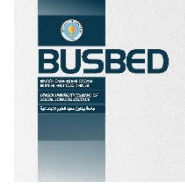


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STUDENT OPINIONS ON THE EFFICIENCY OF SIMPLIFIED GERMAN AUDIOBOOKS IN FOREIGN LANGUAGE LEARNING PROCESSES¹

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ABSTRACT

This study aims to show the effects of the audiobook forms of linguistically simplified literary works, a new media product, on foreign language learning processes from different perspectives since new media are taking place in current teaching theories and design of foreign language teaching. In the study, applied experimental research was carried out within the framework of linguistically simplified audiobooks. The research was designed with the participation of fifty-four students within the scope of the reading comprehension course. The aim is to clarify the advantages and disadvantages of audiobooks in foreign language acquisition and the development of foreign language skills. In addition to this, an answer is sought to the question of whether audiobooks are effective in enriching the course content, increasing reading motivation, and acquiring different strategies in language learning. Based on the research results for these questions, it was determined that the students abstained from them in the first survey because they did not have full knowledge of audiobooks. Therefore, more participants in the second survey compared to the first survey preferred audiobooks instead of printed books as additional material to improve their language skills, increase motivation for reading, and improve reading techniques and strategies. In addition, the multimedia feature of audiobooks helps to increase concentration during reading. Considering the participants' desire for alternative information transfer tools and the materials they use to appeal to many senses, it can be interpreted that their hesitations about new media products stem from ignorance. Based on the research results, it is thought that it would be beneficial to use audiobooks as auxiliary material in developing various language skills in learning a foreign language in the classroom reading comprehension lesson.

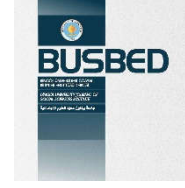
Keywords: Material design, Audiobook, New Media, Foreign language course, German as a foreign language.

¹ This article is based on Kalemci's master's thesis (2020)

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YABANCI DİL ÖĞRENİM SÜREÇLERİNDE BASİTLEŞTİRİLMİŞ ALMANCA SESLİ KİTAPLARIN ETKİNLİĞİNE İLİŞKİN ÖĞRENCİ GÖRÜŞLERİ

Harun GÖÇERLER¹, Nurseda KALEMCI²

ÖZ

Bu çalışmada bir yeni medya ürünü olan dilsel olarak basitleştirilmiş edebi eserlerin sesli kitap şekillerinin yabancı dil öğrenme süreçlerindeki etkilerini farklı açılardan göstermek amaçlanmıştır. Çünkü yeni medyalar güncel öğretim kuramlarında ve yabancı dil öğretiminin tasarımında güncel bir şekilde yer almaktadır. Çalışmada, dilsel olarak basitleştirilmiş sesli kitaplar çerçevesinde uygulamalı deneysel bir araştırma gerçekleştirilmiştir. Araştırma, okuduğunu anlama dersi kapsamında 54 öğrencinin katılımıyla tasarlanmıştır. Hedef olarak yabancı dil edinimi ve yabancı dil becerilerinin gelişmesinde sesli kitapların avantaj ve dezavantajlarını açığa kavuşturmak seçilmiştir. Bunun yanı sıra sesli kitapların ders içeriğini zenginleştirme, okuma motivasyonunu artırma, dil öğrenmede farklı stratejiler edinme konusunda etken olup olmadığı sorusuna yanıt aranmaktadır. Bu sorulara yönelik gerçekleştirilen araştırmanın sonucuna dayanarak, öğrencilerin sesli kitaplar hakkında tam olarak bilgi sahibi olmadığı için onlara karşı ilk ankette çekimser yaklaştığı saptanmıştır. Bundan dolayı da, ilk ankete nazaran ikinci ankette daha fazla katılımcı dil becerilerini geliştirmek, okumaya yönelik motivasyonunu arttırmak ve okuma tekniklerini ve stratejilerini geliştirmek için ek materyal olarak basılı kitap yerine sesli kitabı tercih etmiştir. Ayrıca sesli kitapların çoklu medya özelliği okuma esnasındaki konsantrasyonu arttırmaya yardımcı olmaktadır. Katılımcıların alternatif bilgi aktarım araçlarına ve kullandıkları materyallerin birçok duyuya hitap etmesine yönelik arzusu dikkate alınacak olursa, yeni medya ürünlerine yönelik tereddütlerinin bilgisizlikten kaynaklandığı yorumu yapılabilir. Araştırmanın sonucuna dayanarak, sesli kitapların sınıf içerisinde okuduğunu anlama dersinde yabancı dil öğrenme sürecinde çeşitli dil becerilerin geliştirilmesi bağlamında yardımcı bir materyal olarak kullanılmasının faydalı olacağı düşünülmektedir.

