

| Research Article / Araştırma Makalesi |

Evaluation of Listening Texts of Gazi University Level B2 Textbooks

Gazi Üniversitesi B2 Düzeyi Ders Kitabı Dinleme Metinlerinin İçerik Olarak Değerlendirilmesi

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Anahtar Kelimeler

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Abstract

Language skills are grouped into two main categories namely comprehension (reading-listening) and speaking (writing-speaking) skills. The listening skill is one of the basic skills within the comprehension skill subcategory. Listening is a skill. Listening is a skill is more difficult skill than other the language skills to acquire during foreign language studies. For this reason, more activities should be carried out to improve listening skills. This study aims to examine the listening activities of the B2 level Teaching Turkish to Foreigners textbook authored by Gazi University, in terms of contents employed in teaching Turkish as a foreign language. For this purpose a total of 20 texts were examined from the B2 level textbook of Gazi University. The following were examined according to the criteria of European Language Portfolio: the number of listening texts; the topics of the texts; the types of questions in each activity; their suitability to the level of grammar; the compatibility of the vocabulary with the level; the speed and comprehensibility of the texts; the use of visuals; the compatibility of visuals with the level and their subjects if visuals were used; and the suitability of the pronunciation and texts in the audio file. In this study, the listening texts in the B2 level textbook prepared by Gazi University Turkish for foreigners were examined using the document analysis method from the qualitative research methodology. According to the results of the research, it has been observed that cultural topics are not included in the listening sections. This study recommends that that cultural topics should be included because cultural topics will support the transfer of culture. Additionally, no visuals were provided for some of the listening texts while other visuals were incompatible with the listening text. This study suggests that the inclusion of visualizations and their compatibility with listening texts will increase the comprehensibility of the text. Therefore, this study concludes that the visuals, which include the listening texts without visuals, are also incomplete.

Öz

Dil becerileri anlama (okuma-dinleme) anlatma (yazma-konuşma) becerileri olarak ikiye ayrılmıştır. Bu temel becerilerden biri olan dinleme becerisi anlama becerileri içinde yer almaktadır. Dinleme yabancı dil öğreniminde diğer becerilere göre daha zor edinilen bir beceridir. Bu sebeple dinleme becerisini geliştirmeye yönelik etkinliklerin daha fazla kullanılması gerekmektedir. Bu çalışmanın amacı Türkçenin yabancı dil olarak öğretiminde Gazi Üniversitesi Yabancılara Türkçe Öğretimi Ders Kitabı B2 düzeyi dinleme etkinliklerinin içerik olarak incelenmesidir. Bu amaçla Gazi Üniversitesi B2 seviyesindeki toplam 20 metin incelenmiştir. Araştırmada dinleme metinlerinin sayısı, metinlerin konuları, etkinlik soru tipleri, dil bilgisel olarak düzeye uygunluğu, kullanılan kelimelerin seviyeye uygunluğu, metinlerin hız ve anlaşılabilirliği, görsel kullanımı, görsel kullanılmış ise seviye ve konuya uyumu, ses dosyasındaki telaffuz ve metinlerin kültür aktarımı açısından uygunluğu Avrupa Dil Portfolyosu kriterlerine göre incelenmiştir. Çalışmada Gazi Üniversitesi Yabancılar İçin Türkçe B2 seviyesi ders kitabı dinleme metinleri nitel araştırma yönteminden doküman incelemesi yöntemi kullanılarak incelenmiştir. Araştırma sonucunda dinleme bölümlerinde kültürel öğelere fazla yer verilmediği görülmüş olup kültürel öğelere daha fazla yer verilmesinin kültür aktarımını destekleyeceği düşünüldüğü için kültürel öğelere daha fazla yer verilmesi önerilmektedir. Ayrıca dinlemelerin bazılarında görsele hiç yer verilmezken bazılarında ise dinleme metni ile uyumlu olmayan görsele yer verildiği görülmüştür. Dinleme metinlerinde görsellere yer verilmesi ve metinlerin görsellerle uyumlu olmasının metnin anlaşılabilirliğini artıracığı düşünülmektedir bu sebeple görsele yer verilmeyen dinleme metinlerinde görsele yer verilmesi yer verilen görsellerin de metinle uyumu konusunda eksik kalındığı sonuçlarına ulaşılmıştır.

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INTRODUCTION

The history of teaching foreign languages is rooted in ancient times. Looking at the history of teaching the Turkish language, it is clear that it dated back many years ago. Teaching Turkish as a foreign language has gained importance in recent years. Both the developing trade network of our country and the studies conducted by various institutions and organizations have significantly increased the number of people who want to learn Turkish. Both foreigners who came to our country for various reasons and those who want to cooperate with Turkey on the territory of their country began to learn Turkish.

There are four basic language skills in foreign language teaching. As in all languages, Turkish is taught as a foreign language through four basic language skills. Each of these language skills has particular importance. All these skills must be developed from a basic level. As with all language skills, listening skilled is a skill field that needs to be developed from the primary level. Therefore, it is believed that teaching a foreign language should be more activities to improve listening skills.

Although the listening skill in learning a foreign language is usually perceived as a passive skill, listening is an active skill field that starts with hearing and ends with meaning. Listening is not only about hearing voices; it is not just a hearing activity. It is also necessary to make sense of what he hears. Listening is accepted as a more difficult skill to acquire in foreign language learning than other skills. For this reason, more activities should be used to improve listening skills.

Purpose of the Study

This study examines the listening activities and B2 level as content in Turkish as a foreign language. A total of 20 texts were examined in Gazi University B2 level Student's book. In the research, the number of listening texts, the topics of the texts, types of activity questions, their suitability to the level of grammar, the compatibility of the used words with the level, the speed and comprehensibility of the texts, the visual use, the compatibility of the level and the subject if the visual was used, the suitability of the pronunciation and texts in the audio file has been examined according to the criteria of the European Language Portfolio.

METHOD

In this study, Gazi University Turkish B2 level Student's book listening texts for foreigners were examined using the document analysis method, one of the qualitative research patterns.

Conclusion, Discussion and Suggestions

The research has reached the following conclusions: In language teaching, all language skills are complementary skills. One skill area is not independent of the other, but in language teaching, it is known that more importance is given to reading and writing skills in teaching Turkish as a foreign language. In this context, it was observed that writing and reading skills were included more in Turkish teaching Students' books for foreigners, and fewer listening skills and activities were included.

Despite listening to voice recordings, it was determined that the title is not included in the listening sections in the book. It is thought that having a title in listening will prepare the student mentally.

Listening activities can be selected by selecting authentic texts for B2 level Turkish language learners. The use of authentic materials gained importance with the Communicative Language Teaching Approach that emerged in the 1970s. It is observed that authentic texts are not included in the Students' book of Gazi University. It is thought that giving more place to authentic texts in B2 and C1 levels will be more appropriate as it will make the student more familiar with the sounds they will hear in daily life.

It has been determined that some of the topics selected in the B2 level listening texts reflect Turkish culture, while others do not reflect Turkish culture sufficiently. Considering that the language cannot be learned independently from culture, it can be said that this is not positive. Because learning a second language is the easiest and perfect way to learn another culture and perceive it completely.

While teaching language, culture is also taught and learned. The inclusion of the values of this culture in books of foreign languages promotes cultural transmission. In this context, giving more and qualified cultural elements in Turkish books as a foreign language can provide a more successful cultural transfer.

According to the results of the research, the question types included in the activities differ. With this aspect, question types can be accepted, but the questions are not given in the order of voice recording. Failure to ask questions in order leads to students not finding places for questions during listening. Because they cannot find a place for questions immediately, they are

stressed and may not correctly answer questions from the listening. For this reason, it is thought that giving the questions in order will be appropriate in terms of listening quality. In addition, listening question types generally aim to teach students to write what they understand while listening. In addition, it was determined that the question type as re-reading or voicing in the listening activities was not included.

According to the European Language Portfolio, the words used in the listening activities were generally appropriate for the level. However, some listening texts were found to contain unknown words. It can be said that the explanation of these words by the teacher before starting listening by giving them a table at the beginning of the listening text will increase the comprehensibility of the text.

The visuals were primarily used in the listening texts in the book with were studied. Some listening texts do not include visuals. Some texts and images are not compatible with each other. Therefore, it can be stated that increasing the text visual harmony in the studied book will increase the comprehensibility of the listening texts.

