Instructors' Opinions about the Education on Turkish Speaking Abilities of Syrian Students

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ABSTRACT Speaking skill, important for proper communication, is innate ability but can be improved. Having good speaking skill in a language is crucial in establishing effective communication and integrating into the society successfully. Currently, Turkey is hosting the largest number of Syrian refugees due to the political turmoil in Syria. It is, therefore, important for these refugees adapt readily to the social life in Turkey. In this respect, they are given Turkish courses. This study aimed to evaluate the speaking skills of Syrian students according to the opinions of their Turkish instructors. To this end, data was collected through interviews from Turkish instructors teaching Turkish to Syrian students in TÖMER, Adana. Content analysis was used to evaluate the data collected. Based on the findings, it was determined that instructors have had hard times while improving Turkish speaking abilities of Syrian students. The common problems of Syrian students while improving their Turkish speaking skills include pronunciation difficulties, speaking anxiety and thought of finding Turkish speaking difficult. Even though the instructors did various activities to solve these problems, they have still been inefficient in terms of measuring and evaluating the speaking ability.

INTRODUCTION

With the globalization facilitating the contact of diverse cultures, the need for learning a language other than individual's native language has been increasing. According to Temizyurek et al. (2007), individuals should communicate with others to be understood. Communication with people may occur in three different ways: verbal, non-verbal and written. Verbal communication or speaking is the most commonly used way to share feelings, opinions, desires, dreams etc. with other people, making speaking ability the basic language skill that is required to establish a healthy communication. According to Sever (1997), conversation has had a key role in human relationship. Ozbay (2003) stated that people mainly interact with others verbally in their daily lives.

It is obvious that courses in a foreign language supports the improvement of speaking skills of students but there are various factors affecting this ability including phonology, rhythm, the content and the context or people because communication involves not only words but also the volume, tone and stress, speaking speed, the way of breathing, pausing, eye movements, gestures and facial expressions, dressing style and distance between people (Ozbay 2005). Since there are many factors involved in speak-ing, it should be taught by experts in any given foreign language. The instructor should have substantial knowledge on the subjects of diction, stress, use of facial expressions properly, voice and breath management and many others. No matter how well diction and pronunciation one has, instructors' sentences mean nothing if they cannot use their breath effectively. Therefore, instructors should frequently make breathing exercises before the classes (Erem and Sevin 1947). Moreover, one of the most crucial elements of speaking education is that the instructors should become an example and/or a role model with their own speech style.

In language education, speaking ability should not be considered as a simple skill to acquire. Because it important for performing a wide variety of functions in conversation including apologizing, requesting, asking for help, and refusing etc. (Bayraktar 2014). Individuals should have the ability and adequate proficiency in a foreign language to perform the listed functions in order to maintain a healthy conversation. Therefore, in foreign language education programs, improving speaking skills of the language learners should be the main focus of attention in order for them to survive in social contexts.

In a world of multiculturalism, teaching Turkish as a foreign language has been gaining importance due to various reasons including Turkey's increasing international relationships (Kil-

inc and Yenen 2015). Moreover, in recent years, according to the official data, nearly 700.000 Syrian refugees have come to Turkey because of political turmoil in the Middle East, increasing the importance of teaching Turkish as a foreign language (Gun 2015). Knowing the language and having cultural knowledge of a foreign country where individuals live has a huge impact on the adaptation of them to the society in which they are living. In this case, teaching Turkish to Syrian refugees can shorten the adaptation process of them to Turkey more readily (Sengul M 2015). Because language includes cultural, historical and social background of that society (Bolukbas and Keskin 2010). In this respect, at schools in the camps where some of the refugees reside, 65.000 Syrian people are given Turkish language education under the academic coordinatorship of TÖMER. Additionally, Turkish education is also widespread out of the camps due to the fact that majority of Syrian refugees are living out of those camps. So, Turkish education has been given to thousands of Syrian students under the frame of MEB schools and TÖMER.

