The Effect of Student Centered Listening/Speaking Activities on Turkish Listening Speaking Skills of Bilingual Students

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ABSTRACT

The aim of this study is to examine the effect of student-centered listening-speaking activities developed by the researcher on Turkish listening and speaking skills of bilingual Arabian students. In the study, control group experimental design was applied. The subjects were a group of Arabianic 6th graders at a secondary school in Bitlis, Turkey. Students in the experimental group (n=20) were given a total of 24 hours of training which took 12 weeks for 2 hours per week in the spring semester of the 2018-2019 academic year, utilizing listening-speaking training activities developed by the researcher. On the other hand in the control group (n=18), training was provided in accordance with the education curriculum of the Turkish Ministry of National Education (MEB) within the specified period. Listening Skills Self-Assessment Scale (LSSAS) and Turkish Speaking Skills Scale (TSSS) were used to collect pretest and post-test data. The Listening Skills Self-Assessment Scale (LSSAS), was completed by the students in the pre/post-test. The Turkish Speaking Skills Scale (LSSS) was completed by the researchers in the pretest and post-test while the students were making their speech. Based on the results of independent samples *t*-test, it was concluded that the listening-speaking training carried out with the student centered activities positively affected the Turkish speaking and listening skills of the bilingual Arabian students.

Key words: Student-centered Listening-speaking, Skills, Awareness, Activities, Turkish

INTRODUCTION

Undoubtedly one of the most important abilities bestowed upon human beings is the ability to listen and speak. The listening skill of the person starts to develop before the birth and whereas speaking is a postnatal skill. The physiological process, which starts with the hearing of various sounds in the mother's womb, gains a mental dimension with the baby's effort to make sense, and the first understanding processes occur in the individual's life (Erol, 2020). After birth, basic communication skills (listening-speaking), which start to develop with imitation of sounds the imitation of people in the immediate environment and, are raised to the desired level with planned, systematic, target-oriented educational activities during the school years.

An emphasis should be placed on effective listening-speaking skills and education, which is one of the most determining factors in shaping a person's work and social life. Tompkins (1998) stated that students' having listening and speaking skills causes more attention to reading and writing at school, and thus, attention is not paid to listening and speaking skills. There are definitions and explanations developed to comprehend listening and speaking skills in the literature in a better way.

In Turkish Education Programs (MEB, 2005; 2019), listening is described as "one of the basic ways of communicating and learning, and the skill to understand, interpret and evaluate the message correctly". Demirel and Şahinel (2006, p. 72) define listening as "the activity of understanding the message that the speaker wants to give smoothly and reacting to the present stimulus". Listening is the process of structuring sounds and speech by making sense in the mind. This complex process consists of the stages of hearing, focusing attention and understanding (Doğan & Özçakmak, 2014, p. 91).

The most common language skill that a person uses in daily life is listening. Speaking comes second after listening. The share of these two language skills in daily communication is around 75%. Students spend more than half of their time listening at school. Mackay (1997, p. 29), "The ability to listen in learning is the most important key to success, it is impossible to be successful without being a good listener. Listening opens new horizons for people." According to Hagevik, people spend 40% of their time listening (Cihangir,

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2004, p. 11). According to Brent & Anderson (1993), people acquire 80% of what they know through listening; however, despite this fact, many students and adults cannot increase the efficiency of the listening activity above 25%. These explanations indicate that listening has a very important place not only in terms of understanding, learning, developing mental, emotional and social skills, but also as a means of communication (Güneş, 2013, p. 80).

Developing these information/communication skills, which constitute such an important place in every period and moment of life, can only be possible with effective education studies. Human beings should be able to listen effectively and express their inferences by speaking effectively. In this context, it is understood that speaking has an important place in communication as much as listening.

Within the dictionary speaking is defined as (TDK, 2005), "To express the thought with the words of a language, to talk about a certain subject, to talk about a subject, to converse, to give a speech, to use as a spoken language, to express one's thoughts using any means, to say in a certain way." According to Özdemir (1992: 22) speaking "is a linguistic and communicative activity. Speaking is a physical and mental process that enables agreed signs and sounds to be made meaningful in the mind of the other person and transform into a message. It is a communicative event with spoken language." In Turkish Course Curriculum (2006: 6), it was stated that speaking skill is important in terms of students ability to express themselves correctly and comfortably by reaching the aesthetic pleasure of Turkish language and benefiting from rich vocabulary; it is also important for them to solve the difficulties they encounter in social life by talking, to interpret and evaluate them, to communicate and cooperate with their environment and to make consensus; it is the most effective tool that enables individuals to communicate in their social life, to share their knowledge and experiences, to express their feelings, thoughts, dreams and observations, and therefore this skill should be developed. Özbay (2003) also stated that speaking is a skill that affects and directs the success of people, work, education and private life to a great extent. In addition, the speech conveys the culture while conveying the feelings, thoughts and wishes of the people to the other side (Sarıkaya, 2017; Sarıkaya, 2020).

These features indicate that speaking, as well as listening, is a skill that enables people to socialize. In this context, it is understood that effective listening and speaking skills are vital in the individual's self-realization process. In order for a person to achieve success in real life, these basic language skills that complement each other must be developed at the desired level with student-based instructional activities.

Determining the listening-speaking skills/competencies of people is necessary and important for the educational activities and academic studies to be carried out in this field. One of the important functions of academic studies is to identify the problems experienced in teaching studies and to produce solutions to the problematic situations that are determined.

Literacy is defined as signification, which is a high level mental process as well as decoding and meaning matching.

