



Turkish Teaching to Turkish Children Living Abroad: Investigation of Listening Comprehension *

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Abstract

The aim of this study is to evaluate listening comprehension skills of 7 th grade students living abroad. The study was planned and carried out in accordance with the single screening model, which is one of the descriptive research methods. For this purpose, it was aimed to answer the questions about the general success average of the listening comprehension questions of the students, whether there are differences in the success average of the sections in the listening comprehension questions, whether there is any difference between the success average of male and female students, and the ability of students to transfer what they listen to by writing correctly. The research was carried out with 90 students attending 7th grade of secondary schools in Nürnberg, Germany in the academic year 2017-2018. The listening activity was performed to four different groups using the same text and the listening comprehension achievement test was applied after listening. The data were transferred to SPSS v25 program and analyzed. According to the results obtained from the analysis of the overall scores of the achievement test; When the overall success average of 90 participants was examined, the average success rate for women was determined as 6429 and 5881 for men. The overall success rate was found to be 0.6143.

Keywords: Teaching Turkish, teaching Turkish abroad, listening comprehension

Yurtdışında Yaşayan Türk Çocuklarına Türkçe Öğretimi: Dinleme Anlama Becerilerinin İncelenmesi

Öz

Bu çalışmanın amacı, yurtdışında yaşayan 7. sınıf öğrencilerinin Türkçe dersi kapsamında dinleme anlama becerilerinin değerlendirilmesidir. Çalışma, betimsel araştırma yöntemlerinden biri olan tek tarama modeline göre planlanmış ve yürütülmüştür. Bu amaç doğrultusunda öğrencilerin dinleme anlama sorularındaki genel başarı ortalamalarının neler olduğu, dinleme anlama sorularındaki bölümler arası başarı ortalamalarında farklılıkların olup olmadığı, kadın ve erkek öğrencilerin başarı ortalamaları arasında farklılık bulunup bulunmadığı ve öğrencilerin dinlediklerini doğru yazarak aktarabilme durumlarına yönelik sorulara cevap aranmıştır. Araştırma, 2017-2018 akademik yılında Almanya'nın Nürnberg kentinde 7. sınıf ortaokullarına devam eden 90 öğrenci ile gerçekleştirilmiştir. Dört farklı gruba aynı metin kullanılarak dinleme etkinliği gerçekleştirilmiş ve dinleme sonrası dinleme anlama başarı testi uygulanmıştır. Elde edilen veriler SPSS v25 programına aktararak analizlere tabi tutulmuştur. Başarı testinin genel puanlarının analizinden elde edilen sonuçlara göre; toplam 90 katılımcının başarı ortalaması incelendiğinde, kadınlar için ortalama başarı oranı 6429, erkekler için 5881 olarak bulunmuştur. Genel başarı oranı ise 0.6143 çıkmıştır.

Anahtar kelimeler: Türkçe öğretimi, yurtdışında Türkçe öğretimi, dinleme anlama becerisi.

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Introduction

Even though the moment a baby was born has defined he opened his eyes to the world, it was revealed that the baby had begun to hear in the womb. In other words, the individual uses his ears before he is born, and opens his eyes to the world after he is born. In this context, it can be said that the listening skill of the individual who starts to hear in the mother's womb starts to form at the basic level. After his birth, the listening skills of the individual develops rapidly. This is followed by the development of the skill of speech that the individual begins to acquire at a certain age.

Language is a means of communication, which is congenital in terms of physical competence, which develops with environmental factors, deepens in education, explains one's feelings and thoughts, as well as helps them understand the stimuli (Metem, Ayrancı, 2016:4960). Our means of understanding and explaining what is happening around us. One of the most distinctive features of human being, the ability to think and express their thoughts, feelings, dreams and impressions to others (Metem, Gürsoy, 2013: 344) so it allows to learn by enables the individual to understand and control the world that surrounds him (Güneş, 2007: 24). Language is a tool for developing mental skills, thinking and learning. Language skills; comprehension and narration. Comprehension covers listening and reading skills and narration covers speech and writing skills.

Man learns by listening, reading or living by himself. However, human beings cannot be expected to experience or read everything. Among the language skills, the most employed is listening. One of the most important sources of understanding is the listening skill as learning cannot be learned without understanding. The listening skills that begin to develop in the womb continues with lullabies full of advice as a baby, and the listening process continues throughout our lives.

