

Teachers and Students' Evaluation of Listening Texts in Turkish Textbooks[#]

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ABSTRACT

The aim of this study is to evaluate the listening texts in terms of the suitability for student level. In order to achieve this goal, the opinions of Turkish teachers and the secondary school students who have been taught by these teachers were studied. The research was carried out in January 2018 with 5 Turkish teachers and 20 secondary school students at different schools in Van city center. Four Turkish textbooks (5th to 8th grade) were used as the data source in this study, which aims to reveal the quality of listening texts, having multiple units required us to use the nested case study model, a qualitative research model. Semi-structured and structured interview forms developed by the researchers for teachers and students were used for data collection. Expert opinions were taken during the development of the interview protocols. After interviews with teachers and students, inductive thematic analysis method was used to analyze the interviews. The opinions of both students and teachers about listening texts can be summarized as follows; there are many unknown words, texts are not appropriate to students' level, texts are long, text types should be based on events, there is much description in texts, texts are out of date, texts are not at the desired level in terms of language and expression, and activities in the texts are quantitatively too many but qualitatively not on a desired level.

Key words: Listening, Listening Texts, In-Use Textbook Evaluation, Text Quality, Turkish Textbooks

INTRODUCTION

Teaching Turkish consists of four basic skills: listening, speaking, reading and writing. Listening skill is recognized as the first of these four basic skills. According to Özbay (2016), listening skill is the first skill that human uses. In this sense, it can be said that listening skill has a special place and importance. The habit of listening has an important share in terms of the individual's correct perception of his/her environment and the world, and adapting to the social environment in which the individual is involved. Listening is an important skill that enables an individual to use his/her communication skills which he/she learns both in school life and after school life correctly and to interpret what s/he listens to (Çiftçi, 2007).

The language learning process begins in the mother's womb through listening. The baby listens to speeches and voices from the prenatal period, and even comes up with frequent words, knowing the name of his parents (Güneş, 2007). Hence, before human beings come into the world, while in the mother's womb they begin to listen to the world where they are not physically involved.

Listening is the activity which enables to understand smoothly the message of the speaker to give and to react against the stimulus (Demirel, 2002). According to Güneş

(2007), listening is a complex process consisting of various functions of sound, ear and brain such as sound, hearing, thinking, understanding, associating, criticizing, and structuring in the mind. According to White (1998), we are actively involved in what we are told; According to Hennings (1992) it is the reception, processing and interpretation of the incoming data. According to Jalango (1995), listening is more than hearing, a good listener hears and makes sense of sound. Therefore, the listener is not a person who hears the voices calmly but who configures sense. In sum of the definitions, listening is not considered as a simple hearing process and it is emphasized that listening is a mental process.

Children develop their listening and mental skills via listening and learning various knowledge (Güneş, 2007). Listening is one of the primary ways to acquire knowledge, to learn, and to understand. Individuals who have not passed the listening education or who have not acquired this habit are having various problems in understanding and explaining (Özbay, 2016). Listening is a communication tool but also an important skill that forms the basis of speech, reading and writing skills. Diamond (2007) states that through listening, one will discover himself/herself, respect others, thus gain respect, and that listening is a way to gain more information. Shafir (2003) states that listening is the main element of real communication, considering this age, in which technology

makes major changes in human life, as “the age of confusion”. According to Gilakjani & Ahmedi (2011), the acquisition of other language skills takes place through listening.

Nowadays, the aim of listening teaching is understood as developing mental skills such as thinking, understanding, questioning, classifying, analysis and synthesis as well as developing language and communication skills (Güneş, 2007). It is a recognized fact that as a neglected, forgotten, lost skill in the West, listening develops mental skills. According to Demirel (2002), the place and importance of listening in the learning process is significant. Students are required to spend thrice more time out of course for learning a subject that they can learn by listening and watching during a course.

Language training is one of the most important tools that carry out lifelong learning process beyond developing communication skills of individuals. The schools where the learning process is carried out in a planned way are institutions in which the details such as teacher, student, lesson process, learning environment and program are organized systematically in order to reach the goals. One of the most important steps in this planning is the curriculum (Girgin, 2011). According to Graves & Loaiza (1999), as listening is a skill that can be developed, this skill is intended to be systematically developed in schools. Therefore, it has been an important part of language education in programs. According to Dawes (2008), the development of listening skill is a very difficult area for teachers, although it has an important place in the curriculum.

The listening skill, which is very important in the life of the individuals, had not taken place until 1962 in Turkish teaching programs. In the draft program of 1962, detailed information about listening skill has not been given and the following statement is given about listening only under the heading of objectives: “To accustom students to understand exactly and correctly what they listen and read” (MEB, 1962: 46).

