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## The Use of Books and Cinema Films in the Development of Comprehension Skills in Teaching Turkish to Foreigners: A Multi-Case Study<sup>1</sup>

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### ABSTRACT

The aim of this study is to examine the effect of using literary books and cinema films on students' comprehension skills in teaching Turkish to foreigners. The case study model, one of the qualitative research designs, was adopted and the study was conducted with 24 C1 level students studying at TÖMER. Four different treatment groups were formed within the scope of holistic multiple case design. The first group watched the film *Selvi Boylum Al Yazmalım* with subtitles, the second group watched it without subtitles, the third group read the printed version of the book and the fourth group listened to the audiobook. The film application lasted 3 weeks and the book application lasted 6 weeks. Each group answered the listening/watching and reading comprehension tests after following the relevant material. At the end of the application, a semi-structured interview form was applied to all students. The data were analysed using descriptive and content analysis methods. According to the results, the listening/watching comprehension scores of the group watching films without subtitles were higher than the group watching films with subtitles. Similarly, the listening and reading comprehension scores of the group who read printed books were higher than the group who listened to audio books. In general, the order of success was as follows: film without subtitles, film with subtitles, printed book and audio book. The study revealed that different stimuli are effective in developing comprehension skills in teaching Turkish to foreigners.

**Key Words:** Teaching Turkish to foreigners, comprehension skills, material, *Selvi Boylum Al Yazmalım*, stimulus diversity.

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# Yabancılara Türkçe Öğretiminde Anlama Becerilerinin Geliştirilmesinde Kitapların ve Sinema Filmlerinin Kullanımı: Çoklu Durum Çalışması<sup>1</sup>

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## ÖZET

## MAKALE BİLGİSİ

Bu araştırmanın amacı, yabancılara Türkçe öğretiminde edebî kitap ve sinema filmi kullanımının öğrencilerin anlama becerileri üzerindeki etkisini incelemektir. Nitel araştırma desenlerinden durum çalışması modeli benimsenmiş ve araştırma, TÖMER’de öğrenim gören C1 düzeyindeki 24 öğrenci ile yürütülmüştür. Bütüncül çoklu durum deseni kapsamında dört farklı uygulama grubu oluşturulmuştur. Birinci grup Selvi Boylum Al Yazmalım filmi alt yazılı, ikinci grup alt yazısız izlemiş; üçüncü grup kitabın basılı hâlini okumuş, dördüncü grup ise sesli kitabını dinlemiştir. Film uygulaması 3 hafta, kitap uygulamaları ise 6 hafta sürmüştür. Her grup, ilgili materyali takip ettikten sonra dinlediğini/izlediğini ve okuduğunu anlama testlerini yanıtlamıştır. Uygulama sonunda tüm öğrencilere yarı yapılandırılmış görüşme formu uygulanmıştır. Veriler betimsel analiz ve içerik analizi yöntemleriyle değerlendirilmiştir. Sonuçlara göre alt yazısız film izleyen grubun dinlediğini/izlediğini anlama puanları, alt yazılı izleyen gruba göre daha yüksek çıkmıştır. Benzer şekilde, basılı kitap okuyan grubun dinlediğini ve okuduğunu anlama puanları sesli kitap dinleyen gruba kıyasla daha yüksektir. Genel olarak başarı sıralaması; alt yazısız film, alt yazılı film, basılı kitap ve sesli kitap şeklinde meydana gelmiştir. Araştırma, farklı uyaranların yabancılara Türkçe öğretiminde anlama becerilerini geliştirmede etkili olduğunu ortaya koymuştur.

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**Anahtar Kelimeler:** Yabancılara Türkçe öğretimi, anlama becerileri, materyal, Selvi Boylum Al Yazmalım, uyaran çeşitliliği.

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## **Introduction**

In our age, the need to learn a foreign language has emerged in addition to mother tongue acquisition. With the development of technology, individuals learn at least one foreign language besides their mother tongue. As in the mother tongue, comprehension and expression skills are at the forefront in foreign languages. While learning a foreign language, individuals hear and make sense of the texts related to that language. Then they read texts written in that language and make sense of them. Comprehension is the process by which an individual grasps the meaning of language concepts and real-world references by associating them with the information in his/her memory; full comprehension refers to the speaker's ability to have a listener who perceives each reference clearly (Rost, 2002). There is a close connection between comprehension skills. A common feature of reading and listening is that the process starts with perception and attention in both; while the prerequisite for attention and perception in listening is hearing, in reading it is vocalizing by ensuring the cooperation of the eyes, tongue, lips and palate (Ince, 2020). In addition, reading and listening skills have their differences. The factors affecting listening and reading skills are different; in listening, the learner plays a more passive role and may be difficult to measure and teach because it does not require performance, while in reading, the learner is more active and less observable than in listening due to eye movements and vocalization process, so it is necessary to utilize reading skills to develop and measure listening skills (Demir & Haykır, 2023). In this case, it is possible to state that reading and listening progress in a close relationship with each other up to a certain level.

Individuals also add expressive skills on top of their comprehension skills. Thus, they learn the four fundamental language skills as a whole. Individuals who learn comprehension and expressive skills as a whole develop themselves in the target language. Different materials are utilized, especially for improving comprehension skills. To improve comprehension skills in a foreign language, materials such as books, films, videos, tapes and CDs are used. While learning a foreign language, individuals construct meaning of that language with such materials. It is crucial for written, visual and auditory materials to engage different sensory organs, provide opportunities for multi-faceted learning and make the learning process permanent by breaking the monotony of the lessons (Yıldız, 2021).

Various materials are used to improve comprehension skills in teaching Turkish as a foreign language. In the studies conducted; materials such as "animation", "podcasts", "movies", "commercials", "cartoons", "reading texts and reading books", "newspapers", "comics", "TRT Listen and Radio Theaters", "audio stories", "news texts", "(Youtube) Shorts" and "(Instagram) Reels" Videos were used. In addition, tools and equipment such as television, video, smart board, music tracks, computer, textbooks, e-book (enriched book), dictionary, real objects/models, photographs, pictures and figures, smart phones and tablets are used in teaching Turkish as a foreign language (Biçer, 2019). The use of these materials in teaching Turkish as a foreign language enables learners to have a better command of language fields.

In the studies on the use of films in teaching Turkish as a foreign language; there are contents of the use of films with and without subtitles, audio, visual and subtitle use. In the process of teaching a foreign language, films are used in various fields. In particular, there are studies on the use of films in the fields of reading, listening, speaking and writing in teaching Turkish as a foreign language. In addition, there are studies on the relationship of films with other

language fields. The presentation of films with and without subtitles creates various benefits in teaching Turkish as a foreign language. One of these benefits is that it contributes to the development of listening skills. Dialogue-based videos such as movies, series, theater, etc., are used to improve students' four basic language skills. In teaching Turkish to foreigners, films selected in accordance with the characteristics of the target audience increase the interest in the lesson and bring the natural use of the language to the classroom and enable the development of language skills more effectively (Yılmaz & Diril, 2015). Films presented in their original language have long been considered both a reliable listening tool and a material that supports writing and speaking studies, as they reflect the use of natural language (Akçay, 2014). The individual both listens to how the words are pronounced in the target language and reflects this in his speaking skills. In summary, the use of films in teaching Turkish as a foreign language enables learners to have a learning environment inside and outside the classroom and plays a major role in the development of many language skills, especially comprehension skills.