The growing individual gained a basic level of listening skills and speaking skills in the comprehension dimension until the school age. When the individual starts school, the process of gaining reading skills and the process of gaining writing skills to the comprehension dimension begins. However, since many years of listening and speaking skills have begun to enter the school, the curricula, which have been designed to enable individuals to acquire reading and writing skills, have neglected to develop listening and speaking skills. However, in the preschool period, the listening and speaking skills need only to be listening and speaking in order to obtain reading and writing skills. It is important to develop effective listening and speaking skills to eliminate this need.

Listening is defined as a psychological process that starts with the awareness of sounds and images and continues with paying attention to them and ends with giving meaning the certain auditory signs (Ergin ve Birol, 2000: 15). Accordingly, it can be said that listening is a conscious process that requires effort. Listening comprehension requires careful attention, focus and knowledge of a certain level of infrastructure in order to understand what is being heard. According to Calp's (2010: 161) definition listening is the work of understanding the senses by comparing them with the preliminary information with a mental and conscious effort.

We need to listen and understand nearly half of our lives. The individual is listening to 42% of the time he has been with other people (Sever, 2011: 11). In other words, the listening skill covers the duration of the other three language skills (speech, reading, writing) alone.

It can be said that communication and learning in children who started school at an early age were based on listening (Temur, 2010). The fact that listening skill, which has an important place in our lives, can be improved is thought-provoking as well as relaxing. Listening is also a key skill in the acquisition of other language skills (Doğan, 2012: 4). The way to raise successful listeners who can create a goal for listening, give attention to the listened source, make sense of what they are listening to and make judgments about what they listen to and reach the judiciary is through a listening education which will be given to the students at an early age (Bulut, 2013:30).

The general purpose of teaching Turkish is to develop the skills of understanding and explaining the individual. It is absolutely necessary to measure and evaluate whether the goals determined in the education process have been achieved.

The aim of this study is to evaluate listening comprehension skills of 7th grade students living and growing abroad.

For this purpose, the following questions answers were sought:

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- 1- What are the average success scores of students in listening comprehension questions?
- 2- Are there any differences between the departments in the listening comprehension questions?
- 3- Are there any differences between the achievement average of male and female students?
- 4- What is their ability to convey what they listen by writing correctly?

After the impact of language skills on the development of each other, it was accepted that the four skills should be integrated. In recent years, the understanding of teaching language skills together has begun to dominate. It is assumed that there will be no need for training of listening skills for years. In fact, it is one of the most needed language skills in daily life. Doğan (2012: 36) stated that there are no questions or practices related to listening skills in Turkish language exams, and no observations have been made on the current situation and development of students during the education period. However, listening is the skill that the individual spends most of his time in his social and academic life (Robertson, 2008: 63). Knowing the current situation will lead to improvements that will be made to achieve the goal and will ensure that the deficiencies are completed. Therefore, it is important to determine the level of listening comprehension.

Method

Pattern

This study was planned and carried out in accordance with the single screening model, which is one of the descriptive research methods. According to Karasar (2004), in this model, temporal changes and developments can be determined as well as instant case determinations. This study includes the measures applied during the course to a selected group. Statistics on the data obtained from listening comprehension achievement test results were calculated and comparisons were made. The study was conducted as a listening study in the traditional course without any special practice and was conducted on a voluntary basis.

The aim of this study is to evaluate listening comprehension skills of 7th grade students living abroad. In this experimental study conducted in accordance with this purpose, listening activities were conducted using the same text to four different groups at the same education level who were studying Turkish abroad. Thus, the success scores were compared and evaluated.

In the analysis of the data collected within the scope of the study, the mean, median, mode, standard deviation, skewness and skewness values and the Kolmogorov Smirnov Normality test were used to determine whether the normality assumption was met. General average scores (Kolmogorov-Smirnov = 0.653, $p > .05$) were found to have normal distribution. In order to determine whether there is a significant difference between the mean scores, Independent Samples T-Test for Unrelated Measurements is deemed appropriate. The Levene test was tested for homogeneity of variances, which is the assumption required for this analysis. Unrelated samples t-test was used for success variable by looking at whether the required assumption was met. For other data, frequency values are examined.

