



T.C.

AKDENİZ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

FOREIGN LANGUAGE TEACHING DEPARTMENT

**MASTER'S
THESIS**

**A STUDY OF THE NEEDS ANALYSIS OF
TURKISH AS A FOREIGN/SECOND
LANGUAGE LEARNERS**

FATMA BEGÜM KÖSE

January, 2022

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EDUCATIONAL SCIENCE INSTITUTE
DEPARTMENT OF FOREIGN LANGUAGE
EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

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SUPERVISOR
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AKDENİZ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİL EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ PROGRAMI

BİR İHTİYAÇ ANALİZİ: YABANCI DİL
OLARAK TÜRKÇE ÖĞRENER ÖĞRENCİLER

YÜKSEK LİSANS TEZİ
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DOĞRULUK BEYANI

Yüksek lisans tezi olarak sunduğum bu çalışmayı, bilimsel ahlak ve geleneklere aykırı düşecek bir yol ve yardıma başvurmaksızın yazdığımı, yararlandığım eserlerin kaynakçalardan gösterilenlerden oluştuğunu ve bu eserleri her kullanışında alıntı yaparak yararlandığımı belirtir; bunu onurumla doğrularım. Enstitü tarafından belli bir zamana bağlı olmaksızın, tezimle ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara katlanacağımı bildiririm.

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YÜKSEK LİSANS TEZİNİN ADI:

A study of the needs analysis of Turkish as a foreign/second language learners

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ABSTRACT

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In this study, the language learning needs of the learners studying Turkish as a foreign language at Turkish Teaching Centres (TOMERs) were identified, with regard to variables such as age, gender, and proficiency level. A total of 63 students took part in this study. A needs analysis questionnaire, adopted by the researcher, was used to collect quantitative data. Frequencies and percentages were used to examine and identify the participants' language learning needs. Chi-square tests were conducted. According to the needs analysis questionnaire, the language learning needs of the students studying at TOMER focused on education and job opportunities, individual interests and needs, and in-class communication. According to the results, there is no significant difference in terms of gender, ages and language proficiency levels.

Key Words: Needs Analysis, Turkish as a Foreign Language (TFL), Turkish Teaching Centres (TOMER), learners' needs

ÖZET

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Bu çalışmada Türkçe Öğretim Merkezlerinde (TÖMER) Türkçe eğitimi alan öğrencilerin dil öğrenme ihtiyaçları analiz edilmeye çalışılmıştır. Araştırmanın temel amacı, yabancılara Türkçe öğretiminde öğrencilerin ihtiyaçlarını belirlemek; bu ihtiyaçların yaş, cinsiyet ve dil seviyeleri gibi değişkenler karşısında farklılık gösterip göstermediğini belirlemektir. Çalışma, nitel araştırma yaklaşımlarıyla uygulamalı bir araştırma projesi olarak geliştirilmiştir. Bu çalışmaya toplam 63 öğrenci farklı Türkçe Öğretim Merkezlerinden (TÖMER) katılmıştır. Araştırmaya katılan öğrencilerden nicel veriler toplamak için ihtiyaç analizi anketi kullanılmıştır. Anketlerin incelenmesinde öncelikle frekanslar ve yüzdelere kullanılmış, yaş, cinsiyet ve dil seviyelerine göre anlamlı bir farkın oluşup oluşmadığını ortaya çıkarmak için sorulara ki-kare testi uygulandı. İhtiyaç analizi anketi sonuçlarına göre TÖMER'de öğrenim gören öğrencilerin dil öğrenme ihtiyaçları; eğitim ve iş olanakları, bireysel ilgi ve ihtiyaçlar ile sınıf içi iletişime odaklanmıştır. Sonuçlara göre cinsiyet, yaş ve dil düzeyleri açısından anlamlı bir farklılık yoktur.

Anahtar Kelimeler: İhtiyaç Analizi, Yabancılara Türkçe Öğretimi, Türkçe Eğitim Merkezleri (TÖMER), Öğrenci İhtiyacı

TABLE OF CONTENTS

DOĞRULUK BEYANI	i
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
ÖZET.....	v
LIST OF TABLES	viii
SYMBOLS AND ABBREVIATIONS	ix

CHAPTER 1

INTRODUCTION

1.1. Statement of the Problem	2
1.2. Scope and Purpose of the Study	2
1.3. Research Questions.....	3
1.4. Assumptions and Limitations	3
1.5. The Significance of the Study	3
1.6 Definitions	4

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Background	5
2.2. History of Turkish as a Foreign Language	13
2.3. What is Need Analysis?.....	20
2.4 Relevant Studies	32

CHAPTER III

METHODOLOGY

3.1. Setting and Participants	35
-------------------------------------	----

3.2. Demographic information about the participants	36
3.3. Data Gathering Instruments and Data Gathering	37
3.4. Data Analysis Process	38

CHAPTER IV

FINDINGS

4.1. Contact survey results.....	39
4.2. Methodological Preferences	41
4.3. Categorical Data Analysis	46

CHAPTER V

CONCLUSION, DISCUSSION AND SUGGESTIONS

5.1. Discussion.....	78
5.2. Pedagogical Implications of the Study and Suggestions for Further Research	80
5.3. Conclusion	81
REFERENCES	82
APPENDIXS.....	91
App.-1: Needs Analysis Questionnaire	90
App.-2: Araştırma İzni.....	96
BİLDİRİM	100
ETİK KURULU RAPORU	101
İNTİHAL RAPORU.....	103
ÖZGEÇMİŞ.....	104

List of Tables

Table 1 <i>The Distribution of the Learners in Terms of Age</i>	38
Table 2 <i>The Distribution of the Learners in Terms of Gender</i>	38
Table 3 <i>The Distribution of the Learners in Terms of Language Proficiency Levels</i>	38
Table 4 <i>The Distribution of the Learners in Terms of Purposes of Learning Turkish</i>	39
Table 5 <i>The Distribution of the Learners Know Other Foreign Languages</i>	39
Table 6 <i>The Findings of Language Contact Survey</i>	46
Table 7 <i>The Findings of Methodological Preferences</i>	49
Table 8 <i>The Findings of Language Contact Survey in Terms of Gender</i>	53
Table 9 <i>The Findings of Language Contact Survey in Terms of Age Group</i>	55
Table 10 <i>The Findings of Language Contact Survey in Terms of Language Proficiency Levels</i>	59
Table 11 <i>The Findings of the Learners' Methodological Preferences in Terms of Age Group</i>	68
Table 12 <i>The Findings of the Learners' Methodological Preferences in Terms of Language Proficiency Levels</i>	74

Symbols and Abbreviations

TOMER: Turkish Teaching Centre

CEFR: Common European Framework of Reference for Languages

TFL: Turkish as a Foreign Language



CHAPTER I

INTRODUCTION

With globalization, knowing a foreign language has become more and more important. Language is a tool for speaking, getting along with someone, coming to a consensus or expressing oneself. In every society, language is introduced as a thinking tool that enables the transfer of thoughts, feelings and wishes, which are transferred by writing or speaking, and differentiate according to societies with its structure (Demirel, 2010).

Nevertheless, as intercultural communication and interaction increases, the need to learn a foreign language has become more and more necessary. While it is stated that different languages can be formed in every society, it is seen that language learning is necessary in order to understand ways of understanding, feelings, cultural, social and economic situations of different societies. Primitive communities developed a language of their own to create common feelings, thoughts and social structures, develop a division of labor, and establish solidarity on hunting, shelter and trade. So it is known that they needed agreement and speech in written or voice form and recorded them on tablets and various historical documents. It is also understood that while reflecting their own language, they interact with other societies on various issues. For this reason, it has been conveyed with historical documents that learning a language is a need to understand other societies and is used as an important means of agreement.

Turkish is among the world languages with a long history. The effects of developments in Turkey in recent years have been seen all over the world. Therefore, people from different countries want to know Turkish culture and speak Turkish.

In this research, needs of the learners who study Turkish as a foreign language at Turkish and Foreign Languages Research and Application Centres in 2019-2020 academic year (TÖMER) were described. The introduction part starts with statement of the problem. After that, the purpose, scope of the study, research questions, limitations and the significance of the study are explained.

1.1. Statement of the Problem

In the 21st century, as technological advances are made, the importance of knowing and learning a foreign language cannot be disputed. In this century, learning or knowing computers and foreign languages has become one of the most important requirements for catching up with the age, when a foreign language is not sufficient so the desire to communicate with societies with a second foreign language has emerged (Çelebi, 2006). Rapid developments in the field of technology have accelerated the need to learn language.

While learning a foreign language, it should be known what and how foreign language learners learn the target language. Therefore, while a language is being taught, it is necessary to determine needs of the learners in every circumstances. In needs analysis studies, determining what the learners know and what they want to learn is important. According to Johns (1991), needs analysis is the first step in organizing courses and providing relevance and validity for all subsequent course design activities. The purpose of needs analysis is to identify learner needs that give information about how a course should be organized. According to Graves (2000), the procedure of methodically and continuously obtaining information about students' needs and preferences in the context of foreign language learning, evaluating that information, and then deciding how to address those needs is known as needs analysis.

In the field of teaching Turkish as a second/foreign language, it has become a necessity to evaluate teacher training, curriculum preparation, and assessment-evaluation and material development activities. Therefore, needs analysis for teaching a language has an enormous impact. With a needs analysis, it will be possible to organize an effective language teaching program for foreigners, to prepare educational materials suitable for their needs, to plan the education of students in accordance with their age, gender, profession and ethnic origins, and to carry out measurement and evaluation studies effectively.

1.2. Scope and Purpose of the Study

With the development of mass media in the globalizing world, human relations are increasing at an unprecedented pace. This requires individuals to know more languages for healthy development of human relationships. Especially, people have to communicate in different fields such as economy, tourism and culture (Durmuş, 2013: 211). In this context, it is natural that people from different nations want to learn Turkish, which is fifth most spoken

language in the world. However, the difficulties of learning another language for each individual are also valid for Turkish.

It is important to eliminate or minimize the difficulties in foreign language teaching that arise for different reasons. In order to eliminate these difficulties, it is necessary to know the problems faced by foreign language learners and their needs and to solve the problems. In this context, the purpose of this study is to analyze and identify the needs of students who learn Turkish as a foreign language in Turkish and Foreign Languages Research and Application Centre (TÖMER).

