Instructors' Problems and Solution Suggestions in the Process of Teaching Turkish Language to Foreign Students

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Abstract
This study was designed according to the qualitative research method aiming to determine the problems of instructors faced in the process of teaching Turkish to foreigners and the solutions proposed by them. Seven instructors working at YYU TÖMER have been participated in the study. Some of the instructors have experience of Turkish teaching to foreigners in different institutions and in different countries. The data were collected by interview technique, which is a qualitative data collection tool, analyzed by descriptive analysis and exemplified by the opinions of the participants. When examining the problems of instructors faced in the process of Turkish teaching to foreigners and the sources of these problems, it is confronted that these problems are conduced from students, the mother tongue of target group, the structure of Turkish, materials and learning environments. The most difficult skills that instructors encounter during the teaching Turkish to foreigners are grammar, writing, speaking and reading. Considering the most difficult subjects in teaching, metaphor, idioms and proverbs are in the lead. When the suggestions that the instructors have developed for furthering the success of teaching Turkish to foreigners are examined, these suggestions are directed to centers of teaching Turkish, textbooks, texts, other teaching materials, institutions, academicians, instructors conducting the courses and applied methodologies.
Keywords: Turkish language to foreigners, problems and solutions, suggestions

1. Introduction

The language, which is defined as a mechanism used by people allowing to produce an unlimited number of sentences with limited quantities (Ungan, 2013: 15), is defined by Banguoğlu (1998) as the vocal sign system which is used to explain oneself. The issue of how to teach the language, which is so important for people, has continued to be relevant for years.

Approaches to language teaching in the world have been existing since the 1900's. While grammar, vocabulary and culture approaches were being applied in language teaching, in education process, general knowledge topics such as grammar rules, proverbs and literature were being taught. In the 1950s, communication aspect of language and usage in daily life had become prominent. Today, attention in education process has been given to development of mental, emotional and social skills in addition to language skills, and teaching language has been launched into various activities (Güneş, 2013). This situation has brought the issue of what the language teaching approaches are.

When approaches and methods of language teaching in the study of Durmuş (2013) are examined, the following is revealed: grammar-translation method, direct method and applications in Berlitz schools, audio-lingual method, community language teaching method, cooperative learning, total physical response method, silent way, natural approach, suggestopaedia, whole language approach, balanced literacy approach, cognitive approach, communicative method, audio-visual method, eclectic method, task-based teaching method, content-based teaching method, intercultural communication-oriented approach and multi-intelligence applications. When Güneş's (2013) language teaching approaches are examined, traditional approaches (grammar, vocabulary and culture approach), behavioral approach, cognitive approach (communicative, conceptual-functional approaches), constructivist approach (skill, operation) can be seen. After the language teaching approaches, language teaching process is another issue that must be discussed.

Through teaching language, many various processes are emerging from the teaching of alphabet to the teaching of basic skills. The first step in alphabet teaching is to recognize and vocalize the letters. Teaching alphabet of the same or similar language systems is not so much a problem, the teaching of the alphabets of the languages with different alphabet system presents a problem in terms of the target language (Akkaya and Polat, 2013). After teaching alphabet, the subjects to be examined are basic language skills and teaching of grammar.

The lack of emphasis on listening and comprehension, which is learned firstly and becomes the basis of other skills, results in the inability to comprehend the specific uses resulting from language structure, and the failure affects learner adversely. Teaching learners to recognize listening comprehension strategies, providing learning environments that develop their selection and implementation skills are up to the teachers . This is possible only if the language teachers have acquired with the necessary equipment. Besides, current texts and applied activities are to be original and realistic, and while preparing listening materials for managing the

process accurately, selection of proper materials which achieve the goal should be attached importance (Dilidüzgün, 2013). After listening skill, speaking skill needs to be examined.

