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Perception of Turkish-Language Teachers Towards Listening Monitoring Texts: A Phenomenoligical Approach

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Abstract

Texts are primary instruments of Turkish language courses aiming to improve the basic linguistic skills of students. In Turkish languagecourse curriculum renewed in 2006, teaching texts are classified as "reading texts" and "listening/monitoring texts" as distinct from Turkish language curriculum in 1981. Together with the increasing use of communication instruments based on technology in daily life, the concept of "monitor literacy" comes up. In this context the texts to be used to improve the listening/monitoring abilities of students contain visual elements as distinct from reading texts. The objective of this research is to determine the perceptions of Turkish-language teachers, who are the applicators of the programme, towards the use of listening/monitoring texts. In this study the qualitative research method was chosen. The phenomenological approach from the qualitative research patterns was used. Some interviews were made with 15 Turkish Language Teachers. The findings obtained as a result of the research, were interpreted in the light of the related literature and some proposals were brought.

Keywords: Turkish Language Teacher, listening/montioring text.

1. Introduction

In Digital Age, the developments in educational technologies brought some changes in native language education, schoolbooks, and educational devices began to be comprised of the materials including rich visual and aural elements. The texts found in Turkish language school books are important instruments for Turkish language education. Because all of the linguistic skills (reading, writing, speaking, listening and grammar) in Turkish language courses are tried to be given through the activities prepared depending on texts (Cecen and Ciftci, 2007). These texts are one of the mostly used materials in order to make the target group understand

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grammar rules, the eloquence of Turkish language, the ways to establish a healthy communication, qualities of literary genre, national values, Turkish intellectual world etc., and during the process of making information and behaviour targeted to be gained, and when these texts have the necessary qualities, they become very effective (Duman, 2010).The developments mentioned also influenced the structure of these texts, new definitions were made on them, the limits of text concept were enlarged with the semiotic perspective which was a different point of view to text concept. Previously pictures, photographs, films,maps, graphics, body language etc. signs and drawings were included in the concept of text with the semiotic perspective when it came to linguistic texts. According to this idea, to establish a comprehensive meaning is possible through the interpretation of linguistic and semiotic texts together (Akyol, 2008). Therefore, the verbal and written texts became the most significant of the separate exciters which prepared the students to learn during the learning and teaching process (Göçer, 2010)

In the Turkish Language Curriculum renewed in 2006, **listening/monitoring** texts together with the reading texts were added to the texts which were the most important educational instruments of the courses as distinct from other programmes, it was envisaged to include three reading texts at least and a listening/monitoring material within the scope of each theme (MEB, 2006). In the programme, listening/monitoring is one of the primary instruments of communication and learning, it is defined as the ability to understand the message given properly, to interpret and evaluate it. Listening activities are found in student's workbook and listening texts are in teachers's guide book.

The listening defined as the ability to properly understand the message given by the person speaking and to react against the subject exciter (Özbay, 2003: 93), begins in the womb, gradually develops and forms the basis of other learning fields such as speaking, reading and writing (Gunes, 2007: 73). The listening that no hard effort is made to gain it because it is thought that listening is natural, is evaluated by the researchers as a field "the one which does not get the due importance, the one neglected" (Dogan, 2010; Ozbay, 2003). Moreover, it is seen that listening still stays in the background given other abilities (Özbay &Melanlıoğlu, 2012).This ability has both physical (sound coming to ear) and cognitive (attention, analysis, evaluation) aspects. In this case the result is that it is necessary to give much more importance tothis ability used in individual life very effectively (Temur, 2010). Ozman and Gurbuz (2006:140) state that the activities related to listening in Turkish language courses stay in the background in comparison with the other activities, so individuals show "effective listening" faintly. It is necessary for an individual to make a conscious effort, to develop new abilities and thus to increase the activities of listening education in order to be a complete listener (Bolukbasi, 2007: 55).

Ozbay (2001) remarks that it is necessary for students to benefit from the visual-aural instruments effectively such as television and computer in addition to aural instruments like radio and tape. The importance of the visual and aural material is an undisputed reality during the process of providing listening ability (Gündoğdu, 2011). At that, it is thought that there are many more visuals in the listening activities conducted in our schools and these activities should appeal both to the eye and ear, will make the listening education more efficient (Karasakaloğlu, Saracaloğlu, & Uça, 2011)

When the studies on texts in Turkish language education are examined, it is seen that the researches are generally focused on reading texts (Çiftçi, Çeçen, & Melanlıoğlu, 2007)and the studies about the use of listening/monitoring texts in Turkish language education are limited. Accordingly, the objective of the study is expressed as the determination of the perceptions of Turkish-language teachers towards listening/monitoring texts.

2.Method