1.3. Research Questions

With respect to the aim of the study stated above, answers to the following questions are sought:

1. What are the language needs of Turkish as a foreign language learners?
 - 1.1 Do the learners' needs vary in terms of their gender?
 - 1.2 Do the learners' needs vary in terms of their ages?
 - 1.3 Do the learners' needs vary in terms of their language proficiency levels?

1.4. Assumptions and Limitations

In conducting the quantitative portion of the study, it was assumed that the responses given by the learners truly reflected their perceptions. It was assumed that the sources accessed and the questionnaire employed would be adequate.

One of the limitations of the research is that the data were collected from 64 students who study at various TÖMER (Turkish Teaching Centre) in Turkey. Yet, because of the Corona virus pandemic, the number of the participants was quite limited. Therefore, caution is needed when generalizing the results.

1.5. The Significance of the Study

In our world of the information age, language is the most important key to lifelong learning and development. Operations such as reading, writing, understanding, questioning, thinking and problem solving are carried out with language (Güneş, 2011). For people, languages other than one's mother tongue are considered as foreign language (Ceyhan, 2007).

We can say that a foreign language is different from the native language that a person use communicating with his/her environment upon birth (Kayabaşı, 2019). In many respects, it is necessary for people to learn international common languages other than their mother tongue. Learning a foreign language can be defined as the process of acquiring the necessary skills (listening, speaking, reading, and writing) to use a language. For many years, foreign language teaching has been defined as process of transferring information to students such as the vocabulary of a language, certain grammatical structures, pronunciation of sounds (Demirel, 2010). Turkish as a foreign language has an important place and learning Turkish has been in great demand by learners in recent years. In this context, teaching Turkish as a foreign language is a new field for our country.

There is a comprehensive literature on the field of foreign language teaching, especially on the teaching of English. Today, there are many studies on the teaching of other western languages, especially English, and languages such as Arabic and Chinese address the issue from different angles. However, there are not enough studies on Turkish as a foreign language (TFL) and needs analysis of TFL learners. Considering that the needs analysis is the basis of other studies, this study has been thought that it would make important contributions to the field, since it is one of the few studies which looks at the issue from a different perspective. Among the limited number of needs analysis studies on teaching as a foreign language, this thesis will be a different study, because, this study reveals students' language methodological preferences, as well.

1.6 Definitions

Needs: They are related to the needs, deficits, and aspirations of learners in regard to the target language, and they help to increase the 'transfer value' of learning. (Hutchinson & Waters, 1987; West, 1992).

Needs Analysis: It is carried out with the goal of obtaining data about a certain set of students. It refers to the steps and activities involved in deciding on a suitable curriculum to satisfy students' needs, what is required of learners in the target situation with the foreign language and how learners can best master the target language during the training period (Brown, 1995; Nunan, 1999; West, 1992).

TFL: Turkish as a Foreign Language.

TÖMER: Turkish Teaching Centre (Türkçe Öğretim Merkezi)

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Background

2.1.1. What is language?

From past to present, many explanations have been given to this question “What is language?” The existence of many explanations about what language is due to the fact that language is an indispensable communication tool for human beings. Therefore, there are many definitions to describe language. Some of them are; “language is a natural tool that provides agreement between people, a living being that lives and develops within its own laws, a social institution that unites, protects and is the common property of the nation, a tremendous structure made of sounds, a system of secret agreements whose foundations were laid at unknown times” (Ergin, 2009: 13); “it is the social and normative aspect of the language faculty; a social institution arising from a broad contract, a set of agreements between people (Kıran & Kıran, 2010: 119); it is a system in which people share their feelings, thoughts and observations with signs and words.”

Language, which is a tool for individuals to come together and become a society, is shaped by the intellectual structure of the society in which it is spoken. Language is the development of a skill that complements thought, brings it to its zenith, and shows people as thinking beings (Akarsu, 1984). Language is a mirror of a society's culture, lifestyle and way of thinking. Language, which has an important effect on the transfer of the cultural accumulation of societies to the next generations and the continuity of this cultural accumulation, creates and shapes not only thought but also that thought. Language makes it possible for each individual to directly climb the social truth by comparing his own truths with the truths of others, and therefore to live together. (Karaağaç, 2013). Language, according to another definition, is a system of communication that allows humans to exchange verbal or symbolic expressions. This definition emphasizes social functions of languages, as well as how humans utilize it to express themselves and manipulate objects in their surroundings (Evans & Levinson, 2009).

"Language" has two primary meanings in linguistics: an abstract idea and a specific linguistic system, such as "French." The distinction was first explicitly formulated by the Swiss linguist Ferdinand de Saussure, who defined the modern discipline of linguistics, using the French words *langue* for language as a concept, *langue* for a specific instance of a language system, and *parole* for the concrete use of speech in a particular language (Lyons, 1981). When we look at the definitions of language, it is understood that language acts as a communication tool that provides understanding between people in general and is composed of certain elements. Human beings communicate with each other by making use of these elements. This communication is carried out by the element called language. Language, which is a tool of communication, is of even greater importance for human beings, since human beings are social beings.

Language is the subject of many scientific studies (Social linguistics, psychology, aesthetics, linguistics...). According to the functional linguistics theorist Martinet (1962), a language is a declarative tool that enables the decomposition of human experience into units, in other words, into units of meaning, comprising a semantic content and a phonetic expression, in ways that vary from community to community. This phonetic expression is in the form of separated and sequential units, in other words, phonemes, which are found in a certain number in every language and whose mutual relations vary from one language to another (cited by Postal, 1966). Although the transfer of feelings and thoughts is possible with linguistic tools, language does not only consist of sounds. It may be wrong to evaluate the language only as a figural template according to the pragmatic functions undertaken according to the environment or purpose in which the language is used. Language can be used for good or bad intentions. The way the language is used as a means of directing the audience can lead to different results. Even in interstate agreements, the effective use of language continues to be important. There are often translator crises and cause tensions between countries. In a narrower sense, the use of language varies among individuals. Tone of voice, emphasis and word choices are made according to the content of the message given to the other party. Because one of the most effective means of expression of intention is language. Thus, we use language to convey a certain purpose, either explicitly or implicitly. This is not only a positive communication tool, but it can turn into a means of gaining power according to its location and communication status (Chomsky, 2011).

Languages can have statuses such as official, national, native language, second language and foreign language according to the state, country, community and context in which they live. There are differences between these statutes, both legally and linguistically. Akbulut states that official language is the language that is used legally in the functioning of the state powers, specified in the laws of the states (2012). In addition to this national language is a language associated with human communities or spoken by people as a mother tongue in a region can be called a national language by legal regulations or informally (Ege, 2010).

Native language is a language that a person has learned from his/her family since birth or is assumed to belong to his/her ethnic origin (Maviş, 2010). Native speakers are not expected to master all the rules of this language; but they are assumed to have strong intuitions about the rules of language. This concept also applies where the first language learned (native language) is not the speaker's active language. For example, in a new language environment where an immigrant child immigrates with his family, the language used by a large part of the society is his mother tongue, which he forgot or lost (Love & Ansaldo, 2010).

Mother tongue is the name of the language that people acquire by constantly repeating this event by hearing and imitating what is spoken around them after they are born. Foreign language is also the name of the language obtained voluntarily within certain programs. In order for individuals and masses to have a good relationship with each other, there is a need for a common language that is accepted by others, apart from the native people. Currently, the need for a foreign language that other people can understand has become more evident in many fields such as trade, politics, education, science and tourism (Demircan, 2005).

Second language is a language that is not the native language of the person but is used and thus learned in the region, community or state where one lives. In other words, it is the language that a person acquires for the contexts he is in, other than his mother tongue. As stated above, the dominant language of the speaker may not be their mother tongue.

Foreign language is a language originating from another country for the person. What is meant here is that this is the language of a foreign country that a person will encounter both while living in his own country and when he goes to another country.

Today, knowing more than one language is important in business, education, academia, travel, and social relations and in other areas in order to facilitate life and maintain communication comfortably. There are many reasons why learning more than one language is important. In language learning, entry into the information age with the twentieth century and

the transition to a new life style that is quite different from the old lifestyle (agriculture, animal husbandry) in the economic, political, technological and educational fields for all countries and communities has a great share. Language today has been and continues to be the most important communication tool that enables people, communities and states to contact each other in every field. Various factors such as migrations, technological advances, media, the Internet, the purpose of knowing different nations and cultures, marriages, trade, wars and travel have brought along the learning of more than one language, as well as the spread of communication.

Multilingualism is not a new notion, and it is frequently considered in relation to the formation of modern nation states in the 19th and 20th centuries. However, in recent years, particularly since the 1980s, the term "multilingualism" has been used as a title in books and articles. In the 1980s, the concept of multilingualism became the focus of discussion, also based on the danger of the disappearance of minority languages. Thus, multilingualism has become a symbol, a pillar in the maintenance and protection of the dominant or national languages as well as other minority languages. Because in the 19th and 20th centuries, a single language understanding was adopted for the establishment of contemporary national states. Many languages have disappeared in the process of building national states (Shoji, 2008). Therefore, multilingualism has become a concept that is emphasized in order to prevent language losses in the past. According to Saydı (2013), multilingualism is the name given to the ability of an individual or a community to speak and express themselves in various languages. In fact, multilingualism is sometimes referred to as multilingualism. According to Bussmann, multilingualism is the ability of a speaker to express himself in many languages with equal and native proficiency. According to him, various languages can coexist in a politically defined society, as in India, Canada and Switzerland (cited in Okal, 2014). In other words, the coexistence of various languages in a country is defined as multilingualism.

Multilingualism, according to İmer et al. (2011), is the state of knowing or using more than one language in a linguistic community. Vardar (2002) defines it as the condition in which an individual in a community knows or speaks more than two languages, and it manifests itself in the form of employing multiple languages depending on the communication circumstance. Multilingualism, according to Eker (2003), is the ability of individuals to communicate in social situations where more than one mother tongue is spoken by using at least two languages (bilingualism), one of which is their mother tongue or one that is near to their mother tongue. According to Canagarajah & Wurr (2011), the purpose of language learning is different for

multilingual people. Because multilingual people do not aim to learn languages for all purposes and functions.