In the Basic Education Schools Turkish Education Program, language skills are grouped under two headings as comprehension and narrative skills. Comprehension skill contains of listening and reading, and narrative skill consists of speaking and writing (MEB, 1981). According to Özbay (2016), a different aspect of the 1981 program than the other programs was program giving more comprehensively place to “reading” and “watching while listening”. However, the required explanations on how to do the listening training were not sufficiently made. Although it is not provided with any explanatory information about listening education, it can be said that the Turkish Education Program of the Basic Education Schools did not provide any important information about listening training (MEB, 1981).

2006 Turkish Language Teaching Program (6th, 7th, 8th Grades) is the first program to address listening skill independently. In the program, it's stated that the materials to be monitored and listened are required to be appropriate for the students' interests and levels, as well as it should enrich the imagination worlds of students (MEB, 2006).

In 2015 Turkish Course Instruction Program (Grades 1-8), listening skill is not considered as a separate skill area.

In this program, listening and speaking skills are handled together under the title of verbal communication (MEB, 2015).

In the 2017 Turkish Language Instruction Program (Primary and Secondary School 1-8 Grades), listening skill is considered as an independent skill. Although there is no information about the listening skills in the learning areas, listening has taken place as a separate skill (MEB, 2017a). According to Aydın (2017), the absence of any explanations regarding the learning areas that form the basis of Turkish teaching in the program is a matter of debate in terms of whether this aspect of the program is suitable for teaching Turkish.

Since 2006, the importance of listening skills has been understood and considered as a separate skill. Although some of the criteria for listening texts have been mentioned in this program for the first time, no criterion of listening texts in Turkish lesson, related to the types, lengths and appropriation of the listening texts to the student level have not been mentioned in Turkish lesson, so the texts have been randomly selected to textbooks.

Textbooks are the only tools for acquiring the targeted gains related to listening skills in Turkish teaching programs. In a study conducted by Özbay (2016) about teachers in Ankara, it was found that 94.44% of teachers used textbooks as the main source. This is an indication that the textbook is the most basic material tool in Turkish lessons.

Textbooks are printed education and teaching materials, which are prepared in accordance with the principles that are based on the curricula of the curriculum, which are composed of rich texts equipped with cognitive and affective skills appropriate to the age and knowledge level of the student, and which inform the student the information they contain (Çeçen & Çiftçi, 2007). Solak and Yaylı (2009) stated that the main source of Turkish course is textbook.

Textbooks are the cornerstone of education and training. Although many written and visual materials are used in educational environments, textbooks have not lost their importance and frequency of use. Due to the fact that it is easily accessible for every student, the textbooks are the first guide source for Turkish teachers because they do not contradict the principle of equality and prepare a repetition at home (Payza, 2015).

The textbook has an important function to provide students with basic language skills especially in Turkish lessons. This function is based on the text in the books. Because all the language skills (reading, writing, speaking, listening and grammar knowledge) are tried to be gained through activities prepared from these texts (Çeçen & Çiftçi, 2007).

Texts that should be taught to students in Turkish lessons should be carefully determined in accordance with the skills and behaviors required to be gained in all age groups (Yurt & Aslan, 2014). Texts to be selected in the textbook should not be selected randomly, these texts should be selected in accordance with the student's interests, needs, readiness and biological, mental, psychological characteristics (Payza, 2015). Texts to be chosen should be full with words known by students, should not contain spelling and punctuation mistakes, they should improve the vocabulary of students and contribute to mental and language processes.

Text that attracts the student's interest, enriches the imaginary world, meets the level and gives pleasure to the student while listening, can allow the student to taste the language. According to Çeçen & Çiftçi (2007), the student is expected to enjoy the language in the best way possible by seeing the language in terms of sound, vocabulary and syntax.

Texts in Turkish teaching textbooks have important functions in terms of their contribution to cognitive, social and affective development. Texts, which are appropriate for the student level and which can be understood by the student and can be kept in memory, can intensify the attention of the students.

According to Field (1998), problems arising from listening texts may lead to incorrect development of students' listening skills. Therefore, it is thought that the opinions of Turkish teachers are important in determining the efficiency of listening education or whether the desired listening behaviors are realized at the expected level, and whether the goals and gains aimed at improving listening skills serve the purpose or not (Melanlioğlu, 2013; Yıldırım & Er, 2013). In addition, the opinions of the students who are in the target audience position have an important role in gaining listening skills. Because, by identifying the reasons keeping the student motivation high, motivating him/her to the lesson, and defining the problems making the texts difficult for him/her to understand the unknown words and the length of the text are very important, so that including the texts that these problems do not take place can facilitate the students' understanding of the text and enable him/her to understand his/her listening skills at the desired level. Robertson (2002) states that 57% of the time of primary school students is spent through listening. In addition, Barr, Dittmar, Roberts & Sheraden (2002) found that students with low listening skills were also academically inadequate. It can be said that the characteristics of the listening texts have a special importance for the students who spend most of their time listening.

