what kind of materials they prepared. The lack of materials seems to be a core problem in online teaching of Turkish.

In the field of teaching listening skill, different studies have stated some problems encountered. For instance, Sefer and Benzer (2020) found out that among the listening comprehension problems, according to the Turkish L2 lecturers, the text speed was the most important problem, while the students emphasized a greater number of problems. Students stated that in addition to the speaker's rapid speech in listening comprehension, they intensely experienced problems of not being clear enough, lack of vocabulary, and not listening to the rest of the text by getting stuck on a word. Lecturers stated that they need listening materials in classes. In Hasan (2000) and Graham's study (2006), text speed was also the most difficult problem encountered by students. Moreover, Kaldırım and Degeç (2017) discussed the problems faced by university students learning Turkish as a foreign language. The problems stated were difficulty in understanding what they were listening in situations such as speaking with an accent, using idioms and proverbs, insufficient vocabulary, insufficient tone of voice and fast speaking, and the sub-themes of the theme of factors that make it difficult to understand what they are listening to were determined accordingly. Altunkaya and Uyan (2020) points out that in teaching Turkish as a foreign language, students' understanding of what they listen to effectively is closely related to teachers' teaching students cognitive and metacognitive strategies, and students' learning and using them consciously. Wilson (2008) states that students should receive frequent and systematic training on listening strategies, and those opportunities should be created for students to apply them. As strategies are a way of overcoming listening problems in the listening process, it might be significant to support students in that skill, to give them listening strategy instruction, not only in face-to face, but also in online learning environments. Due to the Covid-19 outbreak, the conditions were not suitable for face-to face education, because of that the present study was conducted online.

The present study aims to examine how the process of listening strategy instruction may be implemented in the teaching of Turkish to L2 learners in an online platform. In this context the research questions were as follows:

- How can "Listening Strategy Instruction (LSI)" programme be implemented in an online platform?
- What are the opinions and strategy use of the Turkish L2 learners before and at the end of the LSI?
- How do the students apply strategies that have been taught during the LSI?

## METHOD

In the present study of the qualitative research methods, action research method has been used. According to Dick (1993), action research is based on participants' learning and changing results, and one of the main goals is to gain scientific benefit from the practice. As the name suggests, action research is a two-dimensional research process: action and research. In the present study the authors sought transformative changes among students after implementing 'an action' of teaching listening strategies. Although action research is not meant to prove a hypothesis, as it is not an experiment (although it could be), it may help to reveal transformative changes among participants after applying an intervention or an 'action' (Johnson, 2011). In this type of research, the teacher-researcher adopts a self-reflective, critical and systematic approach to explore their teaching context. The "critical" statement here is not meant to be negative about the teaching style of the researcher, but rather to take a questioning stance and defining the problems regarding his/her teaching style. Determining the problems is not meant to look at the researcher as being inefficient or full of problems regarding his/ her teaching style, on the contrary, it is to address an area that you think could be done better, to question it, and then to develop new ideas and alternatives (Burns, 2010).

### Study Group

The study was established based on a predefined 'deliberate' group. For this reason, purposeful sampling was used. Participants of the study included five Turkish L2 learners who enrolled in an online Turkish course of a state university in Istanbul. To meet with the students, the researcher went into their online Zoom class, introduced herself, described her research topic, and offered them if they volunteer to participate in her implementation lessons to work on listening skill at their leisure time. By filling out a 'Consent Form', six students volunteered to engage, and were included in the implementation process. Permission was taken from the language centre after the research was approved by an ethical committee of a university in İstanbul. For the present study, subjects participated in a live lesson for 45-75 minutes each week using Zoom video conferencing software. The study started with six participants but because of some problems regarding the immigration papers, one student left the process in the 5th implementation week. All courses were online and recorded. All the participants continue to B2 level Turkish course at a university language centre and all live in Türkiye. The study group details are summarized in Table 1.

**Table 1.**

*Study Group*

Code	Native language	Gender	Age	Country	Profession	Duration of learning Turkish
S1	Chechen	Male	42	Jordan	Marketing	6 months
S2	Persian	Female	39	Iran	English Language Teacher	2 years
S3	African dialect	Male	222	Djibouti	Master student	7 months
S4	Arabic	Female	330	Iraq	Engineer	4 months
S5	Arabic	Female	333	Iraq	Engineer	5 months

### Study Environment

The study incorporated in an online program using a video conferencing tool, Zoom. A WhatsApp group was created with students to allow real time updates, announcements and communication. The planning of the weekly lessons was shared via WhatsApp. Although the sample group constituted a total of five students, some students could not attend some of the live classes due to illness or work. To overcome this limitation, additional lessons were held 2 to 3 times a week for those who could not attend.

## Data Collection Tools

According to Johnson (2011), 2-4 data collection tools are adequate in studies that use the action research method. The data collection tools used in this study are as follows. Students were given a listening task in the *pre-test and post-test* stage. In this task, students watched a video, then submitted a written evaluation of what they understood from the video. Students are also asked to give themselves a comprehension score of the video from 1 (least understood) to ten (understood very well). *B1, B2 listening test scores at the Turkish course*: These results have been taken from the university where the participants of the present study are learning Turkish. These scores are multiple-choice exam results which is applied to all the students at the language centre. The validity and reliability of these tests are approved by the language centre. *Researcher diary*: Diaries and field notes are essential data collection tools used in qualitative research (Creswell, 2012). The researcher kept a diary every week throughout the implementation process. The problems encountered during the research were diarized. With each process a Plan, Do, Check and Act (PDCA) improvement process was implemented and documented in the diary. *Listener diary*: The participants of the study regularly kept diaries every week in which they reflected their feelings and thoughts about the education process. These diaries also contributed to the researchers' updates in the process. *Interview Forms*: Focus group interviews were held with the students before, mid and after the implementation of LSI. Through these interviews, it was intended to understand transformational changes in students' viewpoints from baseline data until the end of the study period. *The external observer notes*: Two independent experts in the field of Turkish language teaching participated in each implementation lesson. These observers were responsible for follow up and documenting feedback using the lesson observation form. This information guided the study in updating the course material and making decisions regarding the progression of the implementation process. *Strategy use checklist*: Students identified the type of strategy that was used after completing each measurement task. Thus, the researcher was able to identify strategy usage that could not be observed externally.

## Data Collection

The data of the research were collected between October – December 2020. Due to the Covid-19 outbreak, the data collection process was carried out entirely in an online environment. Online sources of the research are Zoom, Google Classroom, and WhatsApp. All interviews and implementation lessons were made over Zoom. The Zoom's recording function was used to capture all the interviews and lectures. Although Google Classroom was preferred to be utilized as the app to contact with the students, the WhatsApp was employed since the students were more willing to connect with it. Thus, a WhatsApp group named *Türkçe Dinleme Dersleri* (Turkish Listening Lessons) was created. This group was used to set interview dates with students as well as course days/hours during the implementation process.