2.1.2. Language and Culture

Culture is a comprehensive phrase that encompasses human social behavior and norms, as well as the people who make up these civilizations' knowledge, beliefs, arts, laws, customs, abilities, and habits (Tylor, 1871). The word "culture" comes from the Latin "colere," which means "to make anything from the earth" (De Rossi, 2020). In some ways, our shared history is what binds us together. The diversity of cultures found in different communities indicates how humans acquire culture through the enculturation and socialization processes. Languages, as defined by a community's own set of speech rules, are an important part of the culture of the people who speak them. Not only do pronunciation, vocabulary, and grammar differ between languages, but so do "speaking cultures". Humans utilize language to express their cultural identity as well as their differences from others. There are many distinct ways to use the same language among speakers of the same language, each of which is used to signify identification with specific subgroups within a larger culture. Linguists and anthropologists, particularly sociolinguists, ethno linguists, and linguistic anthropologists, have specialized in researching how different methods of speaking differ between speech cultures. Linguistic differences can become major social identifiers; for example, speaking a language with a particular accent may signify membership in an ethnic group or socioeconomic class, as well as one's place of origin or status as a second language speaker. These distinctions aren't part of the linguistic system, but they are significant in how people use language to form groups (Agha, 2006).

Language share human beliefs, realities, and acts within a social community. As a result, there is a connection between language and culture. Language and culture are inextricably linked, as in national folklore or ordinary dialogue.

Language shifts frequently reflect shifts in a culture's ideals. Culture and language are intricately linked. You can't master one without first mastering the other. Language is intertwined with every aspect of human life in society. Learning a language requires an understanding of the surrounding culture. Cultural values can also emerge and evolve thanks to the language. Hale et al (1992) talk on the connection between culture and language. When a language loses, he asserts. Because culture has such a powerful influence on language, a piece of culture is also lost. Culture has an impact on our core traditions, ideas, and interpersonal

connections. Language encourages social interaction. Culture, on the other hand, assists us in learning how to interact with people. The loss of local languages and the cultural systems they convey has resulted in an irreversible loss of intellectual diversity and interest. Only by embracing variety can we ensure that all routes of human intellectual advancement are explored.

Language and culture are two phenomena that shape and sustain each other. Common conventions, mentality, traditions and lifestyle, which we can briefly call culture, are kept alive, developed and transferred to the next generations in this way. A baby born in any society experiences the process of acculturation first through his family, then neighbours, school and other channels. However, an individual who learns a language and therefore the cultural environment of that language as a foreign language will be better equipped with additional reinforcement with cultural content besides the forms of that language (Aksan, 2011). Languages are a part of the larger culture of the people who speak them, as determined by a community's own set of speech standards. Not only do pronunciation, vocabulary, and grammar differ between languages, but also do "speaking cultures". Language is used by humans to express both their cultural identity and their differences from others. There are many distinct ways to use the same language among speakers of the same language, each of which is used to signify identification with specific subgroups within a larger culture (Duranti, 2003).

Language, in its simplest definition, is a means of communication. This means of communication is not only through verbal or written expressions; it is also used with non-linguistic means. Using linguistic signs and communicating by making use of them depends on the acculturation of societies. This occurs as a result of societies' consensus on what language or non-linguistic signs mean over time. For individuals born or later included in that society; every actor in the society is expected to carry out common activities (needs and common goals), that is, common social practices, in order to be in linguistic communication with other people or to use certain cultural values. In order for a speaker to communicate within any community, there must be a common history, tradition, customs, experience, etc. known to the members of that community and must be known (Günay, 2016).

It can be said that human culture is based on a much more complex communication mechanism than that of any other species (Haviland et al. 2008), and it can be thought that individuals can communicate successfully to the extent that they master the elements of the culture they live in. An individual born in a society is made compatible with that society by

acculturation. This is not an action that can be completed in a short period of time; On the contrary, it is a lifelong process that begins at conception and ends with death.

Language and culture have long been considered together and intertwined. This situation has also raised questions and discussions in the context of which concept has a greater impact on the other. “Language influences culture.” or “culture influences language.” There is an interaction rather than a one-sided effect, or that the language reflects the culture, as well. Our lives and language are shaped by culture. This has the effect of causing people to perceive and react to similar situations in the same way as a society. According to Jenks (2007), our senses filter the information stored in our minds, resulting in conscious selection. Someone from a different culture may find a product or notion that one person finds true or objective to be meaningless and manufactured. Culture becomes extremely significant for second language learning when it is viewed as an imprinted impression of attitudes and behaviours. As a result, language and culture are inextricably linked (Gans, 2014). The culture of the society to which it belongs is communicated and reflected through language. In some aspects, learning a language entails communicating with the language's culture and with people from that society.

Reading, writing, listening, and speaking are the four basic skills associated with the use of a language. In addition, language teaching is also successful as long as these skills are developed and evaluated. Today, however, culture plays a role in language teaching as well. Language teaching without a cultural context would have flaws, and the role of culture in foreign language instruction has sparked dispute. Two points of view was created by regarding this situation are that it is the best way to include culture in language lessons considering the characteristics and needs of the language learner group in the country where the target language is spoken with the opinion of experts such as Braine, Canagarajah, Holliday (cited by Bayyurt, 2014).

Culture can be viewed as the sixth competence in foreign language education from another perspective. In addition to the four basic skills, it can be stated that culture is a part of language teaching that should be discussed (Günay, 2016: 131). In this context, culture teaching comes to the fore with the question of whether the mentioned basic skills are sufficient for students to use the language system appropriately in any situation (Vernier et al. 2008: 267).

According to Benedict (2003), in language learning, culture is not a fifth ability that can be added to speaking, listening, reading, and writing. From the beginning, culture has been lurking in the background, waiting to unsettle good language learners when they least expect it,

revealing the limits of their hard-won communicative abilities and making it difficult for them to make sense of the world around them.

Foreign language teaching is based on reading, writing, listening and speaking. Even verbal skills were ignored while applying the grammar translation method at the beginning. Afterwards, the importance of the mentioned skills was realized; approaches and methods were applied according to the purpose of language learning. The communicative approach, which is the source of contemporary practices, has influenced foreign language teaching techniques. Today, foreign language teaching studies, the focus of which is communication, are practiced. The purpose of these applications is to provide learners with the ability to communicate better and more efficiently. Language is not just about using the right grammatical patterns and words in the right place. Culture is one of the factors that affect communication.

In terms of communication between members of a culture, language is the most apparent and accessible embodiment of culture. Contributing to the adaptation of individuals in multicultural environments to new societies and cultural environments can be realized with cultural awareness. Individuals need to communicate correctly and less misunderstandings occur along the way.

Teaching the Turkish language to foreigners is one of the ways to convey the Turkish civilization and culture. Today, the subject of teaching Turkish to foreigners serves Turkish culture and the transmission of culture to others in a significant way. In one way or another, the individual learning a language has begun to connect with the culture of the language he or she is learning. As a result, it is vital to teach the target audience the cultural values of the language being taught as a foreign language in the right amount and through the right process (Barın, 2008).

2.1.3. Teaching/Learning a Foreign Language

In modern information era world, language is the most important key to lifelong learning and development. Language is used to do tasks such as reading, writing, understanding, questioning, reasoning, and problem solving (Güneş, 2011). Throughout history, one of the most prominent challenges has been language. How they are born, processed, how sounds are transformed into meaningful units, how the human brain distinguishes these sounds, how objects and words evoke each other, and how they are identified with different sounds and

symbols in different languages even though the objects are the same have always occupied human minds (Şahin, 2013).

People learn foreign languages for a variety of reasons. According to Şahin (2013, p. 27), it has been observed that people learn foreign languages for two distinct reasons: "personal benefit" and "feeling pleasure". Personal benefit (Sahin, 2013, p. 28);

a) Profession in a foreign language (foreign language teacher, interpreter, translator, etc.)

b) Learning a foreign language to help support a profession.

If the feeling of pleasure is;

a) Traveling to countries that speak different languages,

b) Getting to know different cultures,

c) Interested in written and oral works in a foreign language,

d) Communicating verbally and in writing with people from different cultures,

e) It is understood that foreign language learners prefer learning a foreign language mainly because they think that learning a foreign language gives them personal benefit or pleasure.

2.2. History of Turkish as a Foreign Language

The history of the Turkish language, which has a deep-rooted past, goes back to ancient times, even the first years of AD. The Turkish language has had many interactions with other nations' languages and cultures. Sometimes it has borrowed words from other languages, sometimes it has given words to other languages. Especially the very valuable work called *Divanü Lügati't-Türk*, written by Kaşgarlı Mahmud between 1072 and 1074, is a first in teaching Turkish to foreigners. This process, which started with teaching Turkish to Arabs, extends to people in Europe, the Balkans and Russia. Turkish society is one of the oldest nations in the world history with. Turkish people became the founders of a very rich civilization. At the same time, they have revealed that they have an advanced world view with the provincial and nation systems, the social hierarchy they established, the disciplines they brought to the armies, and the diplomatic relations the established with other nations (Gumilev, 2002). The Turkish language, which is theoretically accepted to have started in the first centuries of AD and whose

first recovered texts are seen to belong to eighth century, continued until the 12th-13th centuries, and this period reveals the first period of the Turkish written language (Ergin, 2006).

When historical sources are investigated, it may be concluded that the Sumerians period is when the earliest traces of Turkish are discovered, and that traces of Turkish can be found in works from this period. In their books *The Historical Relevance of Sumerian and Turkish Languages and the Issue of the Age of the Turkish Language*, Türk and Nedim (1990) offered some indicators that the Sumerians spoke Turkish by using the existence of Turkish terms found in Sumerian as a source for this issue. The existence of these words also provides information about the language ties between BC Turks and Sumerians. Although there is no definite information that there were studies on teaching Turkish to the Chinese during the Huns period, there is also information and traces showing that Chinese had Turkish influences on them. In terms of exemplifying this information, Hanyu Wailaici Cidian (HWC), in his study titled *On Turkish Words Converted to Chinese* (İnayet, 2008), provides information on the passage of 349 Turkish-origin words into the Chinese language.