Books, which are one of the most frequently used materials in teaching Turkish as a foreign language, have an important place in the development of individuals' comprehension skills. In addition to the textbooks used in the teaching process, reading books also improve the in-class and extracurricular comprehension activities of individuals. In particular, literary works play an important role in the development of students' reading skills. Today, in the field of foreign language teaching, the creation of supplementary reading books and the use of literary texts are of greater importance in the process of developing reading comprehension skills. (Nurlu, 2019). In teaching Turkish as a foreign language, students advance the reading comprehension process with adapted texts at all levels. In particular, printed books are of great importance in the development of reading skills in teaching Turkish as a foreign language. Individuals who learn Turkish as a foreign language mostly continue their reading comprehension process with printed books. In this respect, the use of printed books in teaching Turkish as a foreign language contributes to the reading comprehension process of individuals.

Another material used in foreign language teaching is the "audiobook", which is generally utilized for teaching English as a foreign language. Audiobooks help foreign language learners both to learn pronunciations in that language and to enhance their attention skills. Using audiobooks for teaching Turkish as a foreign language is also valuable for improving individuals' listening skills. Audiobooks contribute to literacy development by expanding vocabulary, strengthening comprehension skills, supporting independence, and providing examples for fluent reading and listening skills; this indicates that audiobooks can be an effective tool for listening education. (Rusdianti, 2024). In addition to audiobooks, those learning Turkish as a foreign language also develop their reading skills. Audiobooks used to improve comprehension skills enrich the language teaching process. In teaching Turkish as a foreign language, there are limited studies on the use of audiobooks.

The variety of materials that can be used in the development of comprehension skills is important. The use of different materials in language teaching makes the language teaching process more permanent, enjoyable and interesting. Especially in teaching Turkish as a foreign language, the variety of stimuli increases the desire of individuals to learn the target language. When the literature was reviewed, it was not found that in teaching Turkish as a foreign language, both a subtitled and unsubtitled motion picture and a printed and audio book of the same text were together and comprehension skills were put to work. In this

respect, it is thought that the study will offer a different perspective to the field of teaching Turkish as a foreign language.

### **Purpose of the Research**

The purpose of this research is to examine the impact of using films and books in teaching Turkish as a foreign language on students' comprehension skills development. This study, designed as a holistic multiple case study, presents different stimuli to four groups and demonstrates the development of students' comprehension skills. Additionally, another goal of the research is to gather the opinions of individuals learning Turkish as a foreign language regarding this study, which is conducted with various stimuli.

### **Importance of Research**

Various materials are utilized to enhance comprehension and expression skills in teaching Turkish as a foreign language. With the advancement of technology, these materials have become enriched and transformed in different ways. In this study, films, printed books and audiobooks have been used to improve comprehension skills. The materials of the film and book "Selvi Boylum Al Yazmalım" are presented to students in four different ways, appealing to both their visual and auditory senses. By employing materials that incorporate different senses, students will greatly enhance their comprehension skills. Consequently, students will increase the retention level of the skills they acquire and will turn them into practice. This study, conducted with a holistic multiple-case study design, has determined how different situations affect comprehension skills. This study, which includes motion pictures, printed books and audiobooks with and without subtitles, contributes to the diversity of stimuli in the development of comprehension skills in teaching Turkish as a foreign language.

### **Problem Statement and Sub-Problems**

In accordance with the specified purpose, the fundamental problem of the study is framed by the question, "What is the effect of books and movies on the comprehension skills of students in teaching Turkish to foreigners?" within the framework of this main problem, five different sub-problems have been presented:

1. What is the relationship between the ability to understand what is listened to/watched and read among different groups?
2. What are the students' opinions regarding the use of subtitled films in teaching Turkish to foreigners?
3. What are the students' opinions regarding the use of non-subtitled films in teaching Turkish to foreigners?
4. What are the students' opinions regarding the use of printed books in teaching Turkish to foreigners?
5. What are the students' opinions regarding the use of audiobooks in teaching Turkish to foreigners?

### **Methodology**

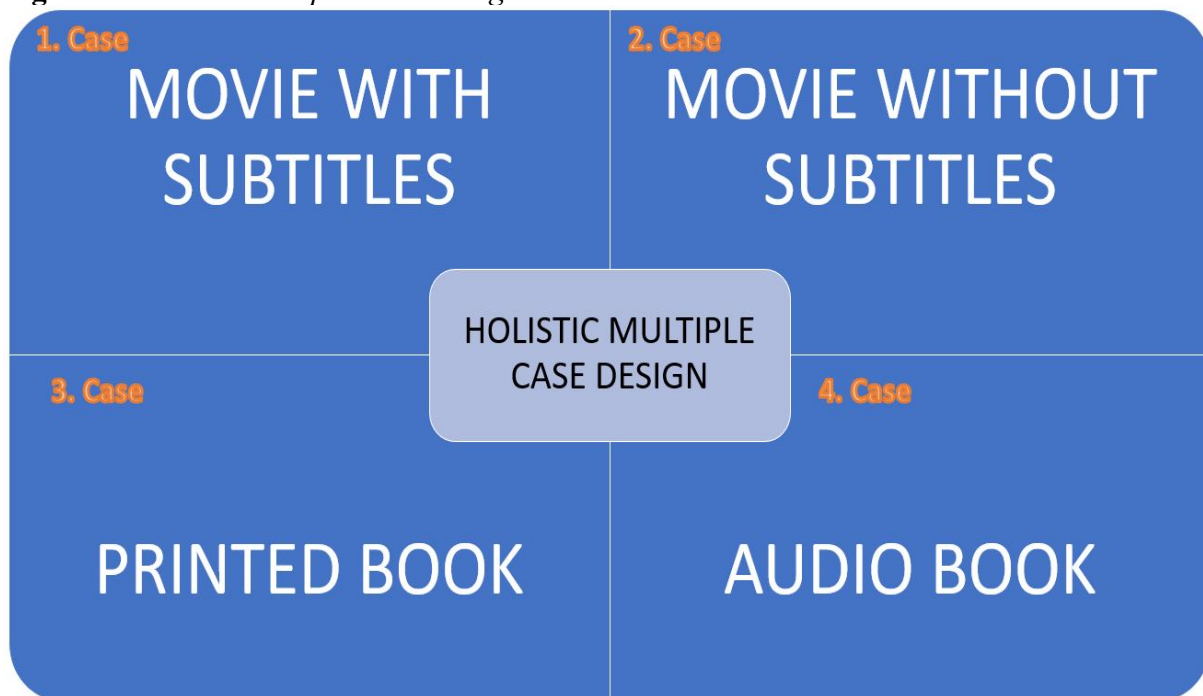
This study aims to determine the role of movies and books in the development of comprehension skills in teaching Turkish as a foreign language. For this purpose, case study method, one of the qualitative research designs, was adopted in the study. A case can be a

person, an event, a phenomenon, a group or an institution (Kıncal, 2013). In this study, different stimuli in different groups were considered as cases. Case study has different meanings in different disciplines. In qualitative research, case study refers to an in-depth examination of a specific event (Glesne, 2013).

Case study is a qualitative research method that allows the researcher to seek answers to the “how” or “why” questions specific to a current situation and to collect in-depth, rich data (Yin, 2014). McMillan (2000) defines case studies as a method in which one or more events, environments, programs, social groups or other interconnected systems are examined in detail. Detailed and in-depth examination is noteworthy in both definitions. The case study method encompasses all the necessary procedures when conducting a case study research and these procedures include creating a research design, collecting data, analyzing, presenting results and reporting (Yin, 2017).