Study group

The research was carried out with 90 students attending 7th grade of secondary schools in Nürnberg, Germany in the academic year 2017-2018. Before the study, permission was taken from the Nuremberg Education Attaché (dated 09.08.2018 and numbered 12386980-44-E: 14470351). Thus, the participants were determined among the students on the basis of volunteering from the schools under approval. In this context, 90 participants with 7th grade were included in the study. 43 (48%) of the participants were female and 47 (52%) were male.

Data collection tool

The research was carried out by using the data of the students who participated in the listening activity in order to study the listening comprehension test. As a data collection tool, a listening text has been determined by the researchers considering that they are appropriate to the level and interesting. In addition, a three-part listening comprehension achievement test was prepared for this

listening text with 4 multiple choice, 5 space filling and 5 word recognition. The data collection tool was sent to 3 Turkish teachers who teach Turkish to students at the same level and after making the small corrections, it was decided to use in accordance with the suggestions of the teachers after the confirmation that it can be applied.

Data collection process and analysis

In the fall semester of the 2017-2018 academic year, a 40-minute listening event was organized to 90 grade 7 primary school students living abroad. The activity was carried out by four Turkish teachers of the class at the same time. Before starting the activity, the students gave information about the study for 3 minutes and explanations were given, listening comprehension tests were distributed in 2 minutes, and students were given time to examine the test for 5 minutes.

During the implementation process, the teacher read the listening text, which was determined by the researchers, once and asked the students to complete the test while listening to the students. Before the reading of the voice reading, the listening comprehension test was given to the students and they were given the opportunity to study. Since the text is a short story text, it has been read by the teacher only once but attention has been paid to keep the reading speed low so that the intelligibility is not adversely affected.

About 10 minutes after starting the application the teacher started reading the text and after about 10 minutes the reading was finished. After the listening, the students were given 15 minutes to complete the test. After 35 minutes, the test papers were collected and the application was terminated in the last 5 minutes. In the remainder of the course, students were informed by the teacher about possible answers to the test.

After the application of the data collection tools, the statistical procedures required on the achievement test scores of the students were performed. The data were analyzed by using SPSS 25.0 package program. In the analysis of the data, .05 significance level was taken as the basis. The normal distribution of the points obtained was analyzed by Kolmogorov-Smirnov test. The Independent Sample T Test was used in SPSS to determine whether the mean scores obtained from the test differed from each other. Independent sample t-test is used to test whether there is a statistically significant difference between the two independent groups by looking at the averages (Büyüköztürk, 2016: 39).

Findings

In this section, the findings of the research are explained one by one by considering the order of the sub-problem questions.

Overall Success Average

The overall scores of the achievement test were examined. Success test consisting of three parts; a section consisting of 4 multiple-choice marking, one part 5 open-ended completion, and one section writing 5 words as a total of 14 questions. When the overall success average of the total 90 participants were examined, the average of .6889 was found for the female and the .5881 success average for the male was determined. The overall success rate was determined as 0.6143. According to this result, it can be said that the group should be considered successful because the rate is above 60%.

Success Levels According to Test Departments

The prepared achievement test consists of three parts. In the first part, there are 4 multiple-choice questions, 5 open-ended questions in the second section and 5 questions in the third section. As the papers were taken into consideration, the questions that were left blank were scored as incorrect because of the success test.

Table 1.

Questions and correct answers in the total of participants according to the section

	Total Question	Total Correct Answer
1. chapter	360	160
2. chapter	450	276
3. chapter	450	338
Total Question	1260	774
%	100%	61,43%

Of the 90 participants, 160 of the 360 (90x4) responses in the first section of the multiple-choice 4 questions were found to be correct. 276 of 450 (90x5) responses in the second section consisting of 5 open-ended questions and 338 of the 450 (90x5) responses in the word writing section in the third chapter were found to be correct. In this context, it is understood that 774 (160 + 276 + 338) of 1260 (360 + 450 + 450) questions consisting of 90 respondents were correct and thus the average of success was 61,43% (774/1260). It was determined that the ranking of success according to departments was 3, 2 and 1.

Table 2.