Ögel (2002) relates an event that can be an evidence for teaching Turkish to foreigners in the Uyghur period: There is information about the fact that people belonging to the Mongolian dynasty do not know Tibetan or Hindi, but they knew Uyghur. The then state leader, Qubilai Khan, requested Chia-lu Na-ta-ssu to translate some Indian and Tibetan scriptures into the Uyghur language. With the completion of the translations, they were printed and delivered to the hands of the princes. This valuable work is an evidence in the fact that the language of culture in the palaces of the Mongols is Uyghur. In fact, in order to shed light on that period, Kaşgarlı Mahmud said that Uyghur language was used by all Turks, khans and sultans in the region starting from Kashgar region to the upper parts of China, that the Chinese and other Eastern states used Uyghur in their correspondence with the Turks, and that the inhabitants of the city also spoke Turkish. He says that the language is widespread in Asian geography and that it is an official language used among other countries (Biçer, 2012). From this point of view, the activities of teaching Turkish to foreigners found a place for itself in that period as well.

It is natural and inevitable for nations that interact with each other to learn the culture and language of the other nation. Considering the period after the Turks' recognition and acceptance of Islam, it is known that Turks, who are in constant communication with Arabs and Persians, were not only influenced by them, but also affected them and carried out activities to influence them. As a result of the close relations of the Muslim Turks with the Arabs, Arabic

started to play a dominant role on the Turks, and it is known that Turkish linguists, carried out some activities in order to reduce this effect and to promote and spread Turkish (Özdemir, 2018). Although it is not known for certain, it is assumed that teaching Turkish as a foreign language is based on Kâşgarlı Mahmud's work *Divan- Lügati't-Türk*. In his book, Kâşgarlı Mahmud hopes to introduce and teach Turkish culture as well as Turkish. According to Adıgüzel, Kâşgarlı Mahmud, with this work, "Instead of writing a Turkish-Turkish monolingual dictionary and showing that Turkish is a language as rich as Arabic, he aimed to teach Turkish to Arabs by writing a Turkish-Arabic bilingual dictionary" (2010, p. 62).

Codeks Comanicus, written to make Kipchaks adopt Christianity, is another work that is thought to have the purpose of teaching Turkish as a foreign language. The work was compiled by German and Italian missionaries based on the language material of the Kipchak Turks. In terms of content, it is written in the Latin alphabet and functions as a Kipchak-Latin-Persian dictionary. Göçer and Moğul state that apart from the dictionary, the use of religious texts, proverbs and riddle translations in the work, in addition to the dictionary, indicates that the work was written for the purpose of teaching the Turkish language. The texts about Christianity in the work can be considered as examples of Turkish teaching for religious education, trade-related sections for commercial Turkish teaching, and sections containing words related to daily life can be considered as examples of practical Turkish teaching (İşcan, 2011).

Turkish people adopted a nomadic life in that time in Asia. With the victory of Malazgirt (1071), the Turks settled and adopted Anatolia. After that a new written language sprang up called Turkey Turkish. Cemâlû'd-dîn bn-i Mühennâ wrote "*Hilyetü'l-İnsan ve Heybetü'l-Lisân*," which means "the beautiful attributes of human and the greatness of language," for learners of Turkish as a foreign language during this time period (Biçer, 2012).

During the Ottoman Empire, the Venetians learned Turkish because of their commercial and political relations. In addition, the "Language Boys School" was established in the Venetian Embassy in Istanbul in 1551 in order to train translators who speak Turkish. This interest in Turkish was continued by France later on, and these two countries were followed by Austria, other European countries, and Russia and America, mostly for political reasons (Açık, 2011).

Stating that after Kâşgarlı Mahmud, there was no work prepared by Turkish authors to teach Turkish to foreigners until 1850, Hengirmen J.P. accepted “Alphabet turc suivi d'une méthode”, which was prepared by Sinan and published in Istanbul in 1850 as the first work written by Turkish writers after about eight hundred years (1993, p. 6). We understand from some works that were published in that period that teaching Turkish to foreigners gained importance in the 1960s. For instance; “Turkish Lessons for Foreigners: Speaking, Reading” by Kenan Akyüz (1965), “Turkish-English Annotated Turkish Lessons for Foreigners” by Kaya Çan (1981), “We learn Turkish” by Mehmet Hengirmen and Nurettin Koç (1982), and “I Learn Turkish for Foreign Students” by Tahir Nejat Gencan (1985) etc. (Barın, 2004: 23; cited by Çangal, 2013).

Another important issue in the field of teaching Turkish as a foreign language, in addition to the availability of teaching materials, is the existence of institutions directly related to this work. Ankara University TÖMER is the first institution to teach Turkish as a foreign language in a modern sense. TÖMER was established in 1984 by taking the leading language and culture centres of the world such as British Council, Goethe Institute, Cervantes and Alliance Françoise as an example, in order to teach Turkish as a foreign language under Ankara University Rectorate (Ayaz ve Akkaya, 2009).

Ministry of National Education (MEB) explains teaching Turkish to introduce, spread, and preserve Turkish culture abroad, as well as the works carried out domestically; teaching the Turkish language; to enlighten citizens and cognates abroad on religious issues. For the purpose of preserving and strengthening the existing cultural ties, MEB employs Turkish, Turkish Language and Literature and branch teachers to work in Turkish cultural centres under the supervision of Turkish embassies and consulates abroad or in Turcology chairs of foreign universities (MEB General Directorate of European Union and Foreign Relations, 2019).

Later on, Yunus Emre Foundation enacted in 2007, Turkey, serves to promote Turkish culture and arts by developing friendship with other countries, increasing cultural exchanging (Ministry of Foreign Affairs, 2011).

2.2.1 Principles Considering in Teaching Turkish as a Foreign Language

Given the growing popularity and importance of teaching Turkish to foreigners, it is clear that there are some fundamental principles to follow when teaching Turkish as a foreign language.

2.2.1.1 Planning the Instruction in Accordance with the Current System

The layered exchange rate system was first used in the stage of teaching Turkish as a foreign language at Ankara University TÖMER. After the CEFR (Common European Framework of Reference for Languages) introduced Language Criteria, the teaching was rearranged in accordance with these criteria. The layered rate system is a systematic grouping of all the information to be given to the student regarding the language taught; it is a program that aims to progress from easy to difficult and from simple to complex. Those who want to learn Turkish, trainees who speak Turkish, albeit a little, take a placement test before starting language learning and start Turkish courses at the appropriate levels for their level. Trainees who complete the required course hours by attending the course take the certification exam and receive a certificate if they are successful. People who think that they have sufficient Turkish language skills without attending the course can take the certification exam from outside and can get a certificate if they are successful in the exam.

2.2.1.2. Planning for Teaching Process

In teaching Turkish as a foreign language, it is very important to determine the duration of the teaching correctly and to make the planning within this framework. Benhür (2002, p. 74-75) states that certain criteria should be taken into account while determining the duration of the education. These criteria are:

1. Will the education be held in the country or abroad?
2. Which methods will be used in teaching?
3. What are the students' perception levels?
4. How many hours per week will the student devote to the course?
5. What is the student's reason for learning the language?

If education is organized in Turkey, the duration of the course may be shortened as the trainees learning Turkish will encounter Turkish in their daily lives, while the additional speaking lessons to be carried out for the trainees in the courses to be held abroad will extend the duration of the courses. The main factors that will determine the duration of the education are the methods and techniques to be used during teaching, the educational status and language learning abilities of the trainees who want to learn the language, how many hours a week the trainees can attend the courses, and finally the reasons for which the trainees learn a language. “What is

the reason for the trainee to learn the language?" The answer to the question is significant in terms of demonstrating the significance of needs analysis studies in the planning of the teaching period. For a foreigner who wants to go to Turkey as a tourist, a 3-4 month Turkish course may be sufficient to meet his daily needs, while those who want to get university education in Turkey will need Turkish courses covering a period of 1-2 years.

2.2.1.3. Determining the Place of Teaching and Number of Students

In language teaching environments, the physical condition of the classrooms, the number of students and the way they sit affect the quality of education. While preparing the classroom environment, attention should be paid to the lighting of the classrooms, and dim or over-lit classrooms should be avoided. It is important for students to sit in a single row with a "U" sitting style, to follow the lesson and to participate in the lesson. Computer, projector, etc. used to support teaching auxiliary equipment should be placed in such a way that all students can see it and use it when necessary (Benhür, 2002).

2.2.1.4. Teacher Training

In language teaching environments, modern language teaching methods, in which communication is at the forefront and student-centred, come to the fore. Although the teacher seems to be in the background in these methods, in fact, s/he directly affects the process, preparing the environment for the individual's self-learning by guiding the student and arranging the teaching process. Having the characteristics of a good teacher alone is not enough to teach effectively. In addition to these features, there are some issues that the teacher should pay attention to during the lesson. Benhür lists the points that teachers who will teach Turkish to foreigners should pay attention to in their classroom studies as follows:

Teacher;

- Reading, listening, speaking and writing skills should be given equal weight in their lessons.
- He/she should test every piece of information he/she gives in the class, so he/she should be able to check whether it is understood or not.
- The student should not interrupt the student while speaking, listen patiently and immediately correct the student's mistakes.

- He should immediately evaluate the student's answers and the activities he took part in.
- Before moving on to the new topic, he should make sure that the previous topics are grasped.
- While giving grammatical structures, he should present the unknowns to the students based on the known.
- The student should be encouraged to participate in the lesson, should not belittle their potential mistakes and should not allow their friends to belittle them.
- They should be comfortable in the classroom and make their students feel this comfort.
- Must use time well (2002, p. 8-38)

It is very important to plan the process correctly and to use the course materials effectively in language teaching. Language teaching will be successful when it is carried out in a systematic way. What needs to be done for the system to be successful is to train teachers with qualifications. In addition, after the trained teachers start their duties, these teachers should be followed and teachers with deficiencies should be included in in-service training.

2.2.1.5. Preparation of Teaching Materials

Resources prepared for teaching Turkish to foreigners consist of textbooks, workbooks and listening recordings. In language teaching, resource books are of great importance in terms of developing both language skills. In a more general sense, when we consider the language teaching processes, the source books alone are not sufficient. Language teaching must be supplemented with materials if it is to be successful. Teaching Turkish to foreigners is a relatively new field compared to teaching English, German, and French. As a result, supplementary materials for teaching Turkish as a foreign language are more difficult to come by than for the other languages mentioned. At this stage, the skills of the teacher come to the fore. Materials to be prepared based on songs, folk songs, short films, advertisements, jokes and games in direct proportion to the teacher's point of view will both make the lesson fun and increase the quality of teaching.