In the study, holistic multiple case design, one of the case study designs, was preferred. In the holistic multiple case design, firstly, each case is handled holistically within itself and then compared with each other (Gündoğdu & Eken, 2020). The issue of how many cases should be included in a multiple case study is still a controversial issue (Yin, 2017). Some researchers have expressed their opinions on this. According to Merriam (1998), the inclusion of multiple cases is a way to increase reliability or generalize findings. According to Yin (2003), regardless of one's purpose, multiple case studies are generally more realistic and generally more robust. In the study, four cases were considered under the holistic multiple case design. The first one was a movie with subtitles, the second one was a movie without subtitles, the third one was a printed book and the fourth one was an audiobook. These cases were first compared within themselves and then among themselves. The cases within the holistic multiple case design are shown in Figure 1:

**Figure 1.** *Holistic Multiple Case Design*



**Review Objects of the Study**

**Selvi Boylum Al Yazmalım Movie (With and Without Subtitles)**

The first of the review objects of the study is the movie “Selvi Boylum Al Yazmalım (1977) - Türkan Şoray & Kadir İnanır & Ahmet Mekin (HD)” on the YouTube platform. The movie was directed by Atıf Yılmaz. The main cast consists of Kadir İnanır (İlyas), Türkan Şoray (Asya), Ahmet Mekin (Cemşit). This 1977 movie is 95 minutes long. The IMDb score of the movie, which is in the romance/drama genre, is 8.5/10. The researcher divided the movie into three parts, both with and without subtitles. The first part lasts 26.01 minutes, the second part 30 minutes and the third part 29.38 minutes. Subtitles were added to the film through the CapCut program. Some obscene scenes in the movie were removed by the researcher so as not to disrupt the flow of the movie.

### **Selvi Boylum Al Yazmalım Printed Book**

The second object of the study is the fourth edition of Cengiz Aytmatov's book “Selvi Boylum Al Yazmalım” published by Ketebe Publications. Consisting of 140 pages, the book was translated by Mehmet Özgül. Some of the names of people and places in the movie differ in the book. Asya in the movie is Asel in the book, Cemşit in the movie is Baytemir in the book, Dilek in the movie is Kadiça in the book. While there are places such as dam, Değirmendere, Sarıdüz village in the movie, there are place names such as Isık Göl, Dolon Pass, Tiye-Şanlar and Caspian in the book. This book is divided into 6 chapters by the researcher. The first part consists of pages 7-28, the second part consists of pages 28-52, the third part consists of pages 52-71, the fourth part consists of pages 71-91, the fifth part consists of pages 91-115 and the last part, the sixth part consists of pages 115-140.

### **Selvi Boylum Al Yazmalım Audio Book**

The last object of the study is the audiobook “Selvi Boylum Al Yazmalım” on the YouTube platform on the channel called “plaktaki kitap”. This audiobook consists of 6 chapters. The first part consists of 31.28 minutes, the second part consists of 36.28 minutes, the third part consists of 29.57 minutes, the fourth part consists of 30.08 minutes, the fifth part consists of 36.05 minutes and the sixth part consists of 35.35 minutes. For the audiobook used in the study, permission was obtained via e-mail from the owner of the YouTube channel named “plaktaki kitap”.

### **Study Group**

The study was conducted with 24 students studying at Istanbul University Language Center (DİLMER), Fatih Sultan Mehmet Foundation University Turkish and Foreign Languages Teaching Application and Research Center (TÜMER) and Istanbul Beykent University Turkish Language Teaching Center (TÖMER) at C1 level in the fall semester of 2024-2025. In the study, “criterion sampling” was selected from purposive sampling methods. Purposive sampling allows the selection of information-rich situations in line with the purpose of the study and allows for detailed research (Büyüköztürk et al., 2020). The main idea in criterion sampling is to study and analyze situations that meet certain predetermined criteria (Yazar & Keskin, 2020). Board approval from Yıldız Technical University Social and Human Sciences Research Ethics Committee and data collection tools were presented to DİLMER, TÜMER and TÖMER. Then the study groups were determined. While forming the groups, the students' studying at DİLMER, TÜMER and TÖMER, being at C1 level, watching the movie Selvi Boylum Al Yazmalım, reading the printed book Selvi Boylum Al Yazmalım and listening to the audio book Selvi Boylum Al Yazmalım were taken into consideration. In order to determine this, before the application, the researcher asked the students in writing about their previous viewing of the movie, reading the printed book and listening to the

audiobook through the pre-interview form. Those who had watched the movie before were not included in the subtitled and unsubtitled movie group. Likewise, students who had previously read the printed book were not included in the printed book group and students who had previously listened to the audiobook were not included in the audiobook group.

The demographic characteristics of the students constituting the sample of the study are given in Table 1:

**Table 1.** *Study Group List*

Student No:	Gender	Nationality	Age	Mother Tongue	Turkish Language Level
<b>SUBTITLED GROUP</b>					
Student-1	Female	Turkmenistan	24	Turkmen	C1
Student-2	Female	Poland	21	Polish	C1
Student-3	Male	Egypt	28	Arabic	C1
Student-4	Female	Pakistan	24	Urdu	C1
Student-5	Male	Ghana	23	Mole-Dagbani	C1
Student-6	Female	Russia	20	Russian	C1
<b>UNSUBTITLED GROUP</b>					
Student-7	Female	Syria	25	Arabic	C1
Student-8	Male	Palestine	19	Arabic	C1
Student-9	Female	Germany	21	German	C1
Student-10	Female	Palestine	22	Arabic	C1
Student-11	Female	Palestine	27	Arabic	C1
Student-12	Female	Iran	40	Persian	C1
<b>PRINTED BOOK GROUP</b>					
Student-13	Female	Kazakhstan	18	Uzbek	C1
Student-14	Male	Uzbekistan	36	Uzbek	C1
Student-15	Female	Uzbekistan	20	Uzbek	C1
Student-16	Female	Kazakhstan	18	Kazakh	C1
Student-17	Male	Iran	24	Persian	C1
Student-18	Female	Iran	35	Persian	C1
<b>AUDIO BOOK GROUP</b>					
Student-19	Male	Uzbekistan	30	Uzbek	C1
Student-20	Female	Kazakhstan	18	Russian	C1
Student-21	Male	Tajikistan	29	Uzbek	C1
Student-22	Female	Malaysia	21	Malay	C1
Student-23	Female	Chechnya	18	Chechen	C1
Student-24	Female	Afghanistan	28	Persian	C1

### **Research Implementation Process**

The implementation process of the research lasted 6 weeks. There were 4 groups within the scope of the study. In the first week, the first part of the movie was shown to the first group with subtitles and to the second group without subtitles. After the movie, a listening/watching comprehension test was administered to both groups. In the first week, the third group was

read the first chapter of the book as a printed book and the fourth group was listened to the first chapter of the audiobook. Afterwards, the third group was given a reading comprehension test and the fourth group was given a listening comprehension test. In the second week, the second part of the movie was shown to the first group with subtitles and to the second group without subtitles. After the movie, a listening/watching comprehension test was administered to both groups. In the second week, the third group was read the second chapter of the book as a printed book, while the fourth group listened to the second chapter of the audiobook. Afterwards, the third group was given a reading comprehension test and the fourth group was given a listening comprehension test. In the third week of the study, the third part of the movie was shown to the first group with subtitles and to the second group without subtitles. After the movie, a listening/viewing comprehension test was administered to both groups.

Afterwards, a semi-structured interview form was applied to the students in the subtitled and unsubtitled movie film group. During the third week, the third group was read the third chapter of the book as a printed book, while the fourth group listened to the third chapter of the audiobook. Afterwards, the third group was given a reading comprehension test and the fourth group was given a listening comprehension test. In the fourth week, the third group read the fourth chapter of the printed book and the fourth group listened to the fourth chapter of the audiobook. Afterwards, the third group was given a reading comprehension test and the fourth group was given a listening comprehension test. In the fifth week, the third group read the fifth chapter of the printed book and the fourth group listened to the fifth chapter of the audiobook. Afterwards, the third group was given a reading comprehension test and the fourth group was given a listening comprehension test. In the sixth week, the third group read the sixth chapter of the printed book and the fourth group listened to the sixth chapter of the audiobook. Afterwards, the third group was given a reading comprehension test and the fourth group was given a listening comprehension test.