Achievement averages according to sections of the test

	Gender	N	Mean	Std. Deviation	Std. Error Mean
1. mark	female	43	1,6977	1,20584	,18389
	male	47	1,8511	1,12247	,16373
2. complete	female	43	3,3488	1,75775	,26806
	male	47	2,8085	1,49838	,21856
3. find write	female	43	3,9535	1,37933	,21035
	male	47	3,5745	1,69070	,24661

When the table is examined, it is determined that the average of the men who are 1.8511 in the first section is higher than the average of the women who are 1.6977 in the second section the average of 3,3488 women is higher than the average of men with 2,8085 and similarly in the third section the average of women with a mean of 3.955 was higher than the average of 3.5745 men. The highest success rate according to the rating is the 3rd section with word questions. It is noteworthy that the lowest success rate is the first section with multiple choice questions. It can be said that having the lowest success rate in the multiple-choice section where the highest success rate is expected under normal conditions, the participants have different results because they are composed of students living abroad. Since these participants are educated abroad, the use of Turkish is limited to the family environment substantially. Thus, Turkish speaking and listening skills are developed though remains limited than its peers development of education in Turkey, the Turkish reading and writing skills. Due to the characteristics of the multiple choice questions, the options require rapid reading, comprehension and elimination. It can be said that this situation affected the success rate in the first part and changed the order.

Achievement Average of Male and Female Students

According to the results of the achievement test, it was examined whether there is a gender difference in terms of listening comprehension.

Table 3.
Gender

	N	X	S	sd	t	p
female	43	,6429	,25	88	1,033	.304
male	47	,5881	,25			

Independent sample t-test was used to determine whether there was a significant difference between the overall achievement average of male and female. As a result of the analysis, no statistically significant difference was found between female (X =, 6429, SS =, 25) and male (, 5881, SS =, 25) groups (t (88) = 1.033, p 0.304). According to these results, the difference is not statistically significant, although women have more high scores than male. Since it is $p > 0.05$, it can be said that there is no significant difference between the averages.

Spelling and Punctuation Rules

The achievement test was composed of 14 questions and the analyzes evaluated the question of 14 questions as true or false according to the content of the answer. However, when the achievement tests were examined, a column was added to the evaluation by scoring in the context of spelling and punctuation rules rather than the correct content of the answer. In this section, the answers of the students to open-ended questions are examined in terms of spelling and spelling rules and evaluated as good, medium and weak.

Table 4.

Listening writing situations

	weak	medium	good	total
female	6 (%26,09)	7 (%25,92)	31 (%77,50)	43 (%47,80)
male	17 (%73,91)	20 (%74,08)	9 (%22,50)	47 (%52,20)
total	23 (%100)	27 (%100)	40 (%100)	90 (%100)

When the table is examined, it is seen that 6 of 43 women (26,09%) are rated as weak, 7 (25,92%) as middle and 31 (77,50%) as good. 17 (73.91%) of the 47 men were weak, 20 (74.08%) were medium and 9 (22.50%) were rated as good. It can be said that women apply the rules of spelling and punctuation much more successfully than men. In addition, it is understood that women are more successful than men in terms of readability.

Discussion and Conclusion

According to the results obtained from the analysis of the overall scores of the achievement test in the result of the application to determine listening comprehension competences, when the overall success average of 90 participants were examined, the average success rate of women .6429 and male .5881 was determined. The overall success rate was found to be 0.6143.

Although language acquisition basically follows the same order, the pace of this development is affected by the social environment (Karacan, 2000). However, there is a lack of social support abroad for language development. In teaching a foreign language, it is a very important and facilitating factor to teach that language in the country where the language is used as the mother tongue (Mete, 2013: 178). Considering the fact that the study group was born and educated in German schools abroad, it can be said that the group should be considered successful compared to the ratio of over 60%.

In a study conducted with young people between the ages of 15-20 in 2002, it is stated that the young people in question are the third generation living in Germany (Kulaksızoğlu, 2005: 169). In this context, the target group of this study in 2018 is the fourth or fifth generation. Thus, it could be considered to be the different levels and proficiency in Turkish to the families of the students' in the

study and students' families in Turkey. Of course, it is true that students' of families in Turkey is also not the same level of proficiency in language. But, learning Turkish in Turkey where is used as a native language and learning in abroad where is used as a foreign language is absolutely different. Because the development of language skills is directly related to the frequency of use (Mete, 2013: 190). In a study of bilingualism, 6 children were observed for one year and their language acquisition was examined. At the end of the study, it was determined that all bilingual growing children were directly related to the mixing ratios of their parents (Petitto, L. A., Katerelos, M., Levy, B. G., & oth., 2001:453). In this case, considering that the families of the participants were living abroad for many years it is possible to say that the overall success determined in the study 60% is quite high.