Anahtar Kelimeler: Materyal tasarım, Sesli kitap, Yeni Medyalar, Yabancı dil dersi, Yabancı dil olarak Almanca.

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1. INTRODUCTION

Especially at the beginning of the 21st century, a lot of things have changed in people's ways of life because this century is about a so-called digital age. The influence of digital change, which is reflected in all people's lifestyles, is also clearly evident in adolescents. Therefore, one can say that one lives in a constantly changing digitized world that is experiencing an inner evolution in the present. As a result of this evolution, the shape of our living environment is literally changing day by day in parallel with the continuously developing technology.

With digitization, the world is constantly experiencing an enormous transformation, and there is no area in life that is unaffected by digitization. While accessing information used to be problematic in the past, new media products now offer the elimination of the complexity of information flow propagated with evolving technology.

Along with the advancing digitization, the traditional media, which are traditional communication tools, are leaving their place to the current versions, namely the new media. The term "medium", which can also be translated as "mediator", is an essential tool to ensure the flow of information. Media change shape over time and keep up with the needs of the century. Despite this continual change of shape, their place in life is fixed. Therefore, people also take on the task of keeping firm steps with this change. Today's new media are technologically equipped and more multimedia than traditional media. Even those who refuse to use the new media products in their lives are beginning to take advantage of new technologies in order to adapt new world because, over time, it becomes inevitable to keep up with digitization, and adapting to digitization is accepted as a skill to be mastered, especially in the labor market. The new media are not only used to be able to adapt to the times. In addition, these media offer many advantages thanks to their multimedia function. A multimedia function means that the devices offer their users several options within one product (Asutay, Atik, Demir, Öğretmen, and Göçerler, 2016, p.30). An example of this would be the tablet computer, with which access to social media via apps and the use of camera, video, and office tools is possible. On the other hand, the problem of "using these new media" arises due to the user's ignorance of the new media and the resulting disadvantageous use.

In addition to many positive aspects, there is often the problem that people experience problems when dealing with new media because they have not received any training in the respective specialty areas such as education, the world of work, and everyday life. Because of this, they might feel inefficient in using the existing technologies in general. In order to benefit from the developing technology, first of all it is necessary to inform the users about the effective use of the technology (Akçayır and Akçayır, 2016, p.1176). In this context, media education aims to teach children, young people, adults, teachers, and all other responsible people a methodical approach to communicating about the correct and advantageous use of the media (Doğan, Koç, and Saraç, 2022, p.777).

Many things have eminently expanded with new media in different areas in the digital age. A day at work, school, or even leisure has become unimaginable without using technology because today's children, in particular, grow up with technological devices and thus with the new media. Ignoring digitization has now become entirely impossible, as we are talking about a living environment that goes hand in hand with technology and continues to evolve with digitization.

As a result, digitization and thus technological devices have also taken their place in education in a reliable way. The media are significant when it comes to education. This is all about an exchange of information. Therefore, a focus should also be placed on media education for educational subjects since the information conveying materials in all school levels have also changed with digitization. Just as the blackboard has developed into a whiteboard, the other teaching/learning materials have also been technologically equipped and transformed. With the new media, a great variety of materials has come into the classroom, as they enable multiple transmission options for the different topics. Apart from that, extracurricular learning materials have also changed with digitization. People no longer work with pens and notebooks, but these materials have given way to digitized utensils such as tablets and wireless input pens. Also, publishers and textbook authors have changed their lines, and the works they work on have been designed and redesigned based on technology.

