



## Research Article

# Practical Experience of Teaching Turkish in Intensive Courses of Languages the Case of the University of Tlemcen, Algeria 3

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**Abstract:** Teaching Turkish language in Algeria has its own potential problems due to the lack of authentic language input. Algeria is a foreign language context. This hinders learners in their mastering Turkish language in a short time (6 months). Moreover, other problems caused by poor instructional planning contribute to this process negatively. With these potential hindrances, the present study aims to seek what other challenges incapacitate intensive courses teaching/learning of Turkish conducted with 80 students between 23 and 65 years old. Data were collected using a semi-structured interview. Results show that poor institutional planning is the main cause of challenges experienced by Turkish native teachers. Besides this, instructional and socio-cultural/economic problems are the other challenges for teaching Turkish. Therefore, utilization of visual and auidal tools is effective in concretizing the learning process .Efforts to adapt some tools, which are developed by the technology of our day, to class environment has become of greater importance. At the same time, the increase in the number of approaches to develop students' skill of communication and cross-cultural interaction is an indicator of the fact that auidal and written tools are essential for foreign language teaching. Utilization of visual and auidal tools is effective in concretizing the learning process.

**Keywords:** Teaching Turkish as a foreign language,, *Intensive courses at Tlemcen university, challenges. Effective learning.*

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## INTRODUCTION

Many linguists have studied the difficulties and problems of learning and teaching Turkish as a foreign language as they face failure during teaching or learning process. Considering the failure of teaching Turkish as a foreign language, there are different reasons: insufficient number of instructional units offered in Turkish courses per week, linguistic difficulties of both languages, lack of appropriate teaching materials, lack of skilled native speakers (juste one teacher) , and lack of linguistic theoretical basis (Eryilmaz, 1996). Cotukesen (1983) also states that learners of Turkish as a foreign language have difficulty with suffocation, nominalizations, subject-verb agreement, adjective phrases, complex sentences, relative clauses, nominal cases, and derivational \* Okutman, Jagiellonian Üniversitesi. Filoloji Fakültesi, Krakow suffixes.

More, there are other difficulties that the students also face mainly, with orthography, punctuation, intonation, pronunciation, pitch and juncture. Aydın (1993) mentions about the effect of positive and negative transfer, giving examples for overuse of personal pronoun, lack of object-verb agreement.

## LITERATURE REVIEW:

### The Turkish Language:

The Turkish language has always been a significant language for historical reasons, and due to its political, geographical, and economic position in the world. Thereupon, many universities in the world have Turkish studies departments and more people encounter the language every day and want to learn. It is spoken among a large well-dispersed group of people in Bulgaria, Romania, Greece, Cyprus, some Middle East countries, Germany, Holland, Belgium, Britain, and Australia. Nearly, 125 million people speak Turkic languages across the world. Some of these languages are closely related to Turkish. Likewise, Turkish is the official language of the Turkish Republic, and spoken with its more than 80 million people in the country and additionally about 5.5 million people who live in European countries, USA, Australia, Russia and the Arab countries as well (Turkish Foreign Affairs data of 2015). Turkic world outstretches on a wide region like from Balkans to Mongolia. Thereby according to data of UNESCO, Turkish is among the most commonly spoken language all around the world. '(Ayşe DAĞ PESTİL) 2016

The tradition of teaching ,learning and the use of the Turkish language and culture in Algeria dates back to time of the establishment of the Ottoman period in Algeria in the 15 century Throughout, the time, where Algerian and turkish people married and shared the same culture .There are still a lot of borrowed words from turkish language used in daily communication in the Algerian dialect .As an illustration

Turkish Words	English
Chadi	Monkey
Meryoul	Smutty
Soukardji	Drunkard
Gourbi	Hut
Khourda	Flea market
Cheffar	Pickpocket
Zzawalli	Poor
Rechta	Paste
Bechma9	Slipper
Tbassa	Dishes
Guæna	Also
T9achær	Socks
Bezzaf	A lot of
Dolma	Meatballs
Mengoucha	Earring

## METHODOLOGY

### Research Design

In accordance with the purpose of this exploratory study and the possibilities of the context, and to have a better understanding of the quantitative data results, we have collected the qualitative data via semi-structured interviews with volunteer students. Thus, we had an opportunity to provide a deeper analysis into the data by considering the students' ideas and perceptions with their own statements.