In the success test consisting of three sections, one part consists of 4 multiple-choice marking, one part 5 open-ended completion and one part writing 5 words as a total of 14 questions. Of the 90 participants, 160 of the 360 (90x4) responses in the first section of the multiple-choice 4 questions were found to be correct. 276 of 450 (90x5) responses in the second section consisting of 5 open-ended questions and 338 of the 450 (90x5) responses in the word writing section in the third chapter were found to be correct. In this context, it is understood that 774 (160 + 276 + 338) of 1260 (360 + 450 + 450) questions consisting of 90 respondents were correct and thus the average of success was 61,43% (774/1260). It was determined that the ranking of success according to departments was 3, 2 and 1.

It is determined that in the first section the average of the men who are 1.8511 is higher than the average of the women who are 1.6977, in the second section the average of 3,3488 women is higher than the average of men with 2,8085 and similarly in the third section the average of women with a mean of 3.955 was higher than the average of 3.5745 men. The highest success rate according to the rating is the 3rd section with word questions. It is noteworthy that the lowest success rate is the first section with multiple choice questions. It can be said that having the lowest success rate in the multiple-choice section where the highest success rate is expected under normal conditions, the participants have different results because they are composed of students living abroad. Since these participants are educated abroad, the use of Turkish is limited to the family environment substantially. Thus, Turkish speaking and listening skills are developed though remains limited than its peers development of education in Turkey, the Turkish reading and writing skills. Due to the characteristics of the multiple choice questions, the options require rapid reading, comprehension and elimination. It can be said that this situation affected the success rate in the first part and changed the order.

As a result of the independent sample t test used to demonstrate the average differences in overall success no statistically significant difference was found between female ($X = 6429$, $SS = 25$) and male (5881 , $SS = 25$) groups ($t(88) = 1.033$, $p 0.304$). According to these results, the difference is not statistically significant, although women have more high scores than male. It is known that the development of some different skills and competencies is prioritized due to the role and responsibilities of women-men in social structure. For example, the researchers in the American Psychological Association's report titled "Girls' Reading and Writing Ability is Better Than Men" stated that there are some theories in order to explain findings that boys' learning disabilities are likely to be statistically higher and that they may also have peer pressure to obey masculine norms which may lead to their failure to give priority to reading. (APA, 2018).

Finally, students' answers to open-ended questions were examined in terms of spelling and spelling rules and evaluated as good, medium and weak and determined numerically. Because, in terms of basic language skills, a student with primary education needs to be able to learn and use Turkish in a way that expresses their feelings, thoughts and wishes effectively and verbally and in writing in a complete and accurate way (Doğan, 2012: 1).

When the answers of these students were examined, it was found that 6 of 43 women (26.09%) had poor, 7 (25.92%) had moderate and 31 (77.50%) got good points and 17 of 47 men (73,91%) were poor, 20 (74,08%) had moderate, and 9 (22,50%) got good points. It can be said that women apply the rules of spelling and punctuation much more successfully than men. In addition, it is understood that women are more successful than men in terms of readability. There is an increasing number of evidence that men and women differ in their writing ability (Camarata & Woodcock, 2006; Reynolds,

Scheiber, Hajovsky, Schwartz, & Kaufman, 2015; Scheiber, Reynolds, Hajovsky, & Kaufman, 2015; and Andrews, 2018: 1).

The results of the study, which were examined in terms of spelling, spelling rules and legibility, were evaluated as good-to-medium-weak, and the findings of Reilly, Neumann and Andrews's (2018) surveys of 3.035 million students from the 1988–2011 period included in the study of 934.800 of the combined total sample as expected from previous studies (eg, Hedges & Nowell, 1995; Reynolds et al., 2015) coincides with the findings that girls' writing ability is significantly higher in all grades and evaluation types than in men (Reilly, Neumann, and Andrews, 2018: 10).