2.2.1.6. Developing Instructional Strategies, Methods and Techniques

To create an effective learning environment, language teachers should be able to select the most effective strategy which is a set of assumptions that are associated with each other and that directly determines the design at this level, encompassing both the theories of the nature of language and language teaching theories, method, and technique based on the goals and levels of the individuals who will learn the language, without jeopardizing the subject's integrity (Demircan, 2002, p. 139). The methods and approaches used to teach foreign languages differ. The use of the most appropriate strategy, method, and techniques for the purpose, subject, and target audience is crucial for successful language instruction. During the preparation of the activities, it is critical to understand the needs of the students and to apply techniques and arrange the teaching in accordance with those needs. Whether a skilled teacher who has a high level of reasoning ability choose a good approach; it largely corrects curriculum, book, and student defects.

2.3. What is Need Analysis?

A needs analysis is a critical technique for establishing curriculum objectives and structuring program content. Once the needs of the learners have been identified, they can be expressed as goals and objectives. A needs analysis is the first step in designing courses, syllabuses, resources, and the types of educational activities that will take place. (Jordan, 1997). Students' requirements can be taken into account while designing tests, materials, and educational activities (Brown, 1995; Richterich & Chancerel, 1980). In language instruction programs, needs analysis is an important aspect that should be explored and discussed. For this reason an English for Academic Purposes (EAP) program should concentrate on both assessing students' goals and analysing their needs. (Rostami & Zafarghandi, 2014). Furthermore, because needs analysis is a method of obtaining specific information on students, programs, and teachers, examining the needs of learners is an important means of determining criteria for reviewing and evaluating the current curriculum. (Richards, 1984). Needs analysis originated at a time when communicative approaches to language and language learning were displacing grammar-based techniques; for example, Wilkins, 1976, stated that the first step in the creation of any language syllabus or course is to set objectives. These will be based on an analysis of the learners' needs, which will be articulated in terms of the precise types of communication in which the learner will be asked to participate, whenever possible.' (Schutz & Derwing, 1981).

Curriculum development is defined as a "innovation activity aimed at changing how learners view the learning process on a broad level, such as policies, goals, and so on, and/or in terms of the syllabus, teaching materials, teaching methods, and evaluation techniques." (Waters & Vilches, 2001, p. 135). Curriculum creation must focus on needs that vary depending on individual circumstances, educational contexts, and departmental expectations, and so on in order to attain this unique aim. At this point, a requirements analysis is required since it is widely recognized as the best way to improve a language program that meets both learners' and learning needs. (Richards & Renandya, 2002). According to Mahmoud (2014), since it defines and identifies present curriculum and instructional goals, needs analysis is becoming more relevant in the domains of curriculum building and design. The results of requirements analysis help teachers define students' professional needs in terms of language skills, as well as their language skill deficiencies. Materials that fit the needs of students can be selected by analysing the students' needs and identifying the language course objectives, for example. In short, the cornerstone for establishing curricular content, teaching materials, and methodologies is needs analysis. As a consequence, the motivation and accomplishment levels of the students have grown (Otilia, 2015).

Brown defines needs analysis as "a method of obtaining information that will serve as the basis for constructing a curriculum that will suit the learning demands of a particular set of pupils" (1995, p. 35). In order to plan educational programs, it is required to do a needs analysis. Brown also provides a more formal definition about needs analysis. According to this definition, is carried out in a systematic manner by gathering both subjective and objective data with the goal of finding and formalizing "defensible curriculum aims" that meet the language needs of learners in a specific educational situation (1995, p. 36). There are several basic steps that should be followed because it is a methodical process. Some essential considerations about needs analysis must be made before the analysis. After that, the information gathering step begins, and the acquired data is used in accordance with the previously established objectives (Brown, 1995). These stages almost certainly have sub-headings, which will be discussed in the following sections.

As previously stated, a needs analysis is the starting point for establishing curriculum, materials, and teaching techniques. Nunan (1999, p. 149) defines language content and learning processes as "sets of tools, techniques, and procedures for determining the language content and learning process for a certain community of learners." The first step in performing a needs

analysis is to figure out what data is needed. The gathering of various types of student biographical information is usually the starting point for developing a learner-centred curriculum. Some of the elements to examine are current proficiency level, age, educational background, previous language courses, nationality, marital status, and current occupation. In addition to language, it could include educational and personal goals. Learners can also share details about their preferred course length, technique, learning style, and general motivation for attending class (Nunan, 1988). Before undertaking a need analysis, a number of factors should be considered. The information gathered is used to create an appropriate curriculum for the students, the information on resources is used to select or create authentic materials for the students, and the information gathered from the needs analysis is used to inform the teaching process in general. Determining the curriculum's true goals, the time and performer of the needs analysis, the manner of doing the analysis, and the participants are all important considerations. The purpose of collecting this data, according to Richards (1990, p. 12), is to "offer a system for receiving a broader spectrum of input into the content, design, and implementation of a language program, as well as data for analysing and assessing the current program."

Overall, needs analysis is crucial in any language teaching process since the basic goal of language teaching is to meet learners' needs, and satisfied needs enable learners to attain their language learning objectives. As a result, learners will be able to move from needs to goals in the way that the needs analysis suggests. To conclude, needs analysis is the systematic collection and study of all subjective and objective data required to identify and evaluate curriculum goals that meet learners' language learning needs within the context of institutions that influence learning and teaching (Brown, 2006).

2.3.1 Levels and Types of Needs Analysis

Michael West originated the phrase 'analysis of needs' in the 1920s. However, because learners' language requirements have never been properly defined and are likely to stay so, the term 'needs analysis' has developed over time—since the 1970s—making unanimity on a definition impossible (Richerich, 1983; cited in West, 1997). Various definitions for various forms of requirements analysis can be found in the literature. According to Brindley (1989), the concept of language needs has never been clearly defined and remains ambiguous. In his essay (State of the Art), West (1997) presents five important notions that have modified and enlarged

the scope of requirements analysis in its evolution process. These include target-situation analyses, deficiency analyses, strategy analyses, means analyses, and language audits.

Target-situation analysis is the first level of needs analysis, which is defined as "a matter of asking questions about the target situation and the attitudes of various participants in the learning process toward that situation." It is concerned with the question "What knowledge and abilities will the learners require in order to perform to the required degree of competence in the target situation?" (Hutchinson & Waters, 1987, p. 59-60). It's an important issue, according to Hutchinson and Waters (1987), because you need to know what learners already know in order to figure out which of the requirements they're missing (p. 56), and this type of research is known as a deficiency analysis, which looks at "the learning gap" between learners' current needs and their target needs (West, 1997). Hutchinson and Waters (1987), for example, distinguish between target and learning needs. Learning needs are what learners must do to learn in the target environment, whereas target needs are what learners must do to learn in the target environment. When students have specific expectations, such as a desire to work abroad or attend a foreign college, teachers can examine and define their aspirations, which can then be translated into feasible goals. Researchers analyse learning needs using a checklist, which includes why students are taking the course, how they learn, and what resources are available.

The need for strategy analysis stems from the need to figure out what strategies learners use to learn the target language and how they want to learn it. Unlike the other types of needs analyses outlined above, strategy analysis is concerned with learners' perspectives and attitudes about learning (Songhori, 2008). Following the determination of the learners' preferences, a means analysis of the setting in which the target language is taught is required. Means analysis looks at all of the resources and constraints in the local context where language classes are held, such as time, culture, instructor and institutional characteristics, accessible resources, timetables, and so on. In a word, means analysis gives you "knowledge about the environment in which the course will be run" (Dudley-Evans & St John, 1998, p. 125). Five different forms of needs analyses have been discussed. Language audits serve to encompass all four levels of requirements analysis, while target-situation, deficiency, strategy, and means analysis are considered subordinate concepts that occur at lower levels. As a result, language audits are concerned with the study and assessment of the language teaching process, as well as the introduction of new concepts.

When it comes time to do the actual study, it is common for a requirements analyst to have a lot of thoughts and expertise in their brain, thus "the list of demands may balloon to unmanageable dimensions" (Brown, 1995, p. 40). It is the same as filling a house with random goods without thinking about whether they will be as useful as they appear. If a requirements analyst does not want to become so engrossed in their research that they lose sight of the goal, they must divide their concepts, limit the scope of their investigation, and define which types of needs they would investigate, all of which demand categorization. Various researchers identify a variety of needs in the context of needs analysis, including objective and subjective needs (Brindley, 1989; Richterich, 1980), target and learning needs (Hutchinson & Waters, 1987), situational and communicative needs (Richards, 2001), situation and language needs (Brown, 1995), and felt and perceived needs (Berwick, 1989).

Objective and subjective needs are distinguished by Brindley (1989) and Richterich (1980); as cited by Graves (1996). They characterize objective needs as being derived from several types of factual information about learners, including their language use in real-life communication circumstances, as well as their existing language proficiency and difficulty. Subjective needs are the learner's cognitive and affective needs in a language setting. Teachers can determine objective needs by looking at learners' background information (family, age, and level of education, culture, and country, for example), current language proficiency, and reading, listening, speaking, and writing skills. Subjective needs are difficult to diagnose because they are frequently influenced by psychological factors such as attitudes toward the target language, expectations from language courses, and learners' preferred learning approaches (Graves, 1996; Nunan, 1999). Researchers can use information on students' attitudes toward the target language and culture, as well as learning, to measure subjective needs.

Situational and communicative demands were defined by Richards (1990). The broad aspects of a language program, such as the learners' goals, learning methods, and ability levels, are referred to as situational needs. Situational demands include teachers' expectations, teaching styles, and approaches. Situation needs, as the word implies, are those that originate in the "physical, social, and psychological circumstances in which learning occurs" (Brown, 1995). Some specific factors, such as political, financial, institutional, and social variables, have an impact on the success or failure of each individual context where language is taught, and the knowledge gained from these variables generates scenario needs (Brown, 1995; Richards,

2001). Language needs, on the other hand, provide details on a learner's linguistic competency, language abilities, and targeted language proficiency. The ability to communicate in a target situation, such as working at a hotel reception desk or presenting papers at a conference, is referred to as communicative needs. In fact, situational and linguistic needs are intricately intertwined, as a deficiency in one is likely to elicit the other. These requirements are so critical that they influence curriculum modifications and innovations.

