An Effective Method to Develop Watching/Listening Comprehension Skills In Turkish Teaching

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Abstract

Traditional and frequently used approaches to develop listening skills and listening teaching mostly word and sentence-centered instead of a holistic approach to the meaning of a discourse; disregarding the fact that words and sentences gain meaning in a discourse, i.e in a context. Therefore, listening should be regarded as an active process, however traditional listening approaches regard listening asa passive / and static process. Thus, in this research, a new approach to listening teaching, a discourse-oriented approach was studied, introduced and offered to eliminate these defiencies. The research was designed as one-group pre-test post-test experimental study to determine the effect of discourse analysis on the given sample of 17 students in 5th grade. As data collection instruments, an identification form, achievement tests, evaluation forms and a questionairre were developed and used in the process. Correlation analysis, t-test and regression analysis were employed to analyse the data. As a result of the study, it was found that listening skills of the students were improved in the process through discourse analysis method by comprehending the material listened/watched thoroughly. The improvement was reflected in the comparison of their pre and post test results and showed in tables. Moreover, their gradual progress was evaluated through the criteria developed and demonstrated in graphs. Additionally, students developed positive opinions about using a discourse-oriented approach to improve listening skills which was reflected on their responses for the questionnaire items.

Key words: Turkish teaching, listening/watching skills, discourse analysis method

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INTRODUCTION

Listening

Hearing is a congenital ability if there is not a medical problem in the sensory organ and brain and it is a pre-requisite for listening. Whereas listening can be turned into a skill that can be used on purpose on the condition that if it can be developed in learning environments systematically and through a specific program.

Listening is defined by Demirel (2003) as a skill of understanding speaker's message correctly and reacting accordingly; by Engin and Birol (2000) as a psychological process that starts with being aware of and paying attention to sound and speaking images, continues with identifying and remembering certain auditory signs;and that ends up with making sense of them. Additionally, listening is an active process which is required for communication that includes receiving and interpreting the message (Umagan, 2007). It is also a kind of process in which an individual understands, interprets, evaluates, organizes, identify relationships and picks what s/he regards as important and valuable to store in mind out of what is put forward through speaking (Taşer, 2000). From this aspect, listening is a skill that also includes comprehension and thinking skills.

Our education system aims to educate individuals in terms knowledge, skills and behaviors integrated in their competences.

The competencies for the development of students in terms of skills needed in personal, social, academic and business life at both national and international levels were identified in Turkey Qualifications Framework (TQC). The TQF defines eight key competencies and one of them is as follows:

> *Communication in mother tongue: Expressing and interpret concepts, thoughts, opinions, feelings and facts both orally and in writing (listening, speaking, reading and writing); Engaging in linguistic interaction appropriately and creatively, in all kinds of social and cultural context; as in education and training environments, work place, home and entertainment.*

Moreover, specific purposes of Turkish teaching program (MEB, 2018) identifies its aims as;

- to develop listening/watching, speaking, reading and writing skills,

- to ensure the use of Turkish in a conscious, correct and attentive manner in accordance with the rules of speaking and writing,

- to develop pleasure and awareness in the language by enriching the vocabulary by taking the material which was read or listened / watched as a starting point; to improve worlds of emotions, thoughts and imagination in students.

As can be seen, comprehension through listening/watching activities are clearly underlined in the last Turkish teaching program; but in terms of the time and importance given for the skills in Turkish lessons, the lowest rate is considered for listening skills. However, researches reveal that 9% writing, 16% reading, 30% speaking and 45% listening take place in daily life (Ailes, 1996).

Tompkins (1998), states that an individual spends as much time for listening skills as s/he spends the total amount of time for all the other skills. Most of the knowledge is gained and learnt at school by listening. The researches on listening stated that it is the language skill which is acquired firstly and mostly used in human life (Cemiloğlu, 2004; Doğan, 2011; Güneş, 2007; Tompkins 1998; Yalçın, 2002). These facts underlie the necessity of giving importance to listening activities in learning and education environments.

Despite its importance and crucial role in human life; just as in Turkish teaching programs, the learning area of listening has also been left behind in Turkish textbooks and in-class activities (Gündüz & Şimşek, 2014).

According to Gündüz and Şimşek, listening is also related to intelligence, since clever children are also good listeners. Based on the fact that listening is a type of skills that can be developed through education; in this sense, Turkish teachers have important responsibilities in the development of this area of skill to higher level.

Among the reasons for not being sufficiently focused on the listening activities in Turkish lessons, it can be listed that the importance of listening skills can not be fully understood and the lack of sufficient knowledge about listening (Yılmaz, 2007).

Discourse Oriented Listening Approach

Traditional and frequently used approaches to develop listening skills and listening teaching mostly word and sentence-centered instead of a holistic approach to grasp the meaning of a discourse; disregarding the fact that words and sentences gain meaning in a discourse, i.e in a context. Therefore, listening should be regarded as an active process, however traditional listening approaches regard listening as a passive and static process. Thus, in this research, a new approach to listening teaching, a discourse-oriented approach was studied, introduced and offered to eliminate these defiencies.

Discourse analysis can be counted as a comparatively new field and there are still many debates, and gaps in our understanding of it. However, it affects text-oriented language teaching by providing new insights and perceptions in all areas of skills, including listening. Some opportunities, instruments to analyze a text (written or oral) and principles and postulations that discourse analysis offers such as cohesion, coherence, context, schema, relevance, intentions, culture etc. are crucial to develop reading and listening comprehension by improving communicative competence and by offering socio-cultural context-based, cognitive, structuralist and active process.