Accordingly, it could be advantageous to educate the growing children in an age of this kind, integrated with digitalization. Growing up with media is relevant for today's children and young people. Consequently, it could be taken as a preparation for the future since media literacy is also part of the job requirements today. As a result, the effective use of digitized means in the 21st century should be considered an inevitable skill, and the educational process should be shaped by this determination so that children and young people can sustainably complete their education, ready for the workplace of tomorrow (Bosshard, 2019, p.7).

In a foreign language class in which textbook- and teacher-oriented, monotonous, and monotonous teaching has been conducted, it is now required and has become a must to restructure the content and delivery form to keep the students in the classroom as the focus. Old forms of teaching should be decoupled from this situation by using multimedia materials. The change made with the new media could increase the learner's motivation, for which it is relevant, and also considerably increase their interest in the lesson (Bauer, 2019, p.164).

The technological developments mentioned above are also reflected in literary works, through which a connection to literature can be established. Literary works have started to take their place with digitization in the virtual environment immediately and change in content and form accordingly. Not only e-books and e-book readers become widespread, but also it has become possible to carry audiobooks and numerous printed books in digitized form on a single device at all times (Asutay et al., 2016, p.30). As a result, literature is also undergoing significant changes, and new subgenres such as cell phone novels and SMS novels are appearing (ibid.: p. 32). These could be interpreted as the most innovative form of the novel that can be reflected in the framework of literary works. The audiobook version selected for this study is also precise in considering the influence of the new media on literature.

Among the three types of the audiobook, the second was chosen for this study:

- a- Dubbed versions of classic written works without alterations
- b- Synchronization through linguistic simplification or shortening of classical written texts
- c- Dubbings of adventure stories and classic literary texts specially made for language teaching, simplified and prepared according to the language levels

With this type of audiobook, literary works and the classics of literature come together with the new media, and consequently, access to the literary works becomes more effortless. Accordingly, the German literary works can also be used as material in foreign language lessons since they have different multimedia functions and can be retold in a suitable way for all language levels (Gumpert and Zaugg, 2020, p.16). Based on the above statements, this study examines four simplified literary audiobooks selected by the researcher to promote the culture and literature of the target language in addition to their contributions to language learning.

After these audiobooks were presented to the students, their comments were evaluated using a questionnaire. However, before the audiobooks were presented to the students in the university DaF lessons, their perspectives on the term audiobook were evaluated together with a pre-test. This empirical study intends to enrich current foreign language teaching with new media materials such as audiobooks. In summary, the aim is to support the foreign language learning process according to the current situation in German as a foreign language.

2. SELECTED AUDIOBOOKS FOR THE STUDY

In order to be able to specify the subject of the work, four literary works from German literature were chosen in an audiobook version. The original works of the classics were deliberately not used in the study, but a simplified version of the works created specifically for foreign language teaching. A decision was made in favor of simplified audiobook versions of the works, as these are published for the different language levels and can therefore be used in a specific target group. The main reason for their selection is the low or insufficient language level of the first-year students in the undergraduate program who took part in the research (survey) conducted within the framework of this master's thesis.

The selected works are Johann Wolfgang Goethe's *Die Leiden des jungen Werther*, Joseph von Eichendorff's *Aus dem Leben eines Taugenichts*, E.T.A. Hoffmann's *Das Fräulein von Scuderi* and Ludwig Tieck's *Der blonde Eckbert*.

2.1. Die Leiden des jungen Werther

This book belongs to the publishing house ELI-Lektüre and has the language level B1 according to the Common European reference framework. It can be concluded that the words and forms of expression used in the book are suitable for the beginner level.

The students can hear the target language in an authentic pronunciation using the audio data since native speakers synchronize the texts. In this way, the students can practice the original pronunciation of the target language, and practice pronunciation unconsciously. In books from ELI Verlag, the entire book is not recorded on CDs, but the same narrator dubs certain parts of each chapter. The purpose of this may be to get the student to read as well, rather than getting used to listening to a speaker. This audio form, offered as listening support, was presented according to the B1 level, and the story was read aloud by a reader at speed appropriate for that level. Thus, the reasonable goal of the publisher may be that the students do not skip the plot of the story but follow it themselves.