The speaking, an important measure to demonstrate that a language was learned, has contact with language, culture and thinking. The factors affecting Turkish teaching as a foreign language can be ranged as teachers, students, teaching methods, techniques and applications, and teaching environments. Teachers giving speech instruction are supposed to be individuals who are sufficient, equipped, motivated, empathic and able to use body language effectively. Besides, it is necessary to know the characteristics of the target group such as nationality, age, gender, culture and to provide instruction accordingly (Emiroğlu, 2013). After the speaking, reading skill comes to the point.

The acquisition of reading skill in teaching Turkish as a foreign language is closely associated with the situation of the target group. Reading in a foreign language is to comprehend and reading must primarily serve to comprehend. The texts to be used in the reading courses should be semantically and logically integral and serve to improve reading skill (Keskin and Okur, 2013).

Compared to other skills in teaching Turkish as a foreign language, writing skill is the most difficult and time-consuming skill. The writing skill that develops after listening, speaking and reading skills and also involves these skills is a step-by-step developing skill. The improvement of writing skill is possible by successfully performing of each step from alphabet level to writing a text (Bağcı and Başar, 2013). After basic skills, it will be useful to look at teaching grammar which has an important place in teaching Turkish to foreigners.

What is important in the teaching of grammar, which examines the forms of expression through language and determines the rules of the language, is to know in what situations the rules can be used. It is expected from the teacher to decide how much rules are to be taught, where and how to give them, how often the practices and examples should be done and given in teaching grammar to foreigners. It is necessary to teach grammar not only by exercises but also by associating it with other language skills. It is also important to give the context of using the language and to implicate its mission (Göçen and Okur, 2013).

Providing success in teaching Turkish as a foreign language will be possible by conveying the grammatical and theoretical knowledge as well as by including the activities that will enable the students to master the basic language skills of speaking, reading, listening / watching and writing. Another important issue that is as important as the teaching method used in teaching Turkish as a foreign language is that it is necessary for those who do this work to know the sound and grammar structure, word and sentence structure, syntax, sound events, accent and intonation properties of Turkish language and to use Turkish language effectively (Şengül, 2014). In addition, knowledge about the nationalities of target group, where they came from and the level of language are the factors that will facilitate language teaching (Kara, 2010).

Language teaching, especially teaching Turkish as a foreign language, is an important aspect in our country. Foreign language teaching centers have been founded in many universities in Turkey, especially in Ankara, and students from different countries of the world have begun to learn Turkish in these centers. Foreign language teaching activities are also carried on abroad. While some of these students' mother tongues have both different alphabetic and language structure, some of them have similarities to the other Turkish dialects and some of them have similar language structure with Turkish language. Reviewing the literature, it has been seen that the studies within teaching Turkish to foreigners have concentrated on the subjects such as text analysis in the books, basic language skills, vocabulary teaching, material development and historical process(Gülden ve Sarkmaz, 2012; Demirel, 2013; Barın, 2010; Erdem and others., 2015; Göçer and Moğul, 2011; Duman, 2013), and they have given less importance to the problems of instructors in the process of teaching Turkish to foreigners. It is thought that this study will clarify the problems of the instructors teaching Turkish to foreigners, and contribute both to researchers in this field about the ways of solutions and to the institutions that conduct teaching Turkish to foreigners.

Purpose

The purpose of the study is to identify the problems faced by the instructors in the process of teaching Turkish to foreigners and the solutions proposed by them.

Sub-purposes

To reveal the instructors'
- Properties of their target groups learning Turkish,
- What the problems they have experienced in the process of teaching Turkish to foreigners and the sources of these problems are,
- What the most challenging skills and subjects in the process of teaching Turkish to foreigners are,
- What the suggestions they have developed for the success of teaching Turkish to foreigners are.

2. Method

The study was designed according to the qualitative research method. The qualitative research is a method in

which using qualitative data gathering methods such as observation, interview, document review are used, and the perceptions and events are presented in a natural and realistic way in a natural environment (Yıldırım and Şimşek, 2008). Data have been gathered in the direction of the purpose and sub-purposes of this study through semi-structured interviews within qualitative data collection tools.