It is seen that the concept of literacy has changed with the effect of the changes and technology in the world. While the focus was on reading and comprehension before, now the communication tools and skills come to the fore. Because stimulants differ and concern many skills. Many stimulants such as television, radio, CD, video games, books, newspapers, magazines, websites, meetings, conferences, concerts, songs, street signs are transmitted to individuals in different ways (Potter, 2005). In order to understand these messages, individuals' listening and speaking skills must be developed. Literacy is also of great importance in this development. In order to use reading, writing, speaking, listening and thinking skills effectively and qualitatively, it is necessary to gain literacy skills. Students will gain a cognitive awareness with literacy skills, will be able to use their language skills more effectively and contribute to the success of the person in society. Because this process is an area that the individual can use effectively in terms of understanding the relationship between language and speaking, listening, writing and reading skills.

Developments in the last quarter of the twentieth century brought with it new types of literacy. Literacy types such as information literacy, e-literacy, universal literacy, computer literacy, media literacy, environmental literacy, technology literacy, and visual literacy take place in all of their lives in a way that enables individuals to develop and use their skills effectively (Aşıcı, 2009).

When the literature is examined, it is understood that a very limited number of studies have been conducted on the listening and speaking skills of students compared to other language skills. In other words listening and speaking education was neglected for many years and has remained as learning areas (Ayten, 2011, p. 25). In the 2005-2006 academic year, with the change in the understanding of education in the country, important academic researches started on listening-speaking skills or learning areas. Although academic studies on this field have gained important speed in terms of quantity and quality, they are not yet at the desired level. It is known that almost all of the research in the field is on teaching/learning Turkish as the first language. Some of the researches in the field are regarding the features that texts should have in teaching Turkish (Doğan, 2007; Kaya & Kardaş, 2019a), some of them are regarding the framework, purpose and basic principles of Turkish teaching (Çiftçi, 2001; Göğüş, 1978; Kardaş & Kaya, 2019b; Kaya, 2020) some of them are regarding Turkish Course Teaching Programs (Karadağ, 2012; Kardaş & Kaya, 2018; Koç, 2016; Özbay & Melanlıoğlu, 2012; Özbay, 2010; Temizyürek & Balcı, 2006), some are upon language competencies and problems of bilingual Turkish nobles living abroad (Molalı, 2005; Yılmaz, 2014), review of published articles on bilingualism (Günaydın, 2020), speech anxiety of bilingual students (Kaya & Kardaş, 2020), bilingualism in terms of language-culture relationship (Cengiz, 2006) etc. However it is almost impossible to find a research discussing the language awareness, language competency, language interests and needs of the bilingual Arabianian students who are Turkish citizens and were born in Turkey.

In Turkey, except for the people, who learn Turkish as the first language, the number of the people who learn it as a second language is at a substantial rate. In other words, nearly 1/3 of the total population of Turkey, learn Turkish as a second language. This reality reveals that Turkish learning processes of the bilingual Turkish citizens, whose first language is not Turkish, should be emphasized. It is a must for bilingual learners to learn Turkish correctly and effectively, and to prepare for social life in which Turkish is used as the main language.

In the literature, it is quite difficult to come across researches in which student-centered activities are developed to improve the listening and speaking skills of bilingual students and the effectiveness of the developed activities is tested with experimental processes. In this respect, this research differs from its counterparts in the literature. One of the important features that distinguish this research from other researches in the field of literature is that the research was conducted on Turkish citizen students who learn Turkish as a second language in the Republic of Turkey. It is thought that this aspect of the research would contribute to the field.

Purpose of the Study

In this study, it was aimed to determine the listening-speaking competencies of Turkish citizen bilingual Arabian students and to determine the effectiveness of student-centered listening-speaking activities prepared to improve these competencies. The study addressed the following research question:
-   What is the effect of student-centered, active listening-speaking activities on Turkish listening proficiency and speaking skills of bilingual students?

More specifically:
1.   Is there a difference between the experimental-control groups pretest listening/ watching skill success levels?
2.   Do student-centered active listening/watching activities have an effect on the post-test listening/watching skill success levels of the experimental-control groups?
3.   Is there any difference between the experimental-control groups' pretest speaking skill success?
4.   Do student-centered active speaking activities have an effect on the post-test speaking skills of the experimental-control groups?

Method

Quantitative method was used in this study. Pretest and post-test control group experimental design, which is one of the quantitative research designs, was used in the study.

Research Pattern

The pretest/post-test control group experimental design used in this study, in which the effect of active listening-speaking activities on the Turkish speaking-listening skills of 6th grade students is investigated, is the research design in which the most accurate results are obtained among scientific methods.

> Experimental research is the research in which the most accurate results are obtained among the scientific methods. Because the researcher applies compArabianle procedures and then examines their effects, the results of such a research are expected to lead the researcher to the most definitive interpretations. (Büyüköztürk et al., 2008, p. 12)

There are two groups formed by random method/assignment in studies in which pretest-posttest control groups are used. One of them is the experimental group and the other is the control group. Measurements are made before and after the experiment in both groups (Karasar, 2008). Karasar (2009) explains experimental design studies as "conducted to see how effective a certain intervention will be in solving a certain problem under controlled conditions by using a systematic method" (p. 97).

In this study, two groups of bilingual students attending 6th grade were selected. One of the groups was assigned as the experimental group and the other as the control group through random assignment. The research design is given in Table 1.

Study Groups

The study groups of the research consist of 38 Arabian students who continue their education in the 6th grade of a secondary school in Bitlis city. While the experimental group consists of 20 students, the control group consists of 18 students. While determining the experimental and control groups, random assignment/method was used. Some demographic characteristics of the students in the study groups are given in Table 2.

DATA COLLECTION TOOLS

Turkish Listening Skills Self-Assessment Scale (TLSSS)

Turkish Listening Skills Self-Assessment Scale (TLSSS), developed by Aras (2004) and recommended by the Ministry of National Education for field experts, was used to determine the level of Turkish listening skill proficiency of the experimental and control group students.