Result and Discussion

The research reached the following conclusions: In a language teaching process, all language skills are complementary skills. A skill is not independent of the other, but in language teaching, it is known that more importance is given to both reading and writing skills during the teaching of Turkish as a foreign language. In this context, it has been observed that writing and reading skills are given more place in Turkish textbooks for foreigners . In contrast, listening skills and activities are given less priority.

Although there is a title/label for the listening sound record, this study identified that this title is not included in the listening sections of the book. This study suggests that having a title for the listening session will prepare the student mentally.

The listening session can be done by selecting authentic texts in listening activities of B2 learners. The use of authentic materials gained importance with the Communicative Language Teaching Approach that emerged in the 1970s. It is observed that authentic texts are not included in the textbooks of Gazi University. It is thought that giving more place to the authentic texts in B2 and C1 levels will be more appropriate as they will make the student more familiar with the sounds, they will hear in their routine daily life activities.

The teaching and learning of culture are also important during the teaching of a foreign language.

The inclusion of cultural values in language studies books also supports the cultural transfer. In this context, the insertion of more and eligible cultural elements in Turkish books for language studies can provide a more successful cultural transfer.

According to research results, there is a difference in the question types of the activities in the textbook. Different question types are acceptable with this aspect, but the questions are not given in the order presented in the voice recording. The failure to present the questions in an orderly manner causes students not to find the locations of the questions while listening. Because they cannot find the questions immediately, , and because they cannot find the locations of the questions immediately, they get stressed and fail to answer the listening questions correctly. For this reason, this study suggests that giving the questions in order will improve the listening quality. The listening question types generally aim to teach students to write what they understand while listening. This study identified that the question types for re-reading or voicing were absent.

The use of grammar in the listening activities of the textbook is generally appropriate to the level by the European Language Portfolio. With an increase in the language level, it is acceptable for high-level grammar rules to be included in the texts as they will understand the subject from the context.

According to the European Language Portfolio, the words used in the listening activities were generally appropriate for the level. However, some listening texts were found to contain unknown words. A tabular presentation of these words before the listening text will allow the teacher to explain these words before the students commence the listening recordings.

An increase in the vocalization speed of the listening text increased with an increase in the language study level. Listening appears as more demanding learning skill in all languages. Even in moderate vocalization, it is known that students get stressed, and this situation decreases concentration and slows down the understanding. This study suggests that the vocalization of the listening texts should be carried out at a slower pace to increase the intelligibility of listening.

Visuals were mainly incorporated in the listening texts of the books selected in this study.

Some listening texts did not include visuals, whereas some texts and images were not compatible. Therefore, this study recommends an increase in the harmony between the listening text and the visuals in the selected books, which will increase the comprehensibility of the listening texts.

RESULTS

DİNLEME

A) Bir konferansta geçen konuşmayı dinleyiniz. Dinlediğiniz metne göre işaretleyiniz. (Doğru: ✓, Yanlış: ✗)

Atatürk pek çok alanda geniş bir ufka sahiptir.

Atatürk, sanata da sanat kadar önem vermektedir.

Atatürk'ün sanata verdiği önemi, döneminde temelleri atılan kurumlardan anlamak mümkündür.

Atatürk'e göre sanat olmadan insanlar yaşayamazlar.

Sanat, sadece toplumların güzelliği bulmasını sağlar.

Atatürk'e göre herkes sanatçı olabilir.

Figure 1. Listening 1: Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 1 Listening Text 1: "ATATÜRK'S LOVE OF ART"

The listening activity included a dialogue that took place in a conference. At the conference, the value that Atatürk gave to art and artist was covered. In the activity, 6 true-false questions were asked. The grammar structures used in the text are appropriate for the level. The words and phrases used in the text are at a level that students can understand. In terms of the comprehensibility of the text, the speaker's voice is unmistakable. However, the speech resembles the speech of a radio announcer rather than a conference, and it is thought that the real wanted emotion cannot be given due to the inability of the speaker to express feelings. No visuals were used in the text. First of all, it is thought that it would be more appropriate to include a picture of Atatürk to understand the text better and include a few of our traditional art and artists in terms of cultural transfer. It was observed that the title was included in the audio recording of the listening text, while the title was not included in the book.

DİNLEME

A) Dinlediğiniz metne göre işaretleyiniz. (Doğru: ✓, Yanlış: ✗)

Sunucu, telefon bağlantısına cevap vermektedir.

Dinleyici, bebeği mamayı daha çok sevdiği için mama kullanmaktadır.

Yıllardır tarımda GDO kullanılmaktadır.

Biyogüvenlik kanunuyla 2008'de mamalarda GDO kullanımı yasaklanmıştır.

Mamaları açtıktan sonra bir hafta içinde tüketmeniz gerekir.

Dinleyici, GDO'lu gıdalar tüketmiyor.

B) Diyalogdan aşağıdakilerden hangisi çıkarılamaz?

a) Dinleyici, bebeğinin sağlığı için GDO'lu ürünler hakkında bilgi almaktadır.

b) Katkı maddesiyle zenginleştirilmiş ürünleri tercih etmeyiz.

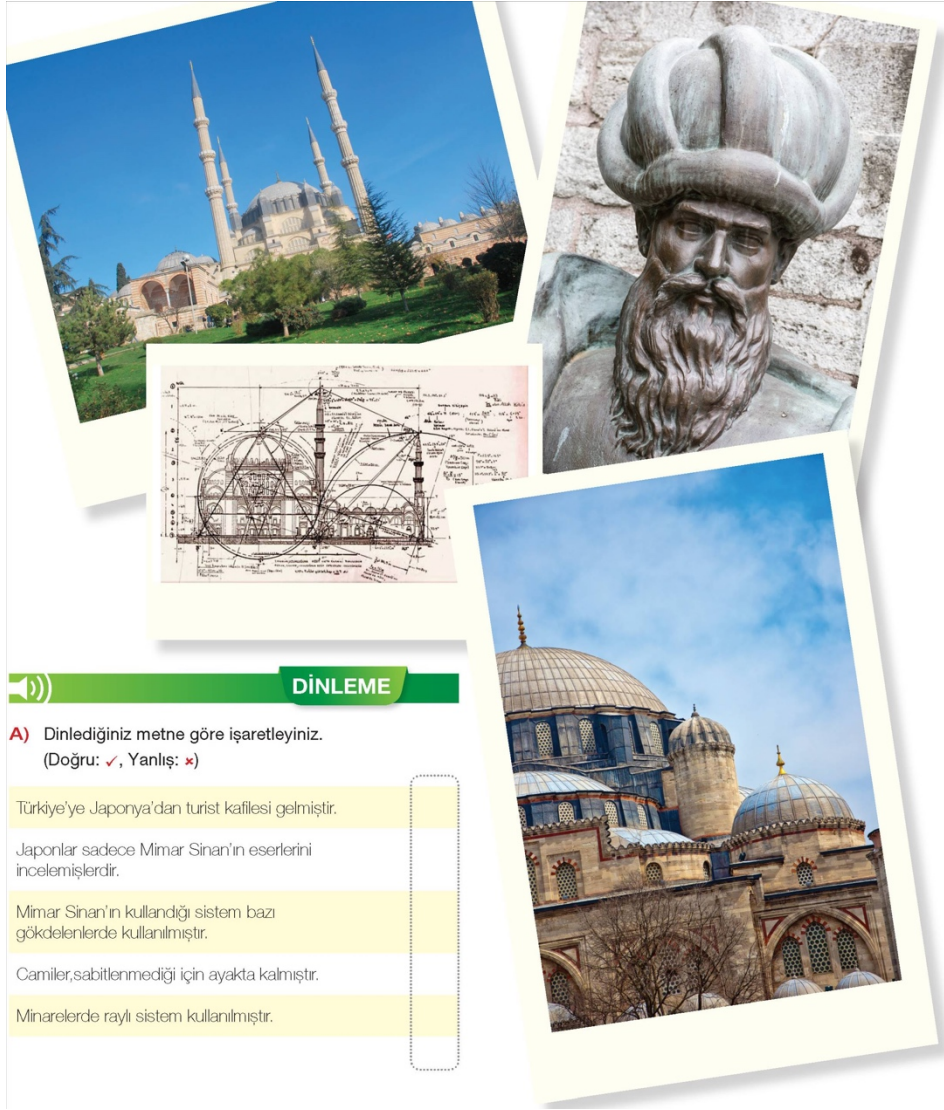
c) Sağlığımız için fastfood gıdalardan uzak durmalıyız.

d) Doktor, GDO'lu gıdalar tüketilmesini tavsiye etmiştir.

e) Doktor, GDO'nun tamamen zararlı olmadığını düşünmektedir.