A search for more communicative tasks, techniques and methods has also increased as the communicative approach developed in 1980s. Teachers of language (first or second) always need to focus and develop students not only on grammar but also pragmatics. Accordingly, integrating discourse analysis method with the authentic materials of discourse in language lessons to improve listening skills meet the expectations of functional and communicative aims of language lessons. Moreover, important postulations and views of discourse support the need of such an integration. These can be listed as communicative competence; context, language use and variation and authentic material; and negotiation of intentions, choices and interpretation (Cots, 1996). Communicative competence can be described as a learner's ability to communicate and it includes the knowledge of the extension of structures in language such as grammatical knowledge, its feasibility in terms of psychology, appropriateness in terms of context, speakers and listeners (Hymes, 1972). Language is varied in use and assumes different functions depending on the context, aims and internions of the speakers. Such kinds of language lessons require the use authentic examples of language use, so students can appreciate full potential of the language, develop language. Moreover, communication cannot be described as the simple transfer of pre-existing meanings and receiving them. Actually, meanings are produced through the negotiation of intentions and interpretations during communication, orally or in written way. This approach to language teaching sees language not only 'for communication' but also 'as communication'. Language skills can be developed by *using* it for successful communication, therefore the aim of language teaching provide opportunities for learners to communicate and use language, so the method offered to develop language skills should provide opportunities for learners to experience and practice relevant instances of communication by taking socio-cultural context into regard.

Discourse based model and perspective on language teaching stress concept of shared knowledge, which is in the center of successful interpersonal communication. Classroom pedagogy

can no longer limit itself to the linguistic and grammatical issues, its activities and planning are needed to include sociocultural and pragmatic considerations (Olshtain & Celce-Murcia, 2001). In order to use language, native or second language, effectively, the language user needs to be aware of the various factors that have an effect on varied use of language and human communication. In discourse-oriented approach for language pedagogy, shared knowledge consist of several subcategories as: content knowledge, context knowledge, linguistic knowledge, discourse knowledge, etc. (Johns, 1997). Thus, the issue of shared knowledge is very important in modern language pedagogy, in teaching first or second language.

Discourse analysis, provides all of the above opportunities and interactive environment for language lessons by creating contexts for interactive listening-speaking activities and by illustrating speaker/listenere and reader/writer exchanges. Additionally, it provides opportunities to process codes and language in use in different situations and contexts. These are necessary to create learning environments where all the skills regarding communication are developed. Moreover, since discourse analysis represents discourse world that identifies human communication, it is so important in language lessons. Discourse analysis explains intended meaning conveyed through text, so analyses all the choices and relationship between them. Discourse is also related to pragmatics that represent interpreted meaning, which can be derived at the end of language processing. Both of them are based on context. Therefore, the methods, that will be used in lessons, should focus both on the strategies to produce messages which are used in oral or written texts, so learners can comprehend the ways that the 'intent' is conveyed and strategies to interpret an oral or written text and speaker's intent; and to so develop skills to infer meaning from what they listen (Olshtain & Celce-Murcia, 2001).

In this context, the main objective of this study is to investigate the effect of discourse analysis method on listening / watching skills in Turkish lessons and to further trace developmental differences in listening skills brought by such a discourse-oriented method. In accordance with this main aim, sub-objectives are as follow:

- To investigate the effect of discourse analysis method on students to interpret objectively, approach critically, and evaluate what they listen / watch; and to produce new ideas by using information that they get through listening/watching

- To investigate the effect of the discourse analysis method on students' ability to analyze the background information of the messages, to comprehend the missing parts and to develop alternative perspectives to the ones that have been already presented.

- Turkish courses; to make suggestions in order to benefit from discourse analysis for Turkish lessons to be more effective, text-oriented and structured according to constructivist approach.

- It is aimed to find ways to develop higher-order thinking by using discourse analysis method skills in Turkish lessons as a part of listening training

METHOD

Research Model

This research was designed as one-group pre-test post-test experimental study (Karasar, 2016). It is a type of research design that is utilized to determine the effect of a treatment or intervention on a given sample. In this type, the research denotes that all participants are part of a single condition—i.e. all participants are given the same treatments and assessments. It has a linear ordering that requires the assessment of a dependent variable before and after a treatment is implemented. Therefore, the effect of a treatment is determined by calculating the difference between

the first assessment of the dependent variable and the other assessments, for example, post-test (Allen, 2017).

Study Group

In accordance with the experimental design, a model with one study group pre-test post-test was adopted. Before selecting and determining on the group, information was gathered about the level of listening / monitoring skills of the 5th graders from Turkish and social sciences teachers in Erzurum, YBO. The relevant group was formed by checking the averages of Turkish lessons notably and other lessons in the 4th grade. Thus, a group of 17 students consisting of 8 female and 9 male students was determined.

Data Collection Instruments

As a data collection instrument, *an identification form* to gather socio-demographic data, to get information about the gender of the students, their reading frequency and the educational status of their parents.

In addition, *achievement tests* which were structured and developed differently for each different text to be conducted after each listening / watching activity. Questions in the achievement tests were used after consulting to the experts in teaching Turkish and in the field of assessment-evaluation in terms of their content, their appropriateness to student level, validity (scope and appearance validity) and reliability. The pilot application was conducted in a school to 95 students with varied socio-economic levels. The data obtained from the pilot application were evaluated and analyzed by Alpha reliability. Non-discriminatory questions were removed, and finally, we ended up with tests for each different listening practices consisted of different numbers of questions. In the Cronbach's Alpha reliability analysis, Alpha was found to be 0.712 for the text, 'Forsa' and 0.765 for the text, 'Çocukluk' and 0.772 for 'Okuma Kitapları'. This shows that the achievement tests prepared had the high level of reliability.