### PARTICIPANTS

This study included 80 students who were in a Turkish language learning program divided in two groups for beginners, one for elementary and the last group for intermediate. The study lasted six months and for those who want to improve their language skills they can add 80 hours as an internship in Istanbul (ie one month) with native teachers. The participants were male and female their age was between 23 to 65 years. They had no previous experience with the Learning Turkish language.

### Sample of the Research

The sample of the study has been prepared by the teacher under the framework of vocabulary, grammar, reading, and writing taught in the 12 chapters of Lale Türkçe Ders Kitabı 1 Course Book (Öztürk & Akçay, 2011).

The teacher used some traditional reading, question/answer approach and Pair work questions as an illustration this is a dialogue completion. It was demonstrated that the experimental group students could remember the text learned by performing could be recollected well even after one week especially those for greetings in the first chapter.

#### Asagidaki boslukları diyaloga göre doldurunuz

##### A: Hos geldiniz.

B: .....

A: .....?

B: ..... Osman.

A: ..... ne?

B: Soyadým Kara. HOŞ GELDÝNÝZ

##### A: Dinleyiniz ve isaretleyiniz

1. A: Merhaba

2. B: Merhaba

3. A: Adin ne?

4. B: Adým .....

A) Ayşe

B) Ebru

C) Sevgi

Besides, it has been demonstrated that performing dialogues have increased the motivation of the advanced group of students, and their self-confidence also increased, since those students collaborate to compose a dialogue,

which can later be performed for the entire class. They managed to speak the language they are learning while performing some during the warm up stage. While performing some dialogues the students could express themselves freely. This will facilitate the development of their speaking skills on a more advanced level of Turkish. The teachers were very impressed. Almost, they should prepare and hold lively and engaging activities to remove the monotonousness and attract their students' attention like visual aids. Learning can be reinforced with different teaching/learning resources because they stimulate, motivate as well as focus learners' attention for a while during the instructional process. Visual aids arouse the interest of learners and help the teachers to explain the concepts easily. Visual aids are those instructional aids that are used in the classroom to encourage the teaching-learning process. As Singh (2005) defines: "Any device which by sight and sound increases the individual's practice, outside that attained through reading labeled as an audiovisual aid".

Turkish Teacher should use visual aids that help the teacher to clarify, establish, and correlate and co-ordinate precise conceptions, understandings, and appreciations and support him to make learning more actual, active, motivating, encouraging.

This device help the teacher to clarify, establish and correlate and co-ordinate precise conceptions, understandings and appreciations and support him to make learning more actual, active, motivating, encouraging, significant and glowing. Indeed visual aids help students to acquire an accurate image when they see and hear properly.

### The Correct Use of Visual Aids Helps to Retain More Concepts Permanently and Avoid Misusing Them

- Visual aids provide a complete example for conceptual thinking.
- Visual aids create the environment of interest for the students.
- Visual aids help to increase the vocabulary of the students.
- Visual aids help the teacher to get sometime and make learning permanent.
- Visual aids provide direct experience to the students.

Aims of Research To explore the use and benefits of visual aids, in the students learning process in Dera Ghazi Khan.

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### The Difficulties of Teaching Turkish Language:

There are a lot of difficulties encountered in terms of the learners. According to Ercil (2003),

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- à Turkish language instructor categorizes the problems in four groups:
  - Shortage of the instructional materials, such as course textbooks and digital instructional materials.
  - Individual differences among students.
  - Students learning activities outside the classroom.
  - Organization of the Turkish classes.

On the other hand, Turkish is different from their native language. Infact it is an agglutinative Ural-Altai language, which has different phonetics and structural characteristics (Özyürek 2009). For example, in Turkish, the verb is at the end of sentence and there are a number of suffixes. Although it might be very hard to learn for students who are not familiar with this type of language structure, many people in the world are increasingly learning and speaking Turkish (Özyürek 2009)

## CONCLUSION

The results show that Turkish teachers, whilst aware of the achievements, observe many difficulties in implementing some methods in their classrooms. These difficulties stem from three directions, namely, the teacher, the students, and the educational system. The results suggest that despite showing a keen interest in change Turkish teachers are not rather optimistic about the complete adoption of new methods, and thus feel that only by overcoming some difficulties and by establishing more favorable conditions for the implementation of new methods.

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