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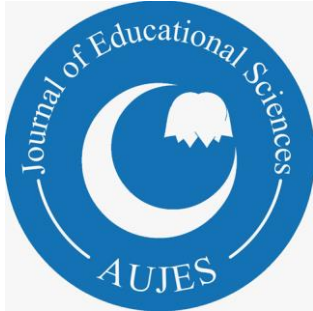
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**Academic Turkish Learning Objectives
and Usage Proficiency of Syrian
Students Learning Turkish as a Foreign
Language**

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Academic Turkish Learning Objectives and Usage Proficiency of Syrian Students Learning Turkish as a Foreign Language

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Abstract

The number of Syrians migrating to our country as a result of the civil war started in Syria in 2011 is 3 million 632 thousand 622 as of 17 January 2019. Kilis is the province that has the highest population rate of Syrians (84.48%), compared to the local population. Although the reasons of Syrian students' learning Turkish vary, their willing to continue academic education in undergraduate and graduate institutions in Turkey comes forward. The Turkish lessons taken by the students are mainly general Turkish and aimed at fulfilling their daily needs. The aim of the study is to determine the academic purposes and usage proficiency of Syrian students who continue their undergraduate and graduate education at Kilis 7 Aralık University. In the study which was carried out by using qualitative research method, phenomenology design was used. In the study, the data were obtained through interviews with Syrian students who continue their academic education and their lecturers, and the data obtained were analyzed using content analysis technique. Based on the views of Syrian students, it has been determined that very few Syrian students take academic Turkish lessons and need academic Turkish lessons. According to the opinions of the faculty members, most of the Syrian students do not have C1 level language proficiency, changes should be made in the certification exams, and the academic Turkish skills of the students are insufficient.

Key words: Academic Turkish, Teaching Turkish as a foreign language, learning and using language, Syrian students

Introduction

People's reasons for learning another language can be influenced by social, political, military and international conditions. According to Ungan (2006), the increasing international relations around the world made it inadequate for nations to communicate using their own mother tongue and this situation brought the obligation for the nations to learn each other's languages. The geographical location of Turkey, the rise of Turkey in its region with national and international developments increase willingness of the foreigners to learn Turkish. As a result of the increasing interest in Turkish, Turkish education as a foreign language has gained importance. During the periods when Turks and Turkish states were politically and economically powerful, there was also an increase in efforts towards Turkish teaching and learning (Biçer, 2017, p.216). Increasing interest in Turkish and Turkish culture in all countries on the historical Silk Road, its taking the 5th place among the most widely used languages in the world, attracted all the attention to Turkish and the Turkish language gained international importance (Demirel, 2015, p.6). Today teaching Turkish as a foreign language in Turkey, compared to a quarter century ago, is widely held by different organizations and centers (Timberlake, 2018, p. 173). Institute of Yunus Emre carries out important studies in introducing and teaching Turkish by opening Turkish language courses in many countries. T.R. Presidency of Turks Abroad and Related Communities also provides scholarships to foreign students from different countries. In addition, the students successfully completed the Turkish education in TOMER (Turkish and Foreign Languages Research and Application Center) which operate under different universities in Turkey and got certificate the students are included in the academic process in the universities the following year. In 2010, the Foreign Student Exam (YOS) applied by the Council of Higher Education (YOK) was abolished, universities accepted students on their own terms and established TOMERs within their own bodies (Durmuş, 2013, p. 110). Foreign students who start higher education use reading, writing, speaking and listening / watching skills. By listening to / watching the topics taught by the instructors in the lessons and by reading the books, articles, thesis, papers etc. they participate in the process of understanding by reading. Moreover, they express their feelings, thoughts and ideas in various ways by using their speaking and writing skills. The Turkish used in undergraduate and graduate

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education shows different characteristics from the Turkish used in daily life. This makes it important for students to learn academic Turkish. If the student learns the language for a specific purpose and if he or she will gain material or spiritual gain as a result of learning that language, the desire to learn that language increases (Özden Ekmekçi, 1983, p. 107). According to Tok (2013), different studies should be carried out for students who learn languages for academic purposes and who will use writing as a tool in communication of thoughts and ideas. Academic language and daily language needs, usage characteristics show different characteristics. Academic language includes concepts and terms specific to a particular field. Academic language is objective, often contains passive sentences. It is avoided from precision, used cautious expressions. It contains articles based on quotations from other authors, general terms are used. Robust sentences that summarize the subject strongly are included. Context words are definitely used to establish meaning relevance in paragraphs (Yahşi Cevher & Güngör, 2015, p. 2268). Friedberg, Mitchell, and Brooke (2017) defined academic language as the language used by students in the school environment, including academic texts and dialogues, the rules and structures. Foreign language learning purposes can be one or more of daily needs, communication, tourism, education or commercial activities. Teaching / learning methods can also change according to the purpose of learning a foreign language. Choosing the appropriate methods can vary according to students' language learning goals and needs. Learning the language only within the framework of grammar rules is not considered sufficient. In foreign language teaching, the development of oral and written communicative competence, rather than just the acquisition of structures, constitutes an important place in language teaching (Akcan, 2014, p.209). The reasons for learning Turkish may be to continue daily life, to use to communicate, to participate actively in social life, to continue education, to acquire a profession, which may affect the aims and methods of learning Turkish. This situation puts forward the necessity of learning academic Turkish, in other words, professional Turkish.

