

The Importance of Teaching Academic Turkish as a Foreign Language*

Ozlem Yahsi Cevher and Canan Gungor

Sakarya University, Rectorate - Department of Turkish Language, Turkish Teaching Application and Research Centre Serdivan, Sakarya, 54050 Turkey
E-mail: <oyahsi@sakarya.edu.tr, <cgungor@sakarya.edu.tr >

KEYWORDS Academic language. Applied studies. Language Instruction. Lifelong Learning. Teaching Language

ABSTRACT This study explains the importance of teaching academic Turkish to foreigners who complete a preparatory language course and its role in increasing their academic performance. This study was conducted using a qualitative research method. Academics from the university's different departments who have foreigners in their own classes participated in this application. In the study "Teaching Turkish for Foreigners," the "semi-structured interview form" that consists of valid questions depending on the views of the experts who conducted the research was applied. The academics who took part in this application were named A1, A2, A3,... to ensure their privacy. The content analysis was carried out; the available data were reviewed and interpreted. The results of this study show that academic language should be taught solely by the field specialists and that the basic quantitative terms which establish the infrastructure for engineering classes, for example, should be given within the borders of TOMER.

INTRODUCTION

The definition of the word "academic" in the Turkish dictionary is "1. of or relating to an academy, 2. of scientific quality." Academic Turkish is quite different from the written language and daily language. This is because academic language covers concepts and terms of different branches of science. Academic Turkish includes a variety of words and texts (sample articles, reports, research articles, and summaries). Being able to read, understand, and write in Academic Turkish will be of great assistance to people studying in an academic field. Academic language is objective and generally contains sentences in the passive voice. Cautious definitions are used. Texts of references from other writers are included and general terms are used. Strong sentences that explain the issue precisely are preferred. Connecting words are commonly employed so as to establish the meaning relationships between paragraphs.

An advanced level of Academic Turkish is very challenging for all learners. Every student uses learning materials that cover reading, comprehension, and speaking and writing skills. Students who learn academic language face the problem of being able to speak in a very limited way outside school. Bailey states that academic language may include general usages and words of specific terms, and also special or complex grammatical structures (2015).

Krashen, claims that academic language competence is made up of two fundamental elements (2015):

- Academic grammar
- Subjects that require expertise

The term "Academic Turkish" may have numerous different meanings. One of these meanings is the writing of academic texts, and another one is academic terms and concepts. Once foreign students who come to Turkey for education learn general Turkish at the undergraduate as well as postgraduate levels, the next fundamental step for them is to become familiar with the academic terms concerning their subject of study. These foreign students will have to know enough about academic text writing in order to produce theses, articles, and papers, all of which require academic language. At this stage, students will need to know how an academic text is created.

Importance of Teaching Academic Turkish for Foreign Students

On September 25, 2014 the Presidency for Turks Abroad and Related Communities sent the draft text of "Guide for Teaching Turkish" to TOMER institutes for students that come to Turkey with a Turkey Scholarship. The guide suggests that foreign students that study at TOMER institutes should be given an "Academic Turkish" course: "A part of Turkish prepara-

tory education period is committed to the general title of Academic Turkish which includes Turkish vocabulary and technical texts concerning your field of study, and also to field Turkish which includes speaking and writing patterns that you will encounter in your department. Your attendance in Academic Turkish lessons is of utter importance. You are also supposed to participate in social and cultural activities organized by your Turkish teaching institute to support your language learning." Based on this text, foreign students are supposed to enlarge and improve the vocabulary in their fields, to know enough Academic Turkish to be able to understand technical texts, to become competent in writing academic texts in their fields, and also to speak.

In accordance with draft given lesson hours and content, Turkish Teaching Application and Research Centers carry out studies on teaching Academic Turkish lessons in addition to general Turkish teaching. For this purpose, official correspondence was done with departments, who were asked to send articles and texts including terms and concepts at introductory-level courses in their fields. These texts are examined, sample texts and study papers are prepared for foreign students, and they are given Academic Turkish courses. The content of the course covers explanations of academic terms, and concepts from many fields of sciences and example sentences that explain the subject are included. Students are assigned to give oral presentations in their fields, which aims to improve their academic speaking skills. When it comes to academic writing, some applications are performed as a response to the question "How is an academic text written?"