In the first part of the book, the main characters are introduced to the readers with the help of the pictures so that the visualization of the characters can be concretized in the memory of the readers. Before the students continue reading, there is a section entitled "Before Reading" for developing writing skills after the character introduction. This book offers the students the opportunity to work on writing development in addition to reading/listening comprehension development. The novel is divided into nine chapters by the author, and at the end of each chapter, there are listening-reading and vocabulary exercises after the reading/listening phase. In addition, some exercises

for exam preparation can be found in this book, which is marked as Zertifikat Deutsch (ZD) and prepare for the exam. If words are used that distort understanding of the text or are not appropriate for the level, they are explained with German synonym words appropriate for the level at the end of the reading pages along with footnotes. In this way, the students can discover vocabulary belonging to a higher level.

Occasionally there are illustrations that depict the most important scenes in the book and facilitate visualization as the novel progresses in the student's mind. In the last section of the book, "For further reading", the retelling author gives detailed information based on real photos about Johann Wolfgang von Goethe (the author of the classics) and his life, and thus about the genesis of the novel. In this way, the reader/listener could get cultural information about the country of the target language and internalize the text. After the last section, this book concludes with the Self-Control section, which measures reading comprehension.

The topics, language acts, and grammar that appear in this book are listed on the last page under the title "Syllabus" so that you can get an overview of the knowledge you have acquired.

2.2. Aus dem Leben eines Taugenichts

Looking at the cover of this book, which the publisher of ELI-Lektüre also owns, we see that the publisher has compiled it according to the European language standards of level A2. From this statement, it can be deduced that the content of this book is designed for level A2 and that there is no choice of words and sentence structures that could exceed this level.

In addition to the audio CD, the ELI reading app could be downloaded as an application from the Google App Store or Apple Store. After scanning the title page of the book, the associated multimedia options can be used. In this way, the listening phase could also be carried out without a CD player. The book begins with the introduction of the characters. The introduction is made with the help of illustrations of the characters and with sentences that describe the character's place in the text and provide foreknowledge. As in the previous book, footnotes are included in the reading and listening sections in this book. In addition, after each reading section, the four language skills are taught with the associated exercises.

In addition, among the exercises that appear before the continuation of the reading sections are discussion exercises that can help develop speaking skills. Thus, this book, specially developed for foreign language students, is converted to all four language skills.

In the last section, "For further reading", foreign language students are informed about Joseph Freiherr von Eichendorff, the author of this literary work, and about the Romantic era of German literature, to which the book belongs, which in turn could contribute to cultural competence. Furthermore, in this section, students are enlightened about the motifs and symbols that appear in this book. On the book's last page, under the title "Syllabus" the general life situations occurring in this book are listed under the heading "Topics", grammar topics, and language acts. This list shows that this book has been written according to the Common European Framework of Reference - Level 2.

2.3. Das Fräulein von Scuderi

This book was created by Cideb-Verlag, especially for B1 level foreign language learners. The book "das Fräulein von Scuderi", adapted for language teaching, is a retelling of a classic work by E.T.A. Hoffman.

The entire text is read by a native speaker according to the level of the book. Different speakers appear when it comes to dialogue, so it is assumed that there could be no misunderstanding of the text. The speaker's reading speed is neither too slow nor too fast for level B1. Accordingly, there should be no problem if the text is followed by the reader or learner. In contrast to the books of the ELI-Lektüren Verlag, the reader is informed about the author of the book before the reading phase, which consists of eight chapters. Then, the book's characters are introduced with representational images under the title "Actor" and accordingly proceed to the reading/listening section.