The implementation process consists of seven action cycles (seven lessons). Each action cycle is organized by *plan – act - observe - reflect* (Burns, 2010). Before starting the implementation lessons, flexible and general planning was made regarding the implementation process (*plan*). In the light of the first plan prepared, the first lesson was implemented (*act*). Each lesson consisted of 2 listening tasks, one is designed to practice how to use listening strategies including 3-4 different strategies, one is used for students to implement them in a listening task. After the lesson, the effectiveness of the action applied in the implementation lessons was observed through the findings (*observe*). The circumstances or issues that were uncovered as a consequence of the observations were evaluated and defined (*reflect*). Following these evaluations and definitions, a new plan to enhance the teaching material/method was created, and the next action cycle began.



## The Implementation Process

Table 2 below shows the 7-week implementation of the present study. The details for each week were also shown.

**Table 2.**

*The LSI Implementation Process*

Lessons	Date	Process
Pre-action	7-12.10.2020	Participating in students' lessons in the Turkish course as an external observer
Pre-action	14.10.2020	Meeting students, informing them about the study and its implementation process
Pre-action	15.10.2020	Focus group interview
1 <sup>st</sup> Lesson	29-30.10.2020	Implementation of the pre-test and introduction of listening strategies Implementation Lesson
2 <sup>nd</sup> Lesson	5-7.11.2020	Implementation Lesson
3 <sup>rd</sup> Lesson	14.11.2020	Implementation Lesson
4 <sup>th</sup> Lesson	22.11.2020	Implementation Lesson (Focus group interview)
5 <sup>th</sup> Lesson	26-29.11.2020	Implementation Lesson
6 <sup>th</sup> Lesson	6.12.2020	Implementation Lesson
7 <sup>th</sup> Lesson	13-20.12.2020	Implementation Lesson Focus group interview and post-test

The strategies used in the implementation process of the study was based on nine different researchers' taxonomies on listening skills (Rubin, 1987 quoted by Can, 2011; Oxford, 1990; O'Malley & Chamot, 1990; Bacon, 1992; Goh, 1998; Graham & Macaro, 2008; Vandergrift & Goh, 2012; Graham & Santos, 2015). Listening strategies included the following list: In pre-listening stage, planning, setting a goal, directing attention, prediction, relating with prior knowledge; in while-listening stage, selective attention, repetition, monitoring, note-taking, looking for keywords, translation; in post-listening stage, performance evaluation, summarization, and inferencing. These strategies are decided according to 3 field experts' (2 works at Turkish language teaching, 1 works at English language teaching department) recommendations. The strategies are integrated into listening activities by using authentic videos. Three field experts are consulted and they reviewed the materials. In the first lesson, all the strategies are explicitly taught to the students. After that week, the researcher focused on a total of seven strategies (planning, prediction, goal setting, selective attention, making inferences, note-taking, and performance evaluation). However, it was decided to reduce the number of strategies in the following weeks, because the use of many strategies was difficult for students. During the implementation weeks, different strategies are focused. Each week, 3-4 different strategies are practiced by using 2 different listening tasks. First task was for instruction of the listening strategies guided by teacher-researcher, second task aimed to check the students' strategy usage without any guidance or instruction. After each implementation lesson, depending on validity committee meetings, external observers' notes and scholars' recommendations, the action cycle has been updated.

In strategy teaching, if the students have a common language, this language can be medium of instruction. In various studies, different preferences were encountered in which both were used. For example, Guan (2014) used English in strategy teaching in his study. The reason for this is that the group was students of English as a second language and showed differences in terms of their mother tongue. However, Simasangyaporn (2016) used the mother tongue of the group, Thai, in strategy teaching, for a group learning English as a foreign language. Thus, she aimed to make strategy education more understandable. In the present study Turkish is preferred with B2 level students, to make strategy teaching more understandable because the mother tongue of the group differs.

## **Role of the Researcher**

Because the human element impact cannot be disputed in qualitative research, it is significant to explicitly highlight the researcher's role in the research process. According to Merriam (2009), it is more vital to recognize these biases and 'subjectivities' rather than attempting to eliminate researcher biases and assumptions. In the collection, analysis, and interpretation of the data, the researcher takes an active role. Since identification, understanding, interpretation, and communication are the primary goals in qualitative research, the researcher is the primary tool in data collection and analysis, and therefore is at the centre of the research (Bloomberg & Volpe, 2019).

The present research consists of two main stages. The first stage of the research was making a needs analysis. In this step, the researcher took an active role to conduct interviews with Turkish lecturers and Turkish L2 learners. In the implementation process, in line with the determined requirements of the participants, the researcher positioned herself directly in the classroom and carried out the research process as a teacher-researcher. For this purpose, she introduced herself as a teacher-researcher to the students and stated that she would work on listening strategy lessons with them. She was responsible for making the video recordings, keeping a diary during the implementation process, preparing, and implementing action plans based on the data obtained and the external observers', validation committee's recommendations. The teacher-researcher believes that the implementation lessons will improve the students' strategy use and make them active in the listening process. She guided and observed the process based on this assumption.

## **Data Analysis**

Data analysis in action research is carried out simultaneously with the data collection process, and in data analysis, attention should be paid to the credibility, transferability, trustworthiness, and approvability of the research (Özpinar & Aydoğan Yenmez, 2014). The data collected during the implementation process of the study were subjected to a descriptive analysis. The descriptive analysis has been conducted each week after the implementation. The data obtained from the pre-test and post-test stages were presented as they were (without any changes), and the description of the implementation process was tried to be enriched with direct quotations from the students and the researcher's diary. The quotations of the students have been presented under the themes. In action research, the data is analyzed continuously. During each action cycle, these findings are used to plan the upcoming lessons (Mills, 2003). In this context, the data obtained from the weekly action cycles were discussed and reviewed at the weekly validation committee meetings. These findings formed the basis of the implementation plans that were to be followed for the upcoming weeks. Justifications for the changes in the plan were documented so as to allow reviewers to envisage any future steps that could be taken. The final decision was made by the validation committee after reviewing all the data and plans.

## **Validity and Reliability**

There are some measures taken to increase the credibility, transferability, and consistency of the study in qualitative research. According to the relevant criteria in the literature (Miles & Huberman, 1994; Yıldırım & Şimşek, 2013), the measures taken for validity and reliability in this study are as follows: Data triangulation was made by collecting data from different sources (researcher's diary, listener's diary, external observer notes, focus group interviews, strategy use checklist). The opinions of 3 field experts were consulted while preparing and updating the data collection tools, as well as selecting the authentic videos used in the implementation lessons. Content and data collection tools were discussed and updated in the validity committee after each implementation lesson. Thus, it is aimed to collect more reliable data from lesson contents and data collection tools. Student diaries, focus group interviews, and external observer notes contributed to reflecting the research process more realistically. Both thesis monitoring and the validity committees discussed, analyzed, and supported the implementation process as well as the content and the materials used in the process. 2 external observers attended each lesson and noted positive and negative sides of the lessons and contributed to improve the content.

## FINDINGS

In this section, the findings obtained from the data collected during the situation determination, action process and post-application processes of the research are presented. An account of the data collection is necessary in providing a background of the sample selected and outcomes in this study. Before beginning this study, a needs analysis has been made. Prior to initiating the LSI program, the students' positive and negative thoughts, hesitations and views on Turkish listening skills were used as a baseline in the design of the research. Additionally, it was used in developing the method of applying the LSI program. A pre-test and a post-test were made to get more insight on students' listening skills.

