

THE MODELLING OF TEACHING OF TURKISH AS A FOREIGN LANGUAGE IN DIFFERENT AGE GROUPS

Yasemin Karademirlidağ

Abstract

Learning a foreign language is not only about learning its grammatical structures and syntactic properties. It also has a lot to do with encountering a new culture, experiencing it first hand and learning about it. Someone who has encountered a new language and observed people using it natively, will instinctively compare and that new culture to his and come up with several syntheses. Our study objective is to determine and examine linguistic problems, revealing, with what kind of linguistic classifications students struggle throughout the learning process and to examine the advantages of which language learning strategies suits best for Turkish students in middle school and high school levels, as well as, German , Irish , French, Danish (held by the Comenius Lifelong Learning project to the EU- National Agency support) Spanish at the high school level and college-level Moroccan , South- North- Central African , Iranian and Afghan students (Gediz University in TÖMER). Three questions have been tried to answered in this study; How do the students classify their linguistic problems, how do their life experiences play a role in them becoming aware of their own linguistic capabilities and lastly, which language learning methods help them best in overcoming difficulties faced in everyday situations.

Our study consists of a B2 level language learner (CEF), the learners' vocabulary resource, the methodologies used in vocabulary teaching, analyzing the lesson and assessment of the lesson with feedback and results.

The purpose of our study is to model certain methods and explain through examples, the teaching of Turkish language to students of various age groups.

Keywords: Turkish as a second foreign language, the National Agency for Lifelong Learning Projects, language teaching in TÖMER, primary and secondary schools teaching Turkish as a foreign language