OBJECTIVES AND RESEARCH QUESTIONS

The aim of the study is to reveal the opinions of secondary school students and Turkish teachers about the listening texts. Teachers 'and students' opinions are important to determine which issues should be taken into consideration for the selected texts in Turkish textbooks and to demonstrate the quality of existing texts. What are the views of secondary school students and Turkish teachers about listening texts in Turkish textbooks?

METHOD

In this study, a nested case study model was used. Because the presence of more than one unit that shows the quality of the listening texts shows the intertwining of the situation. The case study, which is selected as a research design, is a research method that allows the researcher to examine the depth of a phenomenon or phenomenon that cannot be controlled by the researcher (Yıldırım & Şimşek, 2011).

The following questions were asked to the teachers and students in order to present opinions that might answer the problem sentence:

Questions to Teachers

- What problems do your students have in understanding to listening texts?
- Are the listening texts and activities in the textbooks sufficient?
- What type of text is more effective on understanding of students what they listen to?
- Are the listening texts in the textbooks current?
- What do you think about the language of listening texts?
- Do the lengths of the listening texts prevent students from understanding what they listen to, and are they appropriate to students' level?
- Can students provide answers to the questions about listening texts at the desired level? If not, why?

Questions to Students

- What makes it difficult for you to understand in listening texts?
 - Are the listening texts and activities in the textbooks sufficient?
 - What kind of texts (tale, story, novel, epic, trial, article, etc.) should be the listening texts? Why?
 - Can you answer the questions asked by your teachers about the listening text?
 - Do listening texts reflect current events/life?
 - Are there many words that you don't know the meanings in listening texts? Do they affect your understanding?
- Does the length of the listening texts prevent you from listening to your level, is it appropriate for your level?

Study Group and Material

The study group consisted of 20 secondary school students and 5 Turkish teachers from the central districts of Van in the 2017-2018 academic year. The study group was chosen according to purposive sampling method. The materials of the study are a semi-structured interview form prepared to get opinions from Turkish teachers, and a structured interview form prepared to get opinions from the students. And also four textbooks were used as the materials of this study: 5th grade Turkish textbook by MEB (2017b), 6th grade Turkish textbook by Bozkurt and Canlı (2017), 7th grade Turkish textbook by Yıldırım (2017), and 8th grade Turkish textbooks by Erdal (2017).

Data Collection

In this study, semi-structured interview form was used to get opinions from teachers and structured interview form was used to get opinions from students. The interview forms were developed by the researchers. In the preparation of the interview forms, the relevant literature was firstly reviewed. Afterwards, for interview forms, opinions were taken from a faculty member specialized in qualitative research methods, from a faculty member in the field of Turkish Language Teaching and from a Turkish teacher who is doing a PhD in Turkish Language Teaching. After the expert opinions,

semi-structured and structured interview forms took their final form. After the interview forms were completed, the semi-structured interview form was applied to 5 Turkish teachers and the structured interview form was applied to 20 students who were instructed by these teachers.

Data Analysis

In the study, one of the analysis of qualitative data, content analysis was used. Content analysis can be defined as a systematic, repeatable technique in which some words of a text are summarized with smaller content categories based on certain rules-based encodings. It is a technique in which an objective and systematic recognition of certain features of a message is made (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2016). The voice recorded answers of the teachers were transcribed. The problems were identified by reading the answers given by the teachers and students, and codes were formed based on these problems. The codes generated by the two researchers were also checked by three other experts for the validity and reliability of the codes. The following formula recommended by Miles & Huberman (2016) was used to test the reliability of codes from experts:

Reliability = number of conciliations/number of conciliations + non-conciliations

This formula is intended to test the agreement between researchers (coders) and the obtained equation is expected to yield a result of greater than 70%. According to this formula, the reliability of the coders' opinions was found to be $220/220 + 25 = 0.81$. This operation was done to "increase reliability and reduce bias" (Miles & Huberman, 2016, pp. 58-65). The similar and close problems were combined under the generated codes with reference to the idea: "The

coded expressions are grouped according to their similarities with respect to their originality" (Strauss & Corbin, 1998, cited in Miles & Huberman, 2016, p.58). After this stage, the problems expressed by teachers and students were restructured with shorter and more concise expressions. Inductive thematic analysis method was used to analyze interviews. In the process of analyzing the data, the answers of the students were coded as "A1, A2, A3" and the answers of the teachers were coded as "B1, B2, B3".