All these practices are aimed at improving the educational quality of foreign students who finish general Turkish courses in TOMER institutes and continue their education in faculties or schools of higher education, increasing their motivation in lessons, helping them to adapt, and eventually raising their levels of achievement. If this is not successful, these foreign students will not only experience failure in their courses but they will also have difficulty adapting to the society and culture in which they live.

There is no specific curriculum for courses of teaching Academic Turkish to foreigners. There is no discussed, designed, or tested study regarding this course yet except for the draft plan

sent by the YTB (Presidency for Turks Abroad and Related Communities). This is because teaching Academic Turkish to foreigners is a very novel field in our country. There is a very small number of accomplished Academic Turkish experts in this field. Another problem is that there is a lack of sufficient scientific resources (books, CDs, journals, articles, papers, and so on) that Academic Turkish experts need for their research in this field. In addition to this, there are no course materials that can be used by Academic Turkish experts to teach foreigners. The TOMER institutes in charge of teaching these courses make the necessary preparations for the course content by themselves and apply them.

The Importance of Lifelong Learning in Teaching Academic Turkish to Foreign Students

The notion of lifelong learning is a process that continues throughout life with the aim of survival and self-development. Within the framework of this educational process, students are conscious that they are responsible for their own learning and education.

According to European Adult Learning Glossary, Level 1 (2008) Lifelong learning, all learning activity undertaken throughout life which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social or professional reasons.

According to Love (2011),

- Self-motivated learning throughout a lifetime,
- Self-assessment,
- Planning, including formulation of goals and identification of learning resources,
- Professionalism and mastering competencies that are of value in the market place, and
- Learning for the value of learned individuals to the world at large.

Foreign students who learn academic Turkish will make use of the acquired knowledge in their lives and occupations. For that reason lifelong learning is vastly important in academic Turkish educational process.

METHODOLOGY

A qualitative research method was used in this study. A qualitative research method is a kind of research that does not include any sta-

tistical procedures or any other numerical tools for evaluating data (Altunisik et al. 2005). This method is one of the information gathering and producing tools devised by people to discover the details of a social system shaped by the people themselves (Ozdemir 2010). Scholars from different departments of an engineering faculty were included in this study in order to identify the importance of Academic Turkish in teaching foreigners Turkish. In the study “Teaching Turkish for Foreigners,” the “semi-structured interview form” that consists of valid questions depending on the views of the experts who conducted the research was applied to 18 experts in engineering (two experts from each field of the engineering faculty). Using the semi-structured interview technique, it becomes possible to maintain the interview by complying with the pre-designed interview protocol. Therefore, more systematic and comparable knowledge can be presented (Turnuklu 2000).

Basic Problem Statement

Foreign students who have not taken an ‘Academic Turkish’ course at TOMER institutes have a hard time with the terms and concepts in the courses of their fields at their faculties, which puts an extra burden on the shoulders of the academics who teach those courses, and has a negative effect on the education process.

Objective of the Study

The objective of this study is to make up for the foreign students’ deficiency in faculty courses with the terms and concepts of their fields and to pave the way for efforts to eliminate the negative effects of these deficiencies on both academics and the process of teaching and learning. This study also aims to prove the significance and essential nature of Academic Turkish lessons for teaching Turkish to foreigners.

Limitations

This study is limited to 9 engineering departments at Sakarya University: Computer Engineering, Environmental Engineering, Electrical-Electronics Engineering, Industrial Engineering, Food Engineering, Civil Engineering, Geophysical Engineering, Mechanical Engineering, Metallurgical and Material Engineering.

Work Group

The data of this study were gathered from academics from different departments of the Engineering Faculty at Sakarya University. The work group of this study is composed of two academics from different departments of the Engineering Faculty at Sakarya University.

Data Gathering Tool

The “semi-structured interview form,” which consists of valid questions, was applied to academics and their perception of the importance of teaching academic terms when teaching Turkish to foreign students was measured. So, the qualitative data were gathered with the use of an interview form and interview technique and with the help of voice recording devices. The interview consisted of asking questions and gathering responses (Tekbiyik and Akdeniz 2008).

The interview form was created by researchers and it was composed of questions that were examined by three academics in terms of their content validity. The “validity” of the research was maintained by quoting from experts’ opinions that make up codes and categories. The rough data in the research were converted into codes and categories by the researcher, and thus their reliability was ensured.