Again, starting from the pre-test, an *evaluation form* consisting of 10 criteria developed by the researcher and used for each listening activity to assess and evaluate students' performances. In the process of developing this form, 5th grade listening objectives of Turkish Teaching Program were taken into consideration. The elements that will affect the listening skills of the discourse analysis method were integrated into the structures that will lead to acquisition of objectives mentioned in the program. Initially, 15 questions were prepared for the form, these questions were consulted to 3 program development specialists, 3 Turkish teachers and 2 academicians who have been studying in the field of discourse analysis. The opinions received in relation to the questions were classified as consensus / disagreement by using Miles & Huberman (1994)'s following formula [Agreement/ (Agreement + Disagreement) X 100] and 10 questions with high consensus were agreed to conduct students. Face validity, also called logical validity, was examined to decide on the validity of the form. Face validity refers to the degree to which a procedure, a test or assessment, appears relavant and effective in terms of its stated aims, covering the concept it purports to measure (Oluwatayo, 2012). In this context; opinions received from subject specialist; and also from an independent group of 5th grade students. Thus, it became possible to understand whether there was a significant relationship between the researched structure and phenomena in the scope of listening / watching study and whether the expressions determined for listening performances were appropriate to the target audience. Thus, the reliability and validity examinations of the form were completed and put into practice. Skills and outcomes determined to assess through this form were observed and evaluated.

A q*uestionnaire* consisting of 28 items was prepared to be conducted on the study group at the end of the process. At the beginning of the process, before conducting it on the study group, an independent group of 51 students was formed, discourse analysis method was studied with them and then the questionnaire was applied to this group. The reliability of was examined by Cronbach Alfa

and 7 items with alpha value lower than the required one, were excluded from this survey. The Cronbach Alpha result of the questionnaire was found as (.773) and by also getting and evaluating the opinions of the assessment and evaluation experts, the reliability of the instrument was obtained in this way. Thus, out of 28, 21 items were selected at the end of the process, to conduct on the study group.

Cronbach's Alpha Result:

Cronbach's Alpha .773	Cronbach's Alpha Based on Standardized Items .783

Questionnaire form prepared in the context of critical thinking, creativity, analytical thinking, effective use of skills, problem solving, effective use of language; were scored as 'Strongly Agree (5); Agree (4); Undecided (3); Disagree (2); Strongly Disagree (1).

Data Analysis

In order to analyse the data, correlation analysis, t-test and regression analysis were employed.

Pearson Product-Moment Correlation analysis was conducted in order to examine the relationship between the variables in terms of pre-test, post-test results and the achievements of students on other texts which were used in the process. Correlation (Pearson Product-Moment Correlation) analysis is generally used in descriptive and experimental researches in order to examine the relationship between two continuous variables (Seçer, 2017). Accordingly, in this study, it was conducted on the pre-test, post-test results and the data gathered through identification forms such as; the educational status of the parents, gender and reading frequency of the participants. Thus, it was examined whether there was a significant relationship between the variables and the relationship between the data was determined for the gap analysis which would be conducted. All the findings of the analyses were shown in the tables. In order to be able to conduct such an analysis; after each listening / watching activity, the students' answers to the achievement tests for the texts 'Forsa' (pre- and post-test), and 'Çocukluk' and 'Okuma Kitaplarım' were graded according to PISA (Program for International Student Assessment Program) rubric as; FULL POINT (2); PARTIAL POINT (1); ZERO POINT (0)

In order to examine whether there was a difference between the averages of these quantitative data was significant, *t-test* was used and the results were shown in tables. Additionally, regression analysis was also carried out in order to determine to wha extent the relationship was significant. In this context, the relationships which were determined through t-test results were interpreted. In this way, the extent of the effect of discourse analysis method on the post-test; 'Çocukluğum' and 'Okuma Kitaplarım' was aimed to be seen. The effect which was observed was reflected in the table.

In each study, the performances of the students in terms of listening skills, starting from the pre-test, were evaluated according to the 10-criteria-evaluation form prepared by the researcher and these evaluations were analyzed in terms of their sum by Likert-scale determined. Thus, their listening / watching skills were scored on Likert scale as: YES (3); PARTIAL (2); NO (1). The sum of the obtained data were shown comparatively in graphs to show progress of the students gradually. In addition, the sum of these data was expressed in a graph showing the development of students throughout the whole process.

At the end of the process, the questionnaire consisting of 21 items was examined and analysed; the standard deviation and the mean of the answers were calculated and the result was shown in the table.

Experimental Process Steps

After the pre-test, 6 weeks were allocated to the practices with study group. In this context, preparatory studies, discourse analysis activities, listening / watching activities by using discourse analysis method were carried out on 3 texts chosen from MONE (MEB) 5th grade Turkish course book. These texts are; *Forsa, Çocukluğum* ve *Okuma kitaplarım*.

During the preliminary study, the methods and techniques used frequently in listening/watching training was adhered to. In this process, the methods and techniques that will awaken the desire to learn, direct them to think, and allow them to find the answers themselves, were employed; especially critical listening techniques were utilized. Since, in the context of 5th grade listening / watching objectives, some of the listening / monitoring strategies would be used in the whole process; activities on distinctive listening, effective listening, critical listening and empathic listening were carried out.