### Determining the Situation

In the first part of the present study, which was the basis for the planning of this study (Sefer & Benzer, 2020) a need analysis has been made to understand how the listening skill is taught in Turkish language centres and how the lecturers and students perceive and consider about the skill. To be able to examine this, ten Turkish lecturers and 16 Turkish L2 learners participated in the first part of the study. Structured and semi-structured interview forms have been used to conduct the interviews. According to the results, there were seven main problems encountered in teaching listening skill. Text speed and unclear pronunciation mentioned most often by lecturers. Lecturers also stated that listening lessons should be process-oriented, the materials should be authentic and suitable for the students' level, and that listening to music frequently would make listening lessons more effective. Text speed and lack of materials were stated as other problems encountered in the lessons. Lecturers also have been asked what kind of strategies they use in the listening lessons. 50% of the lecturers who participated in the interviews could not answer this question. Another significant finding was that 80% of the instructors stated that they conducted process-oriented listening lessons namely, pre-, while- and post listening; however, 40% could not explain how they practice it. Students, on the other hand, stated that in addition to the speaker's fast speech, they intensely experienced the problems of the audios not being clear enough, lack of vocabulary knowledge, and not listening to the rest of the text by getting stuck on a word. Furthermore, when students are asked about their expectations from listening lessons, they mostly want to learn pronunciation and vocabulary; however, when they are asked what the listening lessons mean to them, their answers contain negative statements. When the strategy usages are examined, it is seen that the students use metacognitive strategies less than cognitive strategies. Textbooks which are used in the study group's Turkish courses do not contain authentic materials for listening. These books involve inauthentic voice records and videos are not a part of the books. Even though lecturers think that listening lessons should contain authentic materials, these materials are not used in the language centres.

### Action Process

After the needs analysis was conducted, the action cycle was decided. Since this study is designed as action research, the flow of all activities carried out during the implementation process shows a spiral feature. The research process was carried out as a weekly cycle including preparation of action plans, sharing of action plans with the field experts, implementation of action plans by the teacher-researcher with the observation of 2 external observers, joint planning and reflection meetings, data collection and analysis of post-implementation changes, and a validity committee meeting.

Before starting the implementation, participants are observed by the researcher in their online Turkish courses. After meeting the group, a focus group interview has been made with them. They are asked what they understand from active listening. S1 and S2 answered: "Note-taking". When the students were asked about what they did before and after listening, they answered as follows:

*We do not do anything before and after listening. (S1)*



Before listening, there is written transcribed version of the recording in our books, I checked it twice. After listening, I repeat listening. For example, I listen with my headphones while doing housework. There's a CD. (S2)

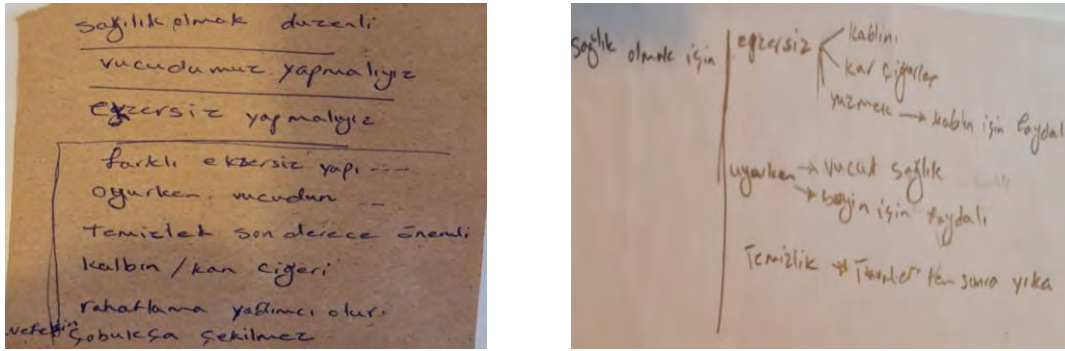
Considering the students' views on what they did before and after listening, it can be said that their knowledge and awareness of the use of strategies in listening skills are suboptimal. S2 seems to have an awareness of listening skills, which may be attributed to her previous experience as an English language teacher.

### Students' Pre-, Post-Test and Turkish course B1&B2 Level Final Test Scores

A task has been given before and at the end of the LSI process to the students to have an insight about how they handle with listening materials. They are asked to write down what they understand from the listening material and also give themselves a score to imply their comprehension level from 1 (least understood) – 10 (understood very well) Writing samples of S2 and S5 are shown in Figure 1. and Figure 2. below:

**Figure 1.**

Pre and Post-Test of S2



Comparing the pre-test and post-test feedback as in Figure 1, it was observed that S2 documented what she understood during the listening task. She created themes in the post-test and kept key words and short notes rather than using sentences in the test. In this context, it can be said that she was able to use the strategies of note-taking and determining the keywords she learnt in LSI effectively.

**Figure 2.**

Pre and Post-Test of S5

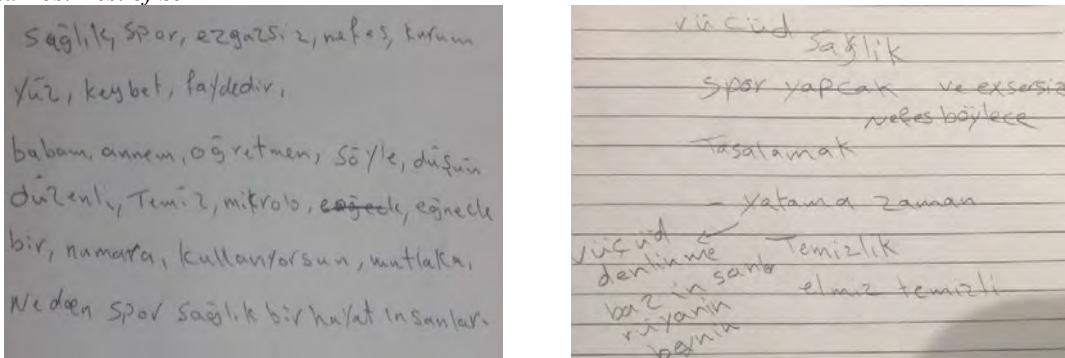


Figure 2 shows S5's writing samples of the task. S5 lives for less time in Türkiye than the other students in the class. It can be seen that in pre-test task, S5 writes down whatever she hears, even tries to write in sentence form, but in the post-test task, she writes in a more organized way. This can be an indicator of efficacy of LSI.

**Table 3.**

*Students' Self-evaluation Comprehension Scores of Pre and Post-Test and Turkish Course B1- B2 Final Test Scores*

Student	Score before education	Score after education	B1 exam score	B2 exam score
S1	8	8	15	17
S2	8	8	20	-
S3	4	7	19	17
S4	5	7	17	15
S5	4	6	18	19

Table 3 summarizes the scores that the students had given to themselves in the pre-test and post-test. Scores of 3 students, after the LSI seems improved. They perceive that they understand the video better at the end of the LSI program compared to the other 2 students.