After each reading/listening section, there are exercises categorized under vocabulary, grammar, reading comprehension, pronunciation, and writing. If this categorization is considered, it can be assumed that the publisher has taken all language skills into account. If words with a higher proficiency level are used, these are explained in footnote form at the bottom of the page. This book has many pictures. These images could help readers internalize the narrative. In contrast to books by ELI-Lektüren Verlag, this book gives the reader general information about the work in various places. This could give the reader an opportunity to get to know the target culture of the target language country better. However, this situation could also be interpreted as distracting since these appear between the listening/reading sections and interrupt the reading process. This book ends with a final test which has grammar and vocabulary categories.

2.4. Der blonde Eckbert

Initially written by Ludwig Tieck, the classic work "Der blonde Eckbert" was redesigned by Cideb-Verlag for level A2 foreign language teaching.

With the accompanying CD, in which the entire book has been dubbed, the narration can be listened to by a narrator while reading, thus it contributes to the pronunciation.

The book begins with a section giving information about the life of the poets. This could increase interest in the book as we get that body of knowledge before reading it. In addition to the exercises that follow the reading/listening sections of this book, general information related to the subject of the book is given in various places.

The intention here is to impart cultural knowledge about the target language country to the learners. In addition, the work is supported by colorful drawings that could strengthen the understanding of the text and motivate the reader to continue reading. The varied exercises have been selected in such a way that they contribute to four language skills.

Special terms such as "Mine" or "Walpurgis Night" are visually conveyed in the text with small images. As soon as the word Walpurgisnacht appears in the text, a connection is made with Goethe's world-famous tragedy, and information is given about the work "Faust", which is one of the most important works of German literature. Accordingly, the interest of foreign language learners in German literature can increase, and new knowledge could be acquired with an infused spirit of research. This book ends with an exercise section consisting of categories Understanding, Grammar, Vocabulary, and What do you mean?

3. PROBLEM

With the technology developing day by day, everything changes or takes a renewed form. In this case, it should be admitted that the teaching tools should also change in parallel since the group-specific characteristics also change eventually. Therefore, it will be beneficial for the education sector to benefit from the new media products. One of these products is the audiobook enriched with technological features. In this study, the audiobook is treated with the help of the students' views. This could be explained with the following explanation.

First of all, literature research on the topic was carried out. This research brought up specific questions. By realizing a literature analysis in the thesis, it was found that the studies/scientific works carried out in this area have specific gaps or essential points that were not mentioned or that they should be treated from a different point of view. The audiobook was only analyzed as form and content until that time. Likewise, the researchers did not carry out a detailed study taking into account the teaching of German as a foreign language. This shortcoming is that the audiobooks discussed were not analyzed in an educational-scientific way, namely an "experimental" study of foreign language learners.

4. QUESTION

The audiobook, which has acquired a developed form with the constantly developing new media and has become a product of the new media, is the subject of discussion in this research.

Should the topic be dealt with in more detail, this study tries to find concrete answers to the following questions:

- (1) Could audiobooks increase readers' motivation to learn?
- (2) Do audiobooks improve students' language skills?
- (3) Do the students use a specific reading strategy when listening/reading the audiobooks?
- (4) What other effects do the audiobooks leave on the student?

Four audiobooks were selected and provided to the first-year students by the Department of German Language and Literature of Tekirdağ Namık Kemal University to address this question.

5. THE AIM OF THE STUDY

This paper is expected to contribute to the scientific field because, as a result of the literature analysis, it was found that the completed scientific papers discussing the audiobook failed to take into account the four language skills of foreign language learners. It is well known that the four language skills are an important subject area in foreign language lessons. Therefore, when examining the importance of audiobooks in foreign language teaching, the possible contribution of audiobooks to the four language competencies of the students also continues to be discussed.

6. RESEARCH MODEL

In order to be able to measure students' views on the development of their reading competence, personal interests, engagement, and motivations of learners towards audiobooks, an eclectic model was preferred and selected as the research model that allows quantitative and qualitative data to be brought together (Aziz, 2020). The intention here was to support and better develop the quantitative, closed results with the open, qualitative data in the pre-and post-surveys.

Pre-survey: At the initial level of the research, a pre-survey was conducted to establish the group of participants, specifically to take stock. The pre-survey is intended to show the initial state of the learners about the audiobooks.