Analysis of the Data

The voice recordings from the interviews were transferred to a computer as rough data. After saving the interviews, the codes and general categories that defined them were specified in the light of the field literature and data gathered; the voice recordings that were converted into text form were decoded with the help of these codes and categories.

Content analysis was used for the decoding of the data from the academics. “Categorical data analysis,” a type of content analysis, was employed in the study. First the data were coded in categorical analysis. The coding system used in this study while quoting from the views of academics is as follows: A1; the first academic, F; female, M; male. The main categories found during the data analysis are given below:

- (1) Evaluating academics’ perceptions of “Academic Turkish for foreign students.”
- (2) Identifying the most common foreign language

origins of terms and concepts that appear in field courses. (3) Evaluating academics' awareness of the importance of Academic Turkish for foreign students' education. (4) Finding out whether foreign students that study at faculties face any difficulties in following their field courses. (5) Measuring the contribution of foreign students' competence in academic Turkish to academics' lectures in their fields. (6) Evaluating the necessity of teaching Academic Turkish courses at TOMER institutes. (7) Do academics think that academic Turkish lessons should be taught by field experts or Turkish experts? Why? (8) Should academic Turkish lessons be given to students prior to their undergraduate / postgraduate degree or along with their degree? Why? (9) How do academics think that the Academic Turkish lessons should be taught?

FINDINGS AND DISCUSSION

Evaluating Academics' Perceptions of "Academic Turkish for Foreign Students"

The majority of the academics (A2, A3, A4, A14, A9, A10, A5, A13, A1, A15, A16, A11, A12, A17, A18, A8) think that the term "Academic Turkish" means the language of the field which contains occupational terms. Academic A6, however, asked if "Academic Turkish lesson for foreigners" means the "terms and concepts of the field or techniques and methods used for academic studies" and expressed the need to be clear on this.

1. Identifying the Most Common Foreign Language Origins of Terms and Concepts that Appear in Field Courses

The majority of the academics (A1, A2, A6, A4, A3, A14, A9, A10, A5, A16, A11, A15, A17, A18, A12, A8, A7) stated that English is the foreign language for field courses, whereas one of them (A13) said it is Latin.

2. Evaluating Academics' Awareness of the Importance of Academic Turkish for Foreign Students' Education

Some of the academics (A3, A5, A7, A9, A11, A13, A15) stated that an Academic Turkish course is vital for foreign students and the necessary academic studies must be carried out in

this field. One academic (A7) thinks that even academics are not adequately competent in Turkish.

Some of the academics (A2, A4, A10, A14, A16) stated that foreign students must read and study the literature in their fields in order to be successful in academic life. These academics also pointed out that students must gain knowledge about the occupational terms and concepts through homework assignments. According to academic A1, the term "Academic Turkish" does not only contain field terms and concepts. This academic believes that Academic Turkish for foreigners is made up of a basic mathematical course curriculum in mathematical departments. By mathematical course curriculum he/she means basic mathematics and physics terms. Because of the educational system in the countries of the foreign students who come to Turkey, they have certain deficiencies in basic terms; they cannot give enough feedback during lessons and thus they are not successful. Academic A1 also pointed out that the field expert who teaches field terms in Academic Turkish courses also must be very competent in Turkish in every way. A different activity idea from academic A6 is that he/she matches foreign students with successful 3rd or 4th-year Turkish students in order to provide help with their lessons and homework assignments. This academic also mentioned that foreign students are not active enough in lessons and thus they cannot provide enough feedback for the teacher; they are also shy about asking questions. According to him/her, foreign students must attend courses in their faculties prior to their undergraduate studies in order to be able to adapt to the lessons.

Academic A8 stated that foreign students can understand the terms and concepts in their field courses as these words are similar to their English counterparts. Academic A12 said that foreign students are not active enough in lessons and thus they cannot provide enough feedback for the teacher, and that they hesitate to ask questions. He/she also believes that Academic Turkish lessons should not be taught in a short period of time but as a long process. Academic A17 stated that lessons are mostly conducted in English since foreign students have difficulty speaking and comprehending the field courses in Turkish; homework assignments in English are accepted and answering questions in exams in English is also okay. Academic 18 said that students are not very confident in lessons and thus

they cannot produce feedback and hesitate to ask questions during lessons.