Theoretical Framework

Dolmacı (2015) stated in his compilation study on academic Turkish vocabulary that the general Turkish word list covers approximately half of the corpus and the academic Turkish word list constitutes approximately one third of the academic corpus. Demir (2017), in his study to determine the academic Turkish needs of international students, found that international students had the most difficulty in using writing skills among four language skills. In addition, students have difficulties in understanding the terms related to their departments in academic reading, writing using academic language in academic writing, speaking without making pronunciation mistakes in academic speech, and understanding speech with accents other than standard Turkish in academic listening. Yılmaz and Konyar (2017) found in their study that foreign students needed academic Turkish lessons, that students only learned daily and basic Turkish, did not learn academic Turkish specific to their departments, and therefore some students dropped out of their university education. Tüfekçioğlu (2018) created a list of academic Turkish words for educational purposes, consisting of common words in 18 subfields in social sciences, words with a frequency of more than 100, uses for general scientific Turkish, verbs, prepositions and conjunctions. In his study on academic writing skills, Azizoğlu (2019) revealed that students learning Turkish as a foreign language encountered different problems, and that these problems were caused by the textbook and the material and the measurement and evaluation system. Biçer and Alan (2017), in their studies to determine the needs of Syrian students for learning Turkish as a foreign language, showed that Syrian students greatly needed to learn Turkish and wanted to improve speaking among their language skills, that students had the opportunity to improve their speaking skills in the Turkish course, that establishing connections was important and they needed to learn with technological materials. Kaya (2019), in his study, where he determined the language problems Syrians experience while learning Turkish, it is stated that students mostly have difficulties in pronouncing and spelling vowels such as ö-ü-e-i, and also make mistakes while writing and saying consonants such as b, p, v, f, ç, ş, g, c, j, ğ and that they wrote incorrectly for each other or made mistake in pronunciation in the same way. When the studies conducted are examined, it is seen that the studies on academic Turkish in teaching Turkish as a foreign language are limited, and there is no study specific to the academic Turkish expectations and usage competencies of Syrian students learning Turkish as a foreign language. The number of Syrians migrating to our country as a result of the civil war started in Syria in 2011 is 3 million 622 thousand 622 as of 17 January 2019. Kilis is the province that has the highest population rate of Syrians (84.48%) compared to the local population. Various organizations, national and international associations are working to ensure that the young population within the mentioned population continue their education and that they are integrated in the Turkish education system.

Method

In this study the phenomenology approach, one of the qualitative research methods, was used. A phenomenological study defines the common meaning of a few people's **lived experiences** with a phenomenon

or concept (Creswell, 2016, p.77). Phenomenology, which focuses on events that we are aware of but do not have an in-depth and detailed understanding, provides a suitable research ground to investigate phenomena that are not completely unfamiliar to us, but also cannot be fully understood (Yıldırım & Şimşek, 2018, p.) In the study, a phenomenological design was chosen in order to deeply analyze and reveal the academic Turkish learning purposes and usage proficiency of Syrian students who learn Turkish as a foreign language and to examine the experiences of the lecturers by including them to the study.

Study Group

Criterion sampling, one of the purposeful sample types, was used in the study. The reason for choosing criterion sampling that is one of the purposeful sampling types, which is one of the most appropriate sampling methods for qualitative research, is to study all cases that meet a predetermined set of criteria (Yıldırım & Şimşek, 2018, p. 22). In this study, the criteria that the interviewed student group’s continuing their higher education at Kilis 7 Aralık University in the 2018-2019 academic year and the students’ voluntary participation in the study were based on. Table 1 shows the information about the students in the study group..

Table 1. Information about the students in the study group

Student	Age	Gender	The residence time (years) in Turkey
S1	19	Female	6
S2	20	Female	6
S3	20	Male	5
S4	20	Female	6
S5	19	Female	5
S6	25	Male	4
S7	24	Male	2
S8	26	Male	3
S9	22	Male	4
S10	22	Male	6

The working group consists of 10 students who continue their associate and undergraduate education in different departments of Kilis 7 Aralık University. Participants have received B2 and C1 language certificates and continue their education in different faculties and Vocational Schools such as Science Teaching, Child Development, Therapy and Rehabilitation, Nursing, Food Engineering, Medical Services and Techniques Department, Turkish Education and Political Science and Public Administration Department at the relevant university. Four of the ten participants whose age range from nineteen to twenty-five, were girls and six of them were boys. The criteria for the lecturers, who were consulted for the study, to attend the classes of Syrian students who continue their higher education and to be selected from different branches were determinant.

Table 2. Information about the lecturers in the study group

Lecturer	Gender	Professional experience (years)
L1	Male	16
L2	Female	5
L3	Male	9
L4	Male	8
L5	Male	6
L6	Male	8
L7	Male	4
L8	Male	5

L9	Male	2
L10	Male	18

The lecturers in the study group work in different faculties of Kilis 7 Aralık University. The experiences of the lecturers who teach Syrian students in their departments range from 2 to 18 years.

Data Collection Tools

Data of the study was collected from university students and faculty members who continue their education at Kilis 7 Aralık University in the 2018-2019 academic year.

Interview

In the study interview method was preferred as the data collection tool . Interview method is one of the types of verbal communication used to understand what people think about a situation, the subject, and the reasons for their thoughts. The interview, which provides access to information that cannot be directly observed, can also provide an internal perspective to external actions (Anagün, 2008, p.90). Through interviews, unobservable situations such as experiences, attitudes, thoughts, intentions and interpretations, mental perceptions and reactions are tried to be understood (Yıldırım & Şimşek, 2018, p.130). In the study, Syrian students' and lecturers' opinions were taken with a semi-structured interview form regarding Syrian students' academic purposes of learning Turkish and their ability to use Turkish. In this context, qualitative data in the study were obtained with a voice recorder using the interview technique based on the interview form data. In the semi-structured form, the researcher can prepare his questions within the framework of the research subject, change his questions according to the course of the interview even if he has prepared a certain plan, ask open-ended questions to the participants, and renew the interview questions and even the research according to the answers from the interviewees (Güler, Halıcıoğlu and Taşkın, 2013). The interview form prepared by the researchers was composed of questions whose content validity was revised by three lecturers.