In the last stage of the study, a semi-structured interview form was applied to the students in the audio and print book groups. The data obtained from the listening/watching and reading comprehension tests were compared among themselves. The implementation process of the study is shown in Figure 2:

**Figure 2.** *Research Implementation Process*

The implementation process of the study started on 27.11.2024 and lasted until 26.02.2025. The subtitled and unsubtitled group participated in the study for 3 weeks at Istanbul University DİLMER and the printed and audiobook group participated in the study for 6 weeks at Fatih Sultan Mehmet University TÜMER and Istanbul Beykent University TÖMER. The implementation schedule of the study is shown in Table 2:

**Table 2.** *Research Implementation Schedule*

WEEK	DATE	PLACE	STUDY GROUP
1. Week	27.11.2024	Istanbul University DİLMER	Subtitled/Unsubtitled
2. Week	04.12.2024	Istanbul University DİLMER	Subtitled/Unsubtitled
3. Week	11.12.2024	Istanbul University DİLMER	Subtitled/Unsubtitled
1. Week	17.12.2024	Fatih Sultan Mehmet University TÜMER	Printed Book/Audio Book
2. Week	24.12.2024	Fatih Sultan Mehmet University TÜMER	Printed Book/Audio Book
3. Week	31.12.2024	Fatih Sultan Mehmet University TÜMER	Printed Book/Audio Book
4. Week	07.01.2025	Fatih Sultan Mehmet University TÜMER	Printed Book/Audio Book
5. Week	14.01.2025	Fatih Sultan Mehmet University TÜMER	Printed Book/Audio Book

6. Week	21.01.2025	Fatih Sultan Mehmet University TÜMER	Printed Book/Audio Book
1. Week	22.01.2025	Istanbul Beykent University TÖMER	Printed Book/Audio Book
2. Week	29.01.2025	Istanbul Beykent University TÖMER	Printed Book/Audio Book
3. Week	05.02.2025	Istanbul Beykent University TÖMER	Printed Book/Audio Book
4. Week	12.02.2025	Istanbul Beykent University TÖMER	Printed Book/Audio Book
5. Week	19.02.2025	Istanbul Beykent University TÖMER	Printed Book/Audio Book
6. Week	26.02.2025	Istanbul Beykent University TÖMER	Printed Book/Audio Book

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### **Data Collection Tools**

Case study research does not rely solely on a single source of data, such as questionnaires used during a survey; on the contrary, well-designed case studies utilize multiple sources of evidence (Yin, 2017). The use of multiple sources rather than a single source makes the study more reliable.

The data in this study were collected using 3 listening/watching comprehension tests and 6 reading and listening comprehension tests created by the researcher. In the process of creating these tests, 3 experts in the field of teaching Turkish as a foreign language were utilized to ensure the content validity of the tests. The experts evaluated each item as “not suitable, suitable and explanation”. As a result of the expert opinions, the researcher finalized the tests. In addition, a semi-structured interview form was applied after the realization of each case study. The semi-structured interview form consisting of 4 open-ended questions for each case study group was evaluated by 3 experts in the field of teaching Turkish as a foreign language and finalized by the researcher.

### ***Listening/Watching Comprehension Test***

The researcher prepared 3 listening/watching comprehension tests for the movie Selvi Boylum Al Yazmalım with and without subtitles. There are 10 questions in each listening/watching comprehension test. The types of questions are multiple choice, true-false, short answer, matching, sentence completion and 5 open-ended questions.

### ***Reading and Listening Comprehension Test***

The researcher applied 6 reading and listening comprehension tests on the printed book and audiobook of Selvi Boylum Al Yazmalım. The same questions were created for the printed book and the audiobook. There are 10 questions in each reading and listening comprehension

test. The types of questions are multiple choice, true-false, short answer, matching, sentence completion and 5 open-ended questions.

### ***Semi-Structured Interview Form***

Interview questions related to each case design were developed by the researcher. A semi-structured interview form consisting of 4 open-ended questions was applied to each group consisting of subtitled movies, movies without subtitles, printed books and audiobooks.

### **Analysis of Data**

Descriptive and content analysis methods were used to analyze the data obtained. Within the scope of the study, 3 listening/watching comprehension tests and 6 reading and listening comprehension tests were applied. Descriptive analysis was used in the results of these tests. Descriptive analysis, which is generally accepted as the first and most basic type of analysis of qualitative data analysis, is based on the questions, topics or themes in data collection tools such as observations, interviews and documents used in the research (Ekiz, 2020). In addition, at the end of the process, the opinions of the students in the group that constituted each situation were obtained through a semi-structured interview form. These opinions were analyzed by content analysis method. The main activity carried out in content analysis is to correct and interpret the similar ones among the data in a way that certain concepts and readers can understand (Yıldırım & Şimşek, 2011). The students' opinions were first audio-recorded with their permission and then these audio recordings were transcribed using the TurboScribe tool. While transcribing, the opinions were written as “S1, S2, S3, S4.....S24”. Subsequently, the answers given by the students were categorized into codes and themes by the researcher.

In a multiple case study, there are two stages of analysis: Intra-case analysis and inter-case analysis. For within-case analysis, each case is first treated as a comprehensive case in its own right. Data is collected so that the researcher can learn as much as possible about contextual variables that may have an impact on the case. Once the analysis of each case is complete, cross-case analysis begins. A qualitative, inductive multiple case study aims to create abstractions across cases (Merriam, 1998: 194-195).

After the within-case and between-case analysis processes are completed, certain methods should be applied to ensure the reliability and validity of the results of the research. Accordingly, the validity and reliability of the research will be discussed and the scientific consistency of the study will be evaluated.

### **Validity and Reliability of the Study**

Validity and reliability, which is one of the central issues in all scientific research, gives a concrete/precise measurement for concepts because the constructions made in social sciences are usually imprecise, irregular and indirect (Kuş, 2009).

The concept of validity in measurement shows how accurately we measure what we want to measure (Karasar, 2023). In order to ensure the content validity of the comprehension tests, three experts in teaching Turkish as a foreign language were utilized. The experts evaluated the comprehension tests in terms of their suitability for C1 level, question variety, appropriateness of language and expression, number and order of questions. In order to evaluate the comprehension tests, expert opinions were obtained 3 times from 3 different field experts. Reliability was calculated according to Miles and Huberman's (1994) reliability formula [ $\text{Reliability} = (\text{Agreement} / \text{agreement} + \text{disagreement})$ ]. Reliability reached 28%

after the first opinion, 60% after the second opinion and 100% after the third opinion. As a result, reliability was calculated as 100%. Reliability calculations above 70% are considered reliable for the research (Miles & Huberman, 1994).

The semi-structured interview form was also supported by expert opinions. The interview questions were finalized in line with the feedback provided by the field experts. Afterwards, 2 field experts were consulted to evaluate the themes and codes created by the researcher. The themes and codes were finalized after the feedback of the field experts.

Reliability is “the ability of the data obtained to measure what we want to measure each time and to maintain these measurements in consistency and stability” (Arıkan, 2017). In cases where multiple observers want to measure the same thing(s) independently of each other, “agreement between independent observers” is applied. The closer the observation results of independent observers are to each other, the more reliable the measurement is (Balçı, 2010). In this respect, the listening/watching comprehension tests were read by two different field experts and the reading/listening comprehension tests were read by two different field experts to ensure reliability. The field experts consisted of people who had previously taught Turkish to foreigners at C1 level, watched the movie *Selvi Boylum Al Yazmalım* and read the book *Selvi Boylum Al Yazmalım*. The listening/watching comprehension tests were evaluated by 2 field experts and the final scores were formed by taking the arithmetic average of the grades given. Likewise, the reading/listening comprehension tests were evaluated by 2 field experts and the final scores were formed by taking the arithmetic average of the grades given by the experts.