The scale was developed as three Likert. The highest score that can be obtained from the scale is 30 and the lowest

Table 1. Research design

Groups	Pre test	Duration (12 Weeks/24 Hours)	Post Test
Experimental	1.Turkish Listening Skill Self-Assessment Scale 2.Turkish Speaking Skill Scale	Listening-speaking activities developed by researchers	1.Turkish Listening Skill Self-Assessment Scale 2.Turkish Speaking Skill Scale
Control group	1.Turkish Listening Skill Self-Assessment Scale 2.Turkish Speaking Skill Scale	Activities recommended by the Turkish Ministry of National Education (MEB) for listening-speaking skills in Turkish textbooks	1.Turkish Listening Skill Self-Assessment Scale 2.Turkish Speaking Skill Scale

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Table 2. Some demographic characteristics of the students

	Experimental group	Control group
Female	8	8
Male	12	10
Number of pre-school students	2	1
Number of students who can speak three languages *	3	3
Number of students who can speak two languages **	17	15

* Languages that students can speak: Arabianic, Turkish, Kurdish
** Languages that students can speak: Arabianic, Turkish
All students are literate only in the common language Turkish. They only use their native language, Arabianic, in the spoken language.

score is 10. Listening efficiency increases as the score approaches 30, and it decreases as they approach 10.

While evaluating the items, for the items number 1, 3, 5, 6, 7, and 8, 3 points was given to "Generally" respond, 2 points was given to "Sometimes" and 1 point was given to "Rarely". For the items number 2, 4, 9, and 10, 1 point was given to "Generally", 2 points was given to "Sometimes" and 3 points was given to "Rarely".

It was evaluated that the students who scored 22 and below 22 had poor listening competence. It was emphasized that the students who scored above 22 have a good/successful listening competence. These evaluation intervals are the criteria determined by Aras (2004) scale.

In order to determine whether the scale is valid/suitable for this study, Turkish Listening Skills Self-Assessment Scale (TLSSS) was presented to the opinion of 5 academicians who are experts in Turkish listening education. Based on the positive opinions of the academicians, it was decided to utilize the scale in this study without any changes.

The Cronbach's Alpha value obtained in the pretest application of the scale was 0.81. It was stated that for a scale to be used in experimental studies C. Alpha value should be between 0.70-0.99. These data indicate that the scale is valid and reliable for this study.

Turkish Speaking Skills Scale (TSSS)

Turkish Speaking Skills Scale (TSSS) was used to collect data regarding students' speaking skills (pretest/post-test). There are 24 items in Turkish Speaking Skills Scale. While 20 of these items consist of positive judgments, 4 articles contain negative judgments. In the scoring and analysis process, the items containing negative judgments were evaluated by reverse scoring.

20 items of the 24-item scale are positive and 4 items contain negative judgments. The scale, which was developed by Çintaş Yıldız and Yavuz (2012), was ranked with responds such as "I totally agree (5), I agree (4) I moderately agree (3), I disagree (2), and I totally disagree (1)".

Cronbach's Alpha value of the scale was 833. The highest score that can be obtained from the scale is 120 and the lowest score is 24. It was accepted that the quality of the speech increases as the score value obtained from the scale approaches 120, and the quality of the speech decreases as the score value approaches 24.

In the pretest, each student was asked to give 3-5 minutes of free speech in order to give opinions, make comments and evaluations about the subjects determined by taking the student's opinions. While the students were talking about the determined subjects, the data collection tool was filled in by three independent researchers. In the post-test, while the students were speaking, the evaluators processed the speaking performance of each student into the data collection tool. In the analysis of the data, the arithmetic means of the scores given by the three evaluators were taken into account.

Topics that students talk about; "Please tell us an important memory of yours", "Please tell us a cartoon you like.", "What job do you want to have when you grow up? Why? ", "If you were the principal, what would you do at school? Please explain.","" What is your favorite type of competition? Please explain." and "How is your favorite game played? Please explain."

APPLICATION PROCESS

Experimental Group

Listening/watching activities developed by the researcher were used in the experimental group. Experimental processes were continued for 12 weeks and 2 lesson hours per week, except for pretest and post-test applications. For student-centered listening activities, implementation instructions of the activities, and evaluation studies, the activity suggestions of Kardaş and Harre (2015) to improve the Turkish listening/watching skills of 6-8 grade students can be considered. Also for student-centered speaking activities, implementation instructions of activities and evaluation studies, speaking activities in the study titled "Activity suggestions for improving Turkish speaking skills of 6-8 grade students" prepared by Kardaş and Tunagür (2015) can be examined.

Since mentioning all of the listening-speaking activities performed with the students in the experimental group for 12 weeks will lengthen the text more than necessary, two examples from each listening and speaking activities are given in this article. For other listening-speaking activities applied in the study, the academic studies prepared by Kardaş and Harre (2015) and Kardaş and Tunagür (2015) can be examined. Examples of listening and speaking activities applied in the experimental group are given in the appendix.

The application Process in the Experimental Group is as Follows

A pretest was applied for 3 hours in the experimental group. In the pretest, Turkish Listening Skill Self-Assessment Scale (TLSSS) was distributed to the students by hand and collected by the researchers after the students filled the scale. Then, Turkish Speaking Skills Scale (TSSS) was filled out separately for each student by independent evaluators while the students were talking about the topics they wanted to talk about. This application was conducted again in the last test.

After the pretest application, a one hour briefing was given for the activities to be carried out in the experimental

group. Experimental processes that lasted 12 weeks were initiated in the classes after this briefing. After 12 weeks of experimental applications, the study was finalized by making a final test in the experimental group (Table 3).

Control Group

In the control group, a pretest was applied for 3 hours. In the pretest, Turkish Listening Skill Self-Assessment Scale (TLSSS) was distributed to the students by hand and collected by the researchers after the students filled the scale. Then, Turkish Speaking Skills Scale (TSSS) was filled out separately for each student by independent evaluators while the students were talking about the topics they wanted to talk about. This application was performed again in the last test.