The study shows that although it is appropriate to the education level of Turkish children living abroad, they can answer the questions about the text with a success rate of around 60%. However, it is noteworthy that the multiple-choice marking section is the lowest in the completion of the multiple-choice question mark which requires reading comprehension, the completion section of the open-ended questions related to writing skills, and the results of the success rate results of the word existence. It should be considered that this chapter requires reading comprehension as well as listening comprehension. Similarly, the overall success rate associated with writing skills is low. However, the section on the existence of the word is made without leaving almost no blank and the highest success rate is provided in this section. A balanced development of four basic language skills is imperative in language teaching. Because a lack of language skills means that language cannot be used effectively (Bulut, 2013: 11). In this context, more active learning environments should be created especially for children living abroad, almost exclusively in the family, and activities should be conducted to improve their listening, speaking, reading and writing skills.

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Uzun Özet

Giriş

Dil, çevremizde olup bitenleri anlama ve anlatma, zihinsel becerileri geliştirme, düşünme ve öğrenme aracımızdır. Dil becerileri; anlama ve anlatma diye iki boyuta ayrılır. Anlama, dinleme ve okuma becerilerini; anlatma ise konuşma ve yazma becerilerini kapsar. Dinleme; seslerin ve görüntülerin farkında olma ve onlara dikkat verme ile başlayan, belli işitsel işaretlerin tanınmasıyla süren ve anlamlandırılmasıyla son bulan psikolojik bir süreç olarak tanımlanmaktadır (Ergin ve Birol, 2000: 15). Buna göre dinlemenin çaba gerektiren bilinçli bir süreç olduğu söylenebilir. İşitileni anlayabilmek için dikkat etmeyi, odaklanmayı ve belli bir seviyede alt yapıda bilgi barındırmayı gerektirir dinleme anlama becerisi. İşitilenlerin ön bilgilerle karşılaştırılarak zihinsel ve bilinçli bir çaba ile anlamlandırılması işidir dinleme, Calp'ın (2010: 161) tanımıyla.

Türkçe öğretiminde genel amaç; bireyin anlama ve anlatma becerilerinin geliştirilmesidir. Eğitim öğretim sürecinde belirlenen amaçlara ulaşıp ulaşılmadığının mutlaka ölçülmesi ve değerlendirilmesi gereklidir. Oysa Doğan (2012: 36) Türkçe dersi sınavlarında dinleme becerisi ile ilgili sorular veya uygulamaların yer almadığını, eğitim-öğretim dönemi boyunca öğrencilerin mevcut

durumları ve gelişimleriyle ilgili gözlemler yapılmadığını belirtmektedir. Oysa bireyin hem sosyal hem akademik hayatı boyunca en fazla zaman ayırdığı beceri dinlemedir (Robertson, 2008: 63). Mevcut durumun bilinmesi, hedefe ulaşmak için yapılması gereken iyileştirmelere yol gösterecek ve eksikliklerin tamamlanabilmesini sağlayacaktır. Bu yüzden söz konusu olan dinleme anlama becerisinin düzeyini belirleme çalışmaları önemlidir.

Bu çalışmanın amacı, yurt dışında doğup büyüyen ve yaşayan 7. sınıf öğrencilerinin Türkçe dersi kapsamında dinleme anlama becerilerini değerlendirmektir.

Bu amaç doğrultusunda aşağıdaki sorulara cevap aranmıştır:

1. Öğrencilerin dinleme anlama sorularındaki genel başarı ortalamaları nedir?
2. Öğrencilerin, dinleme anlama sorularındaki bölümler arası başarı ortalamalarında farklılık var mıdır?
3. Kadın ve erkek öğrencilerin başarı ortalamaları arasında farklılık var mıdır?
4. Dinlediklerini doğru yazarak aktarabilme durumları nasıldır?

Yöntem

Bu çalışma, betimsel araştırma yöntemlerinden olan tarama modellerinden, tekil tarama modeline uygun olarak planlanmış ve gerçekleştirilmiştir. Yansız seçilmiş bir gruba ders sırasında hiçbir özel uygulama olmaksızın geleneksel ders sürecindeki dinleme çalışmaları olarak gerçekleştirilmiş ve gönüllülük esasına dayalı yürütülmüştür.

Çalışma, Almanya Nürnberg'deki ortaokulların 7. sınıfına devam eden 90 öğrenciyle yürütülmüştür. Çalışma öncesi Nürnberg Eğitim ataşeliğinden uygulamanın yapılabilmesi için (09.08.2018 tarih ve 12386980-44-E. 14470351 sayılı) izin alınmış ve katılımcılar tamamen gönüllülük esasına göre uygulamaya katılmıştır. Katılımcılardan 43 (%48) kişi kadın, 47 (%52) kişi de erkektir.