Figure 2. Listening 2: Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 1 Listening Text 2: "GMO, GENETICALLY MODIFIED ORGANISM"

The listening activity included a telephone call from a television program. It also included a presenter, doctor, and a mother talking to a live phone connection. Five true-false questions and one multiple-choice question were included in the activity. In the activity, structures that are grammatically not suitable to the level were used. While passive structured sentences are at the C1 level in the European Language Portfolio, it is seen that they are used in the B2 level listening activity. The words used in listening are appropriate for the level. Since the words used in the voice recording are parallel to the reading text processed before the listening text, the listener can easily understand the text. GMO visuals were not included in the listening. Since using visuals in the activity will enable the student to understand the text better, it will be beneficial to use an appropriate visual. It is believed that instead of the English "fast food" phrase in the listening text, it would be appropriate to use "hızır yiyecek" in Turkish.



DİNLEME

A) Dinlediğiniz metne göre işaretleyiniz.
(Doğru: ✓, Yanlış: ✗)

Türkiye'ye Japonya'dan turist kafilesi gelmiştir.

Japonlar sadece Mimar Sinan'ın eserlerini incelemişlerdir.

Mimar Sinan'ın kullandığı sistem bazı gökdelenlerde kullanılmıştır.

Camiler,sabitlenmediği için ayakta kalmıştır.

Minarelerde raylı sistem kullanılmıştır.

Figure 3. Listening 3: Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 1 Listening Text 3: "MİMAR SİNAN"

A convoy of Japanese tourists coming to Turkey to study Mimar Sinan's works and the convoy's admiration towards Mimar Sinan's works are explained in the activity. Five true-false questions were included in the activity. In the text, some structures are grammatically not suitable to the level. According to the European Language Portfolio, while passivity should be given at the C1 level, it was used in B2 listening activity. It has been observed that there are such words (resettlement, journeyman, tremendous) in the text that students may have difficulty understanding. In the audio listening recording, the words are pronounced clearly and understandably.

The visuals of both Mimar Sinan and some of the historical buildings in the listening were included. The listening section is visually appropriate. The text supports the cultural transfer. Mimar Sinan is an essential figure in terms of our history and culture. Including him in the texts is thought to be correct and appropriate.



DİNLEME

A) Dinlediğiniz metne göre işaretleyiniz.
(Doğru: ✓, Yanlış: ✗)

Sirklerdeki hayvanlar işkence edilerek eğitiliyor.

Sirklerdeki hayvanlar doğal yaşam alanlarından koparılıyor.

Sirklerdeki hayvanlar, doğada yaşayan hayvanlardan daha kötü şartlarda yaşıyor.

Doğada yaşayan hayvanlar sirktekiler gibi gösteri yapıyor.

Sirkteki hayvanlar insanlar tarafından hapsediliyor.

Figure 4. Listening: Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 1 Listening Text 4: "CIRCULAR ANIMALS"

The training of circus animals and their living conditions in the circus are discussed in the listening text. Five true-false questions were included in the activity. Passive verbs that are grammatically not suitable for the level are frequently used. Words like "hook, scream, torture, bulk, scare, etc.," which are thought to be impossible for students to know at this level, are included. Although a circus subject was covered in the listening, only a visual image of an elephant in the forest was shown. It is thought that the visual does not integrate the subject. It is thought that including a circus visual and a circus instructor visual will make the listening text more understandable. Since the text is about a universal subject, it has not been evaluated in cultural transmission. It was determined that the title of the listening text was included in the audio recording, while the title was not included in the book.

DİNLEME

A) Diyalogu dinleyiniz. Aşğıdaki soruları diyaloga göre cevaplayınız.

- Dinlediğiniz metinde geçen "Gelecek Gençlerin" neyin adıdır?
 - bir konferansın
 - bir radyo programının
 - bir belgeselin
 - televizyondaki bir açık oturumun
- Kariyer uzmanına göre gelecekte de revaçta olacak mesleklerin içinde aşğıdakilerden hangisi yer almaz?
 - tıp
 - genetik bilimi
 - onkoloji
 - finans
- Hangisi metinde geçen meslek gruplarından biridir?
 - fiyatlandırma uzmanlığı
 - tasarım ve üretim uzmanlığı
 - çevre koruma uzmanlığı
 - sermaye piyasası uzmanlığı
- Metne göre aşğıdakilerden hangisi yanlıştır?
 - Genetik bilimi her zaman en çok tercih edilen mesleklerden biri olacaktır.
 - Serkan Bey'e göre günümüzde pek çok insan kendine uygun işi yapmamaktadır.
 - Teknolojinin gelişmesine paralel olarak mesleklerde de yenilenmeden söz etmek mümkündür.
 - Kariyer uzmanlığı lise öğrencilerine hitap eder. Onları doğru mesleğe yönlendirir.

Figure 5. Listening 5 Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 2 Listening Text 5: "FUTURE YOUTH"

In the listening text, a dialogue between the presenter and a career expert in a radio show, "Future Young People," was included. The listening activity included four multiple-choice questions and a written explanation question asking students to write the name of the two texts they heard. It has been observed that the text is suitable for the level according to the European Language Portfolio in terms of grammar structure. The words used in the text are at a level that students can understand. The words used are suitable for the level. However, since some of the names of the occupations used are professions that students may not have heard before, students will think that the listening activity is challenging. They will not be able to answer the text well since they will approach the text with prejudice; it is thought that using more familiar professions will make the student more active in the listening activity.

In the 5th question of the listening activity, the student is asked to write the two professions he heard in the listening. However, the audio recording says the names of the professions so fast that it is difficult for the student to write. In this section, instead of asking the student to write, it is thought that students will be able to understand and answer a question such as which profession is mentioned or not. The pronunciation of the words is understandable in the listening voice recording.

There are many professions mentioned in listening, but only a doctor or a health personnel image is used in the image. It is thought that it would be more appropriate to have visuals of some of the other professions involved in the listening activity, such as engineering, advertising, and consultancy, to revive the text in students' minds.

It is thought that it would be more appropriate in terms of cultural transfer to give a place to the professions and artisans reflecting the Turkish culture rather than a listening text which talks about choosing a general profession at a level where students' comprehension capacities are increased like B2. In the listening text, a dialogue between the presenter and a career expert in a radio show "Future Young People" was included. The listening activity included four multiple-choice questions and a written explanation question asking students to write the name of the two texts they heard. It has been observed that the text is suitable for the level according to the European Language Portfolio in terms of grammar structure. The words used in the text are at a level that students can understand. The words used are suitable for the level, but since some of the occupations names used are professions that students may not have heard before, students will think that the listening activity is difficult and they will not be able to answer the text well, since they will approach the text with prejudice, it is thought that using more familiar professions will make the student more active in the listening activity.

In the 5th question of the listening activity, the student is asked to write the names of the two professions he heard in the listening, but the audio recording says the names of the professions so fast that it is difficult for the student to write. In this section, instead of asking the student to write, it is thought that students will be able to understand and answer a question such as which profession is mentioned or not. The pronunciation of the words is understandable in the listening voice recording.

There are many professions mentioned in listening, but only a doctor or a health personnel image is used in the image. It is thought that it would be more appropriate to have visuals of some of the other professions involved in the listening activity - such as engineering, advertising, and consultancy - in terms of reviving the text in students' minds.

It is thought that it would be more appropriate in terms of cultural transfer to give a place to the professions and craftsmen reflecting the Turkish culture rather than a listening text which talks about choosing a general profession in a level where students' comprehension capacities are increased like B2.

DİNLEME

A) Metni dinleyiniz. Aşağıdaki soruları metne göre cevaplayınız.

1. Dinlediğiniz haber metninde geçen seminerlerin düzenlenme amacı nedir?
.....
2. Çocukların psikolojik gelişiminde kimler, hangi konularda etkili oluyor?
.....
3. Trafik polisleri hangi durumlarda tutanak tutup ceza kesiyor?
.....