On the right part of the Table 3, B1 and B2 level final test scores at the Turkish course are shown. The maximum score from that test is 25. These scores are taken from the university language centre where they are Turkish L2 learners. At the end of the LSI program, the final test scores of two students increased, while the scores of two students decreased. S5 is the only student whose score had increased in both tests. Although S3 was a fluent student in speaking Turkish language in the classroom, he remarked that he was interrupted by a phone call during the B2 Turkish language exam. Subsequently he could only listen once, one of the two listening sessions during the exam. Therefore, he stated that he got a lower score than he expected.

### Online LSI Process

#### The listening difficulties students have during the LSI process

Data collected from the listener diaries during the implementation process indicates that they had difficulties in vocabulary usage, the rate of speech, and the background noise in the videos. Student views are summarized as follows:

*Just talking fast. (2nd week) (S4)*

*In today's lesson, there was background noise in both videos during the listening period, making the video difficult to understand. (6th week) (S3)*

The students stated that the playback speed of the video was a challenge for them during the lessons. Both listener diaries and researcher diary reflected similar findings:

*"In the second video used in the lesson, the background noise was a bit distracting for students, they focused on the background music rather than the language." (Researcher diary, 4th week)*

In addition to the listener and the researcher diary, 2 external observers had similar remarks. The external observer pointed out that the video playback speed was too fast for the students.

#### Quality of the courses' content

Students' opinions documented in the diaries, were taken into consideration during the weekly implementation lessons. Students reflected what they liked or disliked in the lessons. The quality of the implementation lessons, as viewed by the students can be summarized as below:

*Listening, learning strategies, filling the gap to practice, learning new words in every lesson, and everything related to the lesson is useful for me. (5th week) (S3)*

*I learnt important things in LSI program, I learned new things today, I learnt how to summarize, I found this important. (6th week) (S3)*

After assessing students' opinions in regards to the most important factors influencing their education, it was observed that students are in agreement that strategic awareness was useful during the LSI program.

### Views regarding the authentic videos in lessons

Students' and the external observers' opinions were taken into consideration in regards to the authentic videos used in the LSI program. These were discussed at the validation committee meetings. After much deliberation, the video selections were updated weekly as agreed upon by the validation committee.

#### Figure 3.

*LSI Course Dated 5.11.2020 - Video Use*



Figure 3 shows how videos used in the lessons. It is shared on the screen and students are asked if there is any connection problem or not and they all watched it. After that they completed the tasks.

Some of the students' views on the authentic video use in the lessons are as follows:

*Videos are very useful. You can listen and watch something about the subject at that moment. You can learn a subject according to its context. (Week 2) (S2)*

*I have watched very good videos so far and learned new things from each video. (Week 3) (S3)*

*What I like most in the lessons is watching videos on different subjects, because I learn things I don't know in each video, this is very good for me. (Week 6) (S3)*

As can be seen, students acquire new information through authentic videos in the lessons and they are satisfied with this situation. They acquired knowledge about a particular subject by association (enhancing knowledge base by listening and learning new words through picture association).

Authentic videos are necessary in preparing students for daily language use. On the other hand, the use of real-life language in videos may be difficult for students to understand. The PI summarized her findings as follows:

*“Speaking hastily is one of the major concerns that students experience while using authentic videos during lessons. There were no suggestions to improve listening skills while watching such videos other than getting used to authentic videos that reflect natural speech.” (Researcher diary, 3rd week)*

To overcome these concerns, the validation committee made the following recommendations:

*“The duration of the videos should not exceed 2.5 minutes. Longer videos may be a problem for students as they cause more cognitive load on them.” (3rd week)*

Background noise should be considered when selecting authentic videos. To prevent distractions, videos without background noise or negligible background noise are preferred in lessons. The external observer also drew attention to this point in the lessons:

*“The music playing in the background can distract students. Material selection should be reconsidered. Additionally, there may be technical problems associated with internet connection issues. One of the students had an internet issue while talking and he could not be understood. Such technical problems can be experienced in online education.” (4th week) (External observer 1)*

One of the practices in LSI was to match the type of strategy with the language activities. This can be observed in the screenshot of one of the lessons below (Figure 4):

**Figure 4.**  
Implementation Course Dated 6.12.2020 - Strategy Teaching Course



Figure 4 shows that in each task, students could see which strategy is used with which question. The first question is “Look at the topic and the picture. What is the listening text about? (Prediction). To make students aware of the strategy used, researcher wrote the name of the strategy with a red colour next to the question with a parenthesis, so that it could be seen clearer.

### Views on the quality of the LSI

The students used the listening strategies they learned during the implementation process in measurement tasks. While the strategies they used throughout the process were predominantly in the cognitive category, they also used the 'planning' strategy, which was found to be the most useful by students among metacognitive strategies. The strategies that students found useful and less useful during the 7-week implementation process are shown in Table 4 below:

**Table 4.***Useful and Less Useful Listening Strategies During the LSI Lessons*

Useful Strategies	f
Prediction	6
Planning	6
Note-taking	6
Setting a goal	3
Looking for keywords	2
Selective attention	2
Least Useful Strategies	f
Inferencing	3
Performance evaluation	3
Repetition	2
Summarization	2

Students' views on the quality of the strategies taught in the LSI process are as follows:

*I use all of them automatically. Sometimes you (teacher) maybe don't want it, but I am summarizing too. I use all of them, and I even teach these strategies in my own English classes. (S2)*

*I did not know anything about these strategies before attending these lessons. I have learned now, but I use all of them. Listening is easier for me now. (S3)*

As can be seen from student views, the students pointed out that they could use listening strategies and listening became easier for some of them.

### Students' use of strategies

None of the students participating in this study has previously had any training based on listening strategies. The strategies taught in the first week of the implementation started to be used by the students from the second week.

**Table 5.***Students' Weekly Strategy Use*

Strategies	2. Week	3. Week	4. Week	5. Week	6. Week	7. Week
Planning	-	S3	S3	S3	S3	S3
Setting a goal	-	S1,	S1, S4, S5	S1, S3, S5	S5	S5
Directing attention	-	S1, S2, S3, S4	S2	S1, S5	-	S4
Prediction	S3	S3	S3, S5	S1, S3, S5	S2	S1, S2, S3
Relating with prior knowledge	-	S4	-	S2	-	-
Selective attention		S1, S2		S3	S2, S3	S2, S3
Repetition	S4	S1, S4	S4, S5	S1, S4, S5		S4, S5
Monitoring				S2		
Note-taking	S3, S4	S1, S2, S3, S4	S1, S2, S3, S5	S3, S4, S5	S1, S2, S3, S5	S1, S3, S4
Looking for keywords	S3	S2	S1, S2, S5	S2	S2	S1, S2, S5
Translation	S4	S3, S4	S3, S4	S2	S2, S4	S2, S3, S4
Performance evaluation	-	-	-	S2	-	-
Summarization	-	-	-	-	S1, S2, S3, S4, S5	-
Inferencing	-	S2	-	-	-	-



In the second week, the students were asked about the strategies they used during the measurement task through the listener diary, but this week's data were not found reliable because the students marked all the strategies on the checklist. Within the framework of the new action plan, the next and following weeks, students were asked about their use of strategies right after the lesson.

Table 5 shows that among the strategies, only the summarizing strategy is used by all students in the 6th week of the LSI, while the strategies of relating with prior knowledge, performance evaluation, monitoring, and inferencing are the least used strategies throughout the entire implementation process. On the other hand, the most common strategies used by students in all weeks of the LSI are note-taking, looking for keywords, translation, and prediction, respectively.

