



Syrian Arab Refugee Students' Listening Comprehension Problems in Turkish Teaching as a Foreign Language

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Abstract

The substructure of many skills of speaking such as emphasis, pronunciation, intonation can be created by listening comprehension skills. In language learning, learning takes place on the basis of listening comprehension skills, especially at the introductory proficiency level. Listening comprehension skills are also related to the affective characteristics of language learners. The purpose of the present study is to determine the Syrian Arab refugee students' listening comprehension problems facing in Turkish learning as a foreign language. The present study is a quantitative descriptive study. The sample of the research is composed of 206 students who learn Turkish in Gaziantep University Turkish Language Teaching Center (TÖMER) with different language proficiency levels. The "Listening Comprehension Problem Scale (LCPS)" developed by Zhang and Zhang (2011) was used as a data collection tool in the present study. The obtained data were transferred to computer environment and analyzed with descriptive statistics techniques. Some of the suggestions have been made to improve the listening skill in Turkish teaching by comparing the findings with the previous related studies.

Keywords: Turkish language teaching for foreigner, listening comprehension, Syrian refugees;

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