Nunan (1999) makes the distinction between "content" and "process" requirements. Process needs are concerned with the selection and organization of learning tasks and teaching activities, which is directly related to methodology. While content needs are concerned with syllabus design, or the selection and organization of what is taught, such as grammar, topics, skills, vocabulary, function, and notions, process needs are concerned with the selection and organization of learning tasks and teaching activities, which is directly related to methodology. In light of these considerations, it's reasonable to argue that content requirements address the question "what," whereas process requirements address "how." Berwick distinguishes between perceived and felt needs (as cited in Johnson, 1989). The learners' feelings and thoughts are tied to their felt needs. Wants and desires are two terms that might be used to describe them. Experts' perceptions of educational gaps in other people's experiences are referred to as perceived needs. Because they reflect teachers' external perceptions of learners' needs, perceived needs are genuine and objective. According to Brown (1995), needs must also be expressed in terms of linguistic content and learning processes. Linguistic content refers to what students must learn, as described by linguistic terminology (grammatical structures, discourse markers, rules, and so on), and it may be objectively measured in terms of language requirements. In learning processes, needs are found in the emotive domain, which includes motivation, self-confidence, attitudes, appreciations, values, and so on, and are likely to be subjectively analysed as part of a scenario needs analysis.

When the options are whittled down, the study will be closer to its stated goal. However, keep in mind that each needs analysis study begins with different aims and in distinct contexts, so the requirements analyst will have to decide which categorizations to utilize in their research. The person who does a needs analysis, known as a needs analyst, is in charge of identifying the needs. Needs analysis, on the other hand, is not a one-sided process; it requires participation from a variety of parties. Brown (1995) categorizes the people who take part in a needs analysis study. All of these things are the intended audience, viewers, resource group,

and needs analyst/s. The target group is made up of the people whose information will be collected, which in this case is the trainee English lecturers. The audience group in this case is made up of supervisors, teacher-trainers, and directors, and it symbolizes people whose information and active participation are required in the study. It will be necessary to move outside of the context where the analysis is conducted in order to obtain more knowledge about the target group. The resource group consists of people who collect data from the target majority's parents, businesses, and university instructors. As previously indicated, the needs analyst/s will be in charge of setting the stakeholders and executing the study. It is important to remember that a single person might play multiple roles in different categories. For example, in a study aimed at determining English language learners' learning strategy needs, the course instructor can serve as the needs analyst while also participating in the target demographic, but the obligations and tasks that every position has its own set of responsibilities.

Another goal of a requirements analysis is to collect important data from across all potential options related to the study, thus who will be consulted should be carefully considered. Because they are unaware of their own criteria, teachers who are also researchers may assume that the learners' opinions are unimportant to the study. The students, on the other hand, are an important part of a needs analysis study and must be asked about their language needs (Brown, 1995).

As can be seen, needs analysis is a multidimensional procedure that necessitates a significant amount of time and effort. As a result, one can plan a course, it is required to examine the needs of the students. Indeed, requirements analysis should not be thought of as an afterthought since it is essential to successful study program planning. The shift from traditional teaching methods to communicative and learner-centred methods, in which students are actively involved in course decision-making, has necessitated teaching practitioners to address their students' needs. When learners' wants and shortcomings are identified, it becomes possible to create courses that are specifically customized to their needs (Fatihi, 2003). Furthermore, because learners are active participants in the lessons and perform a variety of language tasks in the classroom as a result of the integration of communicative methods into teaching, their preferences for how they learn are absolutely critical, and the required information about this is received through needs analysis (Kavaliauskienė & Upalien, 2003). Overall, needs analysis is a never-ending process that includes "course (and syllabus) design, material selection

(creation), teaching and learning, and evaluation." These aren't discrete, sequential operations; rather, they're overlapping and interrelated phases" (Dudley-Evans & St John, 1998, p. 121).

2.3.2. Procedure for Needs Analysis

When we examine the relevant literature, we may conclude that evaluating needs is a critical component of course planning in language instruction. "Needs assessment is a fundamental aspect of systematic curriculum building," (Brown, 1995, p. 39). Needs analysis, he claims, is used to prepare examinations, select and generate appropriate resources, plan teaching practices, and assess non-native speakers and the present program, as well as allowing institution educators to double-check the accuracy of the current needs analysis. A needs analysis, according to Richterich and Chancerel (1987), should be done twice: at the beginning of the program and at the end of the language instruction program. This technique is important since it determines whether or not the learners' needs were addressed between the initial and current analyses. As a result, the necessary curriculum revisions and implementations are completed, and because all aspects of language teaching—materials, methodologies, cognitive strategies, and testing—are linked like a sequence, a successful curriculum program equals excellent language education. Brown (1995) defines needs analysis as consisting of three steps: The first step is to make basic decisions regarding the needs analysis; the second step is to obtain information; and the third step is to use the knowledge. Prior to undertaking a needs analysis, researchers must pass judgment on who will be involved in the study and the sorts of data that will be collected. In a requirements analysis, it's critical to consider what questions will be answered, as well as how different interactions between perspectives and system ideology are possible.

A needs analysis may involve four different types of persons. All of these items are the intended audience, the viewers, the researchers, and the resource group (Brown, 1995). The persons about whose information will be collected are referred to as the target majority. Lecturers, former and present learners, and the project leader are among the participants in this study. The audience refers to everyone who will be affected by the study's findings, such as instructors and coordinators. The needs analysts, in this example an EFL instructor, are in charge of doing the needs analysis. The resource group is the final group, and it comprises of anyone who could provide knowledge about the target group. The resource group may include current and previous students' parents, as well as EFL and content teachers (Brown, 1995).

The next stage is to gather information. Collecting data for a requirements analysis can be done using a variety of methods. Existing data, tests, observations, meetings, interviews, and questionnaires can all be used to obtain information. According to Brown (1995), the very first three objects may place needs analysts on the outside looking in, but the last three force them back into the process of actively gathering information from participants. Students' general ability levels and specific linguistic issues can be determined through tests. Observations entail witnessing and recording the behaviour of a single student or a group of pupils. Interviews are used to gather personal data and insights in a private or small group environment, with inquiries that allow for a more complete response than surveys. Meetings can assist persons with divergent ideas in reaching an agreement. The fourth instrument is the questionnaire, which is more efficient for collecting data on a large scale and requires less effort from the researcher (Brown, 1995; Hutchinson & Waters, 1987). Because numerous types of questions must be asked and investigated in depth under the five areas of issues, priorities, abilities, attitudes, and solutions, the process of gathering information for a needs analysis is not accidental (Rossett, 1982; cited in Brown, 1995). Generally, open-ended questions are posed to students of the target majority in order to learn about the issues they face. Priorities questions seek to determine which aspects of the language, skills, or themes are deemed the most important by target group learners. Pre-tests are frequently used to ask students about their abilities in order to determine their proficiency and weak points in the target language, with the purpose of determining students' abilities before the commencement of the language instruction program. Participants in the needs analysis are asked attitude questions to express their views and opinions on the characteristics of the target language and the language program to which they have been exposed. After all of these have been recognized, the solution phase begins. The last stage of the needs analysis process is the formulation of solution questions, and good solutions are inextricably tied to clearly articulated problems (Brown, 1995).

Existing information, according to Brown (1995), is information that is already available prior to the start of a requirements analysis research. Students' files and records, for example, can be used as instances of existing information in a program or at school. Observations are extremely valuable since they reveal the analyst exactly what is going on in a real-life learning and teaching situation. "Observation can often disclose traits of groups or individuals that would have been hard to detect by other means," according to Bell (2010, p.

201). Tests, on the other hand, are an inescapable part of any language teaching programs, and there are several sorts of tests developed for various objectives. Proficiency tests are those that assess a person's overall proficiency in the target language, and they are used to admit or reject someone for the next stage of their education, such as entrance to a university department and access to academic work. Placement tests are used to categorize students into certain language levels, as the name implies. Diagnostic tests are used to determine whether components of the target language are challenging for learners to grasp. Achievement tests are given to see if course objectives have been completed or not in a specified time limit, and the content of the achievement tests is made up of classroom courses (Brown, 2004). All of these tests are regarded useful sources of information in the requirements analysis process since the findings offer the needs analyst with information about the students' abilities in the target language, their language levels, possible language challenges, and previous achievements (Brown, 1995). Interviews involve proper planning and must be planned in detail before they can be used as a data collection strategy since they are conducted with a specific goal that the target research focuses on. Interviews allow study participants to share their own thoughts on a topic and aid the researcher in understanding how diverse perspectives interpret the subject issue (Cohen, Manion & Morrison, 2007).

Questionnaires are the last tool to be listed. Questionnaires, according to Brown (2001, p. 6), are "any written instruments that present respondents with a sequence of questions or statements to which they are to respond either by writing out their replies or picking from among existing answers". Because the main purpose of scientific investigation is to come up with methodical responses to questions, questionnaires have become the most prevalent type of data collection instrument in social sciences. A frequent misconception is that anyone with a rational mind can create a questionnaire. However, questionnaire design necessitates a thorough understanding of its concepts and procedures, which should not be overlooked, therefore specialized training in how to develop a questionnaire is required (Dörnyei & Taguchi, 2010).

In the final stage, the collected data will be analysed using statistical techniques and interpreted by the researcher. The sound information collection technique is made up of three components: reliability, validity, and usability. Brown (1995, p. 51) defines "reliability" as "the consistency with which a technique accepts information." Reliability must be considered while selecting or designing a technique for analysing demands. To measure reliability, you can utilize statistics or a common-sense assessment of what happens when the process is run. Brown

(1995, p. 51) defines validity as “the degree to which the instrument measures what it claims to measure” Each procedure used in a needs analysis should be analysed question by question to see if it appears to measure what it promises to measure and if the measurement is appropriate for the needs analysis in issue. "...the degree to which a process is practical to use, administer, score, and interpret?" says Brown (1995, p. 51-52) to define the usability. The procedure for the study should be feasible, simple to implement, and evaluate. Validity, dependability, and usability are all linked and vital. Before being used in a needs analysis, a technique must be reliable, valid, and usable. To receive the investigation's findings, the collected data needs be examined. The interpretation of the results and debate are the following steps in each of these models. In order to use the results in curriculum design, the results must be analysed and interpreted.