2.1. Target Population

The study was conducted with instructors teaching at TÖMER within the University of Yüzüncü Yil. Information on the instructors' working areas and the experiences of teaching Turkish to foreigners are presented in the following table.

Demographic Informations

Instructors	Working areas	Turkish Education (*f*=2), Turkish Language and Literature (*f*=4),Turkish Language(*f*=1)
	Experiences of Teaching Turkish to Foreigners	P1= 1 year at Ankara TÖMER, 5 years at YYÜ TÖMER P2= 1 year at YYÜ TÖMER P3= 1 year at Moldova, 1 year at YYÜ TÖMER P4= 2 years atPoland, 1 year at Yemen, 2 years at YYÜ TÖMER P5= 4 years at YYÜ TÖMER P6= 8 years at YYÜ TÖMER P7= 1 year at YYÜ TÖMER

The majority of the participants consist of instructors who work in the Turkish Language and Literature departments and carry out their studies on this field. Two participants study on Turkish education and one participant studies in the field of Turkish language. While majority of group have experience in teaching Turkish to foreigners at YYU TÖMER, one has taught Turkish to homogeneous groups in Ankara TÖMER and two individuals have taught Turkish to foreigners learning in different countries.

2.2. Data Collection Tool, Development and Data Collection Process

The data were obtained through interviews with the instructors. After the questions had been prepared from the literature, experts were consulted, the questions were finalized and interviews were completed. Interview questions were designed to reveal the followings; characteristics of target group learning Turkish; the problems faced by the instructors in the process of teaching Turkish to foreigners and the sources of these problems; what the most challenging subject of the target language learning Turkish is; the solutions proposed by the instructors to improve the success of teaching Turkish to foreigners. Interviews have been recorded and analyzed through transcripts. In the process of analysis the coding reliability was provided, code extraction, code merging, theme creation and interpretation steps were followed. A descriptive way was followed in the presentation of the data, and the data obtained from the interviews were presented as a meaningful whole. In addition, findings were exemplified with the views of participants.

3. Findings

The characteristics of the target group learning Turkish by the instructors, what are the problems they have experienced in the process of teaching Turkish to foreigners and the sources of these problems, what skills and topics are the most difficult for the target group and what are the suggestions that instructors have developed for the success of teaching Turkish have been mentioned in this section.

3.1. Information about Target Group Taught Turkish by Instructors

The Syrians constitute the majority of the target group studying at YYU TÖMER. Students from Northern Iraq, Iran, African countries and partly from Turkish republics are studying in this institution. One of the instructors taught Turkish at TÖMER in Ankara, one in Moldova and the other in Poland and Yemen. Therefore, the target group has also changed. The mother tongues of the target groups studying at YYU TÖMER are mostly Arabic, Persian, Turkish dialects or different languages. Instructors who had worked at different centers also taught Turkish to the groups whose mother tongue are Russian and Slavic languages.

3.2. Problems in the Process of Teaching Turkish to Foreigners and Their Sources

When the problems faced by the instructors in the process of teaching Turkish to foreigners and the sources of these problems are examined, we confront the problems derived from the students, the mother tongue of the target group, structure of Turkish language, materials and learning environments.

The problems that arise from the students are caused by age, gender and purpose. While the majority of

participants expressed the view that young people learned faster, some pointed out that older people are more renunciative and diligent and that they learn more comfortably. According to half of the participants, there is no gender effect in teaching Turkish to foreigners, according to the other half, girls are more successful and interested. Especially in the target group from Middle Eastern societies, it has been stated that men are more active and women are more passive in the courses. We can also see some problems arising from the student's goals, such as the lack of learning effort of the target group, having different expectations (certificate preparation courses, etc.), low motivation and moving away from language learning focus. One of the participants, P2's view on this issue is like that:

"I taught Turkish to those who are close to middle age and at the post-graduate level. They learned much later since they came to learn Turkish at a later age. But my students in Moldova were younger. They learned more comfortable. The majority were female. And the female students were more successful as they learned Turkish in different ways (music, culture, etc.)." (P2).

