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**THE IMPULSE OF CLASS TUTORING ACTIVITIES EVALUATED IN THE
LIGHT OF FOREIGN LANGUAGE TEACHING METHODS**

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ABSTRACT

Teaching Turkish as a foreign language (TTFL) has recently gained much importance in modern life. For some reason, a large number of people and students within dissimilar contexts come from other countries so as to start off a new life primarily in Istanbul and/or many other cities in Turkey. The majority of them need to ensure their arrival and long term accommodations by visiting a language center. Some language institutes and foreign language centers, therefore, have been trying to meet these needs and give a certificate in accordance with European language portfolio (ELP) levels. The challenges foreign students encounter in Turkish courses and the ways by which language teachers/instructors help them to cope with these problems, the activities teachers carry out in the classroom and the materials and games they use in courses. The results of the illustrative case study reveal the mistakes which students make while learning their first, second or more foreign languages and it also evaluates them within the most frequently used language teaching methods.

Abbreviations: TTFL : Teaching Turkish as a Foreign Language
L : Language
FL : Foreign Language

Key Words: Foreign language teaching methods, teaching Turkish as foreign language, class tutoring activities, fossilization, computer-based instruction.

1. Introduction

"The object of education is to prepare the young to educate themselves throughout their lives."

Robert M. Hutchins

There is no doubt that we are living in times of great change. As we [*sic*] educators prepare our students for the 21st century, we are aware of the many changes occurring globally (Sercu, 2005: 1). In many countries, there are many more than two languages in operation, and it is not difficult to find examples of large numbers of languages which are spoken on a daily basis (Johnson, 2008: 6). In one sense, the students responded generally in English. By taking changes into consideration, it may be claimed that Turkish language has gained an importance as well because in today's world, the reasons are indeed various. There have been departments at universities in many countries such as Translation Studies, Turkology, Turkish Studies, and Turkish Language and Literature. On Turkey's side, a large number of people come primarily to Istanbul or other cities in order to escape from the war in their

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own countries, to make an investment, to be a scholarship student whose expenses met by the government and for business opportunities.

Language acquisition is the process by which individuals 'pick up' a language through exposure to it. There are two immediately obvious sorts of language acquisition. The first is L1 acquisition, which every normal child manages at an early age. The second is FL acquisition, where an individual, a child or an adult, picks up a language, [...] while they are living in a target language [...] (Johnson, 2008: 78). Foreign language education is, by definition, intercultural. Bringing a foreign language in the classroom means connecting learners to a world that is culturally different from their own. Therefore, all foreign language educators are now expected to exploit this potential and promote the acquisition of intercultural competence in their learners (Sercu, 2005: 1). Yet, there has been a two-way relationship between the teacher and the learner. Thus, the two parts negotiate their importance in a balanced manner in the class.

2. Methodology

2.1. Design of the Study

The present illustrative case study was designed to shed light on a particular language teaching process, linguistic problems of Turkish language learners, set of circumstances of the learners such as their dissimilar nationalities and mother tongues, and the processes embedded in them.

2.2. Participants

The study was carried out at the Language Center of a state university in Turkey. The students were divided into two experimental groups: the first group included the ones speaking a language of the Indo-European language family, and the second group consisted of the ones speaking Semitic Languages. The students, who firstly started learning Turkish just after having been enrolled in the Language Center, were observed from A1 till B2 levels in accordance with European language portfolio (ELP).

2.3. Data Collection Techniques and Analysis of the Results

The data were collected through homework, in-class activities concordant with the four skills in language teaching/learning, written feedback retrieved from the two experimental groups and observation of the topics from A1 to B2 levels in Turkish.

2.4. Findings and Discussion

The analysis aimed to evaluate the phenomenon in the light of both foreign language teaching methods and also class tutoring activities in a natural setting.

3. Methods in Foreign Language Teaching and Related Games/Activities

Learner roles in an instructional system are closely linked to the teacher's status and function. Teacher roles are similarly related ultimately both to assumptions about language and language learning at the level of approach. Some methods are totally dependent on the teacher as a source of knowledge and direction; others see the teacher's role as catalyst, consultant, guide, and model for learning; still others try to "teacher-proof" the instructional system by limiting teacher initiative and by building

instructional content and direction into texts or lesson plans. Teacher and learner roles define the type of interaction characteristic of classrooms in which a particular method is being used (Richards et al. 1986: 23-24). There are many common methods in language teaching; however, in this study, some of them have been selected with the aim of making both games and examples more effectively practiced in class and concrete as well as maintaining an optimal acquisition of the second language /get a perfect acquisition of the second language. It is also aimed at favorable activities in order to obtain more profitable results.