While preparing the semi-structured interview forms, firstly the relevant literature was scanned , and open-ended semi-structured interview questions were prepared by the researcher for the interview form in the light of the research questions and literature. The opinions of a field expert , about the form, were taken and items showing similar characteristics with another item were removed. After this process, a pilot study was conducted on 3 students and 2 lecturers with similar characteristics to the sample group to test whether the questions could be understood by students and instructors clearly. The data obtained after the implementation formed an idea that 3 items should be revised, and the interview forms were finalized with 3 corrected items.

Data Analysis

In the analysis of the data, the results obtained as a result of the interviews with the participants were written down. Written texts were read at different times in order to be able to specialize the obtained data, and in the following process, themes, categories and codes were made in parallel with the interview questions of the research. Content analysis was preferred in the analysis of the data, as the obtained raw data were analyzed without dividing them into titles and new titles could be created. First of all, during the interviews with the students, the themes such as language skills that the students have difficulty in, the status of taking academic Turkish lessons, the effect of academic Turkish on academic achievement, the time when academic Turkish lessons should be given, were determined. Within the framework of the determined themes and categories, the categories such as speaking, speaking and listening, listening, grammar, before university education, during university education, before and during university education were determined. For example, one of the students was asked "Which language skill / skills were the most difficult when you started learning Turkish as a foreign language? What could be the reason for this difficulty? " and the answer "When I started learning Turkish, I had the most difficulty with vowels. The letters I and ö, because there are no such letters in my mother tongue. In addition, I had problems with speaking since I cannot speak Turkish because I live in the camp. " was given by the student. Based on this answer, the "Speaking" code was created. New codes were added in line with the answers given by the participants. The following coding and description technique was used in the analysis of data:

(R1,R2)... : The researcher's questions,

(S1,S2)... : Students whose opinions were consulted,

(L1,L2)... : Lecturers whose opinions were consulted

[1], [2]... : Some answers selected from the opinions expressed by the source people. Some speech mistakes made by the students in the results section were taken as they were and the correct form was written next to them.

Validity and Reliability

In order to ensure the reliability and validity of the study, after the interview form was prepared by the researcher the opinions of a field expert were consulted. The interview form, which was prepared in line with the expert's recommendations, was read by three students and a pilot application was made, and opinions were taken from the students about the readability and understandability of the questions. As a result of the interviews with the students, the students were asked to confirm their answers, and the misunderstood parts of were corrected. Before the interviews, some explanations were made to the students in order to create an atmosphere of mutual trust, and interviews were made in a quiet and natural environment for them to feel comfortable. The interviews lasted 30 minutes, and some information taken from the students was directly presented in the results section. In order to ensure external validity, the research model, study group, data collection tools, data collection and analysis were explained in the method section. Since the study group consisted of students from different departments who continued their higher education, it was regarded to consist of suitable participants. The fact that the study was limited to 10 participants can also be considered as a factor limiting the external validity. The data obtained from the participants were written directly and it was aimed to prevent data loss. By doing this, the internal reliability of the study was tried to be ensured. Reading the data by two researchers at different times, creating appropriate common codes and reaching consensus were among the other methods used in order to increase reliability.

Results

Results Obtained According to Student Opinions

Table 3. Syrian students' opinions about the time they started learning Turkish, the institution and the reasons for learning Turkish.

Opinions about the reasons for learning Turkish

R1: When and where did you start learning Turkish? What were the reasons for learning Turkish?		
Place: Kilis 7 Aralık University	Theme by Coding	
Date: December 2018-February 2019	Codes	Themes
S1: I joined Kilis TÖMER one year ago in 2017. I reached the B2 level, I could not pass C1. The reason I learn Turkish is to attend university, continue my education, and speak with Turks. [1]	<p><i>Teaching</i></p> <p><i>Interactive classroom environment</i></p>	<p><i>Communicative Skills</i></p>

S3, 4, 5, 8: I started learning Turkish in 2016. I learned Turkish first in private courses and then in Kilis TOMER. The main reason I learn Turkish is to enter university and study pharmacy. I also learn Turkish both to communicate with Turks and to make friends. [2]

S2, 6, 7: In order to study the department I want in Kilis TOMER in 2017, then to complete my education. I have to learn Turkish in order to communicate with Turks, to understand them and to express ourselves. [3]

S9, S10: In 2016, I started learning in TOMER at Kilis 7 December University. Because I live in Turkey and I will continue training, to avoid misunderstandings, I have to learn Turkish and to talk with neighbors. [4]

University education

Interaction and sharing

Real life skills

Educational functions

Table 3 includes the views of Syrian students when they start learning Turkish, the institution and the reasons for learning Turkish. All of the students started to learn Turkish through an official institution between 2016 and 2017. The institution where students learn Turkish is Kilis TOMER, affiliated to Kilis 7 Aralık University. The main reason for students to learn Turkish is education. Students want to continue their education in Syria or to start higher education in Turkey. Other reasons for learning Turkish are to adapt to the geography they live in, to establish social relations with Turkish friends and neighbors, to Express their troubles and wishes, and not to be misunderstood by the Turks.

Table 4. The opinions of Syrian students regarding the language skill / skills they had the most difficulty in while learning Turkish

R2: What was the most difficult language skill / skills when you started learning Turkish? In your opinion, what could be the reasons for this difficulty?