2.3.3. Objectives of Needs Analysis

Successful language learning requires access to engaging, authentic, and intelligible materials in the target language. However, such access is often restricted to many language learners, particularly in classroom settings. As a result, this constraint is expected to be overcome by providing students with appropriate educational tools and strategies. This is also true for students learning vocational English, who require realistic audio and visual materials, as well as a positive learning atmosphere and positive student-teacher interaction. In essence, the key to success is merging old and modern modes of learning into a comprehensive blended learning approach that sufficiently meets students' needs and expectations. Needs analysis can be used for a variety of purposes in language teaching.

According to Richards (2001), the purpose of a needs investigation is to evaluate what language skills a learner requires, to assist in determining whether the existing course meets the needs of students, to collect information about students' specific problems, to determine students' attitudes toward language learning and program, and to provide data that can be used to review and evaluate the existing program. “...since sound needs analysis forms a reasonable basis for all the other components of a systematic language curriculum, analysing the aims, techniques, and application of needs assessment will create a sound platform for future consideration of the curriculum,” argues Brown (1995, p. 35). Like Richards, Graves (1996) focuses on the aims of requirements analysis, saying that the most important goal is to determine the purpose of a language program. Needs analyses are used in language teaching programs to

determine students' language needs in order to assist in the design and evaluation of existing curriculum, investigate the gap between what students need to learn and what teachers expect from students, and evaluate the courses and textbooks used in the programs. Richterich and Chancerel (1980) feel that completing a requirements analysis during and after the course is possible since it is a continuous activity. This may be necessary in order to ensure that the curriculum is executed in a way that achieves the desired goals and objectives.

To summarize, requirements analysis is an important approach to conducting research prior to preparing and assessing lessons/materials/syllabi, and it assists in the building of a student/course profile in order to identify and prioritize the needs for which target language is required (Richards et al, 1992).

2.3.4. Limitations in the Needs Analysis

A requirements analysis study can assist determine a range of elements in the language teaching and learning process, such as the methodology to employ, the resources to use, learners' learning preferences in relation to the target language, reviewed language policies, and so on. Such a complicated method involving a wide range of parameters has obviously drawn criticism over time. The majority of the criticism directed towards needs analysis focuses on courses that are specifically designed for them, as well as needs analysis methodologies, which will be reviewed in detail in the literature below. Widdowson is one of the researchers that harshly criticizes language courses that are built only on the basis of the results of a needs analysis study (1984). He claims that a language education tailored to specific needs and situations will limit pupils' linguistic capacity and prevent them from improving their communications competence outside of the classroom.

Nunan (1999) agrees with Widdowson, noting that language instruction should provide students with "generalized capabilities," or the ability to use the target language in situations for which they are not prepared. This is a severe problem in language learning because even those who are impacted are unaware of the problem. Nunan (1999) feels that needs analysis methodologies are also in jeopardy since the procedures and the learners are out of sync. According to him, learners in most foreign language education situations are unable to attain rapid communicative success or utilize the language in practical terms, therefore the techniques designed to reveal linguistic ability are unrelated. One might wonder what the justification is for language lessons that do not strive for language proficiency at this time.

Nunan (1999) states that, in such circumstances, foreign language training must be educational, and language lessons should help students acquire "cognitive, affective, interpersonal, and intercultural talents, knowledge, and attitudes." Naturally, it attracts a lot of flak because the courses are labelled as 'language,' yet they don't have any language-related objectives.

2.4 Relevant Studies

Many needs analysis studies for general and specific purpose curriculums are currently being conducted, particularly in the field of teaching English as a foreign language. Many studies in the fields of techniques and curriculum development in teaching English as a foreign language have been conducted. Yalden (1987) in his book “Principles of Course Design for Language Teaching”; focused on theories used in language teaching, language analysis, curriculum, and methodology, teachers and learning situations; drew a framework on how lesson design should be done in second language teaching. Berwick (1989) focused on student needs in language curriculum planning in his article titled “Needs Assessment in Language Programming: From Theory to Practice”. In his study, he searched for the source of our concerns along with our needs, and sought an answer to the extent to which other approaches in education planning and approaches that attach importance to needs analysis are combined. Richards (2005) discussed the things to be considered while developing the curriculum in language teaching under different headings. Needs analysis is one of these topics. Richards offered his thoughts on the goal of the requirements analysis, the target audience, the management and execution of needs, the design of the needs analysis, and the usefulness of the data gathered; he also provided survey samples for use in needs analysis studies. After analysing the current situation in his article “Introduction to Needs Analysis”, Songhori (2008) focused on educational needs analysis, analysis of deficiencies, strategy analysis, and learning needs analysis; made evaluations about the analysis methods.

Conducting needs analysis studies and tailoring teaching in this direction is critical to the long-term sustainability and effectiveness of language teaching. While extensive needs analysis studies on teaching English as a foreign language stand out, it is clear that similar research in the field of teaching Turkish as a foreign language have only just begun to acquire traction.

Balçıkanlı (2010) conducted a study at the University of Florida European Studies Center to identify the language learning needs of Turkish students. Nine trainees participated

in the research and the review was prepared based on the opinions of the participants. However, because this study was based on the opinions of only nine people, it does not provide in-depth information on the subject, but rather provides a broad overview. In 2012, Çalışkan and Bayraktar published a study on teaching Turkish to non-native speakers. 146 students were polled regarding their language learning needs for this study. This study reveals the inadequacy of Turkish courses taken by students studying in the Turcology departments of universities in Egypt. The study provides important data in terms of showing that the need to learn Turkish is strongly felt in the fields of trade, diplomacy and tourism, and the need to benefit from social media in language teaching in line with technological developments is frequently expressed by the participants. Çangal (2013) looked at the sub-dimensions of trade, education, and career opportunities, as well as individual interests and requirements and in-class communication, when teaching Turkish to foreigners in Bosnia and Herzegovina. Information about the Turkish learning needs of 168 trainees studying at various levels within the Yunus Emre Institute Sarajevo Turkish Cultural Center was collected in this study, which was based on 28 sociolinguistic-based principles. According to the results of the scale developed by Çangal, taken from Iwai et al. (1999), the need for trade of the trainees learning Turkish at the Sarajevo Yunus Emre Turkish Cultural Center (YETKM) comes to the fore, while the Turkish need of men is higher than that of women in terms of individual interest and need. As their age increases, it is understood that they prefer to learn Turkish for education and job opportunities. Koçer (2013) researched how to analyze needs and situation in curriculum development using Tabá Tyler's curriculum development model in Turkish teaching. The sample of the study was determined as 2 instructors and 40 students learning Turkish. As a consequence of the study, it was determined that it is critical to uncover the current situation in Turkish teaching by conducting a needs analysis and examining the group's interests and requirements, expectations, social needs, and age criteria. Furthermore, it was said that the choice of teaching materials and equipment, the structuring of in-class activities, and the choice of course topics based on the target audience are all critical. İşcan et al. (2013) looked into the perceived needs of students learning Turkish as a second language in India in terms of basic language skills in the classroom, as well as their level of conducting language activities in the classroom to meet these needs. The research is based on a descriptive case study. A total of 100 pupils studying Turkish made up the study's sample. According to the findings of the survey, students place a high value on the development of speaking skills. In a study conducted on 100 students learning Turkish as a

foreign language at the Yunus Emre Institute in Tehran, Boylu and Çangal (2014) examined the language learning demands of students. A "language requirements analysis" questionnaire was administered to 100 students chosen as a sample to indicate the language learning needs of trainees learning Turkish. In-class communication, individual interests and needs, education and employment chances, and trading emerged as the trainees' language learning demands, according to the research findings. There was no discernible relationship between the trainees' language learning demands and their age, gender, or educational position. Adıyaman et al. (2015) used a sample of 235 students in their paper which aimed to reveal the language learning needs of 2600 students learning Turkish in preparatory classes at Hoca Ahmet Yesevi International Turkish-Kazakh University. According to the findings of the study, the language learning demands of Turkish students in Kazakhstan may be divided into four categories: "individual interests and needs, education and career chances, classroom communication, and doing business."

Although there is an extensive literature in the realm of teaching foreign languages, especially in teaching English. Today, there are many studies that deal with the issue from different aspects in the teaching of English, western languages such as Spanish, French, German, and languages such as Arabic and Chinese. So this research is significant because it is hoped to add to the growing body of knowledge on teaching Turkish as a foreign language and is the first to focus on foreign students learning Turkish as a foreign language in Turkey. The findings of the study are expected to raise awareness of those involved and interested in teaching and learning Turkish as a foreign language increase their understanding of the issue. Furthermore the findings may be valuable for curriculum development and members of the material design unit. The findings of this study will hopefully urge officials to examine and revise the preparatory program supplied to the target TFL learners.

CHAPTER III

METHODOLOGY

This chapter outlines the methodology of the study, which aims to examine the demands of TFL (Turkish as a Foreign Language) students in TOMERs (Turkish Teaching Centers). The study questions, as well as information regarding the setting and participants, will be presented. The sorts of data collection instruments used and the techniques used in this process are then detailed.

3.1. Setting and Participants

The current study was conducted at various TÖMERs all over Turkey (such as Atatürk University TÖMER, Erzurum; Akdeniz University TÖMER, Antalya; Alaaddin Keykubat University, Alanya; Konya TÖMER) in the spring semester of 2020- 2021 educational year with the goal of analysing the requirements of TFL students enrolled in a university-level compulsory preparation program. The goal of these institutions' preparation programs is to teach Turkish for broad purposes; to give learners with necessary language abilities – receptive (reading, listening), and productive (speaking, writing) – and to prepare them for the departmental Turkish courses they will take during their undergraduate studies (Ankara University, TOMER; 2021).

Turkish courses are organized as 80-hour intensive courses lasting one month and 96-hour courses lasting two months. In addition, curricula and course hours are arranged in line with the objectives of the institutions, and optional training courses for special fields are developed. Turkish courses consist of 12 courses, 4 Basic (A1-A2), 4 Intermediate (B1) and 4 High (B2-C1), in accordance with the European Language Portfolio criteria. In these courses, students who complete the Basic Turkish II course A1, students who complete the Basic Turkish IV course A2, students who complete the Intermediate Turkish IV course B1, students who complete the Higher Turkish II course B2 certificate; Students who complete the Higher Turkish IV course are entitled to receive an approved "TOMER" diploma. In order to make sure that the exam levels and the levels that correspond to the level of the exam are over, there are five-item (reading-comprehension, listening-comprehension, oral expression, speaking, oral

expression) level jumping tests to measure the four basic skills (reading, listening, writing, speaking). A trainee who fails a skill in the certification exams (A1, A2, B1, B2) can take the make-up exam, while the trainee who fails in more than one skill repeats the course (Ankara University, TÖMER; 2021).