The methods used for foreign language teaching emerged generally so as to overcome the deficiencies of a method to be used; these efforts have both contributed to a better teaching of a foreign language and also paved the way for alternative methods in this field. The foreign language teaching methods which are commonly used and accepted by European Centre for Modern Languages of the Council of Europe are as follows:²

- Grammar-Translation Method
- Direct Method
- Natural Method
- Audio-Lingual Method
- Cognitive-Code Method
- Communicative Method
- Eclectic Method

Apart from all, other methods of teaching a foreign language which is less common and mainly used as alternatives are presented below: (Memiş et al. 2013: 299).

- Suggestopedia_Lozanov
- Community Language Learning
- The Silent Way
- Total Physical Response
- Audiovisual Method
- Task-Based Method
- Content-Based Method.

Methods such as the *Audio-Lingual Method*, *Audio-Visual Method*, *Cognitive-Code Method*, *Communicative Method*, and *Eclectic Method* have been particularly picked out since some games have been practiced related to them during the courses. When the instructors/teachers seek to improve the quality of language teaching, they often do so by integrating some games and materials into the courses.

² Translated from "Yabancı Dil Öğretiminde Kullanılan Yöntemler Kullanım Özellikleri ve Eleştiriler". Turkish Studies. Unless otherwise indicated, all translations are mine.

3.1. Audio-Lingual Method

The general objective of the Audio-Lingual Method is to enable the target language to be more communicative. Short-range objectives include training in listening comprehension, accurate pronunciation, and reading comprehension and production of the Audio-Lingual Method are the development of mastery in all four language skills, beginning with listening and speaking, and using these as a basis for teaching reading and writing. Long-range objective, or the ultimate goal, is to develop in the students the same types of abilities that native speakers have; to use it automatically without stopping to think. (<http://www.slideshare.net/MarioDavidMondragon/audio-lingual-method-111>, 08.10.2016). The teacher read a brief summary of a dialogue while students listen. Afterwards, the students repeated the dialogue together and one after the other and finally practiced it in pairs in front of the class.

3.1.1. Advantages

All students are active in the classroom. The state of the class is more interesting and lively. Speaking and listening skills are better trained. (<http://www.slideshare.net/putrieeandrianii/audio-lingual-method-23388365>, 15.05.2016). Emphasizing sentence production, control over grammatical structures and development of oral ability. (<http://www.slideshare.net/MarioDavidMondragon/audio-lingual-method-111>, 08.10.2016). Words in the target language should be learned with their meanings in their own cultural context. So teaching a language includes also teaching the culture of its own speakers. Repetition, imitation and memorization are very useful methods. The teacher repeats the correct answer so as to give positive reinforcement. Many exercises are featured. Words are limited and taught in a line such as listening, speaking, reading and writing in a context (Demirel, 2010: 42-44). The instructor handed out a paper with the lyrics of a song written on it. It had some gaps to be filled by learners while they were listening to the song. After they checked their answers, they did karaoke all together. They had both fun and practiced the methods of repetition, imitation and memorization. Richards & Rodgers (1986) argue that choral imitation in which students all together or in large groups repeat what the teacher has said. This works best if the teacher gives a clear instruction like "Repeat," or "Everybody" and hand signals to mark time and stress, and listening practice in which the teacher obtains his student's attention and repeats an example of the patterns or a word in isolation clearly, several times, probably saying it slowly at least once (where...is...the...pen?), separating the words.

3.2. Audiovisual Method

Based on the assumption that foreign language is basically a mechanical process and it is more effective if spoken form precedes written form. The stress was on oral proficiency and carefully-structured drill sequences (mimicry/memorization) and the idea that quality and permanence of learning are in direct proportion to the amount of practice carried out.

3.2.1. Advantages

The students can easily understand the material because they are not only listening, but also see the presentation. They are fluent in speaking. From this point of view, the Audio-Visual Method is likely to enhance student learning and lead to create a more inviting atmosphere. Audio-Visual methods in teaching strengthen an instructor's verbal presentation, mainly via sound and image instead of a

given text. Students often benefit from the visual/sound component of audio-visual methods in teaching. (<https://ekyantipt.wordpress.com/2012/06/07/audio-visual-method/>, 23.05.2016).