Place: Kilis 7 Aralık University

Theme by Coding

Date: December 2018-February 2019

Codes

Themes

S5, 7, 8 9, 10, : The language skill that I had the most difficulty when I started learning Turkish is to speak (speaking). While speaking, I couldn't think of both the words and the necessary rules at the same time. For this reason I was shy while speaking Turkish. The reason for this is to encounter and talk less with Turks, and to speak always Arabic with my family at home..[1]

Speaking

Applying the rules

Not practicing enough

Readiness

S1, 2, 3: The language skills I find difficult are listening and speaking. Because I couldn't separate words from each other. [2]

Listening

S4: When I started learning Turkish, I had the most difficulty with vowels. Letters I and Ö. Because there are no such letters in my mother tongue. I also had a problem with speaking. Since I lived in the camp and I did not talk with Turks, I could not practice [3]

Pronunciation

Alphabet difference

Lack of practice

Stress(Anxiety)

Student's perception

S6: The language skill I had the most difficulty with was grammar. In my opinion, the reason for this difficulty is that Turkish people (Turks) speak

Ungrammatical Uses of Turks

Grammar

differently from the book. [4]

The basic language skills that the participants had difficulty when they started to learn Turkish and their views on the reasons are indicated in Table 4. The majority of the students stated that they had difficulties in speaking while learning Turkish. Among the reasons for difficulty in speaking skills are the inability to remember the rules, not practicing enough, fear of incorrect speech, pronunciation, and alphabet difference. In the interviews, a student thought of grammar as a separate skill, and the reason was that he took this lesson as a separate lesson in the courses. The same student thought that Turks used the language different from the grammatical rules in books, which negatively influenced grammar learning. Readiness, stress (anxiety), student perception and grammar are among the situations that cause Syrian students to have difficulties in some basic language skills.

Table 5. Syrian students' status of taking academic Turkish and their opinions about academic Turkish lessons

R3: Did you take academic Turkish lessons? If you did, how long did the academic Turkish lessons last? What are your opinions about the duration?

Place: Kilis 7 Aralık University Date: December 2018-February 2019	Theme by Coding	
	Codes	Themes
S4, 7: I took academic Turkish lessons. We took 120 hours of lessons in 1 month, this time was not enough. When we go to university, we need to be ready because there are too many academic words that we have not seen in the lessons. [1]	<i>Insufficient education</i>	<i>Duration of the education</i>
S9: I took 120 hours of academic Turkish lessons. I think this time is enough because one should improve his Turkish through self-education or personal effort. Language is not only learned from courses, it is important to study one's own. [2]	<i>Sufficient education</i>	
S1, 2, 3, 5, 6, 8, 10: I did not take academic Turkish lessons. [3]		

Information about Syrian students' taking academic Turkish lessons and their opinions about the course in question are given in Table 5. Three participants took 120 hours of academic Turkish lessons, and two of the three participants stated that 120 hours was insufficient for this course and the duration should be increased. The other participant who takes the Academic Turkish course believes that this period is sufficient and the reason is that the language cannot be learned only from the courses, it requires individual effort. The majority of the participants stated that they did not take academic Turkish lessons.

Table 6. Syrian students' opinions about the time of academic Turkish lessons

R4: In which period of your education life do you think academic Turkish lessons should be given? Can you explain the reason?

Place: Kilis 7 Aralık University Date: December 2018-February 2019	Theme by Coding	
	Codes	Themes

S2, 3, 4, 6, 7, 8, 9, 10: Academic Turkish lessons should be given before the university because we enter the university without preparation and we start the lessons immediately, so we have difficulty in understanding the lessons . [1]

Difficulty in understanding academic expressions

We need to be ready before starting university, for this reason academic Turkish lessons should be given before university. It will be difficult if it is in university because the classes at the university are very intense. [2]

Preparation for higher education

Before higher education

Difficulty of higher education courses

S1: Academic Turkish must during the university. Because the lessons we take at the university are more planned, regular, wider and more effective. [3]

Systematic and planned education

Parallel to higher education

S5: I think that academic Turkish lessons should be given both before and during university. Before entering the university, we must have knowledge about the basic concepts of our department. As we come across new concepts in this department, we need to ask a lecturer. For this, academic Turkish lessons should be given both before and during university. [4]

Preparation and support for higher education

Before and during higher education

Students were asked at which period of their education life academic Turkish lessons should be given and the reason of this. The data consisting of these opinions are given in Table 6. Most of the students think that academic Turkish lessons should be given before starting higher education. Students think that they have difficulties in understanding academic expressions in their departments and that higher education courses are difficult. The student, who thinks that these courses should be given at the same time with the higher education courses, attributes the education to be more systematic and planned during this period. According to another student who has expressed his opinion on this issue, academic Turkish courses should start before higher education, supporting courses should continue during university education or in cases where students have difficulty.

Table 7. Syrian students' opinions about their understanding of academic expressions in their departments

R5: How is your understanding of the academic expressions specific to the department you are studying?

Place: Kilis 7 Aralık University

Theme by Coding

Date: December 2018-February 2019

Codes

Themes

S1, 4, 5, 6, 8, 9, 10: I sometimes have problems with understanding academic words in my department. I lose a lot of time to understand the meaning of words because sometimes I can't do it with translation, so I don't understand. Sometimes I get it wrong and then I get the lesson wrong. [1]

Inability to get use of the time

In my lessons, I always come across new words that I have never heard. I have less problems with these troubles in numerical lessons. [2]

Readiness

Difficulty in understanding

Sometimes I have difficulty in understanding. So, it surely influences my success. I fall behind when

Falling behind Turkish students

compared to my friends, whether in studying or doing homework. Because I have not lived in this culture since I was born, I have to learn everything I come across and this takes time. [3]

Different cultural life

S2: I'm studying in the child development department. It is easy for me to understand my courses in my department because the words of my courses in the department are not foreign. [4]

Department of education

Individual difference

Since I have taken academic Turkish lessons before, I easily understand the words and the meaning of the terms. [5]

Readiness

Self-efficacy

Table 7 contains the views of Syrian students regarding their understanding of the terms and academic expressions of the departments they study. Most of the students who expressed their opinions in the study stated that they had difficulty in understanding academic expressions specific to their departments. Although the students use the dictionary to translate the expressions they have not encountered before, they cannot understand these expressions, and they think this is as a waste of time. Students with poor readiness levels think that they fall behind their Turkish peers in lessons, and they attribute this to their birth and growth in a different cultural environment. A student who does not have difficulty in understanding academic expressions attributes this situation to the lack of academic terms in his department, while another student attributes it to taking academic Turkish lessons and regarding himself as competent in this matter.

