

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

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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

A. METHODS and TECHNIQUES

We make use of many methods in our studies. I would like to touch on the subject of method before continuing. Method, the cornerstone of any systematic learning is defined as; 'a certain way, system, procedure or politic used to reach a goal'. A method needs to be constantly updated as the needs of the learners continually evolve with every drastic and chronologic change taking place from the materials being used to the surrounding culture and way of life. This need has always kept the 'How should a really effective method be' question relative. Foreign language teaching methods not only aim for teaching the most correct grammatical structures but also try and transform the learner to become a more effective learner. Because of the vast number of variables in learning environments and learner bases, there is no ultimate method to language teaching. One method may work wonders on a learner and may fail miserably with another.

Some of the widely used methods acknowledged by the Common European Framework have been listed below;

1. Grammar- Translation Method

2. Direct Method
3. Natural Method
4. Audio-Lingual Method
5. Cognitive- Code Method
6. Communicative Method
7. Eclectic Method

Aside from these methods, below are some of the less known and alternate methods;

1. Suggestopedia
2. Community Language Learning
3. The Silent Way
4. Total Physical Response
5. Audiovisual Method
6. Task-Based Method
7. Content-Based Method

We have utilized the Audiovisual, Content-Based, Audio-Lingual, Cognitive-Code and Communicative methods during our lessons and activities.

B. PROBLEMS ENCOUNTERED

If a language is to be learned and taught properly, none of the four skills (reading, writing, listening, speaking) should be overlooked and materials need to be developed in order to improve all these areas.

Yorulmaz (2009: 53) in his research has noted that learners of a foreign language have difficulties in listening comprehension skills; that sometimes, the words they can understand in written form are lost to them during listening activities.

Kuzeci (2007:14) lists the possible reasons causing these difficulties in listening comprehension skills.

1. Lack of audio equipment present in the learning environment.
2. Insufficient amounts of audio-visual materials presented in the duration of teaching.
3. Not presenting learners enough opportunities for speaking in the learning environment.

C. SUGGESTIONS

Sufficient opportunities for practicing speaking and listening skills should be provided to the learners

Communicating with emotions and intonations as well as arming learners with common or rather urban talk of that culture should be prioritized

Audio analysis software should be utilized to help students with pronunciation and intonations at institutions such as TÖMER where foreigners can learn Turkish.

D. EXAMPLE MATERIALS

A few movies regarding Turkish culture,

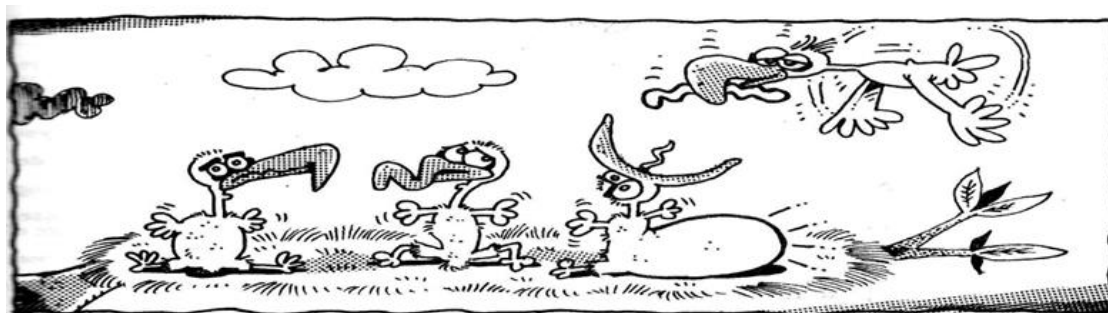
- 1) Babam ve Oğlum (2005): Set in 1980, coupe era Turkey, it is a very sincere and emotional story told both through the eyes of a father and a son.
- 2) Mutluluk (2007): This movie exposes the diversity between Turkey's traditional and modern faces. It spans from the west to the east, telling stories of three intermittent lives.
- 3) Tatil Kitabı (2008): This movie takes a good look on the rhythm and events that can take place in the Turkish rural life, namely, a small town called Silifke. Touristic and beautiful, events are unfolded through the eyes of the youngest boy in a family, Ali.
- 4) Selvi Boylum Al Yazmalım (1977): This movie is considered one of the best romantic movies in Turkish

filmmaking history.