Figure 6. Listening 6 Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 2 Listening Text 6: "SAFETY OF LIFE"

In the listening activity, a dialogue was given under the title of Life Safety about providing training to bus drivers to ensure students' life safety on school buses. The activity included three open-ended questions. Although the activity is generally suitable for the grammar level, the words in which the C1 level topic roof suffixes are used were also included. The words used in the activity are composed of words that students can hear in their daily lives. It may be difficult for the student to write the answer while listening and after listening.

The visual text used in the activity is not related to the text. None of the persons involved in the event, such as the seminar service driver and traffic police, were included. The image used evokes a lady who goes to a job interview. Although there is a lady and a gentleman in the visual at the event, two gentlemen speak in the sound recording. It has been observed that the text and the visual are not compatible.

It is thought that supporting the activity with a more appropriate visual and having a more diverse question type used in the activity will make the students more eager and active in listening.

It has been observed that the title is included in the audio recording of the listening text, while the title is not included in the book.

DİNLEME

A) Metni dinleyiniz. Aşağıdaki soruları metne göre cevaplayınız.

1. Aşağıdakilerden hangisi çoklu zekâ kuramının savunduğu temel görüştür?
 - a) Her bireyin farklı bir hayal ve düşünce dünyası bulunmaktadır.
 - b) Bireylerde tek bir zekâ türü bulunmaktadır.
 - c) İnsanlar farklı derecelerde, farklı zekâ türlerine sahiptir.
 - d) "Matematikte iyi olmayan bir kişinin zekâsı zayıftır." yargısı yanlıştır.
2. Aşağıdaki zekâ türlerinden hangisi kurama sonradan dâhil edilmiştir?
 - a) kinestetik zekâ
 - b) sosyal zekâ
 - c) içsel zekâ
 - d) doğa zekâsı

B) Aşağıdaki tabloyu metne göre doldurunuz.

Zekâ Türleri	Zekâ Türüne Sahip Meslek Grupları
Sözel zekâ	
Matematiksel zekâ	
Bedensel zekâ	
Sosyal zekâ	
Doğa zekâsı	

3. Görsel zekâsı yüksek kişilerin ilgi alanları arasında aşağıdakilerden hangisi yer almamaktadır?
 - a) çizgiler
 - b) sayılar
 - c) motifler
 - d) simgeler
4. Aşağıdakilerden hangisi sosyal zekâ türü kapsamında değildir?
 - a) grup çalışmasına yatkınlık
 - b) sosyal ilişkilerde başarılı olma
 - c) kendi çıkarlarını gözetme
 - d) dayanışma içinde olma
5. Aşağıdakilerden hangisi içsel zekâ kapsamında değerlendirilemez?
 - a) sorumluluk duygusu yüksek olma
 - b) öz değerlendirilmede bulunma
 - c) varlığı ve varoluşu sorgulama
 - d) insanlarla diyalog kurmayı sevrme

Figure 7. Listening 7 Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 2 Listening Text 7: "MULTIPLE INTELLIGENCE THEORY"

In the listening text, the "Theory of Multiple Intelligences" put forward by Howard Gardner is handled. Ten questions were asked in the activity, including five multiple-choice questions and five gap questions. The listening text is suitable for the level in terms of grammar. Although the words used in the activity are generally understandable, there are also words that students cannot understand (oratory, eloquence, synthesis, capable, avoiding, etc.). The text is clear in terms of comprehensibility. However, it is thought that students will have difficulties in answering the questions since the question types in the activity vary

widely. The listening questions do not follow the same order as the audio recording. In addition, individuals who do not have information about these types of intelligence may have more difficulty performing the activity than others.

There is no vision in the text. It is thought that not using visuals will not reduce the understandability in terms of the text's subject matter and comprehensibility level.


It was determined that the title was included in the audio recording of the listening text, while the title was not included in the book.

)))
DİNLEME

A) Metni dinleyiniz. Aşağıdaki soruları metne göre cevaplayınız.

1. Komşular gelincikle ilgili hangi konuda endişe duyuyor?

2. Genç kadının gelincığe yaklaşımı niçin değişiyor?



B) Aşağıdakilerden hangisi dinlediğiniz metinden çıkarılabilecek bir sonuç değildir?

a) Ön yargılı olmamaya özen göstermeliyiz.
b) Bazen olaylar görüldüğü gibi olmayabilir.
c) Sevdiklerimize güvenmeliyiz.
d) Başkalarının aklıyla hareket etmek kazanç sağlar.

Figure 8. Listening 8 Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 2 Listening Text 8: "The Story of the Bride"

The listening text is about a family of farmers who first did not have children but started to take weasels to their home and feed them at their home and later had children. The activity includes two open-ended questions and a question with multiple choice idioms. It is thought that it would be appropriate to explain the idioms included by the teacher before starting the listening activity. The text is suitable for the B2 level in terms of grammar. Although the words in listening and the phrases used generally follow the level, some words and word groups that the students cannot understand (cradle, with rage, inability to get their ambition, chasing, etc.) are included.

In the listening section, a picture of a weasel is included. It is integrated with the text title and subject. The listening text is long, but it is thought that students will not have much difficulty because it is not complex in terms of sentence structure.

It was observed that the title was included in the audio recording of the listening text, while the title was not included in the book.

DİNLEME

A) Aşağıdaki soruları metne göre cevaplayınız.

1. Uzaya kimler seyahat edecek?
 - a) maceraperest bilim adamları
 - b) maceraperest zenginler
 - c) ünlü şairler
 - d) iş kadınları
2. Uzay aracı kaç kişilik?
 - a) 2
 - b) 6
 - c) 8
 - d) 10
3. Yolcular yer çekimsiz ortamda ne kadar süre kalabilecek?
 - a) 2-3 dakika
 - b) 4-5 dakika
 - c) 5-6 dakika
 - d) 10-15 dakika

B) Dinlediğiniz metne göre işaretleyiniz.
(Doğru: ✓, Yanlış: ✗)

Uzay araçlarında güvenlik önlemleri alınmıştır.

Bu seyahat için talep azdır.

Seyahat için başvuru koşulları belirtilmiştir.

Uzaya seyahat edecek olanların içinde bir de Türk oyuncu vardır.

Seyahati gerçekleştirecek firma hakkında bilgi yoktur.

Figure 9. Listening 9 Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 3 Listening Text 9:"TRAVEL TO SPACE"

The listening text is about the news that a young man named Ayhan read to his friend Mustafa about traveling to space. The listening activity included three multiple-choice questions and five true-false questions. The activity is grammatically suitable for the level. The words used in the activity are suitable for the level. No visual was used to support the activity. When students hear the words spacecraft or capsules, it is thought that they will not be able to focus on the listening text because the vehicle does not come alive in their minds. They will have more difficulty grasping it, although it is not a problematic text. It was determined that the title was included in the audio recording of the listening text, while the title was not included in the book. The listening text is about the news on the internet a young man named Ayhan read to his friend Mustafa about traveling to space. The listening activity included three multiple-choice questions and five true-false questions. The activity is grammatically suitable for the level. The words used in the activity are suitable for the level. No visual was used to support the activity. When students hear the words spacecraft or capsules, it is thought that they will not be able to focus on the listening text because the vehicle does not come alive in their minds and they will have more difficulty grasping it, although it is not a difficult text. It was determined that the title was included in the audio recording of the listening text, while the title was not included in the book.



DİNLEME

A) Metni dinleyiniz. Aşağıdaki soruları metne göre cevaplayınız.

1. İlk insanların sanat yapıtlarını neler oluşturmaktadır?

2. İnsanlar neden bu tarz resimler çiziyorlar?

3. Araştırmacılar, ilk insanların resim faaliyetleri hakkında neler düşünmektedir?

4. Resimler nerelerde, nasıl yapılmaktadır?

5. Siz ilk insanların sanat faaliyetleri hakkında neler düşünüyorsunuz? Günümüz sanatıyla ilk insanların sanatı hakkında bir karşılaştırma yapınız.

B) Dinlediğiniz metinde geçen aşağıdaki cümleleri açıklayınız.

- Bu yapıtlar bize sanatın yaşam kaygısı sonucunda ortaya çıktığını gösteriyor.
- "Sanat, hem kendini korumada hem de savaşta sağ kalma mücadelesinde kullanılan bir silahtır."

