Language Need Analysis of Teaching Turkish Language as a Foreign Language in the Georgian Universities

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Abstract

It can be said that Georgia and Turkey have the political, military, economic, literary and cultural relations starting from the ancient period. Turkish tribes such as Kipchak, Khwarazm, Tatar-Mongols, Timur, Karakoyunsand Seljuks are known that they had relationship from the 7thcentury. Georgia seems to be culturally influenced as it has the border with Azerbaijan in the southeast and Turkey in the Southwest. Relations between Turkish and Georgian people are reflected in the culture and language of both nations, namely, Turkish and Georgian, in the historical period. It is undoubtedly known that borrowing words were the most obvious area in mutual reflection between the languages. In the recent years, for many reasons such as cultural acquaintance, neighbour recognition, getting information about Georgia in the Ottoman archives, Turkish soap operas on local TV channels have increased the Turkish teaching in Georgia.

Nowadays Turkish teaching widely continues in Georgian universities. Even this can be seen in secondary schools and at the different faculties in the state and private universities. It is very important having made the analysis in the needs of the language instruction and curriculum in Georgian universities. It will accelerate the Turkish teaching if people know the purpose of learning language and how much time they allocate to it.

The purpose of this research is to determine students' Turkish language learning needs in Georgian universities while they are learning Turkish according to the variables. The data obtained through surveys for the quantitative and qualitative researches, the results were analysed by SPSS Text Analytics for Surveys. Participants of the research were 141 students who learn Turkish languages in Georgian universities in 2015 year. Data were analysed by percentage, mean, frequencies and factor analysis. Based on the data obtained from the surveyneed analysis for Turkish language learning in Georgian universities were determined.

Keywords: Teaching Turkish to foreigner, language needs analysis, Georgia, Turkish language, cultural relations

Introduction

In a globalised world, the need for being capable of a foreign language has become important. Nowadays, people feel the urge to learn a second and even a third language for many reasons such as trade, economics, marriage and travel. In this respect, Turkish language is the sixth mostly spoken language around the globe renders it a significant foreign language to learn.

As far as historical context is concerned, teaching Turkish in Georgia goes back to ancient times. Üstünyer (2010) argues in his works that there are a set of hearsays with respect to exact time when Turkish people got to know Georgian people, and that it is over 2500 years when Turkish people got to know Georgian people and arrived in Georgia where they had public improvement works (Üstünyer, 2010, p. 115).

Following the disintegration of the Soviet Union, Turkey was the first country to officially recognise Georgia, and Turkish businessmen made investments in economic, education and transportation eras in Georgia once borders were opened. Passing the borders by showing of an identity card was enabled to and from the two countries after 2011 when going to and from Turkey and Georgia became easier and Turkish businessmen expanded their investments in Georgia (Kamal, 2013, p. 11).

Recently improving economic affairs between Turkey and Georgia, the two neighbouring countries, popular Turkish soap opera on local television channels and increased tourist activities encourage and trigger people to learn Turkish in Georgia. In this framework, it is revealed that learn-

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ing Turkish in Georgia as a foreign language has drawn more attention. One of the significant matters that should be discussed in teaching Turkish is determining needs and requirements in teaching Turkish language.

Güzel and Barınargue that "the need analysis is to define why a learner wants to learn a given language and where and how it will be used. Intended reason for learning a foreign language - whether spoken or writing- and how much time is dedicated for learning the language should be known before starting with the course" (Güzel, Barın, 2008, p. 139). Güzeland Barın (2013, p. 15) defend that people learn foreign languages for some reasons like migration, education, personal interest, academic success and politics or political reforms via common programmes recently conducted with the European countries.

In the programme development, the situational model by Skilbeck, process approach model by Stenhouse, system approach by Taba, Tyler, Taba-Tyler, Wulf and Schave are most commonly used models abroad (Demirel, 2004). Determining of needs is significance in developing such programme(s). A programme designed accordingly should be capable of responding to future needs without cutting ties with life (Eryaman and Kana, 2011, p. 148). Preparing a language teaching programme contains designation of learners' needs and requirements, setting targets based on such needs and requirements, determining teaching and learning activities, and evaluating programmes thus designed. The key point of the given list is well-analysis of learners' needs and requirements (Benhür, 2002, p. 14).

Method
Research Model

The research has been figured with screening model and qualitative research methods. "Screening model is a research approach intending to reveal any past or existing condition exactly as is" (Karasar, 1998, p. 77). In addition, a questionnaire has been conducted by resorting to opinions of experts with a view to determining language learning requirements of learners that learn Turkish at the universities of Georgia.

Problem Status

A set of books have been prepared recently on learning Turkish as a foreign language. Part of these books has been prepared for teaching Turkish to foreigners that come to Turkey. Number of books prepared for learners that learn Turkish as a foreign language in their homeland is hardly any. Materials prepared in the light of the idiosyncratic cultural traits of a given nation as well as the lingual characteristics of the target country will absolutely facilitate language teaching. In this sense, it can be said that the need analysis of Turkish language in Georgia and programmes and course materials that will be prepared according to such analysis will achieve success in teaching Turkish as a foreign language.