Table 8. Syrian students' opinions about their lecturers who attend their lessons

R6: What do you think about the lectures of the lecturers who attend your classes at the university?

Place: Kilis 7 Aralık University Date: December 2018-February 2019	Theme by Coding	
	Codes	Themes
S1, 2, 3, 8, 9: The lectures of our teachers are quite fine. They work hard to teach the students. They always ask us after class, are there any questions? [1]	<i>Efficient communication</i>	
We can easily understand them in lessons. Their presentations are very good. Sometimes our lessons go on in a fun way. [2]	<i>Conformity to student level</i>	<i>Class environment</i>
	<i>Effective lesson presentation</i>	
S4, 5, 6, 7, 10: Our lecturers who come to our lessons teach well. But they lecture normally. They don't care if there are strangers or not. [3]	<i>Neglect of learner differences</i>	
Presentations of the lecturers are generally good. However, some teachers ignore foreigners, if there is an important note (information, subject) they pass it. Just because the Turks took them in high school, they don't tell. [4] Some of our lecturers present the lesson clearly and understandably, some of them teach quickly. We do not understand the lecturers who teach fast, so we pass the class with low marks [5]	<i>Superficial and fast presentation</i>	<i>Teaching Method</i>

The lecturing status of the lecturers who teach students for university education was asked to the students and Table 8 was created based on the answers they gave. Half of the students who gave their opinions stated that the lecturers were particularly interested in them and communicated effectively, they gave the appropriate lectures according to the student level, and they presented the lessons efficiently. On the other hand, some students, expressed that the lecturers did not care about the differences in the classroom, did not take into account the presence of foreign students in the classroom, presented the lessons superficially and spoke quickly. During the interviews, it was observed that Syrian students had concerns that the lecturers could see these interview reports, which caused the students to be anxious while expressing their opinions on the issue. Three student sentences expressing negative opinions about the lecturers completed their opinions with saying; 'Our lecturers do this for our benefit, we should work harder.'

Table 9. Syrian students' opinions about their expectations from their lecturers

R7: What are your expectations from the lecturers at the university?		
Place: Kilis 7 Aralık University Date: December 2018-February 2019	Theme by Coding	
	Codes	Themes
S4: Our expectations from faculty members are that they always support us, listen to us when we tell about our problems, and show us the right path. [1]	<i>Consulting and support</i>	
S5: I want my lecturers to get us love Turkish, to support and trust us. [2]	<i>Love of language</i>	<i>Guidance</i>
	<i>Trust</i>	
S9: Instead of lecturing from the slide, the book, I want them to teach us from their own experiences. I want them to train us in the right way, because we will continue the path of our lecturers.	<i>Personal and efficient presentation</i>	<i>Education method</i>
S6: I want them to talk more slowly with foreign students when they teach. [3]		
S10: I think our lecturers who come to our lessons have nothing to do with foreign students' communication problems. This is student's problem and he should try to improve his language. [4]	<i>Learner-centered</i>	<i>Individual effort</i>

In Table 9, data are given based on the answers given by the students to the question of 'What are your expectations from the lecturers who attend your courses at the university?'. The students ask the lecturers to provide counseling, give a love of language, present their lessons with their individual experiences instead of direct instructions on the slideshows, use a slow and understandable language in lessons in the subjects of guidance and education method., and encourage them to have self confidence. A student expressed his opinion on this subject as "*Learning a foreign language and communicating with a foreign language is entirely up to the student, there is no other thing that lecturers can do on this subject*".

Results Obtained According to the Views of the Lecturers

Table 10. Lecturers' opinions about the main problems of Syrian students

R1: In your opinion, what are the main problems of your Syrian students who continue their university

education?

Place: Kilis 7 Aralık University

Theme by Coding

Date: December 2018-February 2019

Codes

Themes

L9, 2, 5, 8: The most important problem of Syrian students is undoubtedly the language problem. Since their Turkish proficiency is low, it is difficult for students to reach the desired level in terms of cultural and social adaptation as well as their academic success. These students should be more willing to learn Turkish. [1]

Language learning

Language

Orientation

Adaptation to the environment

L3, 10: I can list psychological and material problems, language, cultural and social adaptation problems. The attitudes of the academic, administrative staff, Turkish students and the public towards them (such as they are freely educated) are more important than the problems I mentioned. Other problems can be somehow solved, but it is difficult to overcome them. [2]

Negative attitude

Exclusion

Psychological problems

L6, 7: In my opinion, the main problem of our Syrian students is the adaptation problem. In addition, students staying in the camps are influenced negatively by transportation and bad living conditions, which causes them to be unable to focus on lessons and their success levels are negatively affected. [3]

Economical and physical insufficiencies

Socio-economic

L1: The difficulties Syrian students experience are a reality. However, in most of them there is an unnecessary demand for tolerance for the abuse of these troubles. Namely, they do not want them to be evaluated with the same conditions and criteria as other students. [4]

Unnecessary expectation

Exploitation

L4: The main problem of Syrian students is the lack of communication. They always prefer to hang out with their Syrian friends and not talk to Turks. Even though they meet up, I observe that they come together arpun Arabic speakers. In group assignments and collaborative work, they prefer the guest role rather than being a group member. They need to be assertive and selfless. [5]

Inability to integrate with (Turkish) peers

Communication

The lecturers were asked about the basic problems of Syrian students and the results are given in Table 10. Based on the responses received from the lecturers, language is the primary problem of Syrian students, followed by the inability to communicate with their peers and to adapt to the social environment. It is also seen as a problem by the participants that Syrian students resort to unnecessary expectations from their lecturers by using their negative situation as an excuse. In addition, living in tent cities, container cities and physically unsuitable environments, being socioeconomically poor negatively affect the quality of life of students and thus their success of education. In the opinion of the lecturer, the inability of Syrian students to adapt to the environment and the school environment is due to the prejudice of the public, some academic and administrative staff, Turkish students towards Syrian students.