## End of the Action Process

### The effect of LSI on listening skill of the students

When students are asked how the online LSI education affects their listening skills, they replied as follows:

*Before this lesson, I was not listening carefully, I just didn't focus on the listening much, but after this lesson, I pay attention to most of the words I listen in Turkish. I also started listening to podcasts. (S2)*

*I think listening was more difficult for me before these lessons but using these strategies made listening easier. (S3)*

The opinions of the students show that they are more aware of the listening process at the end of the implementation.

When asked about their views on using listening strategies at the end of the education, the students stated the following views:

*I do not think of strategies while listening. I'm trying to find out whatever is asked of me in the tasks. I think it's like a little bit of experience, the more I listen, the better I listen. But I didn't know these strategies before this lesson, now I do. Still, I do not think about them while listening. (S1)*

*I use everything (strategies), but I use them in different contexts. I teach these to students while I teach myself. I use these strategies while listening to myself, direct my attention, listen more carefully, and sometimes write things I like. (S2)*

*Before this lesson, I did not know and did not use strategies. But now I know what kind of strategy to use before each listening, I think, I use it in each listening. I have the least use and the most used ones, but now I use them. (S3)*

As can be seen from student views, with the LSI, they are aware of different strategies, and they can use these in listening. Some students also recommended the researcher that these should be taught in Turkish courses:

*This subject should be added to Turkish lessons. (S1)*

*It would be better if this subject was added to the lessons. Because we don't listen that much in the lessons, we just do the listening parts of our textbooks and pass. We are foreigners and we do not know about such strategies. The video content here helps us learn. (S2)*

*It would be better if these courses were added to the Turkish language courses. Listening can be easier if listening strategies are taught. They don't show us these strategies in lectures. It would have been easier to listen if we had learned these earlier. (S3)*

These student views show that students found this training efficient, and it is remarkable to add this content into Turkish courses, to make the listeners more active.

## DISCUSSION AND CONCLUSION

In the present study, a total of 14 different listening strategies were taught to the students and how these strategies could be used was practiced through listening tasks. When the students' use of strategies was evaluated, it was concluded that students who seem to have weaker competency in Turkish used the variety and number of strategies less than students with better Turkish proficiency. These students generally used at least 2 different strategies in each listening task. The strategies they use most frequently are setting goals, looking for keywords, taking notes, prediction, translating and repeating. These students have never used metacognitive strategies such as planning and monitoring. Among these strategies, relating with prior knowledge, performance evaluation, monitoring, inferencing, and summarizing strategies seem to be the least used strategies throughout the implementation process. S2 and S3, who learn Turkish for longer time, also used metacognitive strategies from time to time. The number and variety of strategies these students use is also higher. The relevant students used an average of five strategies in each listening task, and most frequently used strategies are note-taking, prediction, looking for keywords, selective attention, translation, directing attention, goal setting and planning. In this context, it has been concluded that LSI is seen more important by students who learn Turkish for academic purposes. This situation can also be explained by the individual differences of the students in the language classes.

In the focus group meeting held before the implementation, it was seen that the students (S1 and S2) who said that they only knew how to take notes, could use the strategies they learned during the implementation lessons. Looking at some studies in the literature (Ngo, 2019; Zobler, 2010; Eftekhary & Gharib, 2013) it is observed that there is no consensus on which strategies should be taught in an LSI. In this study, a focus group meeting held before the implementation and after that LSI was given to the students. It can be inferred that determining the needs of the target group is more effective in providing strategy training, rather than planning a standard strategy training content. There are similar approaches to LSI as well (Oxford, 1990; Ngo, 2019). On the other hand, although LSI is a supportive training for students to cope with listening problems, it is not possible to reduce the listening training to strategy training only. This training can assist students in their learning process; however, the skill of listening is a skill that can develop as the exposure to language increases. In the focus group meeting held at the end of the training, the students stated that they also used the strategies they learned during the training in their daily listening, started to listen more carefully and listening became easier for some of them. This situation can be interpreted as an education based on listening strategies that increase students' awareness of the listening process. In this context, the results of this study are in line with the results of various studies on listening strategies (Zobler, 2010; Eftekhary & Gharib, 2013; Sobouti & Amiri, 2014; Ngo, 2019; Moradi, 2012; Amirian & Farahian, 2014).

It was concluded that among the strategies used in the implementation process the students found the following strategies significant: prediction, goal setting, looking for keywords, note-taking, summarizing, performance evaluation, planning, and selective attention. Prediction and looking for keywords are the most effective strategies for listening according to Graham & Macaro (2008), and Rost (2011) as well. Moreover, the students stated that there was no strategy that they thought was unnecessary or unimportant. In this context, it can be inferred that students find all strategies included in the LSI important.

Although the students stated that they did not have any problems in listening in the focus group interview held before the education, they stated that they experienced these problems when they were given

examples of some of the listening problems (not being able to focus, forgetting quickly, not recognizing the known word). In this context, the external observer's sentence: "The awareness of the problem they are experiencing is very low." shows that the level of awareness of the students about the problems they experience in listening might be low. Problems faced by students in listening skills are lack of focus, high speed of speech, quickly forgetting of what is heard, lack of vocabulary, too many speakers in listening/video recordings, anxiety, lack of vocabulary, lack of prior knowledge, and background noise in listening. The problems encountered in listening in different languages are similar. For example, Goh (2000) also mentioned the problems of forgetting what is heard quickly, missing the next listening part while focusing on meaning, and inability to focus. Graham (2006) emphasized that the speed of speaking and the inability to make sense of the words heard are the main problems encountered in listening in French. Chen (2013) stated that the lack of vocabulary knowledge and high speaking speed are the two main problems encountered in listening.

During the implementation lessons, it was concluded that learning strategies are more important for students living longer in Türkiye and learning new words and getting information on different subjects were considered to be more important than learning listening strategies for students living for less time in Türkiye. On the other hand, Graham et al. (2011) found that there was a slight change in students' listening skills in a six-month study that aimed to evaluate the change in students' listening competencies and strategic behaviours in the absence of strategy training, 4 students participated in the study and 2 students regressed.

Authentic video recordings on different topics were used each week in the implementation lessons. All the students stated that watching the relevant videos increased their knowledge in different subject areas and helped them learn new words, therefore it is very important to use authentic videos in the listening lessons. In this context, it was concluded that authentic videos on different topics in Turkish lessons contribute significantly to the language learning process of students and are effective in motivating them to the lessons. This result also confirms the arguments of Norris (2011), Brown (2001) and Field (1998) regarding authentic materials. Researchers state that authentic materials are more effective than traditional materials, increase learner motivation, and exemplify natural speech. Additionally, Field (1998) states that if students do not meet with authentic materials since they start learning the language, it is inevitable that students will be shocked in the transition from artificial text to authentic text. This is an issue encountered in this study as well.

According to the results of the present study it can be recommended that a strategy training may be included in Turkish language courses. Activities or tasks in teaching listening can be designed according to the listening strategies. Strategy training may be implemented on different groups who learn Turkish as an L2.

### Acknowledgement

This study is based on the first author's doctoral dissertation under the supervision of the second author.