The problems arising from the mother tongue of the target group are confronted as language family, language structure, alphabet and culture. It has been stated that those who come from language families related with Turkish are faster on learning Turkish, and those who come from different language families have difficulties. Groups that have a mother tongue similar to Turkish as a language structure (an articulated / agglutinative language) learn also easier, while those with a infected mother tongue are struggling. It is also seen as a problem that they try to learn by comparing the grammar of Turkish with their own language. When the problems arising from the alphabet are examined, especially those who are from different societies using different alphabets (Arabs) have problems in writing and spelling the Latin alphabet. Arabs are also struggling in especially vocalizing and writing vowels as they learn the Latin alphabet used in Turkish throughout English. One of the most common problems is the cultural difference with the target group. When we look at the problems arising from the structure of the Turkish, the most emphasized problem is that the target groups have difficulty in comprehending the Turkish language structure. Those coming from societies (Syria, Iran, northern Iraq, Turkish republics) whose culture unit and language interaction, are faced with misconceptions caused by the change of common words. The fact that there are several meanings of some words in Turkish emerges as a problem in vocabulary teaching. Moreover, the inability to understand the whole, the inability to reach the main idea, and the inability to explain the concepts are the problems arising from the semantic structure of Turkish. Among the participants, the views of P1 and P6 are as follows:

"That is to say, my students who are from different language families make different progress in Turkish learning. As South Korean or Japanese students learn Turkish language more quickly, students from Arab countries have a little more difficulty. It may be due to the structure of these languages"(P1).

"The complaints from the students whose mother tongues' Arabic, Farsi, etc., are mostly about that the students struggle to comprehend the structure of Turkish as it has a different structure than their mother tongues and it is an articulated / agglutinative *language. It has been seen that these students have difficulty in pronouncing and making some sounds of Turkish." (P6).*

The problems arising from the materials are confronted at the point of textbooks (general) and texts. It has been emphasized that there are many uninteresting subjects in the textbooks and that these subjects (texts and activities) are even not suitable for the target group. Texts are heavy in terms of language and expression (loaded with terms, too many words, incomprehensible), boring in terms of the subjects they deal with, not appropriate for the level and not motivating the target group. Examples of participants' views are:

"There are some problems arising from the textbooks. The texts in the books are heavy in terms of language and expression, the number of words is high" (P1).

"As the texts given to the students are boring, monotonous and not suitable for their levels, I had to find different texts and bring them to the courses" (P2).

When the problems arising from the learning environments are examined, social environment, classroom environment, the way of teaching and problems arising from the instructors are encountered. When we look at the problems arising from the social environment, the most emphasizing issue is not using the Turkish out of the courses (using of mother tongue). Having a common language with the people students live with, getting the features of Turkish dialects of which the public are the other problems mentioned by instructors. In the classroom environment, another problem is that there are uninterested to in-class-practices and closed groups (communication with their native people and native language). It has been mentioned that teaching grammar at A1-A2 level, direct teaching of grammar, the lack of practice, and not using body language and the visuals are related problems with the way of teaching. Instructors' applying common language (English, Arabic, etc.) when having difficulty, lack of the recognition of the target group (language structure, culture, etc.) and teaching strategies are also among the problems in learning environments. From the participants, K9's view is as follows:

"After the course is over, students are dealing with people who have same mother tongue. Since the students who come to us are from certain countries, they communicate with each other into a language apart from Turkish. In addition, they can communicate with the people into a different language. I have even observed

that they reflected dialect features to their speech." (P9).