There was no change in the activities specified in the Ministry of National Education curriculum in the control group. 12 hours of speaking-verbal narration and 12 hours of listening / watching activities were carried out. After 12 weeks of listening-speaking training, 2 hours a week, a post-test was conducted and the study was finalized.

Data Analysis

The normality of the distribution of the variables was examined in the IBM SPSS 20.0 Statistics (Statistical Package for the Social Sciences 20.0) program in order to determine the statistical techniques used in data analysis.

If the group size is less than 50, Shapiro-Wilks tests are used for the normality of the data distribution, if it is large, the Kolmogorov-Smirnov tests. Since the number of students in the study groups (Control: 18; Experiment: 20) was below this limit, Shapiro-Wilk test data were taken into consideration.

The significance values of the Shapiro-Wilk test, which was examined to determine whether the tests exhibit normal distribution, are given in the table below. It can be stated that P value being greater than 0.05 indicates that the data have a normal distribution, and if it is lower than 0.05 this indicates that data does not indicate a normal distribution (Table 4).

The study also examined the skewness and kurtosis values. Skewness and kurtosis values also scored values between -2 and +2 in the normality test. George and Mallery also state that it is sufficient for the values to be between -2 and +2 for the normality range. In the light of these data, parametric tests were used in the analysis of the pretest and post-test data of Turkish Speaking Skills Scale (TSSS) and Turkish Listening Skills Self-Assessment Scale (TLSSS). T-test statistics were also preferred among parametric tests.

Accordingly, when analyzing the normally distributed data; *"Independent Samples t-Test"* statistics were used to determine the pre/post-test differences of the experimental and control groups.

FINDINGS

In this part, the findings regarding the experimental processes of the research are presented and explained depending on the problem questions of the research.

Findings regarding awareness levels of Turkish listening skill

1.   Is there a difference between the experimental-control group pretest listening/watching skill awareness levels? The pretest data regarding the problem question, independent samples t-test findings are given in Table 5.

When the analysis findings in Table 9 are examined, it is understood that the success levels of Turkish listening skill awareness level of the experimental and control groups were quite close to each other before starting the experimental applications.

It is seen that the experimental group pretest listening skill awareness score is 17.02 and the control group score is 16.81. It is understood that the pretest awareness scores of both groups are at "insufficient" level. It was emphasized that the scores of 22 and below indicate that students have bad listening habits, while scores above 22 indicate good/successful listening awareness.

When the "P" value in the table was examined, it was understood that the difference of approximately 0.2 points in favor of the experimental group in the pretest was not statistically significant. P = .321> 0.05)

In order for the "P" value to be considered significant, it must have a value less than 0.05. From this point of view, it can be stated that there is no significant difference between the pretest Turkish listening skill awareness levels of the experimental and control groups, so both groups started out with a similar success to the experimental processes.

2. Do student-centered listening / watching activities have an effect on the post-test listening / watching skill awareness levels of the experiment-control groups? Findings about the problem question are given in Table 6.

Table 6 contains the analysis findings regarding the post-test Turkish listening skill awareness levels of both groups.

When the data in the table are examined, it is understood that the experimental group students' post-test success score is 23.01 and the control group's success score is 17.33. It is seen that there is a difference of approximately 6 points in favor of the post-test between the pre/post-test success scores of the experimental group. In the control group, this difference was limited to approximately 1 point.

It was emphasized that scores of 22 and below indicate that students have poor listening awareness, while scores above 22 indicate good / successful listening awareness. Based on the data in the table, it can be stated that the experimental group has a successful listening awareness.

It was concluded that listening education given with student-centered teaching techniques increased students' awareness of listening skills at a statistically significant level (t= 5.046, p = 0.000 <0.05).

The relevant findings indicate that the student-centered listening activities applied during the experimental process in the experimental group yielded more successful results in improving the students' Turkish listening skills awareness than the activities applied in the control group.

These results indicate that student-centered listening activities developed / to be developed by practitioners would positively affect students' awareness level of listening skills and listening skills. The pretest and post-test Turkish

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Table 3. Experimental group application process

Week	Skill	Activity	Duration
1	Speaking	I'm A Marketer	2 course hours
2	Speaking	It's Your Turn	2 course hours
3 and 4	Listening/Watching	I'm Learning (Turkey) My Country	4 course hours
5	Speaking	You Have the Flag	2 course hours
6	Speaking	I'm the Presenter	2 course hours
7 and 8	Listening	I'm Listening to A Tale (*The Puss In Boots*)	4 course hours
9	Speaking	From One Land To Another	2 course hours
10	Speaking	Intonation Game	2 course hours
11 and 12	Listening	I'm Listening to A Story	4 course hours
Total	3 Listening	6 Speaking Activity	24 course hours (except for pre/post-test and briefing)

Table 4. Analysis results of Shapiro-Wilk test

Groups	Test type	Shapiro Wilk p*
Experimental	Pre test	0.432
	Post test	0.511
Control	Pre Test	0.233
	Post test	0.142

* 0.05 significance level

listening skill proficiency scores of bilingual students in the experimental and control groups are given in Figure 1.

Graphic 1 indicates Turkish listening skill success scores of the experimental and control groups before and after the experimental applications. When the graphic is examined, it is seen that the pretest Turkish listening skill success scores of both groups are almost equal to each other. When the post-test success scores are examined, it is understood that the student-centered active listening activities developed by the researchers have a significant positive effect on Turkish listening adequacy of bilingual Arabian students.

These findings reveal that student-centered activities that attract students' attention must be used in Turkish listening education activities of Turkish citizen bilingual Arabian students.