3. Finding Out Whether Foreign Students that Study at Faculties Face any Difficulties in Following their Field Courses

The majority of the academics (A2, A6, A7, A9, A10, A12, A15, A16, A17, A18) stated that foreign students have difficulty understanding their lessons because every profession has its own terminology. They have the common opinion that students cannot understand the terms and concepts in particular and they cannot get a clear image of these in their minds and therefore they face challenges in the lessons. One academic (A12) pointed out that foreign students are also shy about asking questions in the lessons. A4 stated that academics speak fast in their lectures as they think students have a certain competence in Turkish, and therefore it becomes hard for foreign students to understand the lessons. Furthermore, examples and jokes in the lessons cannot be understood by those students due to cultural differences. Spoken and written language is different and thus foreign students have a hard time making comments about the lesson topics. Academic A13 stated that the lecturers speak fast during lessons because of the over-density of the field courses and because of this students have difficulty following the lessons. According to academic A3, foreign students have difficulty not only understanding academic terms and concepts but also the lessons in general because of the fast-spoken lectures by the academics. There are more prob-

lems, especially in social science courses as they require making comments. However, students can understand mathematics courses by studying at home even though they cannot understand them during lessons. Foreign students have difficulty comprehending concepts translated into Turkish, which is why academic terms turn out to be very challenging for them in exams. Academic A5 stated that foreign students certainly have difficulty in understanding field courses and the main reason for this is that they are not able to learn enough Turkish. Most foreign students think in English and then try to translate what they are learning into Turkish and so they experience certain problems. Academic A1 believes that foreign students fail in our country simply because of the educational system in their own countries. They do not understand the exam questions and they cannot give feedback to the teachers during the lessons, which is why they experience some trouble in class. Some of the academics (A14, A8, A11) declared that foreign students face difficulties in understanding lessons, especially the oral parts of exams, and that they prefer to give presentations in English in some courses. Furthermore, another academic (A8) acknowledged it is no surprise that foreign students have difficulty in field courses since these courses are very hard to understand, although the students do not have any trouble with the concepts as these field concepts appear very similar in English. Another academic (A11) stated that foreign students have a hard time understanding lessons in Turkish and thus he/she communicates with those students in

Table 1: A centerpiece for academic success in the English language

<i>Academic language</i>	<i>Content</i>
<i>Speaking Level</i>	<ul style="list-style-type: none"> • Types of texts • Kinds of texts • Voice/Broad perspective • Unity among sentences (through connectors, for example) • Coherence of thoughts • Organization of the text or speech • Transfer of thoughts
<i>Sentence Level</i>	<ul style="list-style-type: none"> • Sentence types – simple, compound, complex and so on. • Sentence types – relative clause, coordinate sentence, adjective clauses • Prepositional phrases • Syntax (forms and grammatical structures)
<i>Word/Word Group Level</i>	<ul style="list-style-type: none"> • Vocabulary – general, specific, technical, academic terms and expressions • Words with multiple meanings • Gerunds • Expressional phrases • Words with double meanings

English knowing that teaching the lesson in Turkish would be too difficult.

4. Measuring the Contribution of Foreign Students' Competence in Academic Turkish to Academics' Lectures in Their Fields

The majority of the academics (A2, A4, A5, A6, A7, A8, A9, A10, A11, A12, A13, A15) believe that foreign students' familiarity with academic terms and concepts in their own fields is of great help for academics while lecturing; therefore students' writing skills and their ability to make comments both increase, which contributes to their understanding the questions. According to another academic (A10), this case increases the academics' performance. Academic (A1) argues that foreign students should be taught fundamental mathematics and physics concepts in Academic Turkish lessons. As a result of this, (A1) believes, his/her lessons and exams will be more comprehensible thanks to students who have already learned the fundamental concepts. Academic (A16) believes that if foreign students take an Academic Turkish course beforehand, this will save everybody time in class and improve the students' practice. Academics (A17 and A18) acknowledge that it is not easy at all for foreign students to understand their field courses, which is why they generally prefer to lecture in English. Academic (A3) reports that foreign students have difficulty comprehending academic terms and concepts translated into Turkish and they overcome this problem by making use of English, which covers the most common terminology in the field's language.