3.3. Skills and subjects with difficulty in teaching Turkish to foreigners

The most difficult skills of instructors teaching Turkish to foreigners are grammar, writing, speaking and reading.It draws attention that there is no determination about the problem related to listening skill. In teaching grammar, the subjects which instructors have difficulty in teaching are case suffixes, sound events, element of sentences, word derivation, voice of verb, noun phrases and compound tenses. Problems emphasized in writing skill are mostly related to writing down. In general, the problems arising from letters in the alphabet (especially Arabs), dotted letters, long vowels and writing direction are encountered. At speaking skill, it is often encountered with the issue of phonation. The other mentioned problems are the pronunciation of the strong consonants, confusing the vowels and inability to make the sounds "i, ü, ğ". In reading skill, there are difficulties such as not summarizing what is read and not being able to comprehend the whole. When we look at the most difficult subject in teaching, metaphors, idioms and proverbs take place on the top of these subjects. Examples of participants' views are like that:

"For example, some of my students in Poland were having difficulty in vocalizing and memorizing the Arabic origin words like hürriyet (liberty) and milliyet (nationality)" (P6).

"For example, there are a lot of mold phrases in Turkish language. Idioms, proverbs, etc. The students have difficulty in understanding their meanings" (P8).

3.4. Suggestions of instructors for improving teaching Turkish to foreigners

When the suggestions developed by instructors for improving the success of teaching Turkish to foreigners are examined, these suggestions are directed to Turkish teaching centers, textbooks, texts, other teaching materials, institutions, academicians, instructors teaching the courses and teaching methods and techniques.

When we look at the suggestions bringing forward to the Turkish teaching centers, the most emphasized point is that the classes are not designed in accordance with language teaching. Another important issue is the provision of foreign students' interaction with Turkish students and teaching with interaction based learning. Other expressed suggestions are as follows: There should be TÖMER common websites, sources and portals, problem pool should be occured, and thus texts, new methods and solutions suggestions should be developed, TÖMERs should come up with evaluation meetings and successful methods should be shared, the classes should be designed like the first literacy classes, extra-curricular activities (trips, studies, social groups) should be done, TÖMER should have its own personnel (only teaching Turkish to foreigners), there should be libraries, problems should be determined according to countries and mother tongues and solutions should be found. Among the participants, P6's view is that:

"Teachers who give the course should report every difficulty they encounter, and the institutional player collects these problems in a pool. In this way, disturbances can be determined in advance according to the countries and regions, thus the instructors can prepare."(P6).

Referring to the suggestions for textbooks, it is particularly emphasized that there should not be mainly grammar teaching. The grammar book should be compatible with the reading book, and the subject should be given according to its functionality and there should be appropriate texts for the taught grammar subject. It has been also emphasized that story books should be prepared according to the levels and that the same text should not be read both at the A level and the C level.

Suggestions of the participants about the texts are as follows: texts should be written at different levels according to age groups, they should be current and motivational, they should be generated according to the needs of the target groups, they should be determined according to vocabulary knowledge (including targeted words),they should be attractive, their language should be fluent, they should be appropriate for the level, and they should be especially compatible with the activities.

Instructors suggested for other teaching materials that visual and additional resources are needed especially in language teaching, these deficiencies need to be addressed, and that there should be audio equipments in the classrooms. They also emphasized the necessity of online learning and the development of language teaching portals for this purpose. Examples of participants' views are like that:

"The levels of the students should be taken into account especially while preparing teaching materials... For example, the material presented to Middle Eastern students may differ from the material presented to Western students" (P1).

"There must be a compatibility between the grammar book and the reading book. For instance, when the verbal adjectives are processed, the verbal adjectives should be abundant in the text" (P6).

At the suggestions submitted to the institutions, it is stated that it should be conducted by a single institution for teaching Turkish to foreigners and that process should continue by using common resources in common terms. It has been especially emphasized that different materials should be prepared especially for groups with different mother tongues, and materials should be prepared at least according to groups who have common

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grounds like into language structures or as a language family. An example of participant view is as follows:

"In general, language teaching should be carried out by concentrating regions instead of teaching Turkish to foreigners. The prepared materials should be suitable for the target language and the culture"(P6).