C) Dinlediğiniz metinde geçen aşağıdaki kelimelerle cümleler kurunuz.

estetik

ilkel dönem

sihirselsel

tasarım

kuytu

ayın



Figure 10. Listening 10 Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 3 Listening Text 10: "CAVE PICTURES"

In the listening, cave paintings, which were the works of art of the first people, were mentioned. The activity questions are 5 open-ended questions, two-sentence explanations and making separate sentences with given six words. While the grammar in the text generally conforms to the level, the roof suffixes given at the C1 level in the European Language Portfolio are used. In terms of word structure, the student cannot understand (primitive period, ritual, magical, sheltered, aesthetic, etc.) are included. Writing sentences with some of these words was even included in the activity.

The text includes a visual of a drawing on a cave wall. The visual is thought to be in harmony with the text but insufficient. It is thought that including a picture describing the word cave will increase comprehensibility.

The listening text does not support the issue of cultural transfer. In this unit, the subject of art is covered in the book. It is thought that mentioning a branch of art that reflects our culture related to art in listening will be more exciting and more appropriate in terms of cultural transfer. It has been determined that the title of the audio is included in the audio recording of the listening text, while the title is not included in the book.



DİNLEME

A) Metni dinleyiniz. Aşağıdaki soruları metne göre cevaplayınız.

1. Müzik hangi hastalıkların tedavisinde en etkilidir?
 - a) göz hastalıkları
 - b) kalp hastalıkları
 - c) ruh hastalıkları
 - d) iç hastalıklar
2. Gamze, şimdi hangi müziği dinlemesi gerektiğini nereden öğrenecek?
 - a) gazeteden
 - b) internetten
 - c) televizyondan
 - d) telefondan
3. Kübra, hangi burcun müzik önerisini merak ediyor?
 - a) akrep
 - b) başak
 - c) balık
 - d) terazi

B) Aşağıdaki boşlukları metne göre doldurunuz.

1. göre farklı tür müzikler dinlerim.
2. Peki, müziğin bir olduğunu biliyor musun?
3. "Müzik ruhun....." derler.
4. Evet, bu yöntemin adına da derler.
5. Pek çok hastalık için müzik makamları varmış.

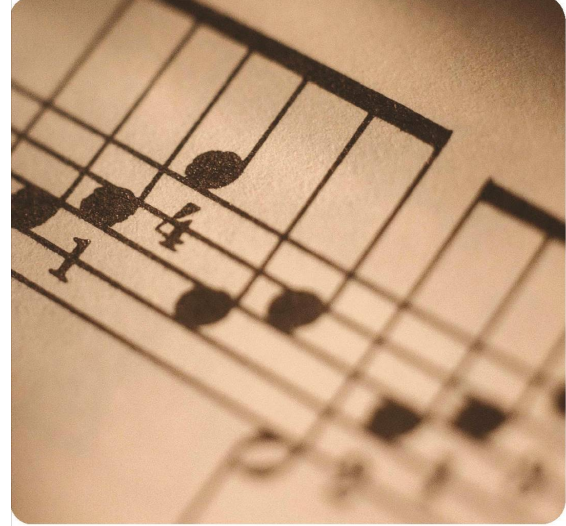


Figure 11. Listening 11 Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 3 Listening Text 11: "MUSIC IS RU-HUN FOOD"

Listening is about using music as therapy. The listening activity included three multiple-choice questions and five blank-filling questions. The grammar used in the listening is parallel to the level. The words used are generally suitable for the level, but some expressions (heart fatigue) and the idiom "Music is the food of the soul" are included. Some words that the student cannot understand are included (horoscope, literal, authority). It is thought that both of the people performing the listening activity are female, and their voices are close to each other may reduce the comprehensibility of the listening.

A visual showing the musical notes was included in the event. It is compatible with the visual text.

Explaining "Gevher Nesibe Healing Center," in which music therapy is used in our history or introducing musical instruments reflecting our culture such as baglama, saz fiddle, reflects our music and music therapy history and would be more appropriate in terms of cultural transfer.

It was determined that the title was included in the audio recording of the listening text, while the title was not included in the book.



DİNLEME

A) Metni dinleyiniz. Aşağıdaki soruları metne göre cevaplayınız.

1. Hangi film konuşmacıyı harekete geçirmiştir?

2. Konuşmacı nasıl bir durumdayken bu filmi izlemiştir?

3. Filmin konusunu özetleyiniz.

4. Filimde Robin Williams nasıl biridir?

5. Sizi etkileyen bir filmi ve filmin sizde uyandırdığı etkiyi anlatınız.

B) Dinlediğiniz metinde geçen aşağıdaki cümleleri açıklayınız.

• Ümitsizlik her yanımı sarmıştı.

• Bir gece kafamı biraz dağıtmak için bir film izledim.

• Tüm zorlukların bir bir üstesinden geldim.

• Amacı "hayata renk katarak" mizah yoluyla tedaviye katkıda bulunmaktır.

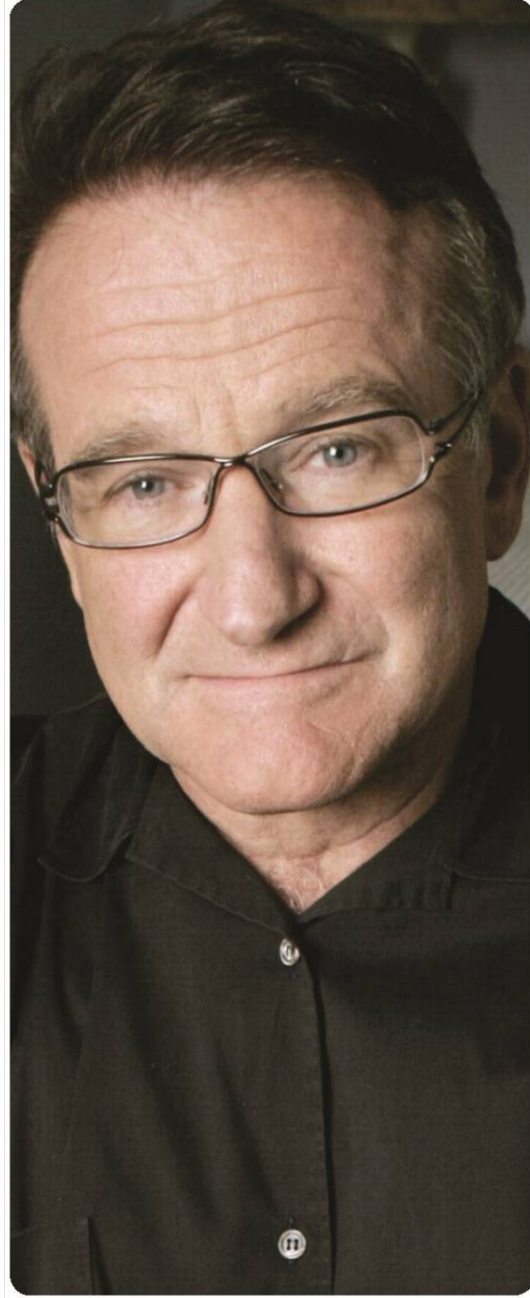
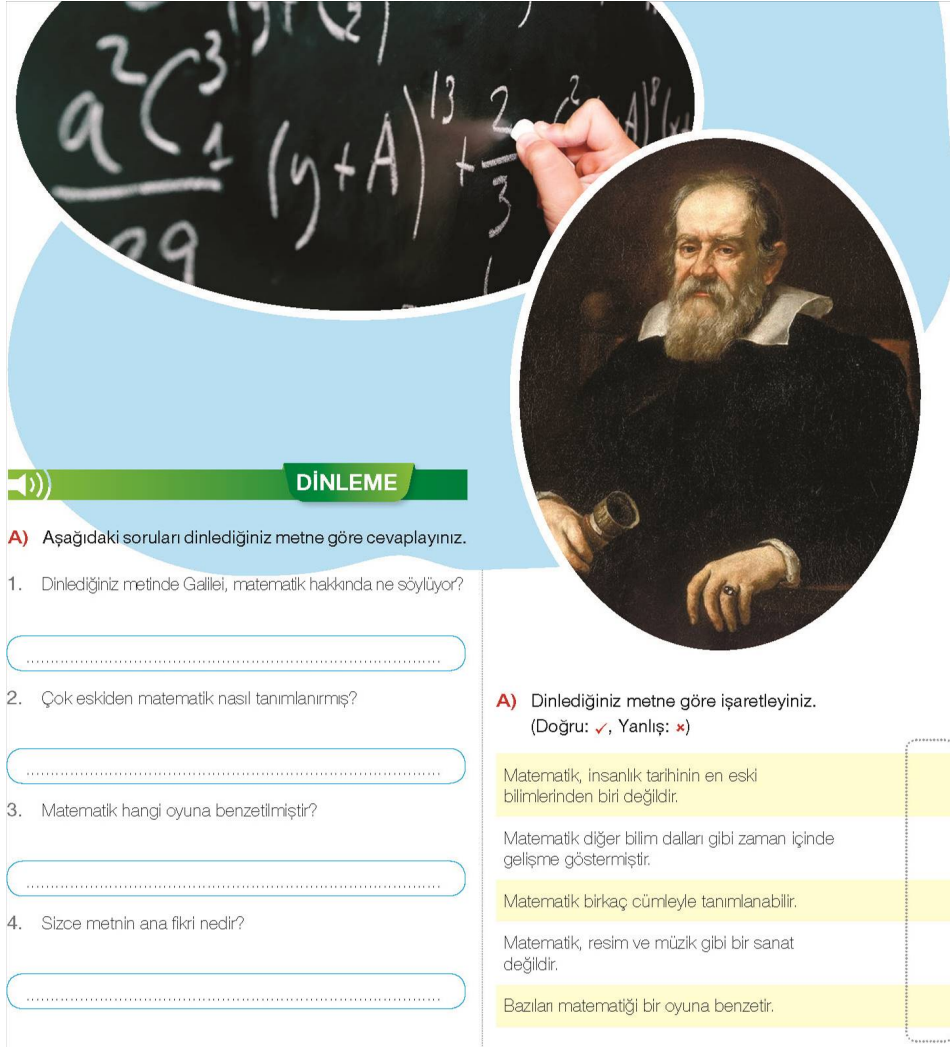