It is certainly not surprising that modern technology -computers, emails, the Internet- evokes quite different reactions in people. (Johnson 2008: 238). There are a large number of fifteen minutes long videos based on universal fairy tales and folk tales with Turkish subtitles on YouTube. **Table 1** provides brief information about the game conducted in-class.

Table 1: Watching the video of (talking- writing about) '*Little red riding hood*'.

	Stage of the Activity	Scope of the Activity
1.	The instructor paused the video of ' <i>little red riding hood</i> '.	The student can simultaneously see and watch the sentences embedded in.
2.	The students wrote down some notes.	It helps them expand their vocabulary and refresh their knowledge.
3.	They told the story in turns/in pairs.	They improve their speaking comprehension.
4.	They might imitate the characters there.	Role play
5.	They summarize the fairy tale after the course.	Evaluation of their writing competence.
6.	They would take their homework back.	They could be aware of their mistakes.
7.	The instructor scanned and projected the summaries onto the board.	They could see the repeated mistakes and compare theirs with the others'.

The stages the instructor followed are numbered and given in details as follows:

1- The instructor sometimes paused the video to draw the students' attention to a new input so that they could repeat each line of the new dialogue several times.

2- While learners in the classroom were watching a video, e.g. *little red riding hood*, they took some notes and new words were written on the whiteboard if the speaker spoke fast.

3- One student started to tell the story by using new grammatical structures and words including new adjectives, colors and verbs.

4- Another student was selected to continue telling the same story. By listening to how it was supposed to sound, students were able to mimic the model in a better way.

Through this activity, the teacher conducted transformation and question-and-answer drills. The other beneficial side of this activity was that they would write a summary by using all their knowledge of vocabulary and grammar, i.e. language acquisition.

5- The following day, they all brought their papers.

6- After being corrected and scanned, the papers were given them back.

7- The scanned papers were anonymously projected onto the whiteboard because giving feedback about generally repeated mistakes by many of the learners was somehow a good way, but at that point it was refrained from letting them embarrass before their classmates, so these scanned papers were shown anonymously in courses.

Speaking and writing are both productive skills, videos and pictures could be often used in similar ways to promote them.

3.3. Cognitive-Code Method

Demirezen (2014) argues that learning occurs through cognitive memory structures, which involve perception, process, storage in short- or long-term memory, store for short- or long-term recall and retrieval of information, located in the brain. Learning occurs through internal processing of information. The central precept of cognitive-code theory is to provide learners with opportunities for a great deal of meaningful practice in a second language.

Learning a second/foreign language is a study of language as a complex system with the goal of gaining conscious control of the auditory patterns (segmental and supra-segmental phonemes) lexical (vocabulary) stock, and grammatical patterns. Thinking, comprehension, and memory must be emphasized. Classroom activities are designed to encourage learners to work out the grammar rules for themselves through inductive reasoning. Content over form must be emphasized. Lessons must be highly structured around a deductive process, often giving “the rule of the day”. In particular, attention should be given to the development of listening comprehension skills. Group work and individual training should be supported (Demirel, 2010: 46). Intensifying prefixes and diminutive suffixes are generally used in Turkish: **-Cik**, the affix, when used with an adjective or an adverb, strengthen the meaning and gives the meaning of love, e.g., ufa**ci**k (tiny), anne**ci**ğim (mummy), baba**ci**ğim (daddy) and ked**ci**k (kitty) and intensifying prefixes are used to strengthen the meaning of the adjectives, we put one of “m, p, r, s” e.g., kırmızı (red) < **k**ı**p**kırmızı (fiery), temiz (clean) < **t**er**t**emiz (very clean) (Bölükbaş et al. 2013: 57-58).

Just after learning the rule of the day, two of the students took the cards, chose their own team and found the correct ones because one word was written both in a correct (e.g. ufacık) and wrong way (e.g. ufakcık) onto the cards. This game requires recalling short-term memory in a group work and retrieving information in a certain time.

There is another game called *hand clapping game* that many played when they were kids. This game is very entertaining and suitable for A2 level students. Two students came in front of the whiteboard, they started clapping their hands together in correct order with full concentration, and firstly each student should tell a verb in Turkish (e.g. koşmak) whereas the other should be quick and find a new

verb (e.g. uyanmak). If one repeated the verb, he/she would fail; if one made a mistake in hand clapping, he/she would fail, too. The referee was the class, they all counted the number of the verbs and they were careful with the hands of their classmates. After a while they started telling adjectives (e.g. güzel, hızlı, sevimli) and/or nouns (e.g. anne, arkadaş, kedi) instead of verbs in Turkish.