It has been suggested that academicians should increase their academic studies on different target groups, and there should be platforms making possible to share experiences of teaching Turkish to foreigners throughout congresses and seminars. According to the participants, the tutors working in this area should have experience. Among the participants, P2's view on this issue is like that:

"Personnel working in this field should identify problems and produce solutions accordingly. The number of academic studies for different groups should be increased "(P2).

Suggestions developed for instructors are listed from most frequently emphasized to the least emphasized as follows: the instructors should be educated and have experiences in teaching Turkish to foreigners, a second language should not be used in the teaching process, the instructor should define the target group in every direction and specialize on the target group, they should report any difficulties encountered and follow the studies done in the field. Besides, the instructors should be good at diction, could perform high and should have experience in Turkish tutorage. Example participant's view is as follows:

""The instructor's performance should be high. Teaching Turkish to foreigners is a tiring job. Also the experience comes to the forefront. It is necessary to know what the learner can understand and what he cannot understand "(P2)

When we look at the suggestions on the ways of teaching Turkish to foreigners, the most emphasized point is that progressive teaching should be applied. Turkish should be taught respectively in the form of listening-speaking-reading-writing-grammar. Away from the classical methods, different methods (dramatization, activity and game based teaching, show and perform technique, etc.) should be used according to the needs and expectations of the target group. The courses should be taught based on visuals and implication of grammar, controversial grammatical subjects should not be taught, and skills should be acquired as a whole. Examples of participants' views are like that:

"Activity-based teaching should be done, away from classical methods" (P6).

"The instructors should be able to dramatize. If the student does not understand a word, they should use the body language, and should be able to teach with voices and visuals" (P5).

4. Conclusion and Discussion

The majority of foreign students studying at YYU TÖMER who are taught Turkish by the interviewed instructors are students from Syria, Northern Iraq and Iran. The others are homogeneous groups learning Turkish in Moldova, Poland and Yemen. Instructors have taught Turkish to groups who are native speakers of Arabic, Persian, Russian, etc.

When examining the problems of instructors faced in the process of Turkish teaching to foreigners and the sources of these problems, it is confronted that these problems are conduced from students, the mother tongue of target group, the structure of Turkish, materials and learning environments. Problems arising from the learners are age, gender and purpose; the problems arising from the mother tongue of the target group are language family, language structure, alphabet and culture; the problems arising from the structure of the Turkish are the target group's having difficulty in perceiving the Turkish language structure. The problems arising from the materials are confronted at the point of textbooks (general) and texts. When the problems arising from the learning environments are examined, social environment, classroom environment, the way of teaching and the problems arising from instructors are encountered. In the study of Candaş Karababa (2009), it has been seen that the instructors experience the problems arising from not being prepared for the needs of mixed classes. According to the study of Biçer, Çoban and Bakır (2014), it has been seen that the students who have problems about the words are also influenced by the transfers from their mother tongue.

The most difficult topics of instructors during teaching Turkish to foreigners are grammar, writing, speaking and reading. It is noteworthy that there is no mention of a certain problem related to listening skill. It has been observed in the field studies that foreigners who learn Turkish have problems in terms of pronunciation, morphology and sentence structure of the Turkish (Candaş Karababa, 2009).Biçer, Çoban and Bakır (2014) reached the conclusion that the students were having problems with pronunciation of Turkish language and writing skill was the most difficult skill in basic language skills. The difficulty in pronunciation varies according to the language of the target group.