### REFERENCES

- Amirian, T. & Farahian, M. (2014). The impact of explicit teaching of listening strategies on Iranian EFL learners' listening comprehension. *International Journal of Multidisciplinary and Scientific Emerging Research*, 3(2), 975-978.
- Altunkaya, H., & Uyan, Ö. (2020). The effect of listening metacognition strategy teaching on Turkish learner's listening comprehension skills. *Cumhuriyet International Journal of Education*, 9(1), 68-87. <http://dx.doi.org/10.30703/cije.536924>
- Alyılmaz, S. & Şengül, K. (2017). In teaching Turkish as a foreign language, the effects of the activities based on language learning strategies on success and permanency in relation to grammar. *Ankara Üniversitesi Tömer Dil Dergisi*, 169(1), 67-110.

- Bacon, S. M. (1992). The relationship between gender, comprehension, processing strategies, and cognitive and affective response in foreign language listening. *The Modern Language Journal*, 76(2), 160-178. <https://doi.org/10.2307/329769>
- Bloomberg, L. D. & Volpe, F. M. (2019). *Completing your qualitative dissertation: a road map from beginning to end*. SAGE.
- Boylu, E. (2015). Level of use of language learning strategies by learners of Turkish language as a foreign language. *Route Educational and Social Science Journal*, 2(3), 67-86. <http://dx.doi.org/10.17121/ressjournal.347>
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education.
- Brown, S. (2006). *Teaching listening*. Cambridge University Press.
- Burns, A. (2010). *Doing action research in English language teaching*. Routledge.
- Can, T. (2011). *The use of strategies in English language learning coursebooks in the context of life-long learning*. [Unpublished doctoral dissertation]. Istanbul University.
- Carrier, K. A. (2003). Improving high school English language learners' second language listening through strategy instruction. *Bilingual Research Journal*, 27(3), 383-408. <https://doi.org/10.1080/15235882.2003.10162600>
- Chamot, A. U. (2005). Language learning strategy instruction: Current issues and research. *Annual Review of Applied Linguistics*, 25, 112-130.
- Chen, A. (2009). Listening strategy instruction: Exploring Taiwanese college students' strategy development. *Asian EFL Journal*, 11(2), 54-85.
- Chen, A. (2013). EFL listener's strategy development and listening problems: A process-based study. *The Journal of Asia TEFL*, 10(3), 81-101.
- Creswell, J. W. (2012). *Educational research planning, conducting and evaluating quantitative and qualitative research*. Pearson.
- Dick, B. (1993). Action research theses. [http://www.aral.com.au/DLitt/DLitt\\_P50arth.pdf](http://www.aral.com.au/DLitt/DLitt_P50arth.pdf) Retrieved on 12.09.2021.
- Duman, G. B. & Yurdakul, Y. (2021). Educators' attitude and perspectives towards their usage of materials and the technological infrastructure in distance education of teaching Turkish as a foreign language. *Journal of World of Turks*, 13(1), 419-438. <https://doi.org/10.46291/ZfWT/130121>
- Eftekhary, A. A. & Gharib, T. (2013). The effect of metacognitive strategy training on the listening performance of Iranian EFL beginner learners. *Interational Electronic Journal for the Teachers of English*, 3(1), 113-127.
- Elemen, B. (2014). *Turkish as a second language learning foreign students graduate level in listening strategies used*. [Unpublished master's dissertation]. Canakkale Onsekiz Mart University.
- Field, J. (1998). Skills and strategies: Towards a new methodology for listening. *ELT Journal*, 52(2), 110-118.
- Field, J. (2008). *Listening in the language classroom*. Cambridge University Press.
- Goh, C. (1998). How ESL learners with different listening abilities use comprehension strategies and tactics. *Language Teaching Research*, 2(2), 124-147. <http://dx.doi.org/10.1177/136216889800200203>
- Goh, C. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28, 55-75. [https://doi.org/10.1016/S0346-251X\(99\)00060-3](https://doi.org/10.1016/S0346-251X(99)00060-3)
- Goh, C. (2008). Metacognitive instruction for second language listening development: Theory, practice and research implications. *Regional Language Centre Journal*, 39(2), 188-213. <https://doi.org/10.1177/00336882080921>
- Goh, C. C. M. (2010). Listening as process: Learning activities for self-appraisal and self-regulation. In Harwood, N. (Ed.), *English language teaching materials: Theory and practice* (pp. 179–206). Cambridge University Press.
- Goh, C. C. M. (2017). Cognition, metacognition, and L2 listening. In Hinkel, E. (Ed.), *Handbook of research in second language teaching and learning* (pp. 214–228). Routledge.
- Graham, S. (2006). Listening comprehension: The learner's perspective. *System*, 34, 165-182. <http://dx.doi.org/10.1016/j.system.2005.11.001>
- Graham, S. & Macaro, E. (2008). Strategy instruction in listening for lower-intermediate learners of French. *Language Learning*, 58(4), 747-783. <https://doi.org/10.1111/j.1467-9922.2008.00478.x>
- Graham, S., Santos, D. & Vanderplank, R. (2011). Exploring the relationship between listening development and strategy use. *Language Teaching Research*, 15(4), 435-456.
- Graham, S. (2017). Research into practice: Listening strategies in an instructed classroom setting. *Language Teaching*, 50(1), 107-119.
- Graham, S. & Santos, D. (2015). *Strategies for second language listening-Current scenarios and improved pedagogy*. Palgrave Macmillan.