There have been studies about the importance of speaking education (Temizyurek 2004) and about the learners' concerns of speaking Turkish (Sevim 2014; Sallabas 2012; Tuncel 2014, Ozdemir 2012) for those who learn Turkish as a foreign language. Furthermore, there have been many studies about the importance of teaching Turkish to Arabs in the history (Akkus 1999; Baskin, 2012), the materials and the course books used during the education (Seref and Yilmaz 2013; Yilmaz and Seref 2013), basic speaking skills improvement (Bolukbas 2011; Subasi 2010), teaching grammar (Dogan 2007) and the problems encountered (Polat 1998). There are also some studies about educational problems of Syrian refugees (Seydi 2013, 2014) and their perception of Turkish. However, few studies directly investigating the opinions of instructors about the speaking ability of Syrian students were encountered in the literature. Therefore, the current study aimed to investigate the opinions of instructors who give Turkish education about the speaking ability of Syrian students, filling the gap in the literature on this issue.

Purpose of the Study

This study aimed to investigate the opinions of instructors about Syrian students' acquisition of speaking ability and the improvement of it. In this respect, the following research questions guided the study.

1. Do instructors encounter problems while improving the speaking ability of Syrian students?
2. What are the speech errors that instructors encounter while improving the speaking ability of Syrian students?
3. What are the techniques and methods used by instructors while improving the speaking ability of Syrian students?

METHODOLOGY

Qualitative research design was adopted in the current study to investigate the opinions of Turkish instructors who work in TÖMER on improving speaking of Syrian students. A qualitative research is a study in which qualitative data collection methods like interview, observation and document analysis are used; events and perceptions are evaluated realistically and holistically at natural environments (Yildirim and Simsek 2008).

In this study, interview form is used to collect data. During the analysis of collected data, content analysis method, a systematic and replicable method in which some words of text are summarized with smaller categories according to the specific coding rules (Buyukozturk et al. 2009) was used.

Study Group

Study group of this research included 11 instructors who work at Cukurova University and Adana Science and Technology University Turkish Language Education Center.

Data Collection and Analysis

In data collection, it was expected from the instructors who work Turkish Teaching Centers to answer eight questions in the semi-structured interview developed by the researchers. Codes and themes are determined by examining the collected data. During the reporting process, direct excerpts were taken from the instructors' opinions. Each instructor is named as "I" and they are ordered as "I-1, I-2, I-3, I-4…"

FINDINGS

Excerpts from the instructors' answers to the question of "How are the opinions of your students about speaking Turkish? Please explain" are shown in Table 1 with their categories and frequencies.

According to Table 1, most of the instructors stated that students find it difficult to speak Turkish. Additionally, instructors expressed that students are afraid of making mistakes, feel as foreigners and thus refrain from speaking Turkish. This finding shows that Syrian students are lacking of self-confidence in speaking Turkish.

Excerpts from the instructors' answers to the question "Can Syrian students distinguish spoken language from written language in Turkish? Please explain" are shown in Table 2 with the categories and frequencies

According to Table 2, the majority of the instructors stated that students have had difficulty in differentiating between spoken language and written language at first; however as they become familiar with Turkish, they can be aware of the difference. Moreover, it is expressed that beginner level students can understand written language despite the fact that they have difficulty in understanding spoken language.

Excerpts from the instructors' answers to the question of "Do you have difficulty in improving the speaking abilities of students? Why" are shown in Table 3 with the categories and frequencies.

According to Table 3, majority of the instructors expressed that they have difficulties during the improvement of the students' Turkish speaking ability. They listed the primary reasons as sound and structure differences between their native language and Turkish, being not able to transfer what is known into conversations, having difficulties in pronunciation of some sounds, and refraining from speaking Turkish.

Excerpts from the instructors' answers to the question "What are the most frequent pronunciation errors made by your students?" are shown in Table 4 with the categories and frequencies of the answers.

Table1: Opinions of instructors about the Turkish Speaking abilities of their students

Categories	f	Excerpts
Speaking Turkish is Considered as Difficult	5	They express that they find speaking ability more difficult than the other skills. (I-2)
Refraining From Speaking Turkish	3	Because they are afraid of making mistakes, students avoid from speaking Turkish. (I-4)
Willing to Speak Turkish	2	Generally, they are willing to speak Turkish; however it should be clarified that this ability has improved by student's personality, urge and effort.(I-6)
Love of Speaking Turkish	2	Students like the activities in Turkish speaking lessons and take up these activities.(I-5)
Hurrying Up to Learn Speaking Turkish	2	Students who dream of learning everything suddenly and want to be as good a speaker as a native, learn faster and are more successful.(I-1)
Having Prejudice of Turkish	1	Because Arabic and Turkish are rather different, they have a considerable amount of prejudice. (I-3)
Being Bored of Speaking Turkish	1	While speaking lessons are some student's favorite, some other students get bored from it because they are afraid of making mistakes. (I-1)