Objective of Research

Recently increased interest towards Turkish in Georgia can be explained with educational, commercial and employment purposes. In this framework, the applicable questionnaire was used for understanding the reason why students studying at state universities in Georgia want to learn this language. To this end, it is intended that reasons for students' learning that

language are researched and answers are sought whether requirements vary depending on the age, level of language and gender.

Significance of Research

In addition to government institutions opened in Georgia by Republic of Turkey (i.e. Institute of Yunus Emre and Turkish courses of Tbilisi Embassy), the Turkish courses has been taught by private institutions, as well as social events organised by these institutions enhance students' motivation for learning Turkish. It is for the target-oriented programme that requirements are known and prepared accordingly.

Tok and Yığın (2013) discuss questions of "Which language should people speak for making life easier and which advantages does it offer? "What is Turkish language's rank in learning a foreign language?", which are directly related to the requirement and motivation for learning Turkish (Tokand Yığın, 2013, p. 133). In this context, it is important that such requirements are determined by the questions to be asked, and results are evaluated accordingly.

Research Limits

Research is limited to students studying at Batum Shota Rustaveli State University, Kutaysi Akaki Tsereteli State University, Rustavi Ekvtime Takaishvili Education university, Telavi Iakob Gogebashvili State University, Gori State Education University, Tbilisi State University of Medicine, Tbilisi State Technical University, Sokhumi State University, Ivane Javakhishvili State University in the academic years of 2014-2015, and to the questions asked in the questionnaire.

Variable and Sample

As the universe and sample of the survey 500 students learning Turkish at the universities of Georgia in the academic years of 2014-2015were determined. Questionnaire conducted with these students was prepared by considering all levels. 141 out of 500 students that were learning Turkish were reached.

Data Collection Tool

Pademetall (2012, p. 68) describes the questionnaire as one of the primary data collection tools. In addition, the questionnaire is designed for a specific purpose in order to collect data within a system by researcher(s).

Questions incorporating personal information of students and given in the first part are formed for data collection. A persona information form has been used wherein questionnaire questions on gender, age, level of Turkish, number of other language(s) spoken are treated depending on the reason for learning Turkish. Questions prepared for the language needs analysis are in the second part of the questionnaire.

Data Analysis

19 questions were formed by receiving opinions from experts for the scope validity of needs analysis scale in teaching Turkish as a foreign language. Construct validity of the scale by using the SPSS programme with a factor analysis was tested.
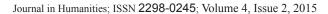
Table 2.9.1 *Cronbach's Alpha Value*

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.733	.729	17

Table 2.9.2 *Kaiser-Meyer-Olkin (KMO) and Bartlett's Test Values*

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.657
Bartlett's Test of Sphericity	Approx. Chi-Square	345.270
	df	136
	Sig.	.000

Table 2.9.3 *Rotated Component Matrix Value*

Rotated Component Matrix

	Component		
	1	2	3
8	.603		
19	.600		
17	.596		
7	.497		
12	.481		
6	.412		
18	.378		
9		.662	
11		.523	
14		.507	
10		.497	
15		.432	
2			.701
1			.673
5			.514
3			.514

Findings and Comments

Cronbach's Alpha value was determined as 0,733. The value is above 0.70, which is accepted as a critical value. (**Table 2.9.1** *Cronbach's Alpha Value*)

KMO coherence measurement value calculated is 0.657, which is above 0.60, which is accepted as critical value in KMO coherence measurement. In addition, that Bartlett's Test of Sphericity relevance degree is (0.000) shows that KMO level is not random. (**Table 2.9.2** *Kaiser-Meyer-Olkin (KMO) and Bartlett's Test Values*)

Removing irrelevant questions out of 19 questions in survey (**Table 2.9.3** *Rotated Component Matrix Value*), 16 questions prevailed for creating a three-factor scale. Considering that the values shown on Rotated Component Matrix table should be at least 0.30, it was observed that all values were above 0.37. Three factors were created for the table and these factors were determined as follows:

1- Individual interest
2- Business opportunity and requirement
3- Education

When examining Table 2.9.3, it is observed that 8,19,17,7,12,6,18 were ranked in the first factor while 9,11,14,10,15 were ranked in the second factor and 2,1,5,3 in the third factor with the highest load values. It is further observed that factor loads of the items ranged between 0.378 and 0.701. As items 4, 13, 16 were on more than one factor on the scale of 19 items, for which a factor analysis was performed, these were removed from the scale. In this context, determinations were made with 7 items on the first factor, 5 items on the second factor, 4 items on the third factor. Distribution of the items is as follows:

Individual Interest

m6. I learn Turkish for computerised communication.
m7. I learn Turkish for being able to understand official relations.
m8. I learn Turkish for having my vacation in Turkey.
m12. I learn Turkish for being able to understand Turkish documents at government agencies.
m17. I learn Turkish for my pastime activities.
m18. I learn Turkish as I think it is a world language.
m19. I learn Turkish for contacting my friends at the university.