PreTest Findings Regarding Turkish Speaking Skill

3.   Is there a difference between the experimental-control groups' pretest speaking skill success?

The pretest data regarding the problem question, independent samples t-test findings are given in Table 7.

When the analysis findings in Table 7 are examined, it is understood that there is a difference of approximately 0.5 points between the experimental and control groups' Turkish speaking skills success before the experimental studies. It is seen that experimental group's pretest speaking skill success score is 66.21 on the other hand the score of the control group is 65.82.

When the "P" value in the table was examined, it was understood that the difference of approximately 0.5 points in favor of the experimental group in the pretest was not found statistically significant (P = .423> 0.05).

In order for the "P" value to be considered significant, it must have a value less than 0.05. From this point of view, it can be stated that there is no significant difference between the pretest Turkish speaking skill success scores of the experimental and control groups, so both groups started with a similar success to the experimental processes.

4.   Do student-centered speaking activities have an effect on the post-test speaking skill success of the experimental-control groups? Findings about the problem question are given in Table 8.

When the analysis findings in Table 8 are examined, it is understood that there is a difference of approximately 8 points between the post-test Turkish speaking skill success of the experimental and control groups.

The experimental group's post-test speaking skill success score increased approximately 10 points to 77.12, while the control group score increased approximately 3 points to 69.71. There was an 8 point difference between the post-test Turkish speaking skill success scores of the experimental and control groups in favor of the experimental group in which student-centered speaking activities were applied.

When the "P" value in the table ("P" value must have a value less than 0.05 to be considered significant), it was understood that the difference of approximately 8 points in favor of the experimental group in the post-test was statistically significant (P = .000 <.05). The pretest-posttest Turkish speaking skill success scores of the experimental and control groups are given in Graphic 2.
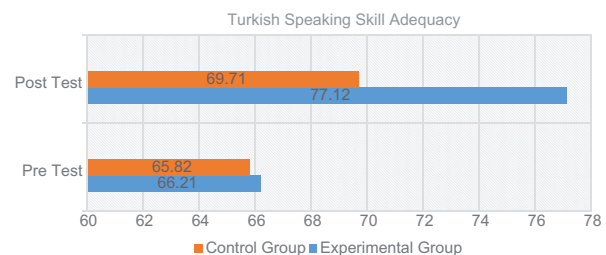
In Graphic 2, the success scores in the pre/post-test process and the change in the pretest/post-test success scores are presented. When the graphic is examined, it is understood that there is a change in Turkish speaking adequacy scores of both experimental and control groups in favor of the posttests.

Table 5. Experiment-control group pretest analysis findings

Test	Group	N	Arithmetic average	Degree of freedom	t	P*
Pre test	Experimental	20	17.02	36	1.156	.321
	Control	18	16.81			

Table 6. Experimental-control group pretest analysis findings

Test	Group	N	Arithmetic Average	Degree of freedom	t	p
Post test	Experimental	20	23.01	36	5.046	.000
	Control	18	17.33			

Table 7. Experiment-control group pretest analysis findings

Test	Group	N	Arithmetic average	Degree of freedom	t	P*
Pre test	Experimental	20	66.21	36	.956	.423
	Control	18	65.82			

* 0.05 significance level

Table 8. Experiment-control group post-test analysis findings

Test	Group	N	A. Average	Degree of freedom	t	p
Son test	Experimental	20	77.12	36	4.055	.000
	Control	18	69.71			
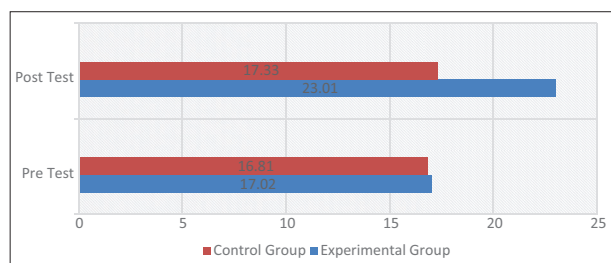
Figure 1. Experimental and control group listening skill pre/post-test success scores

However, it indicates that the student-centered speaking activities applied during the experimental process in experimental group obtained much more successful results in improving the Turkish speaking skills of the students compared to the activities applied in control group (activities in the Turkish Ministry of National Education MEB curriculum).

These findings indicate that activities to be prepared by taking into account the language awareness, interests and needs of students, would give positive results in developing Turkish speaking skills of bilingual Arabian students whose native language is not Turkish.

RESULT AND DISCUSSION

It was determined that the experimental and control groups had similar success levels of Turkish listening skills before experimental studies. Experimental group pretest Turkish listening skill average success score was 17.02 on the other hand the average score of Turkish listening success in the control group was determined as 16.81. In the statistical analysis of experimental and control group Turkish listening/ watching skills pretest data, it was concluded that there was no significant difference in importance level between the two group scores (t= 1.156, p= .321 > 0.05). As a result of the student-centered listening/watching activities applied in experimental group and the educational studies carried out in this direction, the success score of Turkish listening/watching skill increased to 23.01. Control group listening skill success score was 17.33 in the post-test. The difference of about 6 points in favor of experimental group in the post-test was also found significant statistically (t= 5.046; p= .000 > 0.05). This result reveals that the listening/watching activities developed by the researcher were significantly effective in improving the Turkish listening/watching skill levels of Arabianian students.

Unfortunately, there is no study on Turkish listening adequacy of Turkish citizen bilingual Arabian students in the literature. For this reason, it is not discussed whether the results obtained in this study are supported by similar studies in the literature. However, studies examining the effect of student-centered practices on Turkish listening skills of native Turkish-speaking students are included in the literature. The results shared by these studies support the results obtained in this study regarding the listening skill.