Figure 12. Listening 12 Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 3 Listening Text 12: "A MOVİE"

The listening is about a movie seen by a girl who works on a project and has effectively completed her project. The movie is introduced briefly. The activity included five open-ended questions and four sentences to be explained. Although the activity is generally suitable for the level in terms of grammar structure, there are also roof suffixes, C1 subjects. The activity included words (didactic, script, humor, donation, unlicensed, etc.) and expressions (adding color to life, in one breath, suicidal, eating blows, spreading across the country) that students will not understand. The person vocalizing the text does not seem to be saying something but in the mood of reading a book, which may psychologically create reluctance to listen by boring the students.

The text visually includes a photograph of a middle-aged man. It is unclear whether this male photograph is Patch Adams in the listening dialogue or is the director or the film's screenwriter. Instead, it is thought that it would be more appropriate to use a frame from the movie or include a movie poster. In addition, it is thought that it would be more appropriate in terms of cultural transfer to include a Turkish film instead of choosing a foreign film.

It was determined that the text title was included in the audio recording of the listening text, while the title was not included in the book.



DİNLEME

A) Aşağıdaki soruları dinlediğiniz metne göre cevaplayınız.

1. Dinlediğiniz metinde Galilei, matematik hakkında ne söylüyor?

.....

2. Çok eskiden matematik nasıl tanımlanmış?

.....

3. Matematik hangi oyuna benzetilmiştir?

.....

4. Sizce metnin ana fikri nedir?

.....

A) Dinlediğiniz metne göre işaretleyiniz.
(Doğru: ✓, Yanlış: ✗)

Matematik, insanlık tarihinin en eski bilimlerinden biri değildir.

Matematik diğer bilim dalları gibi zaman içinde gelişme göstermiştir.

Matematik birkaç cümleyle tanımlanabilir.

Matematik, resim ve müzik gibi bir sanat değildir.

Bazıları matematiği bir oyuna benzetir.

Figure 13. Listening 13 Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 4 Listening Text 13: "WHAT IS MATHEMATICS?"

The listening text is about the science of mathematics. It talks about the science of mathematics and Galileo. In the activity, four open-ended questions and five true-false questions were included. It has been observed that the grammar structure of the text conforms to the level. Only a few words have a passive voice. Word choice is generally suitable for the level.

Visually, there are a photo of Galileo and a mathematical solution on the board. The text was found to be suitable as visual and subject. The visuals in the text were sufficient.

In terms of cultural transfer, it is thought that including a scientist who reflects our own culture will support culture transfer better. As many Turkish and Islamic scientists reflecting our culture exist, selecting Galileo is thought to be inappropriate for cultural transfer.

It has been observed that the title is included in the audio recording of the listening text, while the title is not included in the book.

DİNLEME

A) Hikâyeyi dinleyiniz ve hikâyeye uygun bir son yazınız.

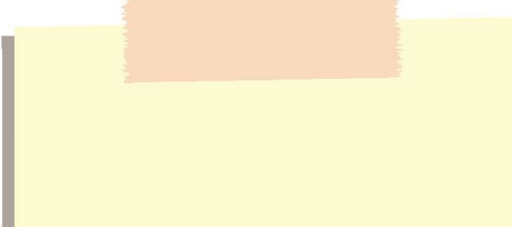


Figure 14. Listening 14 Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 4 Listening Text 14: "OLD MEN AND HIS SONS"

In the listening text there is an older adult who is about to die. The activity gives a message about his sons living in unity and togetherness after he dies and what will happen to them when they separate. The question type in the activity is text completion. The students were asked to guess and complete what was left in the gaped story which is left in the middle in the listening audio recording. The text grammar structure is suitable for the level. The words used in the text are also generally suitable for the level. Some words and word groups that are difficult to understand (to gain reason, arrow, advice) are included in the text. No visuals were used in the listening text. It is thought that giving place to a picture of an arrow or an elderly father in bed will support the activity in terms of clarity. The listening text and the message given in the story are thought to be suitable for cultural transmission. It was determined that the title was included in the audio recording of the listening text, while it was not included in the book.

DİNLEME

A) Dinlediğiniz metindeki olayı kısaca özetleyiniz.

.....

.....

.....

.....

.....

.....

.....

.....

B) Aşağıdaki özelliklerden dede ve toruna uygun olanları işaretleyiniz. Bu özelliklerden hangileri size uyuyor? Tabloda size ait olan yeri de kullanınız.

Özellik	Ben	Dede	Torun
heyecanlı			
sakin			
idealist			
çekingen			
girişken			
çekimser			
hareketli			
bilge			

Özellik	Ben	Dede	Torun
hayalperest			
iyimser			
kötümser			
gerçekçi			
pratik			
kuşkucu			
cana yakın			
tutucu			
yardıms sever			
mükemmeliyetçi			
duygusal			
mantıklı			
açıksözlü			
gergin			
vesveseli			
karizmatik			
özgün			
rahat			
ciddi			
açıkgözlü			

Figure 15. Listening 15 Gazi University Teaching Turkish to Foreigners Textbook B2 Level Unit 4 Listening Text 15: "TO BE A LAKE"

The listening includes a dialogue between an elderly grandfather and his grandson. As the activity question type, the students were asked to summarize the text they listened to in the first part, and in the second part, twenty-eight adjectives were given and they were asked to match these adjectives with the heroes of the story (grandfather and grandchild) based on the listening text. The text is suitable for the level in terms of grammar structure. The words used in the text are also suitable for the level. However, the adjectives used in the text should be explained to the students or the students should figure them out from the dictionary before listening to the text. The person who voiced the grandfather in the listening text changed his voice trying to make it look like a grandfather, which reduced the comprehensibility of the listening text.

Visuals were not used in the listening. It is thought that it would be more appropriate to include a photograph of a grandfather and a grandchild in conversation in terms of comprehensibility of the text.

It was determined that the title of the text was included in the audio recording of the listening text, while it was not included in the book.

DİNLEME

A) Dinlediğiniz metne göre işaretleyiniz.
(Doğru: ✓, Yanlış: ✗)

Kız, kitap okumaktan hoşlanmıyor.

Erkek, romanı okumayı bitimemiştir.

Erkek, romanı ilk baskısından okuyor.

Erkek, kitabı internetten satın almıştır.