5. Evaluating the Necessity of Teaching Academic Turkish Courses at TOMER Institutes

The majority of the academics (A1, A2, A5, A6, A7, A8, A11, A12, A13, A14, A17, A18) acknowledged that Academic Turkish courses

should be given at TOMER institutes and their coordination should be done by the TOMER institutes. In addition to this, one academic (A1) argued that TOMER institutes should teach Academic Turkish courses by covering not only basic mathematics and physical concepts but also Turkish grammatical structures, and basic terms and concepts of the field. Yet another academic (A5) pointed out the need for cooperating with field experts from different disciplines while teaching Academic Turkish courses and even coworking with language, history, and geography experts. Another academic (A11) argued that Academic Turkish can be given as an introductory course by TOMER and that scientific style should also be taught in Tomer institutes when writing article, report, and studies etc in the various fields. Two of the academics (A9 and A10) agreed that TOMER institutes can teach Academic Turkish; however, there must be separate classes for each department in order for it to be successful. These academics also pointed out that TOMER institutes should teach these Academic Turkish courses by cooperating with field specialists in their departments. A few of the academics (A3, A4, A15, A16) argued that Academic Turkish course should be given by field experts in their departments.

A4 claims that teaching Academic Turkish courses at TOMER can only be possible with a special effort by experts in Teaching Turkish to foreigners, and that field experts can teach this better. A3 stated that there are many different departments in the faculties, and each of these departments has its own terminology; therefore, teaching Academic Turkish courses at TOMER institutes would not be appropriate.

6. Do Academics Think That Academic Turkish Lessons Should be Taught by Field Experts or Turkish Experts? Why?

Some of the academics (A1, A2, A5, A6, A9, A10, A12, A13, A15, A17, A18) argued that Aca-

Table 2: Draft of Turkish teaching guide lesson hours

<i>Level</i>	<i>Total hours</i>	<i>Normal education</i>	<i>Academic Turkish</i>	<i>Number of weeks</i>	<i>Weekly lesson hours</i>	<i>Hours of maximum monthly absence</i>	<i>Total hours of maximum absence</i>
A1	960	800	180	32	30 (All Year)	22	100
A2	780	630	150	32	25 (All Year)	20	90
B1	600	500	100	32	20 (All Year)	16	80
B2	420	340	80	14	30 (1 st Semester)	22	50
C1	350 ¹	240	110	14	25 (1 st Semester)	20	40

demetic Turkish courses should be provided at TOMER institutes and faculties in cooperation with field experts and Turkish lecturers. Academic A1 argued that TOMER institutes should teach Academic Turkish courses by covering not only basic mathematics and physical concepts but also Turkish grammatical structures and the basic terms and concepts of a given field. However, basic mathematics and physical concepts in Academic Turkish at TOMER institutes should be taught together with Turkish grammatical structures by lecturers of Turkish, and these lecturers should have acquired enough knowledge from field experts so as to be able to teach the basic terms and concepts. He/she also states that field experts should be assigned to teaching foreign students the terms and concepts of their field, but they need to be very knowledgeable about the Turkish language. Turkish experts should be in touch with field experts and co-teach the Academic Turkish courses. A5: Academic Turkish courses should be taught at TOMER institutes by coworking with field experts and language, history, and geography experts.

Academic A6 highlighted the importance of cooperation between field experts and lecturers of Turkish in teaching Academic Turkish and that field experts are prone to making mistakes in writing and forming Turkish sentences. He/she also believes that only general concepts and terms can be taught in Academic Turkish courses and it would be very hard to teach the terminology for each department separately. According to academic A12, basic mathematical and social terms should be taught at TOMER institutes, but concepts and terms regarding the field should be given by field experts in their faculties. A few of the academics (A3, A4, A7, A8, A11, A14, A16) think Academic Turkish courses should be given by field experts in their faculties. A3 stated that TOMER teaching Academic Turkish to foreigners without support from the faculty departments would be inappropriate. A11 argued that Academic Turkish courses should be taught by field experts but style studies concerning the field literature should be carried out by the TOMER. From A14's point of view, students should also be given homework assignments such as reading scientific studies from their field because they should learn the concepts and terms within a context. A16 believes that Academic Turkish courses should be given by field experts; TOMER institutes can prepare worksheets in-

cluding the technical terms from a given field for foreign students.

7. Should Academic Turkish Lessons be Given to Students Prior to Their Undergraduate / Postgraduate Degree or Along With Their Undergraduate Degree? Why?