## Findings

### Findings Related to the First Sub-Problem of the Research

#### Relationships Regarding Listening, Watching, and Reading Comprehension Skills Among Groups

The comparison of listening/watching and reading comprehension scores between the groups in the first sub-problem of the study is given in Table 3:

**Table 3.** *Comparison of Listening/Watching and Reading Comprehension Scores Between Groups*

Application	Movie with Subtitles	Movie without Subtitles	Printed Book	Audio Book
1. Application	72,91	75,41	50,75	35,75
2. Application	59,58	82,91	42,66	43,58
3. Application	77,08	77,5	42,83	37,58
4. Application			36,33	43
5. Application			41,08	34,41
6. Application			46,08	30,58
<b>Average</b>	<b>69,85</b>	<b>78,60</b>	<b>43,28</b>	<b>37,48</b>

Looking at Table 3; the highest average score of the subtitled motion picture group occurred in the 3rd application, while the lowest average score occurred as a result of the 2nd application. While the highest score average of the motion picture group without subtitles was obtained in the 2nd application, the lowest score average was formed as a result of the 1st application.

While the highest score average of the printed book group occurred as a result of the 1st application, the lowest score average occurred after the 4th application. The highest average score of the audiobook group was in the 2nd application, while the lowest average score occurred in the 6th application.

As a result of the applications of motion pictures with subtitles, motion pictures without subtitles, printed books and audiobooks, the average scores of listening /watching and reading comprehension were from the highest to the lowest; It has been formed in the form of a motion picture without subtitles, a motion picture with subtitles, a printed book and an audio book.

### **Findings Related to the Second Sub-Problem of the Research**

In the second sub-problem of the research, the opinions of the students about the subtitled film applications in teaching Turkish to foreigners are given in Tables 4 and 5. The positive aspects of watching movies with subtitles are given in Table 4:

**Table 4.** *Positive Aspects of Watching Movies with Subtitles*

<b>Theme</b>	<b>Code</b>	<b><i>f</i></b>	<b>Participants</b>
Positive Aspects	Increase in vocabulary	5	S1, S2, S4, S5, S6
	Development in the four basic language skills	3	S1, S2, S5
	Answer questions correctly thanks to subtitles	2	S1, S3
	Development of pronunciation and dialogues	2	S5, S6
	Learning new information about village life	1	S4
	Contextual word placement	1	S4
	Development of listening writing	1	S4

Awareness of Turkish culture	1	S6
Watch a different kind of movie	1	S6

Looking at Table 4, it is seen that 6 students expressed 9 different opinions about the positive aspects of watching movies with subtitles. Codes with the highest frequency value; "Increase in vocabulary" (f=5), "Development in four basic language skills" (f=3), "Answering questions correctly thanks to subtitles" (f=2), "Development of pronunciation and dialogues" (f=2), "Learning new information about village life" (f=1), "Word placement appropriate to the context" (f=1), "Development of writing by listening" (f=1), "Awareness of Turkish culture" (f=1) and "Watching a different type of movie" (f=1) are stated in the table. In this context, the opinions of students named S1, S4, S5 and S6 are as follows:

S1: *"The good things about subtitling helped me write and answer questions nicely and accurately and I think I answered the questions as truthfully as I needed to. He contributed well to my speech, I learned about his positive aspects. There were positive aspects for me in my speech and in my reading. I learned beautiful words, I learned words I didn't know, and I wrote them down and recorded them."*

S4: *"I think that's the positive aspect of this film: We talked a lot about village life. At first, I never talked about it. I learned a lot of old words. I learned which words to use and where and listening was very good for me. Listening was very good. I listened and wrote the words straight."*

S5: *"The positive aspects are very good for talking, writing has also improved a lot and has been very good for listening. I learned new words. He improved my pronunciation and I listened and watched how the people there had to say the words."*

S6: *"Turkish culture and I love the old movie. That's why I liked this movie so much. It improved my reading and listening in terms of Turkish. They're using old words and that's why it's better, more interesting. I hadn't seen a movie like this before, I've seen new things. I noticed the dialogues I saw in daily life."*

The negative aspects of watching movies with subtitles are given in Table 5:

**Table 5.** *Negative Aspects of Watching Movies with Subtitles*

Theme	Code	f	Participants
Negative Aspects	Lack of negative aspects	2	S3, S6
	Causing distraction	1	S1
	Incomprehensibility of the voice in some places	1	S2

The film's distance from its own culture	1	S2
A few words and the song is hard be	1	S4
The rapid progression of subtitles	1	S5

Looking at Table 5, it is seen that 6 students expressed 6 different opinions about the negative aspects of watching movies with subtitles. Codes with the highest frequency value; "Lack of negative aspects" (f=2), "Causing distraction" (f=1), "Voice not being understood in some places" (f=1), "The film is far from its own culture" (f=1), "A few words and songs are difficult" (f=1) and "Subtitles pass quickly" (f=1) are stated in the table. In this context, the opinions of students named S1, S2 and S3 and S5 are as follows:

S1: *"The negative aspects left me a bit distracted. I tried to pay attention to both of them, both visually and in writing and I paid attention to both. But the downsides taught me a little bit not to pay attention to either of them. But since he has a lot of articles, I don't think he has negative aspects. But it was good, the movie was good."*

S2: *"Sound maybe. Some places were not understood in the sound. The movie was weird. Very strange. It was very different to my culture."*

S3: *"I don't think there are any. Everything is easy, everything is beautiful. No problem at all. So there was no downside."*

S5: *"I don't think it's a lot of negative, but some of the articles went by quickly. The subtitles went by quickly. That's it."*

### **Findings Related to the Third Sub-Problem of the Research**

In the third sub-problem of the research, the opinions of the students about the application of films without subtitles in teaching Turkish to foreigners are given in Tables 6 and 7. The positive aspects of watching movies without subtitles are given in Table 6:

**Table 6.** *Positive Aspects of Watching Movies Without Subtitles*

<b>Theme</b>	<b>Code</b>	<b>f</b>	<b>Participants</b>
Positive Aspects	Developing words, rules and phrases	2	S7, S11
	Development in four core skills	2	S8, S10
	Awareness of Turkish culture	2	S9, S10

---

Improvement in listening and speaking	2	S11, S12
Increasing motivation to learn Turkish	1	S7
Perception of the way Turks speak	1	S8
The combination of listening and writing	1	S8
Pay more attention to music and image	1	S9
Ability to monitor and recognize non-linguistic elements	1	S9
Noticing that a different dialect is used other than Istanbul Turkish	1	S11

---

Looking at Table 6, it is seen that 6 students expressed 10 different opinions about the positive aspects of watching movies without subtitles. Codes with the highest frequency value; "Developing words, rules and patterns" (f=2), "Development in four basic skills" (f=2), "Awareness of Turkish culture" (f=2), "Development in listening and speaking" (f=2), "Increasing motivation to learn Turkish" (f=1), "Perceiving the way Turks speak" (f=1), "Unity of listening and writing" (f=1), "Paying more attention to music and image" (f=1), "Observing and noticing non-linguistic elements" (f=1) and "Noticing the use of a different dialect other than Istanbul Turkish" are in the table indicated. In this context, the opinions of students named S7, S8, S9 and S10 are as follows:

S7: *"I think this movie paved the way for me, I felt better to learn Turkish. I'm bored with movies and TV shows, but this is the second or first time I've watched a movie. But I felt better. I think it was better to hear the rules and the words, to learn them."*