Business Opportunity and Requirement

m9. . I learn Turkish as I think that there are new business opportunities in my country if I learn Turkish.
m10. . I learn Turkish for being able to work in Turkey.
m11. . I learn Turkish for guiding people from Turkey.
m14. . I learn Turkish for being able to understand Turkish soap opera.
m15. . I learn Turkish as I feel Turkish people close to me.

Education

m1. . I learn Turkish for becoming a teacher of Turkish in Georgia.
m2. . I learn Turkish for becoming an expert on Turkey.
m3. . I learn Turkish for getting in touch with my teacher.
m5. . I learn Turkish for conducting studies in my field of activity.

Items Removed from the Scale

m4. . I learn Turkish for studying in Turkey.
m13. . I learn Turkish for my interest in the Turkish culture and history.
m16. . I learn Turkish for getting in touch with my relatives living in Turkey.\

Demographic Data of Participants

141 students studying at different cities attended the research study. Demographic data of the students that attended the research study is as follows:

30 out of 141 participants of the survey were male students. In this context, this shows that female learners are more interested in learning Turkish as a foreign language in Georgia. (Table 2.10.1. Gender of the Participants)

On considering the age rage of the participants, it is observed that the group of 15-25 constitutes 84.4% of the participants. This shows that youth are relatively more interested in learning Turkish than other age range. (Table 2.10.2. Age of the Participants)

Table 2.10.3 shows that 69.5% of basic level of learners participate. It can be assumed that the Turkish soap operas recently on air on Georgian local television channels have been influential. In a study by Ustunyer and Ayhan (Ustunyer, Ayhan, 2014, p. 35), 45% of the participants responded in affirmative to the question "How often do you watch Turkish soap operate?" It can thus be said that the soap operas are one of the reason why basic level participants are high.

The afforested table shows that participants' interest in learning Turkish is relatively more in the big cities of Georgia. In this framework, existence of Turcology departments at the state universities in such cities, availability of language courses opened by the Turkish government and other institutions opened by private enterprises can be said to be influential. (Table 2.10.4. City of the Participants)

That ninety percent of the participants can speak two and more languages show that learners have an interest in learning a foreign language. From this perspective, it can be said that teaching Turkish to learners that already speak foreign language(s) is easier. (Table 2.10.5. Foreign Language Skills of Participants)

Conclusion

1. On taking a look at the information obtained from the research, it has been determined that the most influential factors that triggers learners to teach Turkish as a foreign language in Georgian universities are individual interest, education, business opportunities and requirement.

2. The fact that female learners are more interested in learning Turkish as a foreign language is due to Turkish soap operas on air on the local television channels.

3. The youth tend to learn Turkish more frequently than other age groups, because they see it as an opportunity for business, as shown in the Table 2.9.2.

4. It can be said that learners that speak more than one foreign language show more interest to learning Turkish as a foreign language.

5. The fact that opportunities in the big cities of Georgia are more can also be considered influential in learning Turkish.

Table 2.10.1. *Gender of the Participants*

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	30	21.3	21.3	21.3
	Female	111	78.7	78.7	100.0
	Total	141	100.0	100.0	

Table 2.10.2. *Age of the Participants*

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-25	119	84.4	84.4	84.4
	26-36	13	9.2	9.2	93.6
	46-56	9	6.4	6.4	100.0
	Total	141	100.0	100.0	

Table 2.10.3. *Level of Turkish of the Participants*

Level of Turkish

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary	98	69.5	69.5	69.5
	Intermediate	32	22.7	22.7	92.2
	Advanced	10	7.1	7.1	99.3
		1	.7	.7	100.0
	Total	141	100.0	100.0	

Table 2.10.4. *City of the Participants*

City

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tbilisi	51	36.2	36.2	36.2
	Telavi	28	19.9	19.9	56.0
	Batumi	36	25.5	25.5	81.6
	Rustavi	2	1.4	1.4	83.0
	Gori	2	1.4	1.4	84.4
	Kutaisi	22	15.6	15.6	100.0

Table 2.10.5. *Foreign Language Skills of Participants*

How Many Language(s) Can You Speak?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 language	9	6.4	6.4	6.4
	2 languages	45	31.9	31.9	38.3
	3 languages	53	37.6	37.6	75.9
	4 languages	26	18.4	18.4	94.3
	5 languages	8	5.7	5.7	100.0
	Total	141	100.0	100.0	

Recommendations

On taking a look at the need analysis in teaching Turkish as a foreign language in Georgian universities, individual interest and education are considered influential and materials should be prepared according to this. Factors that result in more interest in big cities, availability of Turkish Philology departments and private institutions as well as language teaching centres opened by the Turkish government should be evaluated well and interest in Turkey can be enhanced by organising travels to Turkey. Considering the special interest in Turkish by the learners that can already speak more than two languages, Turkish teaching materials can be prepared according to this (Touristic Turkish, Business Turkish etc.). Interest in Turkish soap opera can be instructively utilized from in the classroom.

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