Findings and Comments

In this part of the study, the findings of the study are presented. The findings of the students' views are given in the tables below.

In Table 1, the opinions of secondary school students about the difficulties they experienced in understanding listening texts given in Turkish textbooks. According to this, the students stated that they could not understand the listening texts at the desired level due to the reasons such as the abundance of unknown words, the length of texts, the lack of quality reading, the silence of the classroom environment, and excessive descriptions. In addition, some students stated that they could not understand the listening text for reasons such as comprehensibility, detailing and fluency.

When the Table 2 is examined, some of the secondary school students who are consulted about the adequacy of the listening texts and activities found that the activities were found to be sufficient while others considered the activities as inadequate. While only two of the 13 students who found the listening activities to be sufficient expressed their opinions with the reasons, 5 of the 7 students who did not find the activities sufficient, expressed their opinions along with their reasons.

Table 1. Factors affecting the difficulty of the listening texts

Category	f	Sample views
The words with unknown meanings	12	Some words I do not know and a lot of words of foreign origin prevent us from understanding the text (A1, A4, A5, A6, A7, A8, A9, A10, A12, A14, A19, A20).
Quality of reading	10	It would be better if they add excitement and read distinctly (A5). The fact that the reader cannot regulate the tone of voice according to the described event makes the text difficult to understand (A14). Reading the text distinctly is important for more efficient listening of text (A2, A1, A8, A9, A12, A13, A15, A20).
The length of texts	9	Long texts are preventing us from understanding the text (A3, A4, A5, A6, A7, A10, A16, A19, A20).
Out of silence of classroom environment	7	Out of silence of classroom environment makes it difficult to listen (A1, A2, A8, A9, A11, A13, A15).
Excessive descriptions	3	Excessive descriptions makes it difficult to understand the texts (A1, A2, A3).
Not fluency	2	As the texts are not fluent, I cannot listen the texts with pleasure (A2, A11).
Not being understandable	2	The fact that the texts are not clear prevents us from understanding the text. Texts should be more clear, there should be things that people can understand and solve (A6, A7).
Excessive details	2	Having a lot of details makes it difficult for us to understand the text (A1, A4).

Table 2. The views of the students on adequacy of the listening texts and activities

Category	f	Sample views
Yes	13	Enough, but many are useless. Written just for writing (A12). There are sufficient activities. (A17).
No	7	Activities are not very relevant to the topics we are dealing with. Therefore, I find some activities meaningless (A2, A7). I can't find anything to take people to get knowledge (A6). Because 7 of the 10 activities are irrelevant to the listening text. There are only 2 or 3 activities to understand text (A9, A15).

Students who did not find the listening texts and activities sufficient in the textbooks stated that the activities were not relevant to texts and they were not about understanding the text.

According to Table 3, all students, whose opinions are asked about what type of listening texts should be, have explained their opinions on this subject together with their reasons. Of the 20 students, 12 people stated that listening texts should be event based texts, 4 people should have articles or essays, and 4 people should have all text types. The majority of the students emphasized that the event-based texts were better understood, interesting, and that the listening text was more permanent in the mind. Since the article may contribute to students' scientific thinking skills, some students stated that listening texts should be an article. Some students stated that listening texts should be in the trial type since they can express freely without needing to prove their views.

In Table 4, among the secondary school students whose opinions are asked about whether they can answer the questions in the desired extent in the listening texts, only 4 of the 7 students who said "yes"; and 9 out of 10 students who said

"no", explained their opinions together with the reasons. 2 of 3 students who say "Partly" defines the reasons. The students who could not answer questions of teachers about the listening texts stated that they could not listen to the texts as they wanted because the texts were too descriptive and uninteresting. While the students who answered "Yes" said that they were able to respond in a comfortable way, students who answered "partially" answered that they could answer some questions, even if they were not at the desired level.

In Table 5, among the secondary school students whose opinions about listening texts reflect current events/lives, 4 of those who answered "yes"; 6 of those who answered "no"; 2 of those who answered "partial" explained their reasons. The students who answered "no" said that some of the listening texts should be related to issues such as child bride, technological developments and environmental problems. Two of the students who answered "partially" stated that the texts should be related to today.

In Table 6, among the students who have been asked about whether there are many words with unknown meaning

Table 3. The views of students about the kind of texts (tale, story, novel, epic, trial, article, etc.)