- Guan, Y. (2014). *The effects of explicit listening strategy instruction on the listening comprehension of English as a second language (ESL) community college students*. [Unpublished doctoral dissertation]. The University of San Francisco.
- Güngör, H., Çangal, Ö. & Demir, T. (2020). The views of learners and instructors as to distant teaching Turkish as a foreign language. *Gazi University Gazi Education Faculty Journal*, 40(3), 1163-1191. <https://doi.org/10.17152/gefad.756612>
- Hasan, A. S. (2000). Learners' perceptions of listening classroom. *International Journal of Academic Research in Progressive Education and Development*, 2(2), 113-155.
- İskender, M. E. (2021). Experiences of distance learning courses in teaching Turkish as a foreign language. *RumeliDE Journal of Language and Literature Studies*, (22), 96-117. <https://doi.org/10.29000/rumelide.885523>
- Johnson, A. (2011). *A short guide to action research*. Pearson Education.
- Kaldırım, A. & Degeç, H. (2017). Türkçeyi yabancı dil olarak öğrenen öğrencilerin dinleme esnasında karşılaştıkları sorunlar. *Eğitim Bilimleri Araştırmaları Dergisi*, 7(1), 19-36.
- Karagöl, E. (2019). *Yabancı dil olarak Türkçe öğretiminde dinleme becerisi [Listening skill in teaching Turkish as a foreign language]*. Pegem Akademi.
- Looi-Chin, C., Unin, N. & Johari, A. (2017). Metacognitive awareness strategies for listening comprehension. *Proceedings of the International Conference on the Teaching and Learning of Languages (ICTLL)*, 99-106.
- Mendelsohn, D. (1994). *Learning to listen: a strategy-based approach for the second language learner*. Dominie Press.
- Mercadal-Sabbagh, T. & Purdy, M. (n.d.). Listening: The "Lost" communication skill. [https://www.academia.edu/5612011/Listening\\_The\\_lost\\_communication\\_skill](https://www.academia.edu/5612011/Listening_The_lost_communication_skill) Retrieved on 30.07.2019.
- Merriam, S. B. (2009). *Qualitative research a guide to design and implementation*. Jossey-Bass A Wiley Imprint.
- Miles, M. B. & Huberman, A. M. (1994). *An Expanded Sourcebook Qualitative Data Analysis*. Sage Publications.
- Mills, G. E. (2003). *Action research. A guide for the teacher researcher*. Pearson Education.
- Moradi, K. (2012). The impact of listening strategy instruction on academic lecture comprehension: A case of Iranian EFL learners. *Social and Behavioral Sciences*, 70, 406-416. <https://doi.org/10.1016/j.sbspro.2013.01.078>
- Ngo, N. T. H. (2016). The impact of listening strategy instruction on listening comprehension: A study in an English as a foreign language context. *Electronic Journal of Foreign Language Teaching*, 13(2), 245-259.
- Ngo, N. (2019). Understanding the impact of listening strategy instruction on listening strategy use from a socio-cultural perspective. *System*, 81, 63-77. <https://doi.org/10.1016/j.system.2019.01.002>
- Norris, R. N. (2011). *Using authentic videos to enhance language and culture instruction in a formal English language learning setting: Ten videos and accompanying lessons*. [Unpublished master's thesis]. University of Arkansas.
- O'Malley, J. M. & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge University Press.
- Oxford, R. L. (1990). *Language learning strategies-what every teacher should know*. Heinle&Heinle Publishers.
- Oxford, R. L., Cho, Y., Leung, S., Kim, H. (2004). Effect of the presence and difficulty of task on strategy use: An exploratory study. *International Review of Applied Linguistics in Language Teaching*, 42(1), 1-48.
- Özpinar, İ. & Aydoğan Yenmez A. (2014). *Eylem araştırması [Action research]*. M. Metin (Eds.), Eğitimde bilimsel araştırma yöntemleri [Scientific research methods in education] (pp. 441-467). Pegem Akademi.
- Rahimirad, M. (2014). The impact of metacognitive strategy instruction on the listening performance of university students. *Social and Behavioral Sciences*, 98, 1485-1491. <https://doi.org/10.1016/j.sbspro.2014.03.569>
- Rost, M. (2011). *Teaching and researching listening*. Pearson Education Limited.
- Sobouti, F. & Amiri, M. (2014). The impact of listening strategy instruction on the improvement of Iranian intermediate EFL learners' comprehension of news videotexts. *Academic Research International*, 5(2), 334-344. <http://dx.doi.org/10.7575/aiac.ijalel.v.7n.3p.188>
- Sefer, A. & Benzer, A. (2020). Listening skill with a holistic approach in teaching Turkish as a foreign language. *IJLA*, 8(3), 123-142. <http://dx.doi.org/10.29228/ijla.42254>
- Simasangyaporn, N. (2016). *The effect of listening strategy instruction on Thai learners' self-efficacy, English listening comprehension and reported use of listening strategies*. [Unpublished doctoral dissertation]. University of Reading.
- Tanman, N. B. & Özgenel, M. (2021). Examining the factors affecting the Turkish learning levels of foreigners studying face-to-face and online: Ankara University TÖMER example. *Istanbul Sabahattin Zaim University (IZU) Journal of Education*. 3 (6), 128-148. <https://doi.org/10.46423/izujed.1006011>
- U.S. Department of Education, Office of Vocational and Adult Education. (2012). *Just write! guide*. [https://lincs.ed.gov/sites/default/files/TEAL\\_JustWriteGuide.pdf](https://lincs.ed.gov/sites/default/files/TEAL_JustWriteGuide.pdf) Retrieved on 30.09.2020.
- Vandergrift, L. (2004). Listening to learn or learning to listen? *Annual Review of Applied Linguistics*, 24, 3-25. <https://doi.org/10.1017/S0267190504000017>



- Vandergrift, L. & Goh, C. (2012). *Teaching and learning second language listening*. Routledge.
- Wilson, J.J. (2008). *How to teach listening*. Pearson Education Limited.
- Yıldırım, A., Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research methods in the social sciences]* (9<sup>th</sup> ed.). Seçkin.
- Zarrabi, F. (2017). How explicit listening strategy instruction affects listening comprehension of different learners. *Journal of Language Teaching and Research*, 8(4), 655-662. <http://dx.doi.org/10.17507/jltr.0804.03>
- Zobler, A. C. (2010). *Effects of listening strategies instruction on listening comprehension, oral proficiency and metacognition on second language learners*. [Unpublished doctoral dissertation]. Western Connecticut State University.

## TÜRKÇE GENİŞLETİLMİŞ ÖZET

Dinleme, bireyin ön bilgileri ve dinleme bağlamının anlamaya yardımcı olduğu, dış sesler ve görsel girdinin de anlamaya eşlik ettiği, konuşma dilini anlamlı hâle getirme sürecidir. Bu beceri algılama, anlamlandırma veya anlamı yapılandırma ve sözlü ve/veya sözlü olmayan mesajlara cevap verme süreci olarak da tanımlanabilir. Dinleme işitme ile aynı şey değildir; işitme temelde fizyolojik bir süreçtir, birbiriyle ilişkili olan üç evreden oluşmaktadır. Bu evreler ses dalgalarını alma, sesin beyinde algılanması ve bu sesleri anlamlı biçimde bir araya getirilmesidir (Mercadal-Sabbagh & Purdy, n.d.). Dinleme ve düşünme süreçleri diğer insanlar ve hatta öğrencilerin kendileri tarafından kolaylıkla gözlenemez. Bu durum sıklıkla dinleme öğretimini zor hâle getirmektedir (Vandergrift & Goh, 2012).