S8: *"For listening, for reading and for speaking. Because I see how the Turks speak. That's it for me to understand, speak and write. Because I'm also writing. I listen and write. So I can get more attention. And I can talk fast."*

S9: *"I think you pay more attention to the music and the imagery because it doesn't always slip into subtitles. That's why I was able to watch more things other than the language that made the film different and special. I don't know if it improved my vocabulary. Because when you can't fully understand something, it seems like there is no improvement. You know, if you had seen how more words were written to me, maybe you would have remembered the written version and understood it better. So I think subtitles would be better to improve my Turkish. But of course, I have to listen a little harder, more carefully. I think subtitles would have been more helpful for me to improve my Turkish. But it's also interesting that it's not about the*

*Turkish language now, it's more about maybe the culture. Loved the old movie, it was nice to learn something about it."*

S10: *"It can be typing. It improved my writing. It was practical for me. For me, yes, it was better as a writer. So it was an easy thing to listen to. For example, I saw the conversations there, I compared them with everyday life. Turkish culture practically, for example, while watching, yes, of course I learn, but what exactly did I learn, so I can't answer. I saw different things about Turkish culture. The film was different because it was old."*

The negative aspects of watching movies without subtitles are given in Table 7:

**Table 7.** *Negative Aspects of Watching Movies Without Subtitles*

<b>Theme</b>	<b>Code</b>	<b>f</b>	<b>Participants</b>
Negative Aspects	Outdated audio and video	2	S7, S11
	Requires a lot of attention	2	S8, S9
	The banality of events	1	S7
	Inability to understand some scenes	1	S9
	Old movies are different and strange from today's	1	S10
	Dislike of old movies	1	S10
	Giving wrong answers to questions due to lack of clear understanding of some words and songs	1	S11
	Comprehension problems due to lack of headphones	1	S12

Looking at Table 7, it is seen that 6 students expressed 8 different opinions about the negative aspects of watching movies without subtitles. Codes with the highest frequency value; "Sound and image are outdated" (f=2), "Requires a lot of attention" (f=2), "Ordinariness of events" (f=1), "Inability to understand some scenes" (f=1), "Old movies are different and strange from today" (f=1), "Not liking old movies" (f=1), "Giving wrong answers to questions due to lack of clear understanding of some words and songs" (f=1) and "Comprehension problems due to lack of headphones". In this context, the opinions of students named S7, S10, S11 and S12 are as follows:

S7: “So, for example, I'm bored for me. The same events in the series and movies. That's how bored I get. That's why I don't watch it. But something good came for me. But only he is normal. Because it's an old movie. Its sound box and image box, that is. But I mean, it's normal, it's old. But things are the same again. Again, the events are from every movie. Therefore. But it's better just to learn Turkish.”

S10: “I don't like old movies very much. Because it was kind of going on like that. Sometimes I say they exaggerate. It already felt very different, it felt strange. That is, from the present day. That's just why.”

S11: “It's a matter of listening negatively. Because the TV series and the movie are old, the sound is a bit bad. That's why I didn't hear some of the words or songs or anything like that. I didn't hear the words correctly. That's why some of the answers were wrong.”

S12: “It was a bit difficult just to say it in Turkish. Because they were talking out loud. And maybe it was a little difficult for me to understand when I was singing it like a poem. The sound was good, but because I normally use headphones. If there were headphones, it was really cool. I understood it very well, better. I could hear every word properly. He had just sung that ballad. I had a little trouble understanding him as well. If there were headphones, I understood them better.”

### **Findings Related to the Fourth Sub-Problem of the Research**

In the fourth sub-problem of the research, the opinions of the students about the applications of printed books in teaching Turkish to foreigners are given in Tables 8 and 9. The positive aspects of reading the printed book are given in Table 8:

**Table 8.** *Positive Aspects of Reading the Printed Book*

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<b>Theme</b>	<b>Code</b>	<b>f</b>	<b>Participants</b>
Positive Aspects	Improvement of writing skills	5	S13, S14, S15, S16, S18
	Improvement of reading skills	4	S13, S15, S16, S18
	Learning new words	4	S14, S16, S17, S18
	Learning new information	3	S13, S17, S18
	Learn place names	3	S13, S14, S18
	The combination of both reading and writing	3	S13, S17, S18
	Development of Turkish sentence construction knowledge	2	S14, S17

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Learning to better articulate what is in the mind	2	S15, S16
Improve attentive and fast reading	2	S15, S16
Learning new things about the geography of Kyrgyzstan	1	S13
Development of speaking skills	1	S13
Reading books in Turkish	1	S14
Investigating things that don't understand	1	S17

Looking at Table 8, it is seen that 6 students expressed 13 different opinions about the positive aspects of reading the printed book. Codes with the highest frequency value; "Improving writing" (f=5), "Improving reading" (f=4), "Learning new words" (f=4), "Learning new information" (f=3), "Learning place names" (f=3), "Combination of both reading and writing" (f=3), "Development of Turkish sentence construction knowledge" (f=2), "Learning to express things better in the mind" (f=2), "Developing careful and fast reading" (f=2), "Learning new things about the geography of Kyrgyzstan" (f=1), "Development of speaking skills" (f=1), "Reading Turkish books" (f=1) and "Researching things that are not understood" (f=1) are stated in the table. In this context, the opinions of the students named S13, S14, S18 are as follows:

S13: *“On the positive aspects, my reading has gotten better, it has gotten better. My writing got better and I learned more new words. I learned new information about Kyrgyzstan. There are a lot of mountains, there have been a lot of positive things. There, for example, the new place names, the names of the mountains, the names of the roads. Such as Işıkgöl, Tiyan Şanlar, Dolon. I learned about them. It was positive for me that it was both reading and writing at the same time. I wrote that book myself to summarize it on another piece of paper. I told my siblings about it. When they asked me what I was reading, I wanted to tell them about it and I told them about the book. And that's how I spoke.”*

S14: *“So we learned a lot of words for me from there. Since reading books is already very beneficial, I said to myself that I had never read any Turkish books until now. So it's like literature. Reading books in Turkish, I mean, I read books on religious subjects in Turkish, but I realized that it is very necessary to read such books. In other words, Turkish has progressed, so that it can progress, my teacher. I learned new words. I had heard the names of places before, because this dormitory is our neighbor dormitory. I had heard of it before, but I never went there, I didn't see it, but it was positive, sir. It also improved my writing. By reading this book, I learned such things about sentences, how to use words in Turkish, how to make sentences, how to construct sentences.”*

S18: *“Reading this book has improved my reading. I've learned new words, but I always forget them. For example, it improved my writing. I paid a lot of attention to words. And you wrote it while you were reading. For example, I learned new things there. There are place names there, they caught my attention. There were lakes, there were mountains, there were*

*Tianshans, Isik, lakes, cities. Tulips, for example, I paid attention to these as well. I learned new things.”*

The negative aspects of reading the printed book are given in Table 9:

**Table 9.** *Negative Aspects of Reading the Printed Book*

<b>Theme</b>	<b>Code</b>	<b>f</b>	<b>Participants</b>
Negative Aspects	Lack of negative aspects	4	S13, S15, S17, S18
	Difficulty answering open-ended questions on the second page	1	S14
	Inability to understand some words while reading the book	1	S16

Looking at Table 9, it is seen that 6 students expressed 3 different opinions about the negative aspects of reading the printed book. Codes with the highest frequency value; "Lack of negative aspects" (f=4), "Difficulty in answering open-ended questions on the second page" (f=1) and "Inability to understand some words while reading the book" (f=1) are stated in the table. In this context, the opinions of the students named S14, S16, S17 are as follows:

S14: *“I found it a little difficult to read the book and answer the questions on this second page, but the book is already there, so there was no negative thing, sir.”*