Category	f	Sample views
Event-based texts	12	Event, place, time and people should take more place in texts so we can keep them in our minds much (A1, A2, A3). It must be fairy tale because it is adventurous, engaging and short (A4, A5, A7). Because tale or story is better to understand easily while listening and better to keep in mind (A6, A8, A9, A16, A20) I want to listen to fairy tale texts to come alive in my mind. I can keep in mind if the informative texts are interesting. There should be information that the general does not know. Ordinary information does not motivate me. Only text with information should not be given. Listening text should be given as a story even if it is informative (A10).
Article/trial	4	Because students should be considered more on scientific subjects (A12, A13, A18). Because the student does not have to prove his thoughts in the trial. In this way we get used to telling our thoughts more comfortably. (A15).
All	4	Because when our teachers ask what kind of text they read after the reading, we learn all of them (A11, A14, A17, A19).

Table 4. The situation of ability to answer the questions of teachers

Category	f	Sample views
Yes	7	I can answer the text by listening well (A1, A3, A11, A18).
No	10	I can be stuck in questions in overly descriptive and obscure texts (A2, A6, A8, A9, A12, A13, A15). I can't focus on the texts as they are lack of interest. I can't understand the texts of listening because my mind goes to other places (A7).
Partly	3	We are still able to answer some questions, although not at the desired level (A4, A5, A10).

Table 5. Students' opinions on listening texts reflecting current events

Category	f	Sample views
Yes	5	I think most of them are current (A2, A7, A18, A19).
No	11	The texts reflect events far away us. (old times) They must be current. They must include some topics like child bride, technological developments, interest in the environment and so on. (A1, A3, A5, A8, A10, A15).
Partly	4	Some of the texts includes current event, some of them doesn't (A9, A11).

Table 6. Unknown words and their factors affecting understanding

Category	f	Sample views
Yes	7	Yes. Sometimes we do not know too many words with meanings and we do not understand very well. We can think of wrong things as well (A7, A12, A16, A19, A20).
No	8	There is not a lot of words that I do not know meanings. Even if there are, it doesn't affect understanding (A2, A3, A4, A8, A11, A17).
Partly	5	If there are some unknown words in texts like tale or story, it doesn't affect understanding; but if there are many unknown words in the texts like article or trial, it affects understanding (A5, A1, A6, A9, A18).

in the listening texts, 7 of them gave the answer of “yes”, 8 of them answered “no” and 5 of them answered “partially”. The students who answered “yes” stated that they did not know the meaning of words and that this situation prevented them to understand the text. The students who gave the answer “partly” stated that the fact that the words with unknown meaning did not affect the comprehension of the text, but the fact that the number of words with unknown meaning in the texts based on knowledge was prevented from understanding the text.

In Table 7, among the secondary school students who asked for their opinions about whether they have obstacles to understand listening texts according to the lengths of texts; 10 of those gave “yes” answer, 5 gave the answer “no”, and 5 of these students stated that the type of text was more effective than the length of the text. The students who answered “yes” stated that the listening texts should be short and not to be exhausted. The students stated that they were distracted when listening to the long texts and had difficulty understanding the texts. The students who said that it changed

according to the type of text stated that the length of the texts based on the article type upon information rather than the event-based texts had a negative effect on the meaning.

The findings of the teachers' views are given in the table below.

In Table 8, the teachers who have been interviewed about the problems of students during listening, stated that the students had difficulty in understanding the listening texts, in regard to these problems; the physical environment of the class, the level of readiness of the student, the unknown words, the length of the texts, the integrity of the text, metaphor and abstract concepts, the attractiveness of the texts and the level comprehensibility.

All of the teachers who thought that the listening texts and activities in the textbooks were sufficient, stated that they found the activities insufficient (Table 9). Only one of the five teachers stated that the activities are sufficient but did not give any reason for this opinion. Teachers who found the activities of listening texts inadequate were stated as follows; the number of activities is high but not qualitatively

Table 7. Length of the listening texts affecting students' listening

Category	f	Sample views
Yes	10	Listening texts should be shorter and open to people. The long text exhausts and we forget (A6, A3). It's an obstacle, because I've been thinking about some other things in this long time. Not suitable because it contains so much information and is not interesting. I'm distracting (A7, A13, A15, A20). It gets hard. When texts are long in mind, they should be short (A8, A9, A10).
No	5	I think their length is right for us (A2, A11, A12, A18).
According to type of text	5	Listening texts do not matter the length if it is story, but if it is like the article it is boring to be long (A5, A14, A1, A4). It's on my level. Being long doesn't affect my understanding. It doesn't matter whether it is too long or not, but it should be understandable (A17).