Dinleme becerisi diğer becerilere oranla daha az araştırma yapılan bir beceri alanıdır. Bu durum bu becerinin soyut yapısından, dolaylı ölçme gerektirmesinden kaynaklanabilmektedir. Son 50 yılda dinleme öğretimine yönelik yaklaşımlara bakıldığında en güncel olan yaklaşımın öğrenen odaklı dinleme yaklaşımı olduğu görülmektedir. Şimdilerde bu yaklaşım ağırlıklı olarak sınıflarda strateji öğretimine odaklanmıştır ve öğrenciler bu stratejileri sınıf dışında kullanma fırsatına da sahiptirler (Goh, 1998; Vandergrift & Goh, 2012). Öğrencilerin dinleme problemlerinin üstesinden gelmelerinin ve başarılı bir dinleme gerçekleştirmelerinin en önemli yollarından birisi dinleme problemleriyle ilgili farkındalıklarını yükseltmek ve etkili dinleme stratejilerini kullanmada onları yönlendirmek ve bu stratejileri kullanmalarını sağlamaktır (Brown, 2006; Chen, 2009; Chen, 2013). Dinleme stratejisi öğretimiyle ilgili son yıllarda yapılan çalışmalara bakıldığında genel olarak elde edilen bulguların öğrencilerin dinlediklerini anlaması ve strateji kullanımı üzerinde pozitif etkisinin olduğu ve dinlediğini anlama performansını da artırdığı sonucuna ulaşılmıştır (Goh, 1998; Graham & Macaro, 2008; Chen, 2013; Rahimirad, 2014; Ngo, 2016; Zarrabi, 2017). Söz konusu çalışmalar çoğunlukla İngilizcenin yabancı dil olarak öğretimi konulu çalışmalardır ancak dinleme stratejilerin belli bir ölçüde evrensel olduğu da söylenebilir. İkinci dil olarak Türkçe öğretimi bağlamında uzaktan/çevrim içi platformlarda dinleme stratejileri eğitimi üzerine yapılmış herhangi bir çalışmayla karşılaşmamıştır. Öte yandan covid-19 sürecinde Türkiye'deki Tömer birimlerinin büyük çoğunluğu Türkçe derslerini çevrim içi ortamlarda yürütmüştür. Strateji ile ilgili yapılmış olan çalışmalar, yüz yüze eğitim bağlamında yapılmıştır (Elemen, 2014; Boylu, 2015; Alyılmaz & Şengül, 2017; Altunkaya & Uyan, 2020). Bu araştırma, ikinci dil olarak Türkçe öğretiminde nasıl daha etkili çevrim içi dinleme eğitimi yapılacağını gösteren stratejiler ve etkinlikler bulduğundan Türkçeyi ikinci dil olarak öğreten öğretmenlere ve Türkçe eğitimi alanında çalışan araştırmacılara örnek bir strateji eğitimi süreci ve örnek materyaller sunmasından dolayı önemlidir.

Strateji öğretimi dil öğrencilerinin yaşam boyu öğrenme kapsamında bu stratejileri farklı dillerin öğreniminde de kullanmalarını amaçlamaktadır. Strateji öğretiminin amaçlarından biri de bağımsız dil öğrencisini geliştirmektir (Graham ve Macaro, 2008). Yapılan çalışmalara göre dinlemenin dil öğrenmede en temel becerilerden biri olması, dinleme öğretiminde birtakım problemlerle karşılaşılması, yabancılara Türkçe öğretimi alanında dinleme becerisiyle ilgili çalışma sayısını sınırlı olması bu çalışmada dinleme becerisinin ele alınmasındaki temel hususlar olmuştur. Bu bağlamda bu araştırmanın temel amacı, ikinci dil olarak Türkçe öğrenen öğrencilerin dinleme becerilerini geliştirmede dinleme stratejileri öğretiminin etkililiğini ve uygulanabilirliğini incelemektir. Araştırma eylem araştırması yöntemine göre desenlenmiştir.

Araştırmanın eylem süreci 2020-2021 eğitim-öğretim yılı güz döneminde Ekim 2020-Aralık 2020 tarihleri arasında, İstanbul'da bir devlet üniversitesinde B2 seviyesi Türkçe kursuna devam etmekte olan 5 öğrenci ile gerçekleştirilmiştir. Araştırmada dinleme stratejileri öğrencilere doğrudan öğretilmiştir. Eylem sürecinde hangi stratejilerin öğretileceğine karar verilirken alanyazında 1990 yılından 2015 yılında kadar yapılmış olan farklı araştırmacıların öğrenme ve dinleme stratejileri sınıflamalarından hareketle uzman görüşü alınarak süreç odaklı bir tasarım önerisi geliştirilmiş, ardından bu sınıflama önerisi öğrencilere uygulama derslerinde öğretilmiş, dinleme görevleri üzerinden örneklerle

pekiştirilmiştir. Bu çalışmada yer alan stratejiler dinleme öncesinde planlama, amaç belirleme, dikkati yönlendirme, tahmin etme, ön bilgilerle ilişkilendirme; dinleme sırasında seçici dikkat, tekrar etme, izleme, not alma, anahtar kelimeleri belirleme, çeviri yapma ve dinleme sonrasında performans değerlendirme, özetleme, çıkarım yapmadır. Her hafta öğrencilere belirlenen stratejileri kullanmaları için örnek bir dinleme görevi ve bir ölçme görevi verilmiştir. Örnek dinleme görevinde öğrenciler dinleme stratejilerini etkinliğin hangi kısmında kullanabileceklerini açık olarak görmüş ve tecrübe etmişlerdir. Ölçme görevinde ise öğrencilere yalnızca dinleme görevi verilmiş ve onlara hangi stratejileri kullanacakları konusunda yönlendirmede bulunulmamıştır. Ölçme görevi sonrasında ise öğrencilerden bir kontrol listesi aracılığıyla hangi stratejileri kullandıklarını işaretlemeleri istenmiştir. Uygulama süreci toplam 7 hafta sürmüştür. Araştırma verileri, “Zoom üzerinden alınan ders video kayıtları”, “B1-B2 Tömer dinleme testi sınav sonuçları”, “odak grup görüşme formları”, “dinleyici günlüğü”, “strateji kullanımı kontrol listesi”, “araştırmacı günlüğü”, “dış gözlemci notları”, “dinlediğini anlama ön ve son testi” aracılığıyla toplanmış ve veri çeşitlemesi yapılmıştır. Verilerin analizi betimsel analiz yoluyla gerçekleştirilmiştir. Analiz süreci verileri toplama süreci ile eş zamanlı olarak gerçekleştirilmiştir. Bunun sebebi eylem araştırmalarının esnek uygulama süreci ve uygulama sürecinden elde edilen verilerin hemen değerlendirilerek alınan dönütlere göre güncelleme yapıp bir sonraki uygulamanın planlanmasıdır. Araştırmanın uygulama süreci boyunca öğrenciler en az ön bilgilerle ilişkilendirme, performans değerlendirme, izleme ve çıkarım yapma stratejilerini, en fazla ise sırasıyla not alma, anahtar kelimeleri belirleme, çeviri yapma ve tahmin etme stratejilerini kullanmışlardır. Öğrenciler en faydalı buldukları stratejilerin ise tahmin etme, not alma ve planlama olduğunu belirtmişlerdir. Ayrıca öğrenciler dinleme stratejileri eğitiminin Türkçe kurslarında yer alması gerektiğini de ifade etmişlerdir. Türkiye’de daha uzun süredir yaşayan ve daha fazla dil bilen öğrenciler için stratejileri öğrenmenin daha önemli olduğu, daha kısa süredir yaşayan ve daha az sayıda dil bilen öğrenciler için yeni kelimeler ve bilgiler öğrenmenin zaman zaman dinleme stratejilerini öğrenmekten daha önemli görüldüğü, üstbilişsel stratejileri kullanmanın öğrenciler için zorlayıcı olduğu ve uygulama süreci boyunca bu stratejileri kullanmakta zorlandıkları sonucuna ulaşılmıştır. Öğretmenlere ve araştırmacılara derslerde öğrencilere strateji eğitimi vermeleri ve böylelikle öğrencileri dinleme sürecinde aktif hâle getirmeye çalışmaları, strateji odaklı dinleme etkinlikleri tasarlanması, farklı ve daha büyük gruplarda, yüz yüze eğitimde dinleme stratejileri eğitiminin verilmesi, dinleme derslerinde öğrencilerin motivasyonunu ve Türkçede farklı konularda bilgi edinmeleri için otantik materyal kullanmaları önerilmektedir.