Prior to listening, a number of strategies were also included. Strategies such as goal-setting, mind-reviving, making predictions, questioning, brain storming were employed in both the preliminary study and during discourse analysis activities on the texts chosen.

During the listening, strategies such as note-taking, question-answer activities, visualization / symbolization, and analogies were also included.

After listening; practices by using the strategies such as summarizing, establishing cause-effect relationship, self-assessment, inference and discussion were done

FINDINGS AND INTERPRETATION

Findings from Identification Forms

At the beginning of the process students were given identification form; and through this form, information was gathered about their gender, their reading frequency and the educational status of their parents. In order to investigate the effect of discourse analysis method on listening / watching skills by using this information; and to see whether there was a significant relationship between the pre-test and the results of the achievement tests for each listening/watching activity and for it to be a reference to other analyses, correlation analysis was conducted.

As a result of correlation analysis which was conducted for the data gathered through identification forms (The students' gender, the number of books that they read in a year and the educational status of their parents); and for the results of the achievement tests of the texts 'Çocukluk' and 'Okuma Kitapları'), and pre-post tests, the following conclusions were reached at:

Table 1. Correlation coeffcients:Relationship between socio-demographic information, *Forsa* (pre-test, post-test*),* 'Çocukluk' and 'Okuma Kitaplarım'

	1	2	3	4	5	6	7
Gender (1)	1						
Education St. of Parents (2)	0.044	1					
Kitap Okuma (3)	0,246	0.886**	1				
Forsa-Pre- test (4)	0.400	-0.443	-0.264	1			
Forsa- Post test (5)	-0.249	-0.575*	-0.442	0.293	1		
Çocukluk (text) (6)	0.345	0.374	0.428	0.138*	-0.307	1	
Okuma Kitaplarım (text) (7)	0.026	0.53	-0.102	-0.156	-0.109	-0.180	1

**p<0,01 , *p<0,05

As a result of correlation analysis made it was found that; there was no significant relationship between gender and other variables. However, there was a positive significant correlation between reading frequency and parents' educational status of students. Similarly, a positive significant relationship was found between 'Çocukluk' and 'Forsa' (pre-test). There was not a relationship between gender and their achievement levels on the listening activities. There was a negative relationship between post-test (Forsa) and educational status of parents. Lastly, a significant relationship found between the results of achievement tests and pretest.

Apart from the correlations seen in the correlation analysis above, since the achievement tests were on the focus of this research, it was decided to make gap analysis between all the practices/achiement levels of the students starting from the pre-test. Since the result showed a normal distribution, t-test, which is a parametric test, was used.

T-test Analyses

Table 2: Pre-test and Post-test Results of Study Group

	N	MEAN	STD. DEVIATION	T	p*
Pre-test	17	13,6471	2,17776	-16,130	,000
Post- test	17	23,2353	1,95350		

* Sig. (2-tailed)

	N	MEAN	STD. DEVIATION	T	p*
Forsa (Pre-test)- Forsa (Post- test)	17	-958824	2,45099	-16,130	,000

* Sig. (2-tailed)

The pre-test (Forsa) text of the study group students at the beginning of the process was also conducted as post-test at the end of the process after using discourse analysis method in lessons. Following the listening / watching activity, a test was carried, thus, it was tried to determine whether there was any difference between pre-test results and post-test results. The result of the t-test was found to be P .000. As a result of analizing pre-test and post-test results comparatively, significant difference result was found between two, in favor of the post-test.

In discourse analysis, it is known that elements of cohesion are important reference focal points that reveal the syntax and semantic integrity of a text. In order for students to reveal the relationship between discourse and modal determinants, through questions in the test, we asked students to define the use of these elements in terms of their contribution to the text that they listened. It was aimed that students comprehend how is the person who speaks, sets fort the discourse and meaning through the modality (modal) structure of the text. In the process; it was emphasized that the meaning is provided mostly through tone of voice of the speaker; and that verdictive structures have the most important role in the discourse analysis.

When we look at the historical adventure of discourse analysis in the history of linguistics, it will be seen that language is taken as a source of culture; and therefore, listening/watching activities, which is a speaking, communication, sense-making and interpreting process of language, can be seen as an cultural act. In this respect, through the questions on the test, students were expected to identify clues about the social status of people in the texts. Thus, they would also analyse and interpret the relationship between language and social structure. With the emphasis that the reference values of words are social elements, a process for listening / watching skills was structured.

Again on this listening text, Forsa, questions were developed in the context of functions of language. Students were expected to discuss whether they would need extra information to fully comprehend the text, regarding the topic of the text based on the past. Students needed to recognize

the fact that there are structures reflecting the vocabulary of the period in which the text was produced outside the meaning imposed on the word or word groups within the systematics of language in its own functioning. Therefore, comprehension of a texts listened, may necessitate other information besides the known semantic context. Thus, it was implicated that in order to understand the semantic structure of a text and to make sense of it in the process of listening / watching, the existence and knowledge of such information is so crucial. In this respect, the reults of the performances of students' regarding these expectations during listening activities were shown in the table 2.