Some of the academics (A1, A2, A6, A11, A12) argued that Academic Turkish courses should be given at TOMER during the second semester or during the first year in the faculties. According to a few academics (A1, A11, A12) academic concepts and terms from the various fields should be given by field experts, but fundamental mathematical terms that make up the basis of engineering courses should be taught by TOMER. Some of the academics (A3, A4, A7, A8, A14, A15, A16) think field experts should teach Academic Turkish courses during the undergraduate period. Some other academics (A5, A9, A10, A13, A17, A18), however, argued that Academic Turkish courses should be given at TOMER with the help of field experts prior to the undergraduate period.

8. How do Academics Think that Academic Turkish Lessons Should be Taught?

Some of the academics (A2, A5, A7, A12, A13, A18) interviewed stated that Academic Turkish courses should be taught under the coordination of TOMER and in cooperation with field experts. A5 argued that language, history, and geography experts should also lecture in Academic Turkish courses. A few of the academics (A8, A9, A10, A15, A16, A17) believe that Academic Turkish courses should consist of making foreign students read scientific articles in their fields and prepare homework assignments. Academic A1 argued that Academic Turkish courses should consist of teaching terms and concepts in a given field not only in Turkish but also in other languages, which will help the students' perceptions. He/she also believes that first of all basic mathematical and social terms should be taught; students should be given assigned presentation topics about their own fields; subjects of special significance in Turkish grammar should be taught in connection with technical terms; basic definition sentences should be quoted from journals, books, and articles in their field and grammar topics should be taught based on

these sentences; sentences in academic writing should be specified and these sentences should be connected via connectors according to their meaning. Academic A3 stated that Academic Turkish courses should be taught throughout the academic year; literature samples including academic terms should be studied; the vocabulary of fundamental concepts should be used; worksheets on field terminology should also be used. Academic A4 thinks Academic Turkish courses should be given with special care paid to foreign students' level of Turkish; subjects that are fully understood should be revised; general and common terms should be included.

Academic A6 argued that Academic Turkish courses should be divided into two parts, mathematical and verbal; they should also be categorized according to faculty; they should be taught at TOMER with general concepts and terms; cooperation with TOMER is crucial; field experts from different departments should teach literature samples of their fields under TOMER's coordination; recordings of lessons from different fields should be shown to students at distance education registration offices and this should be a minimum 3 hours per week.

According to Academic A11, Academic Turkish courses should also cover the scientific style, which is essential for writing reports, articles, papers etc. Academic A14 believes that Academic Turkish courses should be spread throughout the academic year; students should read academic articles and they should be able to see the concepts and terms in context.

It is still uncertain by whom and through which institutions the Academic Turkish lessons will be provided for foreign students in Turkish universities. The lack of source and instructor about academic Turkish disrupt the educational teaching. It is a necessity that concerned institution(s) take the matter into consideration as soon as possible, taking into account different opinions of the experts.

CONCLUSION

1. Most of the academics in the study understand the term "academic Turkish" as scientific Turkish language with professional terms. Some academics, on the other hand, think the term "academic Turkish" is not only made up of field concepts and terms.
2. They agree that engineering terms mostly originate from English.
3. Foreign students that study at faculties should be encouraged to actively participate in lessons.
4. The field experts who teach field terms in Academic Turkish courses must be highly competent in Turkish in every way.
5. Based on the The Constitution of the Republic of Turkey Law No 2709, Part 3, Article 42 "No language other than Turkish may be taught as a mother tongue to Turkish citizens at any institutions of training or education," courses should be conducted in Turkish in educational institutions. However, interviews with academics revealed that courses in some faculties are conducted in English rather than Turkish; students are assigned homework in English; and students make presentations in English as well. The reason for this is that foreign students do not know Academic Turkish and lecturers allow them to use foreign languages so as to make things easier for them.
6. Some academics stated that since some field terms are very similar to English, students that know English can understand these concepts and terms more easily.
7. Foreign students' familiarity with the academic terms and concepts in their own fields is of great help for academics while lecturing, as students' writing skills and their ability to make comments increase. This also motivates students in class and saves time.
8. According to some academics, Academic Turkish courses should be given in TOMER institutes and their coordination should be done by TOMER; there are many different departments in faculties and each of these departments has its own terminology, therefore Academic Turkish courses should be taught by field experts in the faculties; Academic Turkish courses at TOMER should be coordinated by TOMER in cooperation with field experts from different departments; Academic Turkish courses at TOMER should also include basic mathematical and physical concepts and fundamental concepts and terms should be given together with Turkish grammatical structures; Academic Turkish can be given as an introductory course by TOMER. In addition, scientific