Araştırma kapsamında toplanan verilerin analizlerinde ortalama, ortanca, mod, standart sapma, basıklık ve çarpıklık değerleri ile Kolmogorov Smirnov Normallik testi yapılarak elde edilen dağılımda normallik varsayımının karşılanıp karşılanmadığı belirlenmiştir. Genel ortalama puanların (Kolmogorov-Smirnov = 0.653, $p > .05$) normal dağılım gösterdiği anlaşılmıştır. Puan ortalamaları arasında anlamlı bir farkın olup olmadığını saptamak amacıyla da ilişkisiz Ölçümler İçin T-Testi (Independent Samples T-Test) uygulanması uygun görülmüştür. Bu analiz için gerekli varsayım olan varyansların homojenliği için Levene Testi kontrol edilmiştir. Gerekli olan varsayımın karşılanıp karşılanmadığına bakılarak, başarı değişkeni için ilişkisiz örneklem t- test kullanılmıştır. Diğer veriler için frekans değerlerine bakılmıştır.

Veri toplama aracı olarak seviyeye uygun ve ilgi çekici olmasına dikkat edilerek bir dinleme metni araştırmacılar tarafından belirlenmiştir. Ayrıca söz konusu dinleme metniyle ilgili 4 çoktan seçmeli, 5 boşluk doldurma ve 5 sözcük tanıma olacak şekilde üç bölümlük dinleme anlama başarı testi hazırlanmıştır. Oluşturulan veri toplama aracı 3 Türkçe öğretmene görüş almak üzere iletilmiş ve ufak düzeltmeler yapıldıktan sonra uygulanabileceği yönünde onay alındıktan sonra çalışmada kullanılmasına karar verilmiştir. Bu bağlamda, 2017-2018 eğitim öğretim yılının güz döneminde yurt dışında yaşayan 7. sınıf 90 tane ilkokul ikinci kademe öğrencisine 40 dakikalık bir dinleme etkinliği eş zamanlı olarak sınıfın Türkçe öğretmeni tarafından gerçekleştirilmiştir. Etkinliğe başlamadan önce 3 dakika öğrencilere etkinlikle ilgili bilgi verip açıklamalar yapılmış, 2 dakikada dinleme anlama testleri dağıtılmış, 5 dakika öğrencilerin testi incelemeleri için zaman verilmiştir.

Uygulama sürecinde öğretmen, araştırmacılar tarafından belirlenen dinleme metnini bir kez sesli okumuş ve öğrencilerden dinlerken testi doldurmalarını istemiştir. Sesli okuma başlamadan önce dinleme anlama testi öğrencilere dağıtılarak incelemeleri için fırsat verilmiştir. Metin kısa bir hikaye metni olduğundan öğretmen tarafından sadece bir kez okunmuş ancak anlaşılabilirliğin olumsuz etkilenmemesi için okuma hızının düşük tutulmasına dikkat edilmiştir.

Uygulamaya başladıktan yaklaşık 10 dakika sonra öğretmen metni okumaya başlamış ve yaklaşık 10 dakika sonra okuma işlemi bitmiştir. Dinleme sonrası öğrencilere 15 dakika testi tamamlama süresi tanınmış ve başlangıçtan bu yana toplam 35 dakika geçmesinin ardından son 5 dakikada test kağıtları toplanarak uygulama sona erdirilmiştir. Dersin kalan süresinde ise testin olası cevaplarıyla ilgili öğretmen tarafından öğrencilere bilgi verilmiştir.

Veri toplama araçlarının uygulanmasından sonra, öğrencilerin başarı testi puanları üzerinde gerekli olan istatistiksel işlemler gerçekleştirilmiştir. Elde edilen veriler SPSS 25.0 paket programından yararlanılarak analize tabi tutulmuştur. Verilerin çözümlenmesinde .05 anlamlılık düzeyi esas alınmıştır. Elde edilen puanların normal dağılım gösterip göstermediği Kolmogorov-Smirnov testi ile analiz edilmiştir. Testten elde edilen puan ortalamalarının birbirinden farklılaşıp farklılaşmadığını belirlemek için de SPSS'de Bağımsız Örneklem T-Testi (Independent Sample T Test) kullanılmıştır.