Table 3: Results of Pre-test (*Forsa*) and the achievement test on the text, *Çocukluk*

	N	MEAN	STD. DEVIATION	T	p*
Pre-test	17	13,6471	2,17776	-13,748	,000
Çocukluk	17	19,9333	1,98086		

* Sig. (2-tailed)

	N	MEAN	STD. DEVIATION	T	p*
Forsa (pre-test)-*Çocukluk*	17	-6,00000	,43644	-13,748	,000

* Sig. (2-tailed)

In the second week of the process, another text, 'Çocukluk', was analysed by using discourse analysis method. After that, a listening / watching practice was done by using questions which were formed in the context of listening skills and discourse analysis premises. Students' performance in this listening activity was compared to the results of pre-test. Thus, it was tried to determine whether there was any difference between the two results. The result of the t-test was found to be as P .000. Therefore, as a result of the comparison between the pre-test results and the results of second listening activity, significant difference was found in favor of the second one on the text of 'Çocukluğum' in which discourse analysis method was used.

In discourse analysis, the fact that the reference values of the words are known is one of the important perspectives that determines the operation of the discourse as well as the text to be analyzed. Accordingly, questions were developed for students to find the main theme of the text, explain the way they have found it and that to which words, phrases they refer to reach at that finding. Additionally, the way that poet speaks to himself and to the listeners and the motivation behind it, were also the points to which students were expected to pay attention and discuss. Thus, it was tried to be understood whether the facts such as discourse and language, linguistic choices of the person who made the discourse (speaker), and the contents of the discourses can be interpreted or not. Therefore, attention was paid to these facts and it was tried to make students feel them in the listening / watching process. In this respect, the performances of students' regarding these focal points during listening activities were shown in the table 3.

Table 4: Results of Pre-test (*Forsa*) and the achievement test on text, *Okuma Kitaplarım*

	N	MEAN	STD. DEVIATION	T	p*
Pre-test	17	13,6471	2,17776	-8,109	,000
Okuma Kitaplarım	17	17,4706	1,73629		

* Sig. (2-tailed)

	N	MEAN	STD. DEVIATION	T	p*
Forsa (pre-test)-Okuma Kitaplarım	17	-3,82353	4,47151	-8,109	,000

* Sig. (2-tailed)

In the third week of the process, another text, 'Okuma Kitaplarım', was analysed by using discourse analysis method. After that, a listening / watching practice was done by using questions which were formed in the context of listening skills and discourse analysis principles. Students'

performance in this listening activity was compared to the results of pre-test. Thus, it was tried to determine whether there was any difference between the two results. The result of the t-test was found to be as P .067. Therefore, as a result of the comparison between the pre-test results and the results of third listening activity, significant difference was found in favor of the second one on the text of 'Okuma Kitapları' in which discourse analysis method was used.

In this step, it was aimed that students would think about and discuss the way in which information and meaning was presented, and whether there would be possible to present them in different ways. Therefore, it was tried to understand to what extent students could grasp the basic propositions of discourse analysis. It is emphasized that apart from the limited number of words in our vocabulary, messages, intentions, the choice of and use of language of speaker or listener should be interpreted in the internal structure of the language. Through the listenin activities in this step, it was tried to be observed to what extent students understood that choice of words were intentional acts, and each of them and their references serve some specific functions and intentions regarding the message or the meaning of the text.

As a result, through the discussions on the premises of discourse analysis; tense, modalities, semantics, socio-cultural context, the stance of the speaker and other details about the speaker and their contribution to meaning , it was aimed that students had an idea about the structures in a texts and their contribution to create meaning. Thus, they would pay attention to these in the listening/watching activities, in other words, in the process of making sense and interpret.

Results of Regression Analysis

Table 5: Results of Regression Analysis on Pre-test (*Forsa*), *Çocukluk* and *Okuma Kitaplarım*

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
f1	(Constant)	11,486	2,260		5,082	,000
	Çocukluk	-,392	,217	-,446	-1,806	,093
	Okuma Kitaplarım	-,247	,284	-,215	-,871	,398

Regression analysis was made in order to determine how significant was the relationship which was reached as a result of t-test. T-test results of achievement tests have an effect of f= 1726 on post-test; *Çocukluk* and *Okuma Kitaplarım*. This effect was shown quantitatively in Table 5.

Analysis of Results of Questionairre

Table 6: Results of Questionairre

Questionairre	N	MEAN	MEDIAN	STD. DEVIATION
	17	93,5294	94,0000	3,90701

A questionnaire consisting of 21 items was applied at the end of the process in order to get the opinions of the students after the listening / watching activities by using discourse analysis method. Thus, the effectiveness of the method and students' gains by using it were tried to be revealed. Data in the questionnaire forms were analysed in terms of standard deviation, median and average; standard deviation value was found as 3,90701. This that means that students replied items mostly as "I agree", that corresponds to (4) on the Likert scale. In this context, it has been found out that the discourse analysis method has a positive effect on Turkish listening / watching skills.

In order to contribute to the understanding of the process in which the effect of the discourse analysis method on listening / watching skills which is structured by taking creativity, creative thinking and critical thinking skills into consideration and in focus; it was tried to get opinions of students through a survey. Thus, for the items as;

I was able to develop different listening techniques according to the type and genre of the things that I had listened/watched in the process.

I can put forth new and different knowledge and thoughts starting off from my own thoughts by using this method.

were observed that students had positive opinions on the method by answering them as "Strongly Agree" and "Agree" on the questionnaire. In this sense, it can be stated that the discourse analysis method can be used effectively in developing creative thinking and communication skills.

In the context of critical and analytical thinking skills used to reveal the underlying meanings of those which have been already expressed, items were developed to get the opinions of students on them:

I can listen to any text by determining on different aims.

I can identify semantic distinguisher and distinctive elements which create a frame of mind and thoughts of the material spoken or discussed.

were marked as "strongly agree" and "agree" as can be shown through the results of questionnairre above.