- 5) Eşrefpaşalılar (2010): The famous 'Kabadayı's residing in Eşrefpaşa of İZMİR are the central theme of this movie. It manages to have dramatic and comedic elements. The message the movie is trying to communicate is that different people from very different backgrounds may meet in a common language; love.

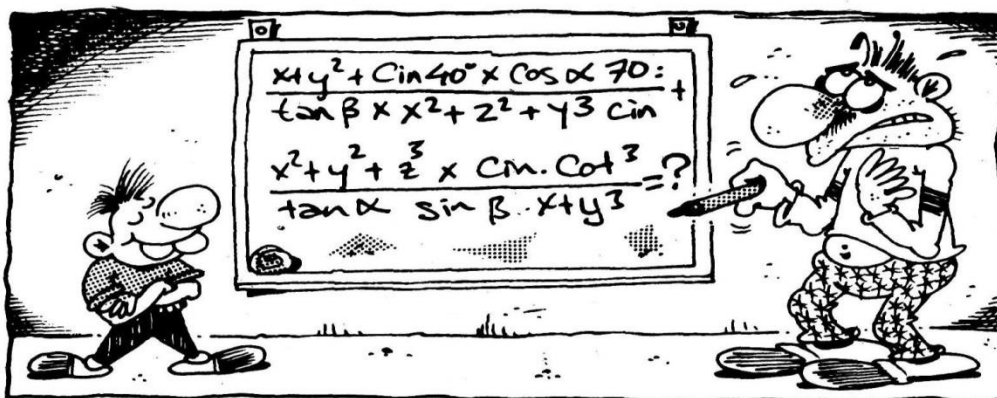
Expression and Idioms cards,

At this point of our study we have looked at some of the idioms to help familiarize students with some concepts and verbs. We encourage you to use these flashcards in your lessons as well.



✓ Açık ağız aç kalmaz.

✓ İstemek-



✓ Bilgili adam güçlü olur.

✓ Bilgili-

✓ Güçlü-

Karagöz and Hacivat flash animations are an invaluable tool for teaching foreign learners Turkish way of thinking and provide the perfect examples to quick witted dialogues.

E. EXAMPLES FROM COMENIUS AND ERASMUS PLUS PROJECTS OF THE EU LIFELONG LEARNING PROJECT THROUGH THE NATIONAL AGENCY CHANNEL

Since 2006, Turkish culture and language has been taught in three different international projects. Teaching a foreign language is also teaching that culture. We can find traces of culture behind every word, action and sound. This is way the target learners' way of life and values must be taken into consideration (Avcı, 2002). According to Tomalin and Stempleski (1993: 89) there are 7 reasons behind teaching cultural elements;

Helping students understand that every action is driven by cultural motivations.

Helping students become aware that similar reactions will be given in similar situations by people within the same culture. Making students aware of the word patterns taking place in the target language. Enabling learners observe a culture in an objective manner during the learning process. Improving students' ability to gather information on the target culture. Raising curiosity among learners' towards the target culture.

F. CONCLUSION AND SUGGESTIONS

Due to the geographical location of Turkey and her rise in power in the international stage, more and more people are interested in learning and becoming familiar with the Turkish language, way of life and culture. In order to meet this demand as well as properly advertising Turkey on the international stage, Turkish teaching should be taken seriously and handled delicately. The textbook materials used in classrooms should contain texts conveying Turkish culture with all its aspects. Also the starting point of Turkish language teaching to foreigners should be to help them grasp the advantages and importance of learning Turkish. This will surely help raise student awareness and enthusiasm.

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