Table 11. Results regarding the academic Turkish needs of Syrian students according to the views of the lecturers

R2: What do you think about the academic Turkish usage of your Syrian students?

Place: Kilis 7 Aralık University

Theme by Coding

Date: December 2018-February 2019

Codes

Themes

L1, 2, 10: Most of them need academic Turkish lessons. Due to the measurement and evaluation problems of the B2 or C1 level certificates obtained from TOMER, their Turkish proficiency is not sufficient for university education. C1 is a certificate issued for academic level language proficiency. However, our students have problems even in reading and writing. [1]

L5: In fact, Syrian students do not have enough knowledge of daily Turkish. In this respect, it is inevitable for a student who does not know Turkish properly to not be able to master academic Turkish and to understand what is taught. It is obvious that they should undergo serious education. Turkish should be taught well through TÖMER or other language courses before vocational education at the university. Those who are not proficient enough should not be taken into vocational training. Continuous education in the process of developing Turkish language skills will increase academic skills in using Turkish. [2]

L4: I observe that they do not understand everything they hear in class. They keep staring at me blankly. They express themselves better if there is daily conversation, but when the subject is the lesson, they stumble if given the opportunity to speak. When I look carefully, I see that they try to get support from their friends and sometimes they try to cheat. In fact, the inability to express oneself is a problem for both Syrian and Turkish students. However, I think Syrian students' Academic Turkish is insufficient due to their lack of self-confidence [3]

L6, 8, 9: I think that Syrian students' academic Turkish is quite insufficient. They have great problems in expressing themselves, communicating and reading what is written. Of course, there could be many reasons for this. I think they should take supplementary Turkish lessons during their university education. Over the course of four years, different courses should be held with lecturers from different fields. Therefore, if necessary, a supplementary Turkish teaching support can be provided with special words and sentences specific to the field. [4]

L3: Syrian students are trying to rebuild their lives in our country. It is really difficult to study in a new country with a different language and culture. They are also traumatized because they experienced the war and witnessed many bad events. As far as I have observed, I see many of them try to learn Turkish. In my opinion, our students need more in speaking skills. Since our Turkish students also have problems in matters such as academic writing, I do not think they are so different in this regard. I think it would be beneficial for them to take supportive Turkish lessons during their university education.. [5]

L7: Some of them are pretty good. We have Syrian students who speak fluently and efficiently. Some of them need a supportive course. [6]

*Measurement and
evaluation*

*The need to learn
Academic Turkish*

Lack of readiness

*Field-based academic
Turkish*

Trauma

Supportive education

Stress

(Anxiety)

Adaptation

*Individual
Differences*

Table 11 shows the opinions of lecturers about Syrian students' academic use of Turkish and their need. It is seen that the majority of lecturers agree that Syrian students have insufficient academic Turkish knowledge

and that they should take academic Turkish lessons. Some lecturers think that students come from courses where they received language certificates without sufficient education and that the exams held there do not measure the Turkish proficiency level of the students correctly. The instructors who think in this way suggest that it would be more beneficial to start the students to higher and vocational education by organizing C1 + or C2 level courses. According to the instructors who think that students' academic Turkish is quite insufficient, Syrian students experience problems in the daily use of Turkish, communication, following and understanding the lessons. In addition, their lack of self-confidence, their tendency to constantly seek help from their friends, and their tendency to cheat, and their low level of readiness reveal that their academic Turkish is insufficient and that academic Turkish lessons are necessary. One of the lecturers stated that academic Turkish lessons, specific terms, words and sentences should be taught to students during their higher education. According to one of the lecturers, Syrian students experience various problems due to the war, and despite their hard situation, trying to learn a language and continuing their university education is seen as a positive attitude and a situation should be supported.

Table 12. Lecturers' opinions about the expectations of lecturers from institutions providing Turkish education for foreigners

Place: Kilis 7 Aralık University Date: December 2018-February 2019	Theme by Coding	
	Codes	Themes
L4, 6, 7: Practical Turkish should be taught to students and activities that will contribute to their socialization should be organized. A guidance should also be made to us, lecturers who do not have enough knowledge about teaching Turkish to foreigners. Strategic and functional plans should be determined and explained to us instead of just giving additional time in the exam and showing understanding. [1]	<i>Field knowledge</i>	<i>In-service training</i>
L1, 3: Official institutions urgently need to finalize the curriculum-program work and put into effect a binding guide. Then, qualified trainers should be trained. Current certification activities are temporary / palliative solutions. First of all, graduate studies should be diversified and academicians should be trained in this field. Then, undergraduate programs should be opened as a sub-branch of Turkish education. Private institutions should be involved after these conditions are met. [2]	<i>Permanent solutions</i>	<i>Curriculum</i>
L9, 10: Teaching Turkish to foreigners should not be short-term education. It can be enriched with different activities and practices, not just through direct presentation. In addition to language skills, studies should be done on cultural adaptation. [3]	<i>Duration of the education</i>	<i>Duration</i>
	<i>Education method and applications</i>	<i>Method and technique</i>
L5, 2, 8: I only expect that students have not been given a certificate for that level which they really do not deserve. When the certificate level and the student's level of Turkish use and knowledge are not equal, students and academicians have to experience many difficulties both in their daily lives and academically. [4]	<i>Certificate exams</i>	<i>Measurement and evaluation</i>

According to Table 12, which includes the opinions of the lecturers about the expectations from the institutions that provide Turkish education for foreigners, it is necessary to inform and plan the academicians about Teaching Turkish to Foreigners (TTF). Some instructors made self-criticism and stated that they did not

have enough knowledge about the field. They stated that they did not make a different activity for foreign students in the courses, they did not know whether they should do it or not, therefore, they should be informed by experts about TTF. Institutions that teach Turkish to foreigners should replace the certificate program, which brings temporary solutions, with the curriculum that brings permanent solutions, it is thought that the duration of the course allocated for Turkish education is insufficient, therefore it is recommended to increase the duration of Turkish lessons. One of the expectations of most lecturers is that the certificate degree should be parallel to the level of the student. According to them, the B2 or C1 level language certificates that the students received do not reflect their real level, and they think that the students are lower than the level of the certificate. According to some participants, institutions that teach Turkish need to apply different methods and techniques, more functional methods that can be used in daily life and education should be used instead of the usual memorization methods in language teaching, if necessary, social clubs and social activities can be organized with cooperation between different faculties.