The items on the survey, which were developed in the context of communication skills:

I was able to tell what I wanted to express through my own thoughts on the texts that I listened/watched by using discourse analysis method.

In order to understand the outcomes and achievements of students on using vocabulary skilfully and effectively, which is related to language skills, besides communication skills, the following item was structured;

When I listen/watch, I understood that, words and sentences gain meaning according to the place in which they are used.

For this item and its proposition, most of the students expressed that they agree with it. Therefore, they think that, discourse analysis also made contributions in this aspect, too in listening/watching skills.

Similarly, students stated positive opinions about the item by marking "Strongly agree" to it:

Compared to previous Turkish lessons, I think I was more active in listening activities in the lessons which discourse analysis method was used.

In this sense, participation in the courses structured with the discourse analysis method has increased to the highest level; it has also been seen that the method has a special and important feature that puts forth initiatives on the proposals affective areas such as self-expression, feeling that their ideas are important and given importance to, and self-confidence. Discourse analysis method, allows and encourages students to tell their ideas in the process of making sense on the material that they listen/watch. Since, meaning is created in the process with the participation of all the participants collaboratively and by following the clues that the creator of the texts (speaker/writer) have produced and desgined in the text, students were wiling to express their opinions, so they were more active and enthusiastic about the process and lessons in which discourse analysis were used as a method.

Discourse analysis is both a multidisciplinary and supra-disciplinary area; in this regard, questionnaire items were created, related to main principles of discourse analysis, in order to understand the effect of discourse analysis and its cognitive processes. The item is;

I can define the purpose of the production of a text / speech that I listen / watch by discourse analysis method.

By discourse analysis, I can understand that the words and phrases in a text that I listen are the products of conscious choices in the process of listening/watching.

These items were also mostly marked "agree" in the context of the answers given. It can be said that in this sense, the methodological elements and the basic propositions of the method were perceived and grasped correctly by the students. This comprehension was also observed observed in the practices made at the end of the process. The same situation was concretized and observed by the researcher in the context of the criteria identified in the evaluation forms.

Analysis of Assessment Forms

An assessment form consisting of 10 criteria was used from the beginning of the study; students' listening / watching skills were scored according to the determined Likert scale. The total scores of each activity were shown comparatively in graphs.

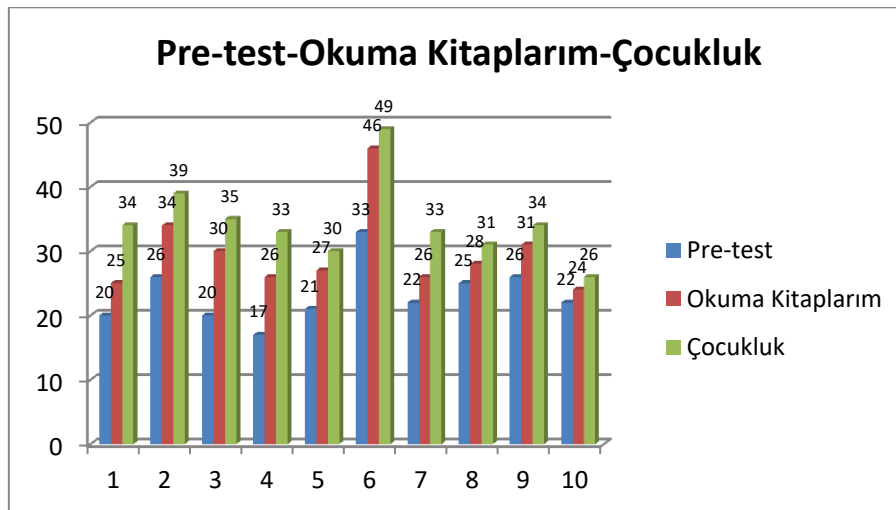**Graph 1:** Total Scores of Assessment Forms: Pre-test (*Forsa*)
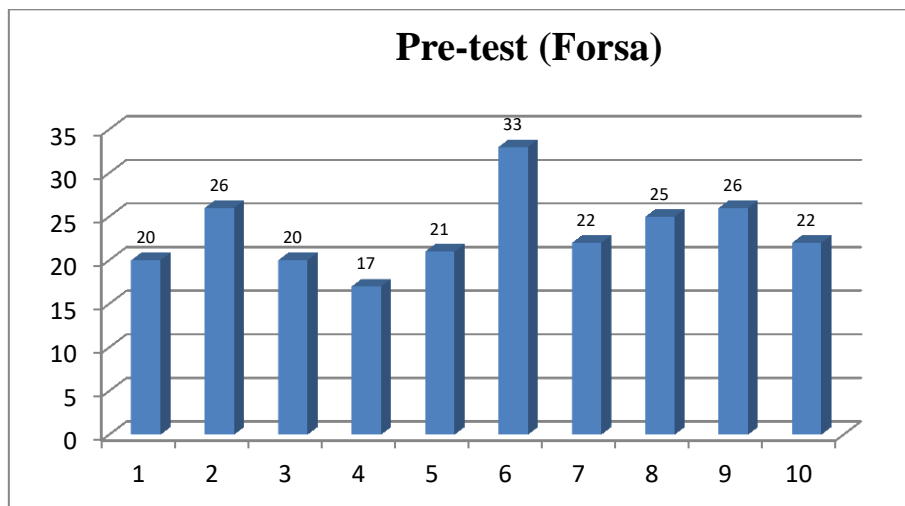
Students' listening performance on the text, 'Forsa', which was conducted as pretest, were graded according to the criteria on the assessment form and results were shown in graph 1.