Table 2: Opinions of instructors, about their students' Turkish ability to differentiate between spoken language and written language

Categories	f	Excerpts
While Beginners Cannot Differentiate, Advanced Students Can Do	8	Even if they cannot distinguish at first, this problem disappear as times goes by.(I-2)
Can Differentiate	3	They can notice the distinction; however they cannot understand what is said at spoken language. (I-1)
Cannot Differentiate	1	No, they cannot distinguish. (I-11)

Table 3: Opinions of instructors about whether they experience difficulty in improving the Turkish speaking abilities of their students

Categories	f	Reasons	f	Excerpts
Having Difficulty	10	There are differences between their native language and Turkish	2	I occasionally have difficulties. I have problems with students at A1-A2 Levels because of the difference between their native language and Turkish (syntax, pronunciation etc.) Solving these problems may take time. (I-9)
		Students cannot transfer what they learn into the dialogues.	2	Some students who are successful at oral narration can be unsuccessful at mutual conversations. For example, student who use the words with right affixes and pay attention to grammar rules while introducing himself, have had trouble in making dialogues. (I-7)
		Students' having difficulty in pronunciation	2	They have had problem in pronunciation of vowels like i, ü, ö. (I-5)
		Being afraid of Turkish	2	Of course. Because they have too many things to say in their mind. During the period when they haven't got enough vocabulary, they may stay silent or speak with one word sentences. (I-10)
		Rough Arabic accent of the Students	1	Intenerating Arabic's rough accent takes more time when it is compared to the other languages. (I-3)
		Not to know about where to use positional suffixes	1	Students have doubts about where to use positional suffixes while making sentences. (I-3)
		Using English when students have troubles with Turkish	1	During the improvement of Turkish speaking ability, students speak English when they are in trouble. This situation results in late improvement of their Turkish speaking ability. (I-4)
		Students' being not able to distinguish similar sounds	1	They have difficulties in distinguishing similar sounds. (I-1)
Having Not Difficulties	1	Students' being willing	1	I try to make students believe in themselves and encourage them to do so. After a while, I have no troubles as they believe in themselves because they are willing.(I-6)

Table 4: Opinions of instructors about pronunciation errors of their students

Category	f	Excerpts
Difficulty in pronunciation of vocal sounds	6	I-i/u-ü/o-ö are the most difficult sounds for them to pronounce. (I-9)
Confusing the pronunciation of similar sounds	3	They are confusing the sounds Ç-°/s-z/c-j/c-ç and they make mispronunciation for these sounds. (I-9)
Difficulty in the pronunciation of some sounds	1	Most of the students speaking Arabic have difficulties in pronunciation of these sounds: "ç", "p", and "ö . (I-3)
Difficulty in the pronunciation of the sounds which do not exist in students' native language	1	They have difficulties in pronouncing the vowels and also consonants which do not exist in their mother tongue. (I-5)
Confusing the sounds which exist in their mother	1	Confusing the pronunciation of the back vowels such as tongue but not in Turkish k/g/h which do not exist in Turkish is among the problems we encounter.(I-2)
Pronouncing the sounds which exist both in Turkish and their mother tongue, as only in	1	They pronounce the Arabic words in Turkish as they do in their mother tongue Arabic. For instance, they pronounce "yani" as "yeeaaanii" whose pronunciation is rude and longer. (I-2)
Usage of the sounds which exist in their mother tongue while speaking Turkish	1	They frequently use the Arabic sound "ayin" in Turkish. We are always trying to make them pronounce in the right way. (I-3)
Mispronunciation of the words which have similar sounds	1	As there are too many vowels in Turkish, they may make errors while pronounciating the similar words such as "is, es or as". (I-6)

According to the Table 4, most of the instructors stated that students have difficulties mostly in the pronunciation of the vocal sounds. Additionally, they mentioned that students confuse the words and sounds which have similar pronunciation and they have difficulties in pronouncing the sounds which do not exist in their mother tongue or they fall back upon English when they have difficulty in speaking.