Sonuç

Dinleme anlama yeterliklerini belirlemek için yapılan uygulama sonucundaki başarı testinin genel puanlarının analizinden elde edilen sonuca göre; toplam 90 katılımcının genel başarı ortalamaları incelendiğinde, kadınlar için başarı ortalaması ,6429 bulunurken erkekler için ,5881 olarak belirlenmiştir. Genel başarı oranı ortalaması ise 0,6143 olarak bulunmuştur. Dil kazanımı temelde aynı sırayı izlese de, bu gelişimin hızı sosyal çevreden etkilenmektedir. Oysa dil gelişimi için yurt dışında sosyal çevre desteği eksiktir. Yabancı dil öğretiminde öğrenilen dilin ana dil olarak konuşulduğu ortamda öğretilmesi son derece önemli ve kolaylaştırıcı bir faktördür. Çalışma grubunun yurt dışında doğup büyüyen ve Alman okullarında eğitim alan kitle olduğu dikkate alındığında genel sonuç itibarıyla %60'ın üzerinde bulunan orana göre grubun başarılı sayılması gerektiği söylenebilir.

2002 yılında 15-20 yaş aralığındaki gençlerle yaptığı bir araştırmada, söz konusu olan gençlerin Almanya'da yaşayan üçüncü kuşak olduğu belirtilmektedir. Bu bağlamda, 2018 yılındaki bu çalışmanın hedef kitlesi dört veya beşinci kuşağa girmektedir. Böylece, çalışmaya katılan öğrencilerin ailelerinin de Türkçe becerilerindeki yeterliklerinin Türkiye'deki öğrencilerin ailelerinden farklı düzey ve yeterlikte olacağı düşünülebilir. Elbette Türkiye'deki öğrencilerin ailelerinin de aynı dil yeterliğinde olmadığı doğrudur. Ancak Türkçeyi, anadili olarak kullandığı Türkiye'de öğrenmek ile yabancı bir dilin anadili olarak konuşulduğu yurt dışında öğrenmek kesinlikle farklıdır. Çünkü dil becerilerinin gelişimi doğrudan kullanım sıklığıyla ilişkilidir. İki dillilerle yapılan bir araştırmada, 6 çocuk bir yıl süreyle gözlenmiş ve dil edinimleri incelenmiştir. Araştırma sonunda ise bütün iki dilli büyüyen çocukların, dilleri birbirine karıştırma oranlarının, ebeveynlerinin karıştırma oranlarıyla doğrudan ilişkili olduğu sonucu belirlenmiştir.

Yapılan çalışma, yurt dışında yaşayan Türk çocukların eğitim seviyesine uygun olsa da bir metni dinleyerek metin hakkındaki soruları %60 civarında başarı oranıyla cevaplayabildiklerini göstermektedir. Ancak okuma anlamayı da gerektiren çoktan seçmeli sorulardan oluşan işaretli bölümü, yazma becerisiyle ilişkili açık uçlu sorulardan oluşan tamamlama bölümü ve kelime varlığıyla ilgili bul yaz bölümü başarı oranı sonuçları karşılaştırıldığında en düşük oranın çoktan seçmeli işaretleme bölümü çıkması dikkat çekicidir. Bu bölümün dinleme anlama becerisi yanında okuma anlamayı da gerektirdiği göz önüne alınmalıdır. Benzer şekilde yazma becerisiyle de ilişkili olan tamamlama bölümü başarı oranı da düşüktür. Oysa kelime varlığıyla ilgili bölüm neredeyse hiç boş bırakılmadan yapılmış ve en yüksek başarı oranı bu bölümde sağlanmıştır. Dil öğretiminde dört temel dil becerisinin dengeli bir şekilde geliştirilmesi zorunludur. Çünkü dil becerilerinden birkaçında olan eksiklik dilin etkili bir şekilde kullanılmadığı anlamına gelir. Bu bağlamda, özellikle yurt dışındaki çocukların neredeyse sadece aile içinde kalan Türkçe kullanımlarıyla ilgili okul dışında da daha aktif öğrenme ortamlarının oluşturularak dinleme, konuşma, okuma ve yazma becerilerini geliştirmeye yönelik etkinlikler planlanması gerekmektedir.