S16: *“While reading the book, sometimes I didn't understand the words. It's just him.”*

S17: *“I think there are no negatives. So I had a lot of knowledge.”*

### **Findings Related to the Fifth Sub-Problem of the Research**

The opinions of the students about audiobook applications in teaching Turkish to foreigners in the fifth sub-problem of the research are given in Tables 10 and 11. The positive aspects of listening to the audiobook are given in Table 10:

**Table 10.** *Positive Aspects of Listening to the Audiobook*

<b>Theme</b>	<b>Code</b>	<b>f</b>	<b>Participants</b>
Positive Aspects	Learning the pronunciation of words	6	S19, S20, S21, S22, S23, S24
	Learning new words	5	S19, S20, S21, S23, S24

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Improving listening	5	S20, S21, S22, S23, S24
Better self-expression and development of speech	4	S21, S22, S23, S24
The combination of listening and writing	3	S20, S21, S24
Encounter a new story and book	3	S20, S23, S24
Strengthening focus and attention while listening	2	S19, S21
Learn place names	2	S21, S22
Learning new information about Turkish culture	2	S22, S23
Improvement of writing skills	2	S23, S24
Use listening in other lessons	1	S19
Reinforcing feelings of trust and love	1	S19
Listening to Turkish novels for the first time	1	S20
Predict unknown words based on the flow of a sentence	1	S21

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Looking at Table 10, it is seen that 6 students expressed 14 different opinions about the positive aspects of listening to the audiobook. Codes with the highest frequency value; "Learning the pronunciation of words" (f=6), "Learning new words" (f=5), "Improving listening" (f=5), "Better self-expression and development of speaking" (f=4), "The combination of listening and writing" (f=3), "Encountering a new story and book" (f=3), "Strengthening focus and attention while listening" (f=2), "Learning place names" (f=2), "Learning new information about Turkish culture" (f=2), "Improving writing" (f=2), "Using listening in other lessons" (f=1), "Reinforcing the feelings of trust and love" (f=1), "Listening to Turkish novels for the first time" (f=1) and "Guessing unknown words based on the flow of the sentence" (f=1) are stated in the table. In this context, the opinions of students named S19, S21 and S23 are as follows:

S19: “The positive aspects of listening to audio, that is, the fact that this attention is very strengthened, have been very useful for its development. It has improved my attention a lot. In other words, five of the feelings and emotions of this person, that is, someone, one of the five becomes ears, becomes ears. So that listening meaning has been very good for me. I've used it in other things as well, so I have other Arabic classes, I've used it in them as well. It has been a lot of benefits for me, it has given a lot of benefits. So it improved my listening for me. I wrote it while listening, but there were some errors in these letters. For example, I learned how to pronounce a word. I can use them when I'm talking, right now. In the lessons, in life, I hope to use the same pronunciation of these words, that is, how to pronounce them. I learned new words. So I learned something new. It's been a thing for me. Man is given something by God, i.e. in'am. Man is given something by God, i.e. in'am. That is, a child is given, or a person loves you and wants to be loved. I learned to love and protect that thing and to trust them as well as your own safety.”

S21: “For example, I think I have improved my ability to express myself better, albeit a little. I saw the pronunciations there, how they were pronounced, the words. I also experienced how the story was read as if it were life, as if it were realistic. I also showed my interest in him. I also improved my listening skills a lot. For example, when I listened, it was harder for me to focus. It was a bit difficult, but it became normal compared to the last episodes. Yes, for example, it has become easier for me to focus. I was listening and writing at the same time. That skill has also improved. For example, my ability to do both at the same time has improved, of course. Of course, I had a hard time writing because I didn't have that much talent in writing, but of course it improved. We can't say that it didn't improve. I learned new words. For example, I tried to understand many words that I did not understand from the flow of the sentence. I understood many of them from the flow of the sentence. Regarding the culture of Kyrgyzstan, it was not a novelty for me because I knew a little bit about the culture of Kyrgyzstan. Having lived there, it felt familiar. For example, I knew Istiklal. I knew the Tianshan mountains. The Tianshan mountains are further east. The Pamir mountains are in our country. These already sounded familiar. Of course, for example, village names or gate names are something detailed. It felt like new because it was something detailed.”

S23: “That is, it improved my listening, improved my writing, I learned new words. I learned a lot of new words. I wrote a lot in my notebook. And the new thing is, I learned the book. Because I didn't know anything about him before. So I learned new information about the book. For example, I learned something about Turkish culture, but I don't remember clearly. But I wrote a lot. I learned the pronunciations there. How do you say a word? I learned about it. I used them in normal life. You know, for example, how does he speak, how does he say a sentence? You learned his pronunciation. And then that's what I talk about, for example, in the classroom or outside.”

The negative aspects of listening to the audiobook are given in Table 11:

**Table 11.** *Negative Aspects of Listening to the Audiobook*

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<b>Theme</b>	<b>Code</b>	<b>f</b>	<b>Participants</b>
Negative Aspects	Comprehension problems due to the fact that the speaker is fast	2	S19, S24

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Boring and focusing problems due to long listening	2	S21, S22
It's hard to come with the lack of an image	2	S22, S23
Difficulties due to forgetting and not being remembered	1	S20
Listening is difficult in general	1	S23

Looking at Table 11, it is seen that 6 students expressed 5 different opinions about the negative aspects of listening to the audiobook. Codes with the highest frequency value; "Comprehension problems due to the speed of the vocalist" (f=2), "Problems of boredom and focus due to the long length of listening" (f=2), "Difficulty due to the lack of visuals" (f=2), "Difficulties due to forgetting and not being remembered" (f=1) and "Difficulty in listening" (f=1) are stated in the table. In this context, the opinions of students named S19, S21 and S22 are as follows:

S19: *“On the downside, this is what reads the story, the reader reads it a little fast. That's why it was a little difficult for me on that side. He had a bit of a hard time understanding some words because he reads fast.”*

S21: *“The negative aspects are, in my opinion, more difficult listening than reading. Because you need to perceive the sentences that are there. You have to perceive it immediately and it takes half an hour. You need to perceive the names, places, things that occur in it and events in it. Of course, I had difficulty in this aspect. But this is not a negative after all. Because this already contributes to the development of a skill.”*

S22: *“For me, listening to the audiobook can be boring. Because we need to sit down and listen before we finish listening for a long time. That's why it's boring. It's a bit boring because it's long. Because we need to listen to him and answer the question. So the two of them are our focus. Sometimes people are a bit of a problem when they don't focus. So there is a problem with focusing. Some people can be confused. Because they have to listen first. Then you'll transcribe what you're listening to. The lack of an image was a negative for me.”*

### **Result and Discussion**

In the first sub-problem of the research, the relationship between the groups on listening/watching and reading comprehension skills was examined. As a result of the findings of the first sub-problem, the highest success score among all applications was found in the motion picture without subtitles. It was followed by a motion picture with subtitles, a printed book and an audiobook. The mean score of the motion picture group without subtitles was "78.60", the mean score of the motion picture group with subtitles was "69.85", the mean score of the printed book group was "43.28" and the mean score of the audiobook group was "37.48". As a result of the listening/watching comprehension test, it is thought that the higher attention of the movie group without subtitles, the differentiation of the dynamics of the students in the group, the differences arising from gender, motivation and continuity are

among the reasons underlying the most successful of the movie group without subtitles. In the study conducted by Beyce Buldu (2018), it was revealed that students who watched movies with subtitles understood what they listened to/watched better than students who watched them without subtitles. The findings of this study do not coincide with the aforementioned study. In the research conducted by Mattiussi and Baş (2020), it was revealed that the student groups in which audio and visual stimulus listening texts were applied were more successful than the students who encountered subtitled listening texts. In this respect, the findings of this research are parallel to the aforementioned research. In this sense, it is similar that the film group without subtitles with audio and visual stimuli is more successful than the subtitled film group. In the study conducted by Sevtekin and Aytan (2020), it was revealed that the group that watched cartoons with subtitles was more successful in listening / watching comprehension tests than the group watching without subtitles. In this respect, the research and the findings of this research do not coincide.