Excerpts from the instructors' answers to the question:" What kind of studies do you make in order to correct the pronunciation errors of your students? Please explain." are shown in Table 5 below with the categories and frequencies of the answers.

According to Table 5, it is seen that instructors design and implement some activities such as having students repeat the difficult-to-pronounce sounds and words, making them use the words which are composed of difficult-to-pronounce sounds in different sentences or making drama activities in order to correct the pronunciation errors of the students.

Excerpts from the instructors' answers to the question of "What are the techniques and methods you are using in order to improve your students' communication skills in Turkish and what kind of problem do you encounter in this process?" are given in Table 6 with the categories and frequencies of the answers.

According to Table 6, it was observed that the techniques instructors use with the aim of improving the speech skills of Syrian students can be listed in terms of their priority as includes dialogue, question and answer, verbal lecture, reading and interpretation of images, pedagogic games, communicative, case, presentation, animation and drama, oral reading and Audio-Lingual.

Excerpts from the instructors' answers to the question of "What kind of assessment and evaluation studies do you make in order to determine students' level of acquiring and improving their speech skills?" are given in Table 7 with the categories and frequencies of the answers.

According to Table 7, the instructors divided the verbal skills into two parts. They evaluated students' speaking ability for a case or event through the verbal expressions they told and dialogues. Despite taking "interaction, consistency, fluency and accuracy" into consideration while making evaluation, it can clearly be understood that most of the instructors do not have adequate information about the assessment methods and techniques. It was also observed that speech which is one of the means of verbal communication is evaluated with practice tests by two instructors.

The instructors' answers to the question of "Do you think that instructors who teach Turkish lessons to foreign students are adequate in terms of improving the students' basic language skills? How do you assess yourself in this respect?" are given in Table 8 with the categories and frequencies of the answers.

According to the Table 8, it can be understood that most of the instructors find both themselves and other instructors insufficient. This is because the criteria are insufficient to select the instructors and teaching Turkish as a foreign language is an emerging field in Turkey and the studies in this field are still inadequate.

Table 5: Opinions of instructors in correcting the pronunciation errors of their students

Categories	f	Excerpts
Repetition of sounds and words	3	I make my students repeat and write the words as a list which includes the sound mispronounciated and I want them to repeat them at home. (I-1)
Making the students use the words in sentences	2	In order to correct their mistakes, we are giving a list of words which include sounds difficult to pronounce and we want them to use these words in sentences, so we make them pronounce these specific sounds correctly. (I-4)
Supporting the speaking skills of the students by using other skills	1	I make pronunciation activities and I am supporting these activities with listening activities. (I-5)
Making drama activities	1	We prefer teaching correct pronunciation of sounds especially by benefiting from drama activities . (I-7)
Application of" minimal pair" technique	1	In order to correct mistakes of the students, we are preparing minimal pair activities and I apply these activities in the classroom. Students are enjoying as well as learning. (I-9)
Dictation	1	Dictation is the most frequently used technique we use. (I-10)

Table 6: Techniques and methods the instructors use while improving communication skills of their students in Turkish and the problems they encounter in this process

Category	f	Excerpts
Dialog Technique	7	We make activities which are based on a specific theme in order to improve their verbal expressions and mutual communication. So that we prevent this skill to be a secondary one.(I-7)
Question And Answer Method	5	"Question and answer method" is a technique that we use frequently. However, students might give short answers to the questions. (I-3)
Verbal Communication		Communication activities are made through dialogues and verbal communication techniques. (I-4)
Visual Reading and Interpreting	2	Students are made to talk about a picture or they are required to make a dialogue in a specific context. (I-4)
Pedagogic Games	2	I am trying to improve their speaking skills through various activities and games. (I-9)
Communicative Technique	2	By providing occasions to communicate with other Turkish students in the university, these students have a chance to make practice of speaking Turkish mutually. (I-4)
Case Method	1	We make speaking activities especially through "case technique" and "dialogue technique".(I-2)
Presentation	1	We are having students make presentations according to their levels in order to improve their narration skills. (I-6)
Drama and Animation Technique	1	We are also employing methods such as animation and drama or asking them their feelings by showing a picture. (I-7)
Oral Reading	1	We are having students read texts and newspapers loudly so that they can be aware of their own intonation and they can hear their own pronunciation.(I-2)
Audio-lingual Method	1	"Communicative technique", "Audio-Lingual technique", "question and answer technique "and "memorization of dialogue technique" are the methods and techniques that I use most . (I-1)