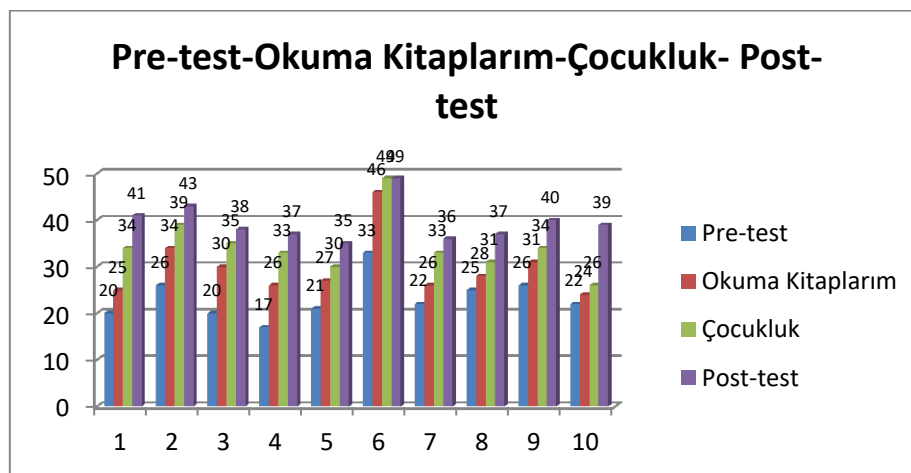**Graph 2.** Total Scores: Pre-test *(Forsa) and Okuma Kitaplarım*
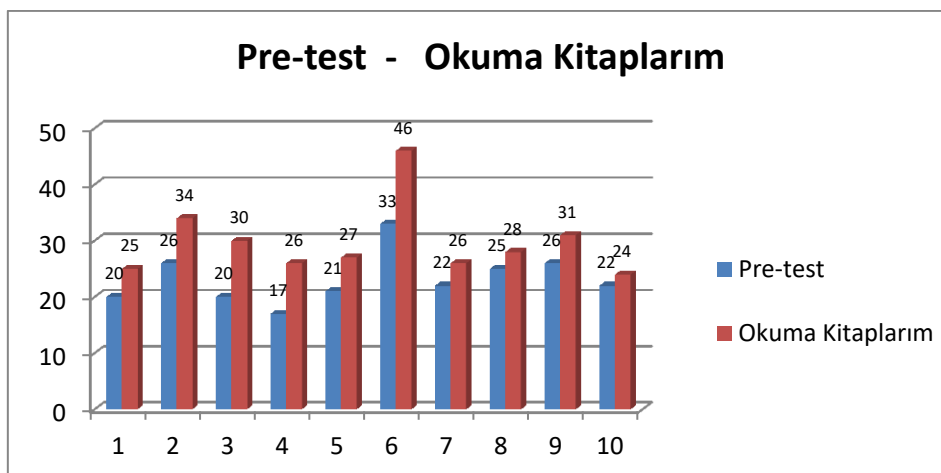
Students' listening performance on the text, 'Okuma Kitaplarım', were graded according to the criteria on the assessment form and results were shown in graph 2. Thus, by comparing the results with the ones in pre-test, students' progress and development were reflected on the graph.

**Graph 3:** Total Scores: Pre-test *(Forsa), Okuma Kitaplarım* and *Çocukluk*

Students' listening performance on the text, 'Çocukluk', were graded according to the criteria on the assessment form and results were shown in graph 3. Thus, by comparing the results with the ones in pre-test and previous practice, students' progress and development were reflected on the graph.

Graph 4: Comparative Results of Assessment Form Scores

Students' listening performances in the post-test 'Forsa', which was conducted as pre-test, were graded according to the criteria on the assessment form and results were shown in graph 4. Thus, by comparing the results of post-test with the ones in pre-test and previous listening practices, students' progress and development were reflected on this graph.

Graph 5: Total Scores of Assessment Forms

Graph 5: Total Scores of Assessment Forms

	Forsa (pre-test)	Okuma Kitapları m	Çocukluk	Forsa (post-test)
Seri 1	232	297	342	395
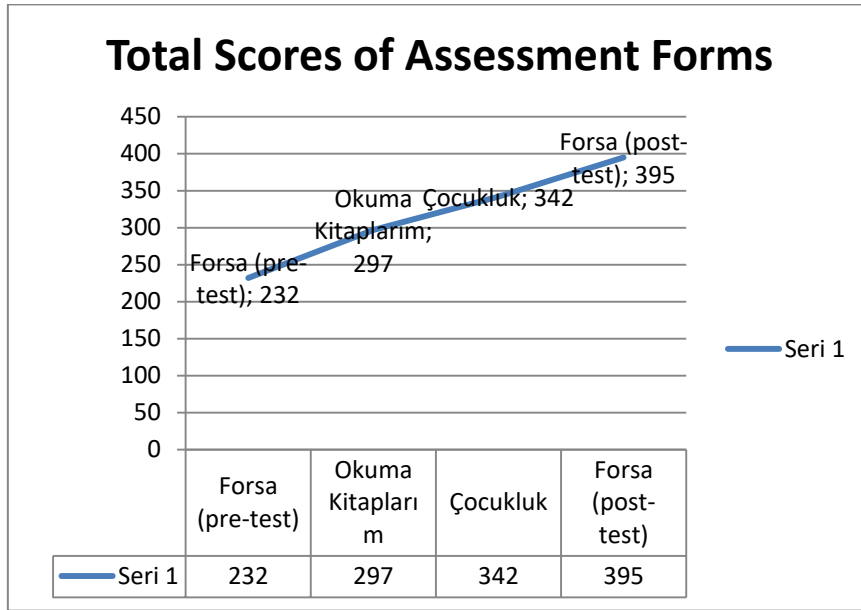
The total results of 'Forsa (pre-test), Okuma Kitaplarım, Çocukluk and Forsa (post-test)' sums were given in Graph 5 in sequential way and in summary. The students' achievement in listening skills from the beginning to the end of the process was reflected in the observation forms.