Table 8. Factors affecting difficulty of listening texts

Category	f	Sample views
The length of texts	5	Because the texts are long, students have difficulty understanding the texts and cannot link the text with the questions asked (B1, B2, B3, B4, B5).
Unknown words	2	Student cannot make sense of the text because there is a lot of words in the text that they don't know the meanings (B1, B2).
Physical environment of classroom	1	Physical environment of classroom affects understanding of the students (B5).
Student's readiness level	1	Student's readiness level is effective on students' understanding what they listen to (B5).
Integrity of text	3	The connection problems in the texts make it difficult for the student to understand the text (B2).
Metaphor and abstract concepts	2	Abstract concepts that do not fit students' level make it difficult for students to understand text (B2).
Texts lacking of interest	2	The fact that the subject does not attract the attention of the child makes it difficult for the student to understand the text. (B2).
Level convenience	2	Texts that are inappropriate for students' level make it difficult for students to understand (B2).

Table 9. The quality of texts and activities

Category	f	Sample views
Yes	1	Yes, they are sufficient (B4).
No	4	Activities are sufficient as a number; but qualitatively insufficient. They are repetition of activities within other texts in the book (B2, B1, B3). Listening texts are sufficient as numbers. However, even if the number of activities is high, the activities based on understanding are few. There are 2 or 3 activities that measure the student's comprehension (B5).

desired, the activities are far from measuring the students' comprehension ability, the activities in the reading texts are again.

All of the teachers whose opinions were asked about the type of text to be able to have an effective listening ability, stated that the texts should be based on the event (Table 10). They stated that the students listened to and understood the event better, they did not bored while listening to the text and they remembered the text comfortably.

In Table 11, one of the teachers whose opinions are asked about whether students can answer the questions about understanding the listening texts at the desired level said "yes"; the other four teachers answered "partially". The teacher who replied "No" stated that the majority of the students were distracted because they could not listen to the listening text. This teacher also stated that this situation caused the students not being able to give the desired answer to the

questions. The teachers who gave the answer "partially" stated that the type, length and language of the texts were effective in students' ability to answer questions about the text.

As shown in Table 12, one of the teachers, whose opinions about the listening texts are current or not, states that texts are current without the reasons; 2 of them state that texts are not current due to the fact that past issues are processed rather than current events; 2 of them state that some texts are current and some texts are not current.

In Table 13, one of the teachers whose opinions on the language of the listening texts were consulted, expressed that the listening texts should be appropriate to the student level. 2 teachers who participated in the interview stated that the texts should have a simple, understandable language since there is no simple and clear language in every text. The other 2 teachers stated that there were heavy language of some of the listening texts, and some texts have simple language. As

Table 10. The types of texts affecting students' understanding

Category	f	Sample views
Event based texts	5	Students listen and understand the event based texts better. It can keep their attention alive in the event-based text; but the students don't get pleasure from listening text based on information (B1, B2,). In the texts based on the event, the students wonder and follow the characters to the end. However, students are bored with texts such as article, trial, and they may not be able to follow almost all of them. Therefore, texts may not be fully understood (B3, B4). They understand storytelling texts better and enjoy listening. They do not understand literary genres like article or poetry, and they are quickly distracted. (B5).
Informative texts	...	

Table 11. Teachers' satisfaction of students' answers

Category	f	Sample views
Yes	-	
No	1	Most of the students can not listen the texts. As they cannot listen, they distract and they cannot answer at desired level (B1).
Partly	4	It is not possible to say anything common to all texts. But often they can't give the desired answer (B2, B3). In some of the listening texts, I cannot get the answers that are asked in terms of understanding. This is often the text is too heavy text or is too long, the students are distracted and do not listen (B4). It depends on the type of text. If the text is an easy-to-understand kind, the students can respond easily. However, if the article style is a text, they cannot answer easily (B5).

Table 12. The currency of listening texts

Category	f	Sample views
Yes	1	
No	2	They are definitely out of date. When we examine texts, historical issues are being discussed rather than current events (B1). I don't think it's up to date. It's not right to look at old texts (B2).
Partly	2	It cannot be said that they are not all up to date or out of date. But some of them are current cultural texts (B3). Some of them are out of date. In fact, the student may also be interested. Texts can also be added on topics such as the Internet, car, aircraft technology, communication (B5).

Table 13. Situation of the language of listening texts

Category	f	Sample views
Simple and clear language	2	There is no plain and clear language in every text. In some texts, language is simple and understandable for children, while others use a closed and fancy language (B2, B5).
Partly clear	2	The language of some of the listening texts may be heavy for students, but some of them are appropriate for their level (B3). In some texts, students may find it difficult to understand the language in listening texts. The high number of foreign words makes it difficult for students to understand (B4).
Level convenience	1	Listening text should be appropriate to student's level (B1).