"Savaş ve Barış", tek ciltlik uzun bir romandır.

Erkek, romanı çevirisinden okuyor.

Sahaf, çok düzenlidir ve yeni kitaplar satar.

Kız ve erkek birlikte daha önce sahafa gitmişlerdir.



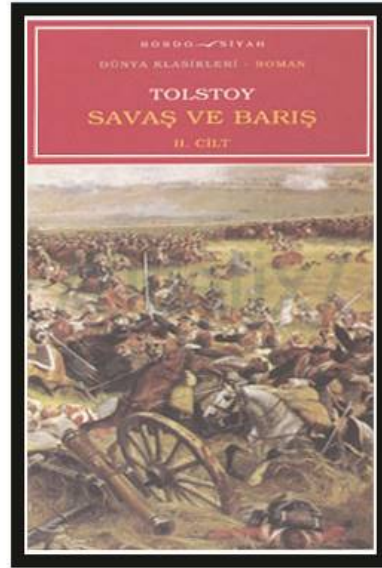
B) Aşağıdaki boşlukları doldurunuz.

"Savaş ve Barış" romanı tarihini, kültürünü ve insanını anlatıyor.

Romanın yazarı dur.

Erkek, romanın yılı baskısını okuyor.

Erkek, romanı 'da bir sahafı almıştır.



- C) Dinlediğiniz diyalogda aşağıdaki konulardan hangisine değinilmemiştir?
- Kitabın yazarı ve yayın yılı
 - Kitabın türü ve yazarın üslubu
 - Kitabın nereden satın alındığı
 - Kitabın internet ve sahaf fiyatı
 - Kitabın hacmi ve içeriği

Figure 16. Listening 16 Gazi University Teaching Turkish to Foreigners Textbook B2 Level Unit 4 Listening Text 16: "READING A BOOK"

”


The listening activity included a dialogue about a boy and a girl reading and buying books. In the activity, eight true/false questions, four gap-filling questions and one multiple-choice question were included. The text is suitable for the level in terms of grammar. Although the words used in the text are generally learnable according to the level, the text includes words and phrases that cannot be understood by students (character analysis, writing, much, good translator pen, translation of the language etc.). The listening text is suitable for the level in terms of speed and clarity.

Tolstoy's novel "War and Peace" was included in the listening. Visually, a photo of Tolstoy and a visual of his book War and Peace are included. The visual is considered to be adequate and appropriate.

While there are many authors and works belonging to Turkish culture, instead of choosing War and Peace novel; choosing another book of a common author who belongs to our culture would be considered right and appropriate in terms of culture transfer.

It was determined that the title of the text was included in the audio recording of the listening text, while it was not included in the book.

▶▶
DİNLEME



A) Metni dinleyiniz. Aşağıdaki soruları metne göre cevaplayınız.

1. Aşağıdakilerden hangisi "Sanat tarihi nedir?" sorusunun cevabı olabilir?

- Sanat tarihi, görsel sanatların evrimini inceleyen bilim dalıdır.
- Sanat tarihi, görsel sanatların ait olduğu kültürü inceleyen bilim dalıdır.
- Sanat tarihi, sanatın sınıflandırmasını yapan bilim dalıdır.
- Sanat tarihi, bir sanat eserinin özelliklerini inceleyen bilim dalıdır.

- Aşağıdakilerden hangisi sanat tarihinin temel amaçlarından biri **değildir**?
 - Sanattaki değişimleri bir sistemle sınıflandırmak
 - Yaratıcılığa sahip biçimlendirmeleri yorumlamak
 - Sanat eseri ve sanatçı arasındaki ilişkiyi ortaya çıkarmak
 - Sanat eserlerini akımlar etrafında toplamak
- Aşağıdakilerden hangisi sanat tarihinin çalışma alanlarından biri **değildir**?
 - Bir sanat yapının ait olduğu kültür ortamı içindeki konumunu belirlemek
 - Kişiyi sanat kavramı üzerine felsefe yapmaya itmek
 - Bir sanat yapının kime ait olduğunu tespit etmek
 - Sanatçıların kendilerinden sonraki sanatçılar üzerindeki etkilerini değerlendirmek
- Aşağıdaki başlıklardan hangisi sanat tarihi kapsamına **girmez**?

a) sanat akımları	b) sanatta üslup
c) sanat felsefesi	d) sanat okulları

Figure 17. Listening 17 Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 5 Listening Text 17: "INTRODUCTION TO ART HISTORY"

In the listening text, information was given about art history; art history researches and art historiography were mentioned. Four multiple-choice questions were included in the activity. The activity is suitable for the level in terms of grammar structure. The words and some expressions used in the activity are words that students will have difficulty understanding (evolution, trends, successor, iconography, determination, intuitive comprehension, etc.). Although the audio recording of the text is understandable, it is thought that it will be difficult for students to understand and interpret due to the question style and subject content.

Visually, there is only one picture of a library in the text. It is thought that it will not be suitable for use as the library photo does not evoke the art history. Instead, it is thought that using a few architectural structures with visual or artistic value taken from the museum would be more appropriate in terms of integrity with the subject. As our country is rich with art and art history, it is thought that it will be appropriate to use historical images in terms of both cultural transfer and compatibility with the text.

It was observed that the title was included in the audio recording of the listening text, while the title was not included in the book.



DİNLEME

A) Metni dinleyiniz. Aşağıdaki soruları metne göre cevaplayınız.

1. Batı tarzı resim sanatından önce Türk resim sanatı neye dayanmaktaydı?
2. Minyatürlerde padişah neden diğer kişilerden daha büyük çizilmektedir?
3. Doğu ve Batı minyatürleri arasındaki fark nedir?
4. Osmanlı'da minyatür yapana ne ad verilir? Bu insanlar nasıl yetişmektedir?
5. Batı'da minyatür zamanla neden önemini kaybetmiştir?

B) Dinlediğiniz metne göre işaretleyiniz.

(Doğru: ✓, Yanlış: ✗)

Minyatürlerdeki çizimlerde ayrıntıya önem verilmez.

Minyatürlerde sadece insanlar çizilmiştir.

Minyatüre hem Doğu'da hem Batı'da rastlanmaktadır.

Osmanlı'da minyatüre nakış denmektedir.

Minyatürlere matbaada basılan kitaplarda rastlanmaktadır.



Figure 18. Listening 18 Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 5 Listening Text 18: "MINIATURE AND EMBROIDERY"

"Miniature", one of the Turkish painting arts, was introduced in the activity. In the activity, five open-ended questions and five true-false questions were included. In terms of grammar structure, the text is generally suitable for the level, but the passive words in the C1 curriculum are included in the listening texts. Although the words used in the activity are also understandable, it has been observed that there are also words that cannot be understood (plato, execute, giIT, copy, etc.).

There is a visual about the miniature art in the text. However, although there much mention about the miniature painter in the listening, there is not a picture of a miniature painter or it is mentioned that the Miniature was also made to illuminate the book, and there is no visual image that it made to books for illuminating the text.

It is thought that including Miniature, one of the arts belonging to Turkish culture, in the listening text is beneficial in terms of cultural transfer.

It was determined that the title was included in the audio recording of the listening text, while the title was not included in the book.

4. Ahmet'den kendi isteğimle ayrıldım.
.....

5. Okulda ki toplantıya kimse katılmıŖ.
.....

6. Byle davranıŖlar daha nem taŖır.
.....

7. Geen hafta sonu Beypazarı'ya geziye gittik.
.....

8. Yaptıėın yanlıŖları sendemi farkettin?
.....

9. Sylediklerine gre amaliyat ok uzun srmŖ.
.....

10. Hikimse onun ne yaptığını biliyor.
.....

C) "Mutluluk nedir?" konulu bir kompozisyon yazınız.

DİNLEME

A) Dinlediėiniz metinlerin konularını yazınız.

1. Metin
2. Metin
3. Metin

**B) Dinlediėiniz metne gre iŖaretleyiniz.
(Doėru: ✓, YanlıŖ: ✗)**

Televizyon programları insanların gnlk hayatlarına gre planlanmaktadır.

Bilgisayarda kullanılacak programları ocukların kendileri semelidir.

Son zamanlarda beyinde tmr oluŖumuna sebep olan etkenlerden biri de cep telefonudur.

ocuklar bilgisayarda oyun oynarken yalnız bırakılmaldır.