3.4. Communicative Method

The most significant aspect here is that the focus has shifted from teacher-centered classes to student-centered classes. Teaching activities are mainly based on dialogue, group work, simulations, and problem solving and learning with educational games. By emphasizing on reading texts, the main concepts in the text are determined. The conversations recorded onto tape are played and terms have been taking notes. The students listen to a speech or the teacher reads the text and explains where this speech takes place, who the speakers are and what titles and its conversational purpose in order help the students. Sentences and short texts are reorganized by using proper options. By taking previously taught dialogues as an example, new original dialogues are formed and the students are asked for making new original dialogues in group works. The teacher asks the students some questions about their lives by putting the main subject placed in dialogues (Demirel, 2010: 51-52). A person who has moved abroad needs to master daily conversations: at a restaurant, in a bank, etc. When he/she goes to a bank so as to open a new bank account or to a restaurant to eat something he/she should know the basic terms used there. For a much easier, faster adaptation in the country the teacher should practice these scenes with students in the classroom.

From this point of view,

- 1- The students wrote short dialogues with suitable expressions in pairs and portray their roles, maybe in front of the whiteboard; meanwhile the teacher used mime, gestures, etc.
- 2- The instructor got students to ask questions, to make statements, or give new examples of the pattern.
- 3- In order to have much fun, one pair in the classroom wrote a dialog between little red riding hood and the wolf.
- 4- Little red riding hood called the restaurant and ordered something for her and her grandmother in the forest.
- 5- They acted like them, the student –the wolf- spoke with a deep voice on the phone, everyone enjoyed this conversation as well.

Richards & Rogers (1986) argue that question-answer drilling, in which the teacher gets one student to ask a question and another to answer until most students in the class have practice asking and answering the new question form.

3.5. Eclectic Method

Kumar (2013) asserts that eclecticism involves the use of a variety of language learning activities, each of which may have very different characteristics and objectives. The different components of language (pronunciation, grammar, and vocabulary, etc.) have no meaning when they are isolated from each

other. The advantage of this theory is that learners have clear vision about what they are learning. The purpose of advocating eclectic method is to connect life experiences to the ideas presented in learning of the language (Kumar 2013: 2). Accuracy and usability are important variables in attaining the communicative competence and non-verbal communication in teaching language such as gestures and facial expressions, tone of voice, accent, and cultural attitudes should be taken into account (Demirel, 2010: 58).

1- The teacher showed some pictures familiar to them like a park where children were playing or riding a bike; two people in suits having an interview; a scene after earthquake, etc.

2- The learner was trying to describe the scene and the people by using suitable tenses and adjectives.

3- Some also added their feelings to this situation.

4- The teacher was able to create a virtual learning environment through a powerful web-based e-learning resource which could help support teaching.

Castro & Sercu (2005) argue that pictures can motivate the student and make him/her want to pay attention and want to take part. Pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene/a particular object, for example, a train). The pictures can be described in an objective way. ("This is a train.") or interpreted ("It's probably a local train.") or responded to subjectively ("I like travelling by train."). Pictures can cue responses to questions or cue substitutions through the controlled practice. Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling (Castro et al. 2005: 17).

4. Findings

4.1. Repeated Mistakes and Reasons

Having been a language teacher (a freelance translator) for English and German language learners at several universities for almost seven years now, the instructor is quite familiar with the difficulties for students such as fossilization in language education. The instructor has been teaching his/her mother tongue 'Turkish' to many students coming from all over the world. He/she uses English as a tool language in Turkish courses, especially for beginners in order to communicate with them until they learn how to make a sentence in present continuous tense, and by giving some short instructions, he/she lets them know what kind of a language Turkish is. The aim of this study is to specify the common mistakes that students frequently make in courses despite being corrected.

Demirezen (2014) argues that the cognitive control operates as follows: Phonemes are to be learned before words, words before phrases, clauses before sentences, and simple sentences before compound, complex, and compound- complex sentences. This process will assist them in anticipating the outcome or making inferences on what may happen next. Learners must work out grammar rules deductively for themselves. The learner is an active processor of information processing; he/she is a thinking being. The learner must be firmly at the center of the learning process. Learning will only take place when the matter to be learnt is meaningful to the learner.

In accordance with the explanation of Demirezen, before teaching the new structures to the students, the instructor cares deeply about communicating initially with the students and making an introduction to Turkish in English of which they already have knowledge in the first couple of weeks.