Table 14. Length of the listening texts affecting students' listening

Category	f	Sample view
Yes	5	The focus of a person is more or less clear. For students, this period is slightly shorter and the length of the text is important for them. I'm tired of reading a text that lasts a lesson time, so the child gets bored of listening (B1, B2, B3). The longer the texts, the more distracting the students. This prevents them from understanding (B4). The student cannot understand the text when listening texts are long. Distractions can be very quickly (B5).
No	...	
Partly	...	

a result, all teachers agree that the text language should be understandable.

As shown in Table 14, all of the teachers whose opinions about whether the lengths of the listening texts prevented students from understanding what they were listening to, said that the length of the text distracted the students' attention and made it difficult for them to understand the text. Some teachers even stated that they were also tired of reading because of the length of the text, and that the students were bored and distracted.

DISCUSSION AND CONCLUSION

According to the teachers and students, it was found that the number of words with unknown meanings was one of the most important reasons that obstruct students' understanding of listening texts. In Hamouda's (2013) study in which the students who learn English as a foreign language tries to identify the listening problems, Hamouda reveals that the use of unknown words makes the text difficult to understand. Babayiğit & Ökten (2016), in their study of Primary School Fourth Grade Students' Understanding Skills Investigation, primary school teachers stated that some of their students had difficulty in understanding what they were listening to, and the students who could not revive what they were listening, had difficulty in understanding. The problems that cause this difficulty have been identified as follows; monotonous reading style, lack of emphasis and intonation, lack of attention of the students initially, the unknown words, long and transitive sentences, the appropriateness of the text to the student's level, the abstract concepts, the length of the text and the lack of attention in the students. As it can be seen, the problems listed are almost identical to the problems raised by teachers and students in our study. Related literature draw attention to same problems as listed in this study and in Babayiğit & Ökten's study. For example, Çiftçi (2007) states that the factors that prevent good listening are closed to listening, pretending to listen and not focusing on listening.

In our study, the reasons such as the noise in the classroom, the length of the texts, not reading of the reader in accordance with the reading rules, the excessive descriptions, the excessive details and the lack of fluency are stated as the factors that make it difficult to understand. Epçaçan (2013) states that the obstructive factors are monotonous and the level of language used by the reader. In their study on the meaning structures of the texts in Turkish textbooks, Demir & Sinan (2016) stated that the texts were not simple enough, that a heavy language style was preferred, and that too much

of the words which were deleted from the memory of society caused the negativity in terms of meaning and explanation. According to the study conducted by Çiftçi & Çeçen (2010), the number of unknown words in the majority of texts included in Turkish textbooks, is higher than that required (5%). Because most of the words are above the student level, the texts are difficult to understand. In addition, some words in the texts (çöğür, çeşte, tol, evlek, telkâri, türülken vb. seed, throat, tol, evlek, filigree, genealogy, etc.) stated that the students away from the real world and daily life. Özbay and Melanlıoğlu (2008) state that textbooks are given priority in word development, but most of the words are far from reflecting real life.

One of the results revealed in our study is that the texts are not suitable for the student level. According to Demir (2006), when preparing textbooks, especially choosing the texts taken into Turkish and literature textbooks, texts should be appropriate both to the student level and be rich in the number of different concepts they contain. Students' understanding of what they read or listen to, thinking and designing what they understand, and explaining them effectively in words and writing indicate the richness of student's vocabulary. In the study that evaluates the fourth grade Turkish textbooks according to the opinions of teachers in terms of content, language expression, grammar, texts and physical appearance Kolaç (2003) and in the study that evaluates Turkish textbooks in terms of language, expression and content according to the teacher opinions Bedir & Demir (2006), state that teachers see textbooks insufficient in terms of language and expression. Similarly, Karakuş (2014), who examined the texts in Turkish textbooks in terms of language and expression, concluded that the Turkish textbooks prepared by the Ministry of National Education were not sufficient in terms of language and expression. In the study which Açıık, Önkaş & Günay (2015) evaluated Turkish textbooks according to the textbook examination criteria, they found that the narrations, writing and punctuation mistakes were made in the texts, the transitions in the texts were not formed properly and the narratives that exceed the logic frame were included.

All of the participants of this study have shown that there are many unknown words that make the understanding of listening texts difficult, the texts are too descriptive and not interesting, and that they are heavy, long and informative (article, etc.) as the reasons for this situation. In his study, Payza (2015) states that the texts are not suitable for the student level, scientific expressions are given, students are bored of such expressions and texts are insufficient in terms of language and expression. Sever (1997) states that these missing

and inadequacies are caused by not giving rich expression opportunities of Turkish language in textbooks.