In the experimental research of Aytan (2011) it was determined that active learning is effective in improving the listening skills and attitudes of 6th grade students. In doctoral thesis of Ateş (1999) the effect of ELVES technique on students' listening skills was investigated. As a result of the experimental processes, it was determined that ELVES, one of the active learning techniques, improved the listening adequacy levels of students. Durukan and Maden (2010) also examined the effect of note taking technique on students' listening success with concept maps in their experimental

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research. As a result of the experimental processes, it was determined that creating concept maps was more effective than traditional practices in developing students' listening skills. The same result was obtained in Acat's (2003) research, which is similar.

In the literature, there are experimental studies stating that student centered listening activities that students love to participate, give more successful results on their listening awareness and skills compared to teacher-centered practices (Aydın, 2010; Yaman, 2006). Studies reveal that student centered active listening activities must be included more in the development of students' listening skills.

The results obtained regarding the activities of which effects were examined on the development of Turkish speaking skills of bilingual Arabian students are as follows:

In the measurements made before the experimental processes, it was determined that the students in experimental and control groups had similar speaking skills (Experiment Turkish speaking adequacy score was 66, 21; control group Turkish speaking adequacy score was determined as 65.82. These scores in the pretest were not found statistically significant p:, 423 > 0.05; t:, 956).

As a result of the experimental applications, experimental group in which student-centered speaking activities were applied, post-test Turkish speaking skill adequacy score was 77.12; control group adequacy score was 69.71. Compared to control group, it was determined that there was an 8-point difference in favor of experimental group in the post-test. This difference was found statistically significant (t= 4.055, p: .000 <0.05).

This result indicates that student-centered speaking activities developed by the researcher gave positive results in the development of Turkish speaking skills of bilingual Arabian students. A research regarding speaking adequacy of bilingual Arabian students, who are citizens of Turkey, was not found in the literature. On the other hand, there are studies examining the effect of student centered active learning activities on the development of Turkish speaking skills of students whose native language is Turkish. The results of these studies (Doğan, 2009; Kalem & Fer, 2003; Kardaş & Uca, 2016; Kardaş & Öztürk, 2015; Maden, 2011; Orhan, 2010; Şahin et al., 2017) support the results obtained in this study. In other words, these studies reveal that student centered active learning activities give more successful results than other traditional applications in improving students' Turkish speaking adequacy.

The results indicate that student-centered activities should be applied to improve students' listening/ speaking skills. As a matter of fact, language skills are also affected by changes and developments in the world. Developments are occurring rapidly and it is necessary to develop these skills in accordance with this century. In this context, literacy skills have an important function in the realization of these skills. Because literacy skills are considered among the skills students should have in order to be successful in their education life. As a matter of fact, the individual will acquire new knowledge with literacy skills, realize effective learning, gain awareness and develop problem solving skills.

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APPENDIX

APPENDIX: Listening / Speaking Activities Examples
Listening / Watching Activity 1: "I'm Learning My Country (Turkey)"

Table 1. I am learning my country listening/watching activity; purpose, description, application, acquisitions

Grade: 6
Listening/Watching Duration: 20 min
Listening Material: "Turkey Presentation Film 2013" (https://www.youtube.com/watch?v=3wVHtfICMdk)
Application Time: 4 course hour
Material: Computer, Projection, Speakers
Theme: Our Values, Love

Purpose: Commercials are short films that students are interested in. Students' listening skills can be improved by listening/watching these films. The purpose of I'm Learning My Country listening/monitoring activity, is to enable students to learn Turkey's national, cultural, and local values through listening and watching, making them recognize values that were not reflected in the film and develop their critical skills by encouraging connection among values.

Description: Turkey is a unique country with its position, particularly with its values. Introducing the historical and cultural assets of this country, which has been the cradle of many civilizations throughout history, is important for students to reinforce their love and loyalty by admiring their country, as a matter of fact, one of the important purposes of educational activities is to instill a love of the country to individuals. With the activities to be carried out with commercials and short films, the love of the country will be instilled on the one hand, while the students' listening/watching skills will be improved from their basic language skills.

Target Acquisitions: They predict the meaning of unfamiliar words when they listen/watch, and learn from dictionary. They summarize what they listen/watch. Also they respond to questions about what they listen/watch. Suggests different titles for what they listen/watch. They understand the non-verbal messages in the film. They also evaluate the content of what they listen/watch. a) Students are asked to listen/watch commercial films and work on determining the messages and implicit meanings in them. b) It is ensured that students question the consistency in the content. They express their opinions about what they listen/ watch. They apply listening strategies (pre-listening, post-listening strategies).

Application

Before Listening / Watching

By the teacher;
- Brief information is given about the features (short, concise, effects, etc.) and purposes of commercial films.
- The importance of keywords / concepts used in advertisements are mentioned.
- The question "What do you think should be included if you want to prepare a commercial that introduces Turkey's touristic, historical, cultural, and geographical

features?" is directed to the students and their prior knowledge is activated.
- The students are informed that in this course, using "Critical listening" method Turkey's 2013 promotional film will be listened/watched. They are asked to prepare for this.
- During listening / watching, they are asked to note the values not included in the advertisement.
- They are asked to prepare a pen and paper to use during listening / watching.
- Students are asked to focus on the pros and cons of the commercial film.
- It is reminded that a short summary will be prepared at the end of the application.
- Rules to be followed during listening / watching are read out loud to the class.
- It is tested whether the listening / watching recording is easily heard by the whole class.

During Listening / Watching

Teacher;
- In order for students not to distract each other while listening/ watching, the teacher go behind the students and watch / control the class.
- Monitors whether the students take short, understandable notes on the main points of the listening/ watching recording.
- Paying attention to the verbal and non-verbal clues in the listened/ watched recording, follows the situations of noting them using various shortening techniques.
- Notes mistakes students make in critical listening/ watching.