Table 7: Assessment and evaluation studies instructors use to determine the Turkish speaking level of their students

Category	f	Excerpts
Evaluation of Verbal Communication and Dialogues	7	We divide skills into two as "verbal communication" and "mutual speaking". We make evaluation through measurement instruments which are suitable for each level. First, a student speaks on his /her own and then s/he makes a dialogue with one of her/his friends. (I-1)
Evaluation Through Practice Exams	2	We are making practice exams. We are preparing activities according to the level of students and make these activities in class. (I-5)
Evaluation Through Observation	1	I evaluate my students by making observation in class. I choose different subjects. I evaluate whether the student understood the grammar rules that I taught or not. (I-8)
I Do Not Make Evaluation	1	I do not make evaluation or assessment specifically.(I-9)

Table 8: Opinions of instructors about whether they and the instructors who teach Turkish are adequate in improving students' basic skills

Category	f	Excerpts
I Find Instructors Inadequate	7	I think we as instructors, lack in keeping up with the latest publications, studies and especially comparative studies in different cities and countries. I think we should frequently follow the publications in order to catch on new ideas which are produced to improve basic language skills. (I-7)
I Find Myself Insufficient	6	I don't find myself adequate in this issue. However I think I make progress to become an expert on this issue. (I-4)
I Find Myself Sufficient	3	I find myself sufficient in terms of improving my students' verbal skills. I give more importance to this skill during the lessons.(I-9)
I Find the Instructors Sufficient	2	Yes, I generally find the instructors sufficient .(I-2)
I Find Myself and Other Instructors Sufficient to a Certain Extent	2	Partially yes, because there are two different ways. Instructors have some qualification since they are selected. However, as this is a new field and there are lots of things to do and to teach we should refresh and update ourselves constantly.(I-6)

DISCUSSION

In this study, the opinions of the instructors, who teach Turkish as a foreign language, about the Syrian students' acquisition and improvement of speaking Turkish was investigated. To this end, problems encountered while improving the speaking abilities of Syrian students, speech errors they make, techniques and methods the instructors use constituted the research questions of the study. Based on the findings obtained from the interviews with the instructors, several issues came to fore.

According to the instructors, Syrian students are worried because they are afraid of making mistakes and being criticized while they are speaking Turkish. Anxiety can affect the language learning process which is made clear with the well-known Affective Filter theory (Krashen and Terrell 1983). Unlike children who do not feel anxiety while learning a foreign language (Brustal 1974), adults experience anxiety particularly in productive skills (Williams and Andrade 2008), including speaking due to various reasons such making mistakes (Tunaboylu 1993) and lacking of self-confidence (Nunan 1999). Students feeling anxiety in learning a language have trouble in expressing their ideas (MacIntyre and Gardner 1994) and "cause the cut/lack of communication in the ongoing conversation" (Steinberg 1982, cited in Oz 2015: 38). In order to minimize their anxiety, speaking activities should be in-

creased and students should be motivated to participate in these activities voluntarily. Because, as Daly (1991) states, when students are obliged to participate in speaking activities in classroom, they are getting worried as if they are afraid of snakes, elevator or height (cited in Bas 2014: 111). Besides, most of the instructors participated in this study stated that students find speaking Turkish difficult. In order to change this perception, self-confidence of students should be increased. Therefore, it is necessary to focus on what students can do rather than what they cannot do (Sahin and Kocer 2014).

Although students have difficulty in differentiating between spoken language and written language when they are in elementary level, as their language level increases, this problem no longer exists. Because in Turkish, each sound is represented by one letter and this case facilitates the students' passing from written language to spoken language (Gunes 2007). Nearly all of the instructors stated that Syrian students have difficulty in developing verbal skills in Turkish; students are afraid of speaking Turkish and prefer using English when they have difficulty in speaking Turkish. Moreover, their Arabic accent is strong and the differences between the speech sounds of Turkish and their mother tongue also cause problems for Syrian students to improve their verbal skills. Although most of the instructors attributed the reasons of Turkish speaking difficulties of their students to the hard-to-un-

derstand sound properties of Turkish and the anxiety while they are speaking Turkish, instructors also find themselves insufficient in improving their students' speaking skills. Therefore, the instructors' professional development in teaching Turkish speaking should be improved and/ or even experienced academicians on the pronunciation can be employed in Turkish teaching centers to improve the pronunciation of students learning Turkish as a foreign language (Sengul 2014).