Post-survey: Following a practice that lasted fifteen weeks, a post-survey was conducted using the same questions to demonstrate the difference with the pre-survey results. Quantitative and qualitative questions were offered in the same survey to provide a practical overview of the results.

The pre- and post-surveys were prepared according to a three Likert model with twelve questions plus one open question, and they were applied to a group of fifty-four students in total. The surveys prepared according to the above areas are presented to the students in a shuffled order. This is to avoid the students not giving arbitrary answers to the questions. For this purpose, a negative (reverse) question was also designed for each area in the pre-and post-surveys.

7. MEANS OF DATA COLLECTION AND DATA ANALYSIS

An online survey was created in the Google Forms application for data collection, as it was not possible to see all students in the classrooms due to the Covid-19 pandemic. The quantitative data are evaluated with the Microsoft Excel program, analyzed according to frequency, and presented in tabular form. The compiled qualitative data were analyzed and interpreted through qualitative data analysis techniques such as descriptive analysis and content analysis techniques. In the descriptive analysis, the themes and sub-themes from the findings are used more often (cf. Yıldırım and Şimşek 2013, p.22). The main goal of descriptive analysis is to arrive at results and relations that make the collected data understandable. Content analysis requires a thorough analysis of the collected data and is used primarily in capturing subtle issues not mentioned before (cf. ibid. 2013, p.223).

8. RESULTS

To create a general outlook on the results of the collected data results and to be able to show the connection between the quantitative and qualitative data results, all study results are brought together and evaluated in this part.

While the number of pre-test participants who were familiar with the definition of an audiobook was nine, this number rose to thirty in the post-test. Those who did not know the audiobook were nineteen people at first, but after introducing audiobooks, this number dropped to one. The resulting difference in the number can be interpreted as an indication that the reading process of the audiobook was successful for the students.

While 16 participants responded positively in the pre-test to being aware of the advantages of audiobooks, the number in the post-test was forty one people. While thirty people answered "partially" in the pre-test, you only see twelve participants who were delayed in the night test. However, the number of people who gave a negative answer is only one. Based on the pre-and post-test results of this question, it can be stated that after the announcement of the audiobooks, the participants are of the opinion that audiobooks can be beneficial when learning a foreign language. Thus, it was found that the participants were not entirely familiar with the concept of audiobooks at the beginning. However, after the introduction, the opinions of many participants changed in a positive way. In addition, it is also evident from the results of the last open question that the participants made generally positive statements about the audiobook in the foreign language learning process. They think that the audiobooks could contribute a lot to them in the general language learning process and that they are interested in dealing with audiobooks.

While the number of participants who wanted to read German-language books before using audiobooks was twelve, the number rose to thirty after introducing the simplified literary audiobooks. In the survey before using the audiobooks, the number of those who gave a negative answer to this statement was thirteen, while in the night test, no one gave a negative answer. This situation can be interpreted as evidence that audiobooks can also be used as supplementary material to increase the reading habits of foreign language learners. As explained in the study detailed, learners find the use of audiobooks beneficial for effective, practical, and fluent reading while having fun. It should be understood that audiobooks can contribute to the development of reading habits. Learners find their independence of time and space and easy accessibility as positive factors in sustained reading.

Only one student commented on the statement that it is boring to read books in German in the post-test, while this figure was five in the pre-test. Consequently, the answer to this question shows that audiobooks are also a motivating factor to increase reading pleasure. The participants expressed their wish for the audiobooks to be used regularly in the lectures. This means that listening to and reading the audiobooks will motivate them to read more in German.

While seven participants in the pre-test stated that they had read at least one German-language book, thirty eight people answered this statement positively in the post-test. While the number of participants who had never read a book in German was forty one in the pre-test, nine people were identified in the post-test. This result indicates that audiobooks can be a factor that increases the number of students who prefer German-language books. The results of the open question of the survey openly state that the contribution of audiobooks to strengthening memory and better concentration when reading cannot be neglected. In addition, the participants articulate that they can better understand the storylines of the books thanks to the auxiliary multimedia materials in the audiobooks.