It is thought that the success of the printed book group compared to the audiobook group is due to the fact that the printed book is in a more accessible position than the audiobook, there is no repetition of the audiobook, there are returns in the printed book, the printed book contains texts and the audiobook requires intense attention. In the study conducted by Can, Güzelkçük and Altuntaş (2023), the experimental group was listened to the audiobook "Saving the Queen" and the control group was read the printed book. Independent group t-test analyses showed that there was no significant difference between the experimental and control groups in terms of comprehension levels. In the research conducted by Şimşek (2021), it has been revealed that audio stories are an effective tool that can be used to improve the listening skills of B1 level learners in teaching Turkish as a foreign language. As a result of the study conducted by Türker (2019), in which the effect of audiobooks on the attitudes of learners of Turkish as a foreign language towards reading was investigated, it was revealed that there was a positive and significant change in students' attitudes towards reading at the end of the application. In this respect, it is seen that audiobook applications are used in the development of comprehension skills in teaching Turkish as a foreign language and create a positive change.

In the second sub-problem of the research, the opinions of the students about the subtitled film application were taken. To the question of the positive aspects of watching movies with subtitles, the students answered "increase in vocabulary" (f=5). In addition, four people answered "development in four basic language skills". Based on these answers, it is seen that watching movies with subtitles is beneficial in other language areas as well as basic language skills. Aksu Ataç and Köprülü Günay (2018) also emphasize in their study that students can learn new words in the target language and improve their listening skills thanks to movies, among the opinions they agree with the most. This shows that movies are among the useful materials that can be used in teaching vocabulary and listening skills. In the study conducted by Dursun (2017), it is seen that there is an increase in vocabulary in the use of movies in teaching Turkish to foreigners and that the students generally find the use of movies useful and successful. This coincides with the findings of the research. In the study conducted by Kırbaş (2022), which examined the effect of Turkish TV series and movies watched with interest in the Balkans on the language skills of those who learned Turkish as a foreign language, 39 (81.3%) of the participants stated that watching them with Turkish subtitles contributed to the development of reading and 27 (56.3%) contributed to the development of writing skills. In this respect, studies have shown that TV series and movies are beneficial in the development of reading and writing skills as well as listening skills. To the question of the negative aspects of watching movies with subtitles, the students answered "no negative

aspects" (f=2), "causing distraction" (f=1), "the sound is not understood in some places" (f=1), "the movie is far from its own culture" (f=1), "a few words and songs are difficult" (f=1) and "subtitles pass quickly" (f=1). It is seen that the negative aspects of watching movies with subtitles are gathered in the elements of attention, sound and speed.

In the third sub-problem of the research, the opinions of the students about the application of subtitled films were taken. To the question of the positive aspects of watching movies without subtitles, 2 people answered "improving words, rules and patterns", 2 people answered "development in four basic skills", 2 people answered "awareness about Turkish culture" and 2 people answered "improvement in listening and speaking". The positive aspects of watching movies without subtitles are focused on vocabulary, language skills, and culture. In the study conducted by Mansour (2021), it was revealed that watching movies among 33 students who participated in the Student Information Form contributed the most to listening skills and the second to speaking skills. In this respect, it is in line with the findings of the research. In addition, in the study conducted by Yaman and Arslan (2022), it was revealed that the use of film in teaching Turkish as a foreign language indirectly supports listening and speaking skills. In this respect, it is seen that the use of film in teaching Turkish as a foreign language is effective not only on comprehension skills but also on narration skills. In the research conducted by İşcan and Delen (2017), it was emphasized that when Turkish culture is wanted to be taught with films, there are cultural elements that students cannot subject to any classification. In the aforementioned study, students learning Turkish as a foreign language were shown the movie Selvi Boylum Al Yazmalım without subtitles and their awareness of learning Turkish culture was increased. In this respect, it is extremely important to use films in language teaching in terms of cultural interaction. In the research conducted by Eryılmaz (2024), it was emphasized that movies and TV series improve students' vocabulary and are a useful tool in teaching Turkish culture and body language elements that reflect Turkish culture. In this respect, films appear as an important material in teaching Turkish as a foreign language. In the study conducted by Demirel (2023), students answered the question of the contributions of Turkish TV series and movies in the Turkish learning process by improving basic language skills (f=17) and enriching vocabulary (f=10). In this respect, the benefits of using films in the language teaching process are obvious. In many studies conducted in the literature, it is seen that films improve students' vocabulary, raise awareness about Turkish culture and play a major role in the development of basic language skills. To the question of the negative aspects of watching movies without subtitles, 2 people answered "the sound and image are outdated" and 2 people answered "it requires a lot of attention". The combination of negative aspects in the elements of sound, image and attention; it shows that there is negativity in both physical and mental dimensions.

In the fourth sub-problem of the research, the opinions of the students about the application of printed books were taken. To the question of the positive aspects of reading the printed book, 5 students answered "improving writing", 4 students answered "improving reading" and 4 students answered "learning new words". It is seen that it improves not only reading but also the ability to write, which is the ability to tell. While answering the reading comprehension tests, the students both read the printed book and transferred the answers to the questions on paper. In addition, reading the printed book allowed students to expand their vocabulary. With the printed book, students encountered different words that they did not know and learned them. To the question of the negative aspects of reading the printed book, 4 students answered "no negative aspects". 1 student answered "difficulty in answering open-ended questions on the second page" and 1 student answered "inability to understand some words while reading

the book". Based on these findings, it is seen that more than half of the students do not encounter the negative aspect of the printed book. The other 2 students had difficulties in the open-ended question type and in terms of making sense of the vocabulary elements.

In the fifth sub-problem of the research, the opinions of the students about the audiobook application were taken. To the question of the positive aspects of listening to the audiobook, all 6 students answered "learning the pronunciation of words". It is seen from this finding that the audiobook is a useful tool in terms of learning the elements of speech in the target language. 5 students answered "learning new words" and 5 students answered "improving listening". Based on this finding, listening to the audiobook is beneficial in terms of expanding vocabulary. In addition, since it is aimed at direct listening skills, it is also important in terms of measuring listening comprehension. In the research conducted by Şimşek (2021), it was revealed that audio story activities were found interesting and entertaining by the learners. In this respect, it is seen that using audiobook (story) activities in the process of teaching Turkish as a foreign language improves many aspects of the students. To the question of the negative aspects of listening to the audiobook, 2 students answered "comprehension problems due to the fastness of the voice", 2 students answered "boredom and focus problems due to the long listening" and 2 students answered "it is difficult due to the lack of visuals". It is seen that the negative aspects of listening to the audiobook come together under the components of "speed, focus, boredom and absence of visuals".

### **Recommendations**

Based on the findings obtained from the research, the following suggestions were made:

1. In this study, the use of movies and books in comprehension skills in teaching Turkish to foreigners was investigated. Different studies can be conducted on the use of movies and books in narrative skills, vocabulary and other language areas.
2. The application of the study with a larger participant group and homogeneous individuals may help to reach more diverse findings.
3. There is not enough research on the use of audiobooks in teaching Turkish to foreigners. Researchers conducting studies in this area will benefit the use of audiobooks.
4. In this study, the material Selvi Boylum Al Yazmalım was used. The number of similar studies can be increased with different materials that have both a movie and a book.

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