If some students are selected as a specific example on purpose, they could be the ones whose mother language is Arabic. It is commonly observed that they are not able to pronounce both the Turkish vocals such as "o, ö (oe), u, ü (ue)" and the Turkish consonants "ç (ch), ş (sh), b, p" as well. On the one hand, they are more advantageous than other students speaking Indo-European languages since there are numerous words in Turkish adapted from Arabic so that it helps them widen their repertoire easily. These students may fail to refrain from fossilization. Thus, they need intensive assistance for good pronunciation in articulation because cacology often results in misunderstanding in a conversation. For example, while a student was describing his/her room with some new adjectives, he/she said 'A plunger (pompa in Turkish) exploded in my room.' Each of us knows a plunger (bomba in Turkish), but a bomb does not explode. From this point of view, it could be concluded that one of the most significant reasons underlying this type of mistake could be related to why students repeat their mistakes is *fossilization*.

Fossilization is a process, in which 'stabilization of erroneous forms' occurs. Many learners fossilize (Johnson, 2008: 92). As a conclusion, this question may come to mind: "But what happens if you allow learners to produce language output without the kids of 'control' (like the error correction) associated with the classrooms?" This is often what happens when a learner comes to live in the target language country and picks up the language without the help of a teacher (Johnson, 2008: 92).

Language Centers have also plenty of scholars who have had to leave their countries due to war, natural disaster(s), lack of employment opportunities, etc. They have had to adapt both to the new culture and also to the language in order to earn money and stand on their own legs, for this reason they are not able to visit any language centers or courses. Since many of them have moved to Istanbul or any other cities in Turkey and they learned some daily conversations with wrong pronunciation without grammar, learners frequently make mistakes.

Some believe that the instructor should correct the mistakes simultaneously, on the one side some believe he/she should correct them once the activity has finished. But error correction can be evaluated in two different ways: When learners make mistakes, especially during speaking activities, the instructor prefers correcting them after their speech is over. Since he/she observes that as the students are managing to express something orally, they mostly pay heed to the basic linguistic structures, the target topic, choice of the words, and allocated time of the speaking. However, in a read aloud activity they usually focus on taking turns and the correct pronunciation instead of the idea of the text. The correction is carried out simultaneously by the instructor or one of the students is selected to find the mistake(s) and correct by himself/herself.

According to Krashen (1982), learning is particularly marked by two characteristics. Firstly, there is *error correction* when learners make mistakes, it is normal for the classroom teacher to draw explicit attention to them, and to correct the errors. The second characteristic is what Krashen calls the *rule isolation*. In language classrooms, it is usual for a lesson (or part thereof) to focus on one language point. It may be a grammatical item like a particular tense, or pronunciation point, or some 'rule of use'. The word isolation indicates that in this procedure language points are dealt with one by one

(Johnson 2008: 80). Richards & Rodgers (1986) state that correction in which the teacher indicates by shaking his head, repeating the error, etc., that there is a mistake and invites the student or a different student" to correct it. Where possible, the teacher does not simply correct the mistake himself. He gets students to correct themselves so they will be encouraged to listen to each other carefully. One legacy of behaviorist thinking is the still widespread view that errors should be avoided at all costs, because 'practice makes permanent', suggesting that if errors are left uncorrected they will never be grown out of (Johnson ,2008: 92).

5. Conclusion

This study analyzed the concern of games and activities performed in class tutoring within the light of common applied teaching methods. In doing so, this paper also offered some information about language teaching methods, teaching Turkish as a foreign language, and the atmosphere of language centers/institutes. Teaching and learning language is an interwoven process in which the teacher/instructor shall use plenty of resources as possible including the web-based materials. The reason here, why the Internet is powerful might be underlined. It can make a world of recourses available since many of the examples of activities use the Internet to practice vocabulary, grammar and the main four skills. In addition, the learner should be able to put into practice in his/her daily life.

The traditional use of the composite picture is to ask a variety of questions about it, usually concentrating on a teaching point, for example, the present continuous or prepositions. Pictures can be used to illustrate certain sounds. If the pictures are stuck on cards, the word and the sound can be given. Big cards can be used by the teacher in class practice. Small cards can be used by the students in the games. (Castro et al. 2005: 25). It is not enough for students to have a competent ability in a language if they cannot develop a conversation or discussion. In this sense, language teachers have a role as communication teachers and, indeed, as teachers in the broadest sense. It is important to have as wide a range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development. And the resources must include pictures. Pictures are not just an aspect of the method, but through their representation of places, objects and people, they are an essential part of the overall experience we must help our students to cope with (Sercu, 2005: 1-2).

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