- style should also be taught to students with regard to writing reports, articles etc. in the field.
9. Lecturers of Turkish who teach basic mathematical and physical concepts in Academic Turkish courses at TOMER should gain enough knowledge from field experts in order to teach fundamental terms and concepts.
 10. Basic mathematical and social terms should be taught at TOMER; concepts and terms should be taught by field experts in faculties.
 11. According to some of the academics, Academic Turkish courses should be given by field experts during the undergraduate period and students should learn concepts and terms slowly throughout their four-year education; this should be provided at TOMER with the support of field experts prior to the undergraduate period; academic concepts and terms should only be taught by field experts but fundamental mathematical terms that make up the basis for engineering courses should be taught by TOMER.
 12. The reasons for the difficulties that foreign students face in lessons are as follows: Educational systems in their countries are not adequate; they lack the background knowledge of basic terms; at TOMER, they cannot learn Turkish well enough to carry out their academic studies; lecturers of field courses do not take the low potential of foreign students into account in lessons; these students do not know the concepts and terms of the field literature; they do not give feedback to lecturers about subjects that they do not understand in lessons; they remain shy; they have trouble making comments about the lessons' topics as spoken and written language is very different; social courses in particular require making comments; students try to translate what they learn into Turkish according to the logic of their own language; lecturers speak too fast during lessons because of the density of the field courses.
 13. Academic Turkish courses should be divided into mathematical and social departments; they should also be categorized based on faculties; they should be taught

with the inclusion of general concepts and terms; cooperation with TOMER is essential; field experts from different departments should teach literature samples from their fields under TOMER's coordination; recordings of lessons from different fields should be shown to students at distance education registration offices; these courses should be conducted taking into consideration the low levels of foreign students; subjects that are not fully understood should be revised; subjects should be taught bit by bit throughout the academic year; literature reviews including academic concepts should be carried out; dictionaries with basic concepts should be used; worksheets on the terminology should be used; students should read scientific publications and learn concepts and terms in context; students should be assigned to give presentations; basic sentences should be quoted from journals, books, and articles from a given field and grammar topics should be taught using these sentences.

RECOMMENDATIONS

It can be concluded that Turkish a foreign language having more interest nowadays and scientific studies must be done in the field of Academic Turkish. Efforts toward the preparation of courses and homework materials in Academic Turkish courses for foreigners should be increased and lecturers of Turkish and field experts at TOMER must always cooperate in terms of teaching Academic Turkish to foreigners. Academic terms and concepts of different fields should be taught by field experts in their faculties. The field experts who teach field terms in Academic Turkish courses must be highly competent in Turkish in every way. Academic Turkish courses should be conducted over a long period, as suggested by YTB (Presidency for Turks Abroad and Related Communities) in the Draft Guide for Teaching Turkish. Words with their Turkish counterparts should be a priority when teaching the concepts and terms of a given field in Academic Turkish. That is because one objective of Academic Turkish courses for foreigners is also to teach them scientific concepts in Turkish. Hardworking Turkish students from higher-level classes in faculties should be

matched with foreign students to help them improve in their courses. Foreign students should attend lessons in faculties prior to their undergraduate period in order to adapt to the lessons. Foreign students should carry out literature searches and read in their fields in order to be successful in their academic lives. Academic Turkish courses at TOMER should start from the intermediate level; they should be divided into groups like social sciences, natural and applied sciences, and medical sciences; they should contain the basic concepts and terms of these three sciences; foreign students should be given worksheets including technical terms in their fields; scientific styles in field literature should be covered; topics should be spread over a long educational period; concepts and terms should be taught in context with the help of scientific publications; students should be asked to prepare presentations in different fields. A common draft plan should be created as a result of efforts in the field of Academic Turkish for foreigners and the course content should be developed accordingly.

NOTE

"This article was presented at the 1 st International Conference on Lifelong Education and Leadership, in Olomouc, Czech on October 29-31, 2015.

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