On the subject of what kind of texts should be as the listening texts, all of the teachers stated that the listening texts should be event-based texts, while 12 of the 20 students stated that the texts should be event-based texts. According to the research conducted by Babayiğit & Ökten (2016), it is stated that the text type in which students have success mostly, is narrative text type. According to Singer, Harkness & Stewart (1997), students who listen to informative texts have more difficulties to understand what they listen to when they are compared to the narrative texts (Yıldız & Çeçen, 2015). Similarly, Kodan & Bozdemir (2016) found that students were better on understanding narrative texts comparing to understanding informative texts; according to Diakidoy, Stylianou, Karefillidou & Papageorgiou (2005), secondary school students understand storyteller texts better than other text types. Yıldırım, Yıldız, Ateş & Rasinski (2010) found that students understood the narrative texts better than informative texts; Arslan (2013) found that students understood the narrative text better than the text in biography kind. Akyol (2006), Kodan & Bozdemir (2016) illustrate the structure of texts based on informative text as the reason why event-based texts are understood better than informative ones. Both the teacher and the students have suggested that the texts based on the event are preferred because they are permanent in mind, they are not distracted, they are better understood and they are interesting. Dilidüzgün (2012), who expresses impressions on the texts that are suitable for the target audience, states that the children are quickly bored and their attention is dispersed quickly so that the texts to be chosen should be formed primarily by considering the child and the reality of the child; it is stated that the way in which scientific information is expressed does not correspond to the cognitive and affective level of the child. Understanding of listening can vary according to text types and length or shortness of texts of the same kind affects understanding (Sinatra, 1990; Yıldız & Çeçen, 2015).

One of the findings reached in our study is that the texts are not suitable for student level. Tok & Eren (2014), in their research on the text perceptions of Turkish candidate teachers, state that under the title of the features that should be in the texts, the teacher candidates have defined the comprehensibility, simplicity and level appropriateness. It is determined that the most expressed situation under the title of the features that should not be in the texts is the fact that the texts do not bore the students.

While asking about the actuality of the listening texts, 4 of the 5 teachers and 11 of the 20 students stated that the texts were not up-to-date, 1 teacher stated that they were not out of date and 4 students stated that they were partly out of date. Similarly, in the study of Gündoğdu (2011), it is stated that the listening texts in the eighth grade Turkish textbook contain some inadequacies aimed at improving the listening skills in contextual and formal aspects. On the other hand, in a study conducted with 321 class teachers by MentişTaş (2007), 45.5% of teachers stated that examples of Turkish textbooks were given sufficient examples from

current life, and 50% of them were not current and applicable to life. In his study named, Canlı (2015) stated that the texts were filled with abstract and technical expressions, not supported with examples from daily life, and that the reason for this was not to consider the level of students in the selection of the textbooks (Yapıcı, 2004). In contrast to these studies, Akkaya & Çetinkaya (2017), in their study on 5th grade Turkish textbook, found that 38 texts (95%) had a current quality in terms of content; they found that some of them had not lost their actuality even though they were written in the past. Hedrick & Cunningham (2002) concluded that the activities related to the texts were far from the student's life, which prevented the achievement of listening skills.

In our study, long listening texts were found as the obstacle to understand. In Hamouda's (2013) study, the length of the listening text was found also as a problem that makes it difficult to understand. In a study examining the Turkish textbooks in Turkey and England, Topçuoğlu (2011) given that in a few paragraphs of text books to places in England, while in Turkey it stated that the text in the textbook too long. İşeri (2007) also emphasizes that the text lengths are one of the most common complaints about the textbook. According to the study of Kırmızı & Akkaya (2009) about the Turkish Course Curriculum, teachers expressed a similar opinion that the reading texts in Turkish textbooks are very long. It is stated that both teachers and students complain about the text lengths. Contrary to the studies listed above, the artist has completely different discourses. Güneş (2013) argues that the texts should be given without any abbreviation, so that the texts are long in order to improve their comprehension skills and to prevent memorization. Güneş (2013) states that the linguistic and comprehension skills of the learner have developed depending on the duration of interaction with the text; that short texts do not succeed in language teaching, in class activities, and in developing the student's mental dictionary; it suggests that short text means little meaning, little thought, little event, little knowledge, little paragraph, sentence and word.

RECOMMENDATIONS

According to the findings of the research, various recommendations for the researchers and the application have been given as:

1. It should be ensured that the texts to be selected in Turkish textbooks ought to be appropriate to the level of the students in terms of language, expression and length.
2. When selecting listening texts for Turkish textbooks, event-based texts should be on emphasis.
3. It should be paid attention to the preparation of qualified activities aimed at understanding the text rather than the abundance of listening texts.
4. The texts selected in Turkish textbooks should be up-to-date.
5. Listening texts should not be long enough to distract students.

6. While selecting text in Turkish textbooks, opinions of teachers and students who are the other stakeholders of education can also be consulted.

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