Medya sektr insanlar televizyon baėımlısı hline getiriyor.



Figure 19. Listening 19 Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 5 Listening Text 19: "DO YOU KNOW THESE?"

In the listening text, three of the most important communication tools of our age (computer, television, mobile phone) are explained in three different dialogues. In the activity, three open-ended questions were asked and the students were asked to write the topics of the texts they listened in order in the first section. In the second part, five true-false questions are included. The text is generally level-appropriate in terms of grammar structure, and passivity structure, which is in the C1 level curriculum, was used in only two words. The text is suitable for the level in terms of word structure and comprehensibility. The audio recording is understandable, but it is thought that students will have difficulty answering the open-ended questions given in the listening activity.

A photo frame consisting of parents and children is included in the text. It is thought that the photograph cannot be connected to the activity or the communication. It is thought that putting a computer, telephone and television picture instead will increase comprehensibility. Also, the title of the text is not compatible with the content.

It was determined that the title of the text was included in the audio recording of the listening text, while it was not included in the book.

DİNLEME



A) Radyoda yayınlanan spor programını dinleyiniz ve aşağıdaki cümleleri dinlediğiniz metne göre işaretleyiniz.
(Doğru: ✓, Yanlış: ✗)

Dinlediğiniz radyo programı araba yarışlarındaki kazalarla ilgilidir.

Temmuz ayındaki Formula 1 yarışlarının hangi ülkede yapılacağı henüz bilinmiyor.

Formula 1 Başkanı, Türkiye ile para konusunda anlaşamadıklarını belirtmiştir.

Formula 1 araçlarıyla ilgili bilgiyi bize eski bir Formula 1 pilotu veriyor.

Formula 1 araçlarının normal araçlardan farklı özellikleri vardır.

- B) Aşağıdaki cümlelerin devamı olan doğru seçeneği işaretleyiniz.**
- a) Formula 1 pilotları.....
- A) yarış boyunca ortalama 2 kg kaybetmektedir.
B) yarışabilmek için eğitim almaktadır.
C) araçların lastiklerini kendileri değiştirirler.
D) yarışlarda en fazla 320 km hız yapabilirler.
- b) Formula 1 araçları.....
- A) çabuk hızlanıyor ama bu araçların durması zaman alıyor.
B) bir jettten daha hızlıdır.
C) jet yakıtıyla kullanılmaktadır.
D) hızlı gitmesi için çok hafif üretiliyor.
- c) Formula 1 araçlarının motoru.....
- A) 2000'li yıllarda 750 beygir gücündeyken bugün 850 beygir gücündedir.
B) 2000-2010 yılları arasında daha güçlüyken bugün motor gücü bu seviyede değil.
C) yarışlarda, araçların aşırı ısınmasına sebep oluyor.
D) Türkiye'de, İzmir'de üretiliyor.
- C) Aşağıdaki tabloda boş bırakılan yerlere neler yazabilirsiniz? Parçayı tekrar dinleyiniz ve tabloyu doldurunuz.**



Formula 1 araçlarının motor gücü	• 2000-2010 yılları arasında 750-850 beygir gücündeydi.
Formula 1 araçların kokpit bölümü	
Formula 1 araçlarının hızı	
Formula 1 araçlarının lastikleri	

Figure 20. Listening 20 Gazi University Teaching Turkish to Foreigners Textbook Level B2 Unit 5 Listening Text 20: "SPORTS NEWS"

In the listening text, sports news from a radio program are presented and the "Formula 1" races held in Istanbul are the subject of the news. In the activity, five true-false questions, three multiple choice questions and three open-ended questions were included. Although the text is generally suitable for the level in terms of grammar structure, passive structured words in the C1 curriculum are also included. There are some words in the text that the student cannot understand (cockpit, horsepower, jet, can not believe in his ears).

The text includes a visual of the Formula 1 vehicle while changing tires. The image is considered to be compatible with the text. In addition, it is thought that using a photo taken during the race would also make it more understandable.

It was determined that the title was included in the audio recording of the listening text, while the title was not included in the book.

CONCLUSION AND RECOMMENDATIONS

Books on teaching Turkish as a foreign language have been the subject of different studies in many respects. Studies on these books are generally concentrating on reading and writing in our country. When looking at both the education provided in TÖMER in our country and the researches in the field of Turkish, it is seen that reading and writing are predominant. Parallel to this, researches on Turkish as a foreign language have been mainly conducted on reading and writing education.

All language skills in language teaching are skills that complement each other. One skill area is not independent from the other, but it is known that more emphasis is placed on reading and writing skills in language teaching. In this context, it is observed that writing and reading skills are given more place in Turkish textbooks and also in Turkish teaching books for foreigners, and listening skills and activities are less included. Şimşek (2016), in the study in which he examined Istanbul Turkish Teaching Set for Foreigners and Yunus Emre Turkish Teaching Set, stated that the number of activities related to listening in these books is less than the activities of other skills.

Just as individuals first acquire the listening skill in the mother tongue acquisition process, the situation is not different in teaching Turkish to foreigners. The student first hears the letters and words and tries to learn and make sense. Although it is ignored in language teaching, listening skill is the basis of language teaching. The first information about our mother tongue begins to be acquired through listening. From this point of view, "listening" forms the basis of language learning (Baş, 2002).

In this study, listening activities at the B2 level of Gazi University Teaching Turkish to Foreigners Textbook, which teaches Turkish as a foreign language, were examined by document analysis method, one of the qualitative research methods.

The scientific discussion about the results obtained at the end of the research is given below:

Although there are titles in the listening audio recordings, it was determined that the title is not included in the listening sections of the book. It is thought that including the title in the listening process can mentally prepare the student for the subject he will listen to.

Since the student is at B2 level, in the listening section authentic texts can be chosen and listened. The use of authentic materials has gained importance with the Communicative Language Teaching Approach that emerged in the 1970s. During this period, various audio, visual and printed documents used in the lessons began to be called authentic materials (Özdemir, 2013). It has been determined that Gazi University Textbooks on Teaching Turkish to Foreigners do not include authentic texts. The dialogues in the text were voiced in a studio environment. It is thought that giving more space to authentic texts at B2 and C1 levels will be more consistent as it will get the student more accustomed to the sounds they will hear in daily life.

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The question types in the activity differ. In this respect, question types are acceptable, but the questions are not given in the same order of the audio recording. Failure to give the questions in order causes the students not to be able to find the places of the questions while listening; so they feel stressed because they cannot find the places of the questions immediately and they cannot answer the listening correctly. For this reason, it is thought that giving the questions in order will be appropriate in terms of listening quality. In addition, it is seen that listening question types generally aim to teach students to write what they understand from what they listened. It is seen that there is no question type asking the students to reread or speak out what they understood.

In terms of grammar usage, the listening is generally suitable for the level according to the European Language Portfolio. It is acceptable to include high-level grammar rules in the texts, as students will understand the topic from the context in parallel with the high level.

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In terms of grammar usage, the listening is generally suitable for the level according to the European Language Portfolio. It is acceptable to include high-level grammar rules in the texts, as students will understand the topic from the context in parallel with the high level.

Visuals were mostly used in the listening. Visuals were not included in some listening activities. Some texts and images are not compatible with each other. It is thought that text visual harmony will increase the comprehensibility of the text. Tüfekçioğlu (2014) also states in his study that the use of visuals in listening activities is an application that affects the comprehensibility of the text

Suggestions

-Wider place should be to Listening activities in Turkish as a foreign language books.

-While there is a title in the listening soundtrack, it is not included in the book. Since it is thought that the students will be mentally ready for the subject by including the title; It is useful to include the relevant titles in the book.

-Authentic sound recordings are not included in the listening texts. As the B2 student level increases, using authentic texts may have more beneficial results.

-There are very few texts reflecting Turkish culture in listening texts, so the number of texts containing Turkish culture in listening texts should be increased.

- The questions in the listening texts were not given in the same order of the audio recording. It is thought that giving it sequentially will both reduce anxiety of the students and increase comprehension. For this reason, it is beneficial to keep the order of the questions and the order of information in the listening text in parallel.

- Unknown words in the listening texts are thought to affect students' anxiety levels negatively and make comprehension difficult. For this reason, giving unknown words in boxes for the teacher's explanation before listening can increase the efficiency of the lesson.

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Researchers' contribution rate

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