Table 13. Lecturers' opinions about language skills with which Syrian students' have difficulties

R4: Which of the basic language skills do you think Syrian students attending your classes have difficulty with?		
Place: Kilis 7 Aralık University	Theme by Coding	
Date: December 2018-February 2019	Codes	Themes
L5, 2, 3, 4, 7: They have problems with pronouncing the words correctly. They have problems with writing. They cannot write sentences properly. I often find it difficult to read and understand what they write. For this reason, they often cannot complete the exam questions. I notice speaking problems in lectures or presentations. [1]	<i>Pronunciation</i> <i>Ungrammatical use</i>	<i>Speaking and Writing</i>
L8: They mostly have problems with writing. In exams, they often rewrite the question and try to make the paper full and get extra marks. When I ask an exam question similar to a question I replied in the lesson before, they try to write the answer to the question directly from their notebook. [2]	<i>Memorization</i>	<i>Writing</i>
L9: I think that the students who attend my lesson mostly have insufficient speaking skills and therefore have difficulties. When I ask students to answer a question, it is understood from the expressions that the student has an idea about the subject, but the student cannot express his knowledge properly and meaningfully. [3]	<i>Inability to express oneself</i>	<i>Speaking</i>
L1: Students have the most difficulty in listening / watching and writing. They have difficulties due to the lack of practice in listening activities and not using Turkish as the language of communication in the classroom (by Syrian students). Writing, on the other hand, is problematic due to the difference in alphabet, the perception of capital and small letters and the incomprehension of the articulated structure of Turkish words. [4]	<i>Practice and repetition</i> <i>Alphabetical differences</i>	
L6, 10: I don't think there is a problem with listening / watching. However, listening is also a job of understanding, creating and synthesizing. That's why they seem to be listening to what they watch. However, they are quite insufficient in reading and writing. They cannot express themselves, they do not read. There are errors in the words they write. [5]	<i>Listening method</i> <i>Writing mistakes</i>	<i>Listening and writing</i>

Table 13 contains results regarding the basic language skills that Syrian students have difficulty with, according to the views of the lecturers. Based on the participant opinions, students have the most difficulty in speaking and writing skills, followed by listening / watching and reading skills. Difficulties related to speaking skills emerge in the education process in the form of pronunciation errors, inability to make sentences, and inability to express themselves and what they know. It is seen that students have difficulty in writing skills due to the alphabetical differences between the source language and the target language. It is stated by the lecturers that the students pretend to be listening to the lesson, that they remain passive in the lessons and they cannot answer the questions.

Table 14. Lecturers' opinions about the exam performance of Syrian students

Place: Kilis 7 Aralık Üniversitesi		Theme by Coding	
Date: December 2018-February 2019		Codes	Themes
<p>R5: What is the output of what you try to teach your Syrian students in your classes in the process or in exams such as visa / final?</p>			
<p>L6, 10: I am sorry to state that Syrian students are unsuccessful in the exams. During the lessons, they do not participate in the activities willingly. Frankly, we do not have any special effort for Syrian students. Because what we can do is limited. In fact, we do not know what to do. We can say read more books, watch Turkish movies, listen to music and write. We cannot direct it as accurately as a Turkish educator. Therefore, perhaps other educators can be given a training on how to better guide Syrian students.. [1]</p>		<p style="text-align: center;"><i>Lack of satisfaction</i></p> <p style="text-align: center;"><i>Teaching Turkish to Foreigners field knowledge</i></p>	<p style="text-align: center;"><i>Self criticism</i></p>
<p>L8, 1, 2, 4, 5 If I asked the same question I asked in the exam, they memorize it and do it. Unfortunately, this is an indication that Syrian students cannot learn more in classes. However, this situation is quite normal. Because they do not understand, they cannot do the exams. [2]</p>		<p style="text-align: center;"><i>Rote learning</i></p>	<p style="text-align: center;"><i>Learning method</i></p>
<p>L9: Students do what they read and memorize rather than what is told. If students have read about the questions used in any measurement situation before, they try to answer them in line with these readings. However, if they have not read or memorized any of the questions used, they usually cannot answer. [3]</p>			
<p>L7, 3: I get very good results from some students. For example, one of my Syrian students give me an exam paper better than even the students living in Turkey for many years, which makes me happy. And by sharing his paper with our other students, I want to express that this may be the result of determination and studying hard. However, I am sorry that this situation is limited to only one or two students. [4]</p>		<p style="text-align: center;"><i>Individual differences</i></p>	

Instructors were asked what was the output of the education given to Syrian students during and at the end of the process, and the results from the answers to the question are shown in Table 14. Except from two participants who gave their opinions, all lecturers stated that students generally failed in the evaluation exams, both during the process and at the end of the term. Syrian students' preference of memorization rather than understanding, processing information, association, having difficulty in expressing themselves or not wanting to express themselves, inability to use language adequately are indicated as the reasons for students' failure in exams. Two of the participants stated that the situation depends on the students, even that some Syrian students are more successful than Turkish students. One of the lecturers makes a self-criticism and states that he has no experience in directing and guiding, and that the necessary education should be given to the lecturers by the experts of the field.