The instructors stated that Syrian students make various pronunciation mistakes and the majority of the mistakes result from the pronunciation of vocal sounds. Additionally, differences between the sounds of Turkish and their mother tongue have a negative influence on the correct pronunciation of the Turkish sounds. There is a fact that some of the speech sounds in Turkish are confusing and they are mispronounced by students. The instructors stated that they make repetition exercises especially for the speech sounds that students have difficulty in pronouncing and for the words which consist these speech sounds in order to correct the students' pronunciation mistakes. They also stated that they frequently use dialogues and verbal activities in the process of developing students' verbal skills.

In terms of assessment of speaking abilities of students, based on the results of the current research, it is clear that Turkish instructors find themselves insufficient in terms of the knowledge they have about assessment of speaking skills. In addition, the assessment types they use for evaluating the students' speaking skills were very limited. Giving feedback to students about their speaking abilities after assessment can remedy the deficiencies in their speaking skills (Yildiz and Tuncel 2004). Therefore, it is obvious that the knowledge of Turkish instructors on the assessment of Turkish speaking proficiencies of their students should be increased.

CONCLUSION

Speaking is one of most the important skills in learning a foreign language since it provides effective communication. Without achieving an adequate level of fluency in speaking a foreign language, individuals undoubtedly experience communication problems and find it hard to integrate the social life of the foreign country where

the target language is spoken. Achieving an adequate level of fluency in speaking prevents the possible communication breakdowns and can ease the foreign language learners' adaptation to the social life in the foreign country. Teaching Turkish as a foreign language has been a growing trend in recent years due to aforementioned reasons, however, it is still in its crawling period. More studies are, therefore, needed to explore the various aspects of teaching Turkish as a foreign language including the teaching of speaking skill. The aim of this study was to evaluate the speaking skills of Syrian students according to the opinions of their Turkish instructors and contribute to the field in terms of teaching Turkish speaking skill.

Based on the results obtained from the interviews with the Turkish instructors of Syrian students, it can be concluded that students experience difficulties in learning Turkish speaking. The difficulties that students experience arise from speaking anxiety, lack of self-confidence, and sound system of Turkish and pronunciation difficulties. On the other hand, insufficient knowledge of Turkish instructors in terms of their knowledge about the assessment of Turkish speaking skills of their students is another problem. This problem may result in inadequate feedback to the students which may in turn affect the students learning negatively and may prevent them from developing Turkish speaking skills.

RECOMMENDATIONS

The current study had some limitations such as the limited number of participants. It is therefore important to conduct similar studies in Turkish teaching centers with more participants. Moreover, only the opinions of the Turkish instructors were in the scope of the study; conducting similar studies on the opinions of Syrian students regarding Turkish speaking would also be further study areas. Despite the limitations, based on the findings of this study, following recommendations can be put forward to improve the Turkish speaking abilities of Syrian students:

1. Studies on Syrian students' anxiety of speaking Turkish should be conducted and solutions based on these studies should be used to minimize the anxiety level of students.
2. The instructors should encourage students to speak Turkish, and remind them mistakes

are a natural part of foreign language learning process, increasing their self-confidence to speak Turkish.

3. Quality instructors are required to teach the verbal part of Turkish language. Therefore, a careful selection of instructors based on specific standards should be made.

4. Studies on the common pronunciation mistakes made by Syrian students should be conducted and the findings of these studies should be taken into consideration while teaching Turkish pronunciation. While developing the verbal skills of students, instructors should not limit Turkish education to the classroom but should use out-of-class activities and present opportunities to Syrian students in order them to socialize and communicate with Turkish students.

5. Studies should be carried out in order to compensate for the insufficiency of the instructors in measurement and evaluation.

6. Professional development of Turkish instructors is crucial and should be given utmost importance. Therefore, in-service training that can improve the Turkish speaking skills of instructors should be organized by the authorities, making it possible to instill a mindset in teachers that continuous professional development is a natural part of their profession. By this way, Turkish teachers can improve their teaching capabilities and knowledge of methods and techniques and can apply them in their Turkish classes to improve their students speaking abilities.

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