While twelve participants in the pre-test stated that they had decided on audiobooks, this number rose to twenty when audiobooks were introduced. Based on the answers to this question, it can be said that participants still prefer printed books, as in the post-test, 34 of the respondents continued to choose printed books. However, due to the additional technical possibilities that the audiobooks offer, it can be clearly seen that the participants do not neglect the audiobook as a book form. While thirty-four of the participants in the pre-test gave the difficulty of the language level as the reason for not preferring German-language literary works, this number was determined to be twenty five in the night test after introducing simplified literary audiobooks. According to this result, it is assumed that audiobooks in a simplified language can encourage students to read literary works in the target language. As is well known, the general goal of simplified audiobooks is to increase learners' individual language skills and encourage them to learn. All materials are expected to live up to that expectation. According to the participants, it can be read that audiobooks of this type have contributed to listening comprehension, fluent reading and speaking, and also the expansion and sustainability of the vocabulary learned. If the general language level of a language learner is high, he/she would feel motivated, encouraged, and aware also to read literary works.

While twenty-one participants in the pre-test stated that their concentration did not decrease when reading a book in German, twenty four participants gave positive answers in the post-test. Based on this result, it can be said that audiobooks partially increase concentration when reading. A total of five participants said that they could concentrate better when reading and listening to audiobooks.

According to pre- and post-test results, it was found that the inadequacy of students' pronunciation is not a significant reason for attending or not attending reading classes. However, the fact that twenty-two participants in the pre-test and nineteen participants in the post-test answered this question as "Partly" indicates that a significant number of participants should improve their pronunciation. Seventeen participants positively expressed their opinions on how to improve and develop their pronunciation thanks to audiobooks.

The pre- and post-test results show that participants' expectations of books in the post-test have changed. According to this, the students stated that it was necessary and significant for them that an information transfer tool, if necessary, the book could appeal to different senses. The results of the open question show that the use of audiobooks inside and outside the classroom does not only contribute to the development of reading. Their practical and conscious use can offer good support for strengthening memory, the reception, and production of linguistic forms, pronunciation, and comprehension training.

In both tests, almost all participants are of the opinion that the use of audiobooks not only contributes to the development of reading skills but also to the development of other skills (pretest=f:45/posttest=f:51). In particular, several participants answered this question in the affirmative during the synthesis; accordingly, it may be related to their familiarity with the useful features of the audiobook.

In the pre-test, thirty six participants stated that they wanted to improve their reading skills with alternative texts such as the audiobook. On the other hand, this number rose to forty one students in the post-test. Accordingly, audiobooks are believed to have positive effects on students' reading techniques and strategies. From all the data compiled in the seventh part, it can be concluded that the audiobooks can show different indications for the development of different learning strategies for four language skills. By introducing different types of reading comprehension and exam preparation exercises at different levels in the audiobooks, students could generalize such exercises to other materials as well.

In addition to the positive results already presented, the students also identified some negative aspects. The following points, which were explained in more detail in the seventh part, were brought up by the students:

- Obstruction of storylines in the reader's brain (f:1).
- Inclination to classic books because of old habits (f:1).

- Concentration problems (f:1).

For each point, one person expressed their negative opinion. This result can be accepted as tolerable for this study.

After these general data evaluations, the conclusion of the study is presented in the next part so that the framework of the fundamental research can be summarized. Then gaps and usable pages of the audiobooks in foreign language learning are dealt with, and suggestions are made for the subsequent academic studies.

9. EVALUATION AND SUGGESTIONS

The teaching methods, which are constantly changing in parallel with technological developments, force teachers, institutions, and publishers to design and publish new teaching materials. These are often to be used as additional auxiliary material in foreign language lessons. The audiobook can be counted as one of these materials, from which one can benefit both in face-to-face teaching and outside of the classroom.

While there are several skills that we need to focus on while learning a foreign language and that have certain gaps, the audiobook plays an important role, for example, in practicing the pronunciation of the target language and learning how to use it in real life. With this purpose, it can be said that audiobooks enable foreign language learners who do not have the opportunity to travel to the target language country and thus get acquainted with the language and its natural pronunciation to improve their language skills themselves. Considering that not every school can hire a teacher who is a native speaker, such sources are of great importance for foreign language learners.