After Listening / Watching

- Students;
- Learn things that they do not understand and cannot make sense of and the words/ phrases/ metaphors that they do not know by asking the teacher or looking from the dictionary.
- Arrange the notes by classifying them according to their content.
- List the issues they like and dislike or find missing in the listening / watching activity, under titles.
- Read aloud to the class by writing a short summary of their thoughts using these points.
- Make the evaluation studies given below.

Evaluation Study 1.

Word / phrase study

Write the meanings of the following idioms and words opposite, and use three idioms and words in sentences.
- Black diamond:………………………
- Ancient city:……………………….
- History lies (in these lands):……………………
- Dance of green and blue:……………
- Majestic:…………………………

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- Masterpiece:……………………………
- Where the words fail:…………………
- Land of mysteries:………………….
- Warm people:……………………
- Bridge of past and future:…….
- The story of thousands of years:……………

Evaluation Study 2

My Reviews

Likes ☺ ☐	Dislikes ☺ ☐	Missing points ☺ ☐
……………………………	………….....	……………..
If I make an advertisement film about Turkey it would include : ……………………………		

Evaluation Study 3

Describing Turkey with Idioms and metaphors

- In the film you listened/watched following statements/ metaphors were used for Turkey:
- Bridge of the past and future,
- The story of thousands of years,
- Where nature and history are blended,
- The lands where history lies,
- A city alive for 24 hours (Istanbul)
- What idioms and metaphors would you use? Use in sentences.…………………………………………………
- ……………………………………………………

Evaluation Study 4

Finding a title

- If you were asked to find a title for the advertisement you listened/ watched, which title would you use? Why?
- ……………………………………………………

Evaluation Study 5

Summarizing the film:

- Summarize the advertisement you watched.
- ……………………………………………………..
- ……………………………………………………

Listening / Watching activity 2: "I am listening to fairy tales"

Fairy Tale: the Puss in Boots (Charles Perrault)

Table 2. Storytelling / watching activity; purpose, description, application, acquisitions

Grade : 6
Listening Duration : 15-20 Min.
Listening Text:"Puss In Boots" (Charles Perrault),(http:// www. dersimiz. com/masal/ Cizmeli- Kedi-Masal-Oku- 227.html
Acc. Date : 08.04.2015)
Application Time : 4 course hours
Material : Tale text
Theme : Our Values, Love

Purpose: This activity aims to improve students' active listening skills. Techniques such as "listening by taking notes", "discriminant listening", "aesthetic listening", "listening with empathy" can be used for the purposes of listening to fairy tales. In the tale of *The Puss in Boots*, listening was performed using the techniques of "listening by taking notes", "aesthetic listening" and "listening with empathy". With the listening activity, it was aimed to evaluate the tale from a holistic perspective by determining the elements the plot, persons, place, time, etc.

Description: Similar to stories, tales are among the basic materials used in listening activities. As a matter of fact, fictional texts attract the attention of students and allow them to listen with pleasure. In this sense, using the story-based texts in listening activities contribute to the development of effective listening skills of students. Evaluation studies have a great effect on the completion of the tale listening activity as desired.

In this study, where listening by taking notes, listening with empathy, aesthetic listening and discriminant listening techniques are used together, it is emphasized that the students understand and evaluate the tale in general, examine the events and heroes with a different point of view, and become aware of the features of expressions.

Target Acquisitions: Students make predictions about the development and outcome of the events when they listen/ watch. They guess the meaning of unfamiliar words that come across when they listen/watch. They summarize what they listen/watch. They answer questions about what they listen to/ watch. They determine the subject of what they listen/watch and identify the main idea/theme of what they listen/watch. They suggest different titles for what they listen/watch and animate the narrative texts. They evaluate the content of what they listen/watch and expresses their opinions. They apply listening strategies (before, during and after listening strategies).

Application:

Before Listening

Teacher;

- Comes to the class with a computer and a projection device and tells the students that they will listen to fairy tales in this lesson, and projects the protagonist of the tale, *The Puss in Boots*, on the wall.
- Asks the students what they know about the tale type and asks them to consider the features of the tale.
- Reminds that fairy tales usually begin with starter section, and then theme and resolution parts come.
- Giving information about the elements of fairy tales such as hero, plot, place and time; mentions the purposes of utilizing fairy tales in education.
- Asks them to pay attention to the messages to be given while listening to the tale.
- Tells the students to prepare paper and pencil for listening practice, after listening, because they will be asked questions about the text, so they should take notes while listening.
- After reading and reminding the rules that students must obey during listening, the teacher starts the listening activity.

During Listening

Teacher;

- Reads *The Puss in Boots* with a tone of voice that the whole class can easily hear on the first reading; but it must be a straight reading method, without taking advantage of the high-pitched or low-pitched possibilities of stress, pause and sound.
- On the second reading teacher reads the tale at a speed that the listeners can understand paying attention to the stylistic features of the tale making use of stress, pause, high-pitched or low-pitched voice and using body language effectively
- While reading the tale, the teacher also checks whether the students take notes or not.
- After the second reading, if needed, re-reading can be done.

After Listening

- Immediately after the listening activity, students try to learn the words they do not know from the dictionary.
- Arranges the notes taken by classifying them according to their content.
- Prepare a short summary text in their own sentences based on the notes (also considering the tale they have heard).
- Reading the summary text aloud to the class, tell the class which aspect of the tale affected them the most.
- Makes the evaluation studies given below

Evaluation Study 1.

Effective reading for effective listening:

- Which of the two reading types used in reading the tale is more suitable and effective for reading fairy tales? Why?

First reading type	Second reading type
The first way the teacher reads is more effective because ………………………	The second way the teacher reads is more effective, Because ………………………

Evaluation Study 2.

Fairy Tale Analysis: Fairy tale analysis is done by making use of the summary texts prepared by the students.
Name of the Tale: ………………………………………
Heroes and Their Attributes: …………………………
Place and Time: …………………………………
Plot: …………………………………………………
Conclusion: …………………………………………

Evaluation Study 3.