The instructors participated in this study have determined the subjects which they have difficulty in teaching while teaching grammar are case suffixes, sound events, element of sentences, word derivation, voice of verb, noun phrases and compound tenses. According to Er, Biçer and Bozkırlı (2012), it has been seen that foreigners have difficulties in some voiced events in Turkish, such as consonant-vowel harmony.In this study when we look at the most difficult topics in teaching, they are metaphors, idioms and proverbs.

The most challenging aspect of writing skill in this study (especially students from Arabic origin) is in the

alphabet (writing direction, vowels, etc.).In the study of Bölükbaş (2011), it has been concluded that Arab students made the most mistakes in their writing works. Şengül (2014) determined that foreign students who use the Arabic alphabet sometimes substitute vowels, sometimes never use them. Also "ö, ü, ş, ç, ı, ğ" letters of which unique to Turkish alphabet are the main difficult sounds in usage of foreign students belonging to target group and they do not understand these sounds (Açık, 2008).The problems encountered in writing in teaching Turkish to foreigners are primarily alphabetical. The majority of target group have difficulties in writing of vowels. Okatan (2012) has concluded that the students who did not know the Latin alphabet had the difficulty in learning the alphabet and made more mistakes while using Turkish.

When the suggestions developed by instructors for improving the success of teaching Turkish to foreigners are examined, these suggestions are directed to Turkish teaching centers, textbooks, texts, other teaching materials, institutions, academicians, instructors teaching the courses and teaching methods and techniques.

When we look at the suggestions bringing forward to the Turkish teaching centers, the most emphasized point is that the classrooms are not designed in accordance with language teaching, the provision of foreign students' interaction with Turkish students, and teaching with interaction based learning. Referring to the suggestions for textbooks, it is particularly emphasized that there should not be mainly grammar teaching. While suggestions of the participants about the texts are directed to as texts should be written at different levels according to age groups, they should be current and motivational, they should be generated according to the needs of the target groups. The instructors' suggestions about other materials are towards to need for visual and additional resources especially in language teaching. It has been mentioned that the suggestions brought to the institutions, they should be conducted by a single institution for teaching Turkish to foreigners and that they should continue to use common resources in common terms. It has been suggested that academicians should increase their academic studies towards different target groups and share their experiences of teaching Turkish to foreigners through congresses and seminars. According to the participants, the tutors working in this field should have experience. Biçer, Çoban and Bakır (2014) have addressed the problems of Turkish teaching programs for foreigners, not being prepared according to their mother tongue, age, education level and culture.

In the suggestions developed for instructors who are teaching, the instructors are required to be educated and experienced in teaching Turkish to foreigners, they should not use a second language in the teaching process, and they should know the target group in every direction. In the study of Mete (2012), a group of teachers were in the opinion that at least one foreign language teacher would be more effective in teaching foreign language as they experienced the process, the other group believed that knowledge of a foreign language would facilitate teaching Turkish in addition that having a common language have a positive effect on communication with the students.

Considering the suggestions about the ways of teaching Turkish to foreigners, the most emphasized point is that it is necessary to teach with a progressive education. Turkish language should be taught gradually in form of listening-speaking-reading-writing-grammar. Away from the classical methods, different methods (dramatization, activity and game based teaching, show and perform technique, etc.) should be used according to the needs and expectations of the target group. Examining of the studies of Biçer, Çoban ve Bakır (2014) and Mete (2012) the fact that the methods and materials used in teaching Turkish are not up to date and the points of inadequacy of activities show similarities with this study. The fact that the methods and materials used in teaching Turkish are not appropriate to the conditions of this era and their deficiencies are also sources of important problems. In her study, Candaş Karababa (2009) determined three themes as instruction schedule, instructional environments and problems that students encountered. Candaş Karababa who has stated that it is an important shortcoming that the studies that describe the grammar of the Turkish language from the functional point of view and in all aspects are not sufficient, has determined that the instruction schedules are not suitable for the needs, levels and diversity of the target group and that the course materials and textbooks are not sufficient.

Since the findings of this study also include suggestions in itself, no recommendations have been made again.

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