In addition, the availability of the lesson topics in the form of an audio file via various communication devices makes it possible to deal with the target language outside the school. In this way, the learning process is not confined to the classroom under the direction of the teacher (Satkaukaitė, 2010, p. 106). Accordingly, the teachers may use the audiobooks as additional material to support their curriculum and enrich the lessons. The sound and image structure of the audiobook can increase the foreign language learner's reading motivation in contrast to the printed book. In addition to the visual perception of words in books, audiobooks also offer an affective dimension through their soundtrack (Göçerler and Asutay, 2016, p.156f). Based on these thoughts, this master's thesis focused primarily on the students' assessments of the applicability of audiobooks in foreign language learning.

The study was structured around the following questions:

- 1- Could audiobooks increase readers' motivation to learn?
- 2- Do audiobooks improve learners' language skills?
- 3- Do the audiobooks contribute to the development of learners' reading strategies while listening/reading?
- 4- What other effects do the audiobooks leave on learners?

According to the survey results, the following points were set as summary headings:

- The reading process of the audiobook by the students was judged to be successful.
- In contrast, although the audiobook was not well known to the students at first, many students' opinions changed in a positive way after the introduction of the audiobook.
- According to students' views, audiobooks can also be used as an additional learning material to increase reading habits.
- Audio books are also a motivating factor to increase the desire to read.
- Audiobooks can be a factor that increases the number of students who prefer German-language books.
- Thanks to additional technical possibilities offered by audiobooks, it became clear that students do not neglect the audiobook as a book form.
- Audiobooks in a simplified language can motivate students to read literary works in the target language.
- According to the students, audiobooks partially increase concentration when reading.
- The students participating in the study should improve their pronunciation. Furthermore, they think that audiobooks could help them do that.
- According to the students, it is necessary and significant that the audiobook appeals to different senses when practicing the foreign language to be learned.
- Audiobooks have a positive impact on students' reading techniques and strategies.

Besides these points, three people expressed negative opinions about the use of audiobooks. They have expressed that they are much more inclined toward printed books because of old habits and have sometimes experienced difficulty concentrating while reading and listening to imagine the storylines in their mind.

Based on the research results and evaluations, the following suggestions can be formulated for this study and further research on the subject:

- The multimedia products should not be the focus of the lesson. As they can contribute to several language skills, it is beneficial to use them as supplemental material. For this reason, they should also take their place in the classroom as constantly evolving technological materials so that the uniform teaching phases can be designed to be more varied.
- In addition to all possible uses, a reading activity or listening comprehension activity involving the simplified literary audiobooks can be transformed into a consultation hour. This is a great way to build in a speaking activity on various topics.
- By using the simplified literary audiobooks in foreign language lessons, one can get to know the literature of the target language country better, even at lower language levels.
- Through the exercises that are in different parts of the audiobooks, the teachers can make the learners aware of the different reading/listening techniques and strategies.
- In order to improve learners' pronunciation, reading competitions can be held in class.
- Teachers can get many tips from audiobooks in order to design a varied lesson plan.
- Audio books can be used to acquire and impart information about the country. After all, the publishers include cultural topics partly through exercises in the books, partly in terms of content, so that the cultural studies of the target language are implicitly acquired.
- Incorporating new technological developments into the lesson plans will help students adapt to the lecture more easily. Accordingly, it would be beneficial if teachers turned to innovative developments.
- Since the students are composed of different types of intelligence, and the eligibility for each type requires different materials, it can be recommended that teachers enrich their teaching content with multimedia and digital materials as much as possible.
- It is recommended for teachers and parents to teach young people how to use new technological materials and thus show them the effective ways/various offers that new media offer so that students can cope with the innovative advances in their future world of work.

Because the topic of "innovation and digitization in all areas of life is currently a topic of discussion, it would be desirable to find more research on new media in education and literary studies. As the number of participants in this study is limited to fifty-four students, it is recommended for future studies to conduct similar research in other multi-participant language departments so that the results can be more differentiated and further generalized.

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