DISCUSSION AND CONCLUSION

In the context of the findings obtained during this study where the effect of discourse analysis method in listening/watching skills was investigated for the sample of 5th grade students, the following conclusions were reached and discussed in this section.

Researches show that listening is the mostly used skill of an individual in his/her social life (Buzan, 2001; Kardaş & Harre, 2015; Maxwell & Dornan, 2001; Wacker- Hawkins, 1996). Therefore, models offered or developed to improve listening skills are so important and have a direct positive effect on learners in many areas of life. In this sense, we found as a result of this study, throughout the listening / watching practices structured by using discourse analysis method, the students were able to use the language in a more constructive and functional way, and were able to employ discussion and inquiry strategies more effectively. Thus, it can be concluded that, development of listening skills through discourse analysis method would create multi-faceted effects on individuals.

According to several studies conducted to improve listening skills; comprehension and meaning are important, and solve most of the problems related to listening comprehension (Emiroğlu & Pınar, 2013; Field, 1999; Ridgway, 2000). Accordingly, in this study, it was seen that through discourse analysis method, students were able to understand and express that *how and why a meaning which is presented (spoken) correct or not,* by using thinking processes. In this sense, critical thinking, which is the main proposition of discourse analysis, was used more effectively with the employment of this method and led to more effective learning.

In language teaching, like linguistics, mostly the *sentence* is seen as the basic unit of analysis; which means that all the things in the learning environment to language skills suc as rules, principles, examples, exercises, and practices focused on individual sentences. Therefore, this approach has always eliminated the factor of context. When sentences are separated from context, it is impossible to reach at real meaning (Eryaman, 2008; Olshtain & Celce-Murcia, 2001). However, learners are needed to coach to be aware of different kinds of discourse features while listening / watching

anything. Accordingly, in the discourse oriented approach that we offered in this study, the whole oral discourse or text constitutes the basis for analysis. Discourse analysis adopts a method of analysis that requires the emergence of cognitive elements as well as linguistic structures. It contains important clues in terms of our understanding of the narrator's choices, in the text, spoken or written. Through discourse analysis method, students were able to analyse what they listen by decoding the elements that were not directly presented, were just implied through intentional choices of the author, in the field of listening / watching, which is a process of comprehension.

Metacognition can be defined as individual's conscious thinking process on his/her own learning; and his/her planning, monitoring and regulation of his/her cognitive processes (Brown, 1987). What is important at this point is; difference between the skills required for successful listening practices and a learner's own monitoring of his own comprehensial level of a text. In terms of learning, we can describe the function of cognitive processes as *facilitator* and of metacogntive strategies as *monitoring* (Flavell, 1976). Accordingly, as a finding of this study, the analysis of listened / watched material in terms of language and narration by using discourse analysis method stimulated the sense of discovery in the language in the students, and in this sense, it contributed to affective and meta/cognitive areas in terms of language awareness and language use. They became more aware of the intent, linguistic instruments and choices in a text by using discourse-oriented aapproach, so this helped them to develop better understanding of the material listened/watched in terms of these factors. Therefore, fully and consciously grasping the language in use, they were able to monitor their own listening and comprehension performance accordingly.

According to Melanlıoğlu (2012), if a student can ask questions while listening a text, that means the student has reached at his/her cognitive aim. According to the reseacher of this study, one of the most important criteria in understanding the content is that the audiences / listeners can demonstrate the ability to ask questions to structure the information presented. This research, which was carried out on the effect of discourse analysis method structured with a student-centered approach on the listening / watching skills in Turkish, showed that learners had a positive impact on their ability to ask questions in structuring and interpreting information and had a desired effect on critical thinking and problem solving skills.

Discourse analysis method was effective in revealing concealed and hypothetical structures and making inferences. In this sense, students gained the structures related to the conceptual field of critical thinking and listening.

Throughout the listening / watching practices structured by using discourse analysis method, the students were able to use the language in a more constructive and functional way, and were able to employ discussion and inquiry strategies more effectively.

As a conclusion, this study offers a discourse-oriented approach as a method in language lessons to improve listening skills. Thus, it overlaps with the findings of the several studies conducted to immerse discourse into language teaching (Cook, 1989; Johns, 1997; Mc Carthy & Carter, 1994; Nunan, 1993; Olshtain & Celce-Murcia, 2001).

RECOMMENDATIONS

Both discourse analysis and listening are process-oriented development areas and needs multiple ways of evaluating and time. Therefore, the number of participants has to be limited to be able to observe improvement appropriately. So, for further researachers, it is suggested that other grade levels and skill areas may be studied in terms of the effect of discourse analysis on them.

Although discourse and formal, grammar-based language teaching may represent two different poles of views and perspectives if integrated well and in a way to support eachother, discourse-oriented approaches could provide a wide range of resources, opportunities and instruments for 'language in use' which is always intended and pursued for communicative purpose of the learners.

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