Conclusion, Discussion and Suggestions

In the study, the opinions of Syrian students, who learn Turkish as a foreign language, about the academic purposes of Turkish learning and the proficiency level of use were tried to be determined. The results obtained based on the analysis of the data obtained from the study are given below. Educational activities are the primary goal of all Syrian students to learn Turkish. In addition to continuing their education life, students try to learn Turkish in order to adapt to the country they live in and communicate with their neighbors and those around them. Among the basic language skills, Syrian students have the most difficulty in speaking skills, followed by listening skills. Derman (2010), who in his study states that foreign students regard themselves insufficient with the pronunciation while speaking Turkish, reaches the similar results.

Few of the students participating in the interview took 120 hours of academic Turkish lessons, expressed that they reaped the benefits of what they learned in these courses during their higher education, and some students stated that 120 hours of education was not sufficient. According to the majority of students, academic Turkish courses should be given before university education begins, almost all students have difficulties in understanding academic expressions and terms specific to their departments.

While half of the students participating in the study were satisfied with the teaching methods, interest in them, and the lecture presentations of the lecturers; half of them complained about being neglected and treated as if they were absent, quick and fast talking and presentation of the lecturers. Syrian students expect lecturers to support them, to provide effective guidance, to give the love of Turkish and confidence. They also demand that they speak a little slower and more clearly in the lessons, and convey their own experiences instead of just showing and reading the slides from the powerpoint presentation on the smart board. According to Göçer (2009), in order for students to learn the target language better, as well as being active in the classroom environment, they should be provided learning environments where they can participate in activities in different social environments, use the language efficiently, make presentations and read books other than lesson books etc.

According to the lecturers, the language certificates of Syrian students for starting university education do not match their actual level. According to them, most Syrian students have poor academic Turkish proficiency due to the assessment activities in certification exams, their lack of self-confidence, psychological disorders caused by trauma, etc. Language nonproficiency is the major problem of Syrian students and there are other problems arising from this. As well as the problems such as adaptation to the culture they live in, psychological problems, financial difficulties, inability to communicate with their Turkish peers, being excluded by some academic staff and students at the university, Syrian students demand some privilege by using their negative situation as an excuse.

According to lecturers, Syrian students' academic level of Turkish use is quite insufficient. Students' inability to express themselves, anxiety about making mistakes, practices and methods during Turkish learning are among the main reasons for their nonproficiency.

Lecturers expect language certificates to be given according to the level of the student, and C1 language certificate not to be given to those who do not deserve it. Other expectations include generating permanent solutions instead of temporary solutions, changing the curriculum, increasing the duration of the courses, using different methods and techniques in Turkish teaching, and having more practicing lessons and activities. Biçer, Çoban, and Bakır (2014) stated in their study that there are some problems in teaching Turkish to foreigners, that Turkish teaching centers have a lot of work to solve these problems, instead of providing theoretical information in the lessons, it is necessary to teach the students the ability to use Turkish in daily life, and to have practices in which students take an active role in the process. This result of the study is similar to the previous study.

It is observed that Syrian students have difficulties in basic language skills in general and speaking and writing skills in particular. They also experience the problems such as pronunciation mistakes, inability to form sentences, inability to express what they know, and inability to articulate some certain sounds. Syrian students' not practicing Turkish, using Turkish only at university in daily life are among the reasons for their poor speaking skill levels. While Syrian students state that they do not have difficulties in reading and writing skills, which are among their basic language skills, instructors think that students have difficulties in reading and writing. It is possible to say that Syrian students either consider themselves competent in these skills or are not aware of their deficiencies. This result of the study shows different features with student views. In their study, Biçer et al. (2014) found that among the problems encountered in the basic language skills of foreign students' learning Turkish, the most problem was seen in writing, in accordance with the students' opinions. In their study, Maden, Dincel, and Maden (2015) named the problems faced by students learning Turkish as a foreign language as the difficulties arising from alphabetical differences, application and adaptation, comprehension, reading, speaking and writing skills of foreign students due to different variables etc. In this respect, the result of the study shows similar characteristics with some results of the previous study. In his study, Tiryaki (2017) found that foreign students' writing success at the word level was higher than their writing success at the

sentence and paragraph level, and according to this result, students were more successful in writing sentences with relevant words. In this respect, it is possible to say that this result of the study shows different characteristics with the results of the previous study.

Lecturers cannot reap what they teach to Syrian students, and students fail in measurement and evaluation activities such as visa and final. The fact that Syrian students prefer the memorization method is reason for this failure. Some of the faculty members expressed their self-criticism that they did not make any special effort for Syrian students in the process because they did not have any knowledge on this subject. Syrian students also stated that some lecturers ignored foreign students and pretended that they were not in the classroom. According to this result of the study, the views of the students are parallel to the views of the lecturers. Göçer (2007) emphasized that measurement and evaluation studies at every stage of the learning-teaching process should be carried out dynamically from the first day of the semester or courses to the last day. This situation arising from the measurement and evaluation system indicates that process evaluation is necessary as well as result evaluation.

As a result, Syrian students learn Turkish for education and communication, and have difficulties in speaking and listening / watching and writing skills. According to the lecturers, the certificates that Syrian students need to get to enter university do not reflect the actual proficiency level of the students, and students are seen as nonproficient in using academic Turkish.

Suggestions

- Units and social clubs should be established to deal with foreign students, and cooperation should be provided between faculties and institutions that have foreign students.
- Lecturers should be informed about teaching Turkish to foreigners by experts.
- Organizations that provide Turkish education for foreigners should focus on practical methods and revise their measurement and evaluation activities accordingly.
- Syrian students should be integrated with academic, administrative staff and their Turkish friends, and negative prejudices against Syrians should be tried to be broken.
- It should be recognized that Syrian students have disadvantages, but they should be prevented from make use of this situation and graduating without deserving effort.

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