Vocabulary study:

Among the words given, write down the homophones of the words using in sentences.
- I saw a <u>bear</u>→ ………………………
- She is <u>kind</u>→ ……………

- At <u>night</u> → …………………………..
- Turn <u>right</u>→ …………………………..
- <u>Sun</u> is up→ …………………………..
Write the synonyms of the words given using in sentences.
- He is <u>intelligent</u>→ …………………….
- She is <u>honest</u>→ …………………….
- Be <u>kind</u>→ ………………..
- They are <u>lazy</u>→ ………………..
- He is <u>outgoing</u>→ ………………..

Evaluation Study 4

Empathizing:

- If you were in the shoes of the *Puss In Boots*, what would you do to buy the giant's castle?
- …………………………………………………………
………………………………………………………………
………………………………………………………………
- If you were the Sultan, would you consider testing the groom before giving your daughter? If your answer is "yes", how would you test him?
- …………………………………………………………
………………………………………………………..
……………………………………………………………

Evaluation Study 5.

Idiom / metaphor: Check the meanings of the following idioms in the text from the dictionary and use them in one sentence.
- Pull one's leg → ……………………………………
………………………....................
- Dressed up to kill →……………………………………
………………………………………..

Evaluation Study 6.

The words students do not know: Write down the words that you do not know from the text and search for their meanings.
- ..
- ..

Evaluation Study 7.

Finding a title:

- If you were asked to find a title for listening/watching activity what title would you use? Why?
- …………………………………………………………
………………………………………………………………
……………….

Evaluation Study 8.

Writing the summary of the tale:

- …………………………………………………………
………………………………………………………………
…… …………………………………………………

Note: The other listening activity used in this study is "I am listening to a story". Totally 3 listening activities were

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conducted in the application. 4 hours of practice time is allocated for each listening activity. During the study, listening activities were held for 12 hours in total.

Speaking Activity 1: I am a marketer

Description: It is a speaking activity prepared to develop students' persuasive speaking skills.

Description and Application Steps

Purpose: The aim is to develop the persuasive speaking skills that students need in their social communication or professional life, and to ensure that they become successful individuals in the society.

Explanation: The main places where persuasive speeches are made in daily life are shopping centers and markets. Although we do not need it most of the time, thanks to the high persuasion abilities of the marketers, we find ourselves with shopping bags and heading home. It is among the aims of our educational institutions that our students graduate by gaining high persuasion ability. In this sense, this activity becomes important.

Target Acquisitions: Students make a prepared speech and impromptu speech. They Implement speech strategies and use body language effectively in the speech. They use words according to their meanings and use appropriate transition and connection expressions in their speech. They speak persuasively and apply the possibilities of sound such as accent and intonation.

Application:

- The teacher announces that the topic of conversation is "to be a successful marketer".
- Accordingly, divides the students into two groups in the class. On a voluntary basis, one student becomes a marketer while the other becomes a customer.
- The job of determining the product that the marketer is trying to sell is given to the student in the role of a marketer. It is important for the marketer to know the customer and determine the product accordingly.
- The teacher can determine the order of conversation between the marketer and the customer.
- For example, the marketer is the first to speak. The marketer first gets into the subject by explaining what the products for sale are beneficial for.
- The questions of the client such as "Why should I buy it? What will it do for me? How much does it cost?" etc. trigger the marketer's ability to speak persuasively.
- The outcome of the marketer-customer conversations and how marketer's ability to persuade is asked other students in the class. Students may be asked to provide suggestions for the marketer to make a more effective marketing.
- Marketing business with different groups in the classroom is continued with the products prepared by the students.
- With this activity, students will push the limits of their effective speaking and persuasion skills.

Speaking Activity 2: It's Your Turn

Description: It is a voice contest event. It is an activity in which students exhibit their beautifully singing skills, and their success in using the language's speaking facilities (accent, tone, melody, timbre).

Description and Application Steps

Purpose: Determine singing skills of students, to enable them to perform more successfully with features such as correct accent-tone-melody-timbre, and to improve their sense of self-confidence by reinforcing their effective-harmonious use of words and body language.

Explanation: Music affects all areas of life. Newborns grow up with the enchanted melodies of lullabies. As the school age approaches, contact with songs and folk songs increases and continues until the person's death. In this activity, students can sing songs, folk songs, etc. While singing, the emphasis is placed on the extent to which gestures they use correctly. Singing is used as an opportunity to use body language more effectively.

Target Acquisitions: Speaks impromptu. Applies speech strategies. Uses body language effectively in the speech. Uses words according to their meanings. Uses appropriate transition and connection expressions in the speech. Uses sound possibilities (accent, tone, melody, etc.) appropriately.

Application:

- Teacher mentions the importance of singing on vocalization regarding speaking skills.
- Also mentions the importance of supporting songs, folk songs, words etc with gestures in order to make speech more effective.
- The teacher explains which gesture gives which emotion while speaking.
- Students are divided into three groups and given a list of songs and folk songs to memorize. After the selected works are well memorized by the groups, attention is drawn to the harmony of words and body language.
- Students are rehearsed in this direction.
- After the groups complete their work and rehearsals, a song-folk song contest is started.
- The group spokesperson determined by the teacher starts with any work studied. The teacher stops the spokesperson anywhere in the work and asks the other group spokesperson to continue where they left. If the spokesperson cannot remember the song or sings it wrong, the group is eliminated from the competition and it is time for the other group.
- The competition continues until only one group remains. The first group performs for the last time and the competition is ended.
- The winner group is rewarded.

Note: Other speaking activities implemented in this study are as follows: You Have the Flag; I'm the Presenter, From One Land to Another and Intonation Game. Two hours of practice was made for each speaking activity given here. The speaking activity was held for a total of 12 hours.