In this study, 63 TFL learners from various departments and levels of language proficiency participated. The needs of these learners as learners of Turkish as a foreign language were identified through a questionnaire.

Demographic information about the participants

In this part, the data related to the demographics of the participants are given.

Table 1

The Distribution of the Learners in Terms of Age

Age	f	%
18-19	24	38,1
20-23	23	36,5
24 and older	16	25,4
Total	63	100

As seen in the table above, 38.1 % of the participants were 18 and 19 years old, 36.5 % of them were 20 and 23 years old, and 25.4 % of the learners were 24 and older.

Table 2

The Distribution of Learners in Terms of Gender

Gender	f	%
Female	15	23,8
Male	48	76,2
Total	63	100

According to Table 2, 23.8 % of the participants were female whereas 76.2 % of them were male.

Table 3

The Distribution of Proficiency Language Level

Proficiency Language Level	f	%
A1	7	11,1
A2	6	9,5
B1	18	28,6
B2	20	31,8
C1	4	6,3
-	8	12,7
Total	63	100

Table 3 shows that %12,7 of the participants were at A1 level, %10,9 of the participants were at A2 level, %32,7 of the participants were at B1 level, %36.4 of the participants were at B2 level, and %7,3 of the participants were at C1 proficiency language level. %12, 7 of the participants did not mention their language level.

Table 4

The Distribution of Purposes of Learning Turkish

Purposes of learning Turkish	N	%
Job or Studying at a University	55	87,3
Interest and improve myself	8	12,7
Total	63	100

When we examine the table above, we will see that 87.3 % of the participants – the highest percentage- were learning Turkish so that they would be able to study at universities in Turkey and find a job easily. While 12.7 % of the participants stated that they were interested in the language and they wanted to improve themselves.

Table 5

The Distribution of the Learners Know Other Foreign Languages

Other foreign language (s)	f	%
No	1	1,6
Yes	62	98,4
Total	63	100

According to table 5, 98.4% of the participants speak at least one more foreign languages. 1.6% of the participants did not know any other foreign languages except Turkish which they were studying at the time the study was conducted.

3.3. Data Gathering Instruments and Data Gathering

The current study is quantitative case study which focuses on TFL learners' needs. Information gathered through a survey. Data was gathered just via a questionnaire which was applied in a virtual environment. The questionnaire was adopted from Nunan's (1999) needs analysis questionnaire.

Nunan (1999) devised a three-part needs analysis questionnaire, composed of three parts: General Learner Needs Survey, Language Contact Survey, and Methodological Preferences, to collect data for this study. The questionnaire's first section was an open-ended one, in which the participants were asked about their age, gender, language learning

background, departments, reasons for studying Turkish, and other languages they knew. The second component of the survey consisted of 34 items ranging from Very Useful to Useful to Not Useful on a three-point Likert scale. In the questionnaire's last section dichotomous questions about the learners' methodological choices were used which was divided into 11 subcategories. The questionnaire was adopted and translated into Turkish. A Turkish linguist's was consulted to for expert opinion. After that the questionnaire administered to 63 students at TÖMERs in various universities in 2020-2021 educational year. The required approval was obtained from the head of Akdeniz University's Institute of Educational Science prior to the implementation of the questionnaire. The data were gathered via the Internet because of the Corona virus pandemic. Taking into account the language backgrounds of the target TFL learners and the situation in Turkey, certain items were omitted from the questionnaire and some linguistic simplifications were made. Because the study's target demographic includes students in preparatory classes who do not speak Turkish fluently, English translations of all questionnaire items were provided beneath each Turkish statement to minimize misunderstandings and to achieve more reliable and valid results (see Appendix 1).

3.4. Data Analysis Process

A needs analysis questionnaire was administered to 63 TFL students in various centers of TOMER in Turkey to collect data for this study. The participants' demographic information, responses to each question in the language interaction section, and methodological preferences for learning the target language were all assessed using descriptive statistics including frequencies, percentages, means, and standard deviations. After the researcher had coded the data, the researcher used SPSS (Statistic Package for Social Science) version 22.0 for Windows to analyze it. To see if the learners' demands differed based on their demographic information, the Chi- Square Test for One Sample was used. This test is used to see if there is a statistically significant difference between the predicted and observed frequencies in one or more categories of a contingency table (gender, age, department, language learning history, objectives of learning English, and other languages they know).

CHAPTER IV

FINDINGS

The results of the needs analysis of TFL students studying Turkish at TOMERs are presented in this chapter. Descriptive statistics were used to examine the questionnaire's General Learner Needs Survey, Language Contact Survey, and Methodological Preferences sections. The following tables present the demographic findings of the participants, which are directly related to the learners' objectives.

4.1. Contact survey results

The language contact survey, which is the second part of the needs analysis questionnaire, includes 34 can-do statements related to the target language. In this part, we answer the study question ‘what are the language needs of Turkish as a foreign language learners?’

Table 6

The Findings of Language Contact Survey

<i>Improving my Turkish is important because I can...</i>	Very Useful		Useful		Not Useful		— X	St. Dev.
	f	%	f	%	f	%		
1. Tell people about myself	44	69,9	19	30,1	0	0,0	2,64	0,487
2. Tell people about my family	30	49,2	21	34,4	10	16,4	2,41	0,622
3. Tell people about my job	40	66,4	17	28,3	3	5,0	2,48	0,549
4. Tell people about my education	50	80,6	10	16,2	2	3,2	2,91	0,504
5. Tell people about my interest	35	58,3	20	33,3	5	8,4	2,59	0,479
6. Use buses, trains, ferries	39	62,9	19	30,7	4	6,4	2,59	0,662
7. Find a new places a foreign Country	38	61,3	23	37,1	1	1,6	2,73	0,544
8. Speak the tradespeople such as sales assistant, hairdresser etc.	35	66,2	17	28,9	7	11,9	2,50	0,629

9. Communicate with my friends	50	80,6	7	11,3	5	8,1	2,73	0,351
10. Receive phone calls	40	65,5	19	31,2	2	3,3	2,48	0,502
11. Make phone calls	38	61,3	20	32,2	4	6,5	2,51	0,514
12. Do further studies such as Master	46	74,2	15	24,2	1	1,6	2,76	0,452
13. Get information courses, Schools etc.	49	80,3	12	19,7	0	0,0	2,82	0,390
14. Enrol in courses	49	80,3	12	19,7	0	0,0	2,82	0,390
15. Get info about the education System	39	63,9	20	32,8	2	3,3	2,50	0,591
16. Help children with school Work	35	58,3	17	28,3	8	13,4	2,50	0,665
17. Apply for a job	45	75,0	12	20,0	3	5,0	2,75	0,576
18. Get info about the job	41	69,5	16	27,1	2	3,4	2,73	0,499
19. Go to an employment service	35	58,3	22	36,7	3	5,0	2,66	0,526
20. Attend interviews	39	65,0	19	31,7	2	3,3	2,57	0,625
21. Join sporting or social clubs	30	50,0	24	40,0	6	10,0	2,45	0,663
22. Join hobby or interest groups	38	62,3	15	24,6	8	13,1	2,55	0,589
23. Watch TV	26	42,6	26	42,6	9	14,8	2,43	0,661
24. Listen to radio	24	39,4	21	34,4	16	26,2	2,34	0,780
25. Read newspapers, magazines Books	40	64,5	17	27,4	5	8,1	2,68	0,518
26. Give invitations	34	38,7	29	46,8	9	14,5	2,41	0,583
27. Accept invitations	29	48,4	25	41,6	6	10,0	2,47	0,574
28. Refuse invitations	20	33,4	28	46,6	12	20,0	2,42	0,586
29. Make travel a holiday arrangements Such as booking a hotel	37	61,6	18	30,0	5	8,4	2,57	0,687
30. Talk to my boss	41	68,4	15	25,0	4	6,6	2,45	0,607
31. Talk to doctors, hospital stuff	48	77,4	12	19,4	2	3,2	2,45	0,593
32. Talk to neighbours	34	55,7	26	42,7	1	1,6	2,32	0,589
33. Talk to government officials	37	60,7	20	32,8	4	6,5	2,58	0,602

34. Talk to Turkish-speaking Friends	51	82,3	9	14,5	2	3,2	2,95	0,426
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In the language contact survey, the second component of the requirements analysis questionnaire, target TFL learners were asked to describe their needs in connection with the usage of the target language in real life. The table above illustrates which needs are prioritized or have greater importance from the learners' perspective. Most of the students learn Turkish for their academic career. They need to learn Turkish for academic purposes.

When the table is examined, it can be seen that the first item, which is to tell people about oneself, was stated as their needs by 69.9% of the participants (44 students) and useful by 30.1 percent of the participants (19 students), suggesting that no one believed it was useless. When we look at the complete table, it is evident that the majority of the participants evaluated each item as their language needs by chosen extremely useful or useful sections. Nonetheless, there are a few remarkable findings that ought to be mentioned. Talking to Turkish speaking friends (item 34), communicating with friends (item 9), getting information about schools (item 13) and enrolling in courses (item 14) were seen as their needs by 51 out of 63 participants (82.3%), the highest proportion in the survey. In the very useful option of the survey, however, watching TV (item 23), listening to the radio (item 24), and refusing invitation (item 28) had the lowest rates (33, 4%). It is apparent that the participants believe the aforementioned elements are the least useful. There were no participants who indicated that telling about myself (item 1), acquiring information about courses and school (item 13), and enrolling in courses were not useful options (item 14) which means the most important part of learning Turkish is for academic purposes.

The item averages might also be beneficial for getting a general picture of the participants' perspectives on the language contact survey. The lowest averages belong to; (this is consistent with the previous paragraph's findings.) The participants considered “watching TV” ($X=2.48$), “listening to radio” ($X=2.34$), or “refusing invitations” ($X=2.42$) to be less useful than the other items. The entries 'telling about my education' and 'talking Turkish speaking friends' had the highest averages, with $X=2.91$ and $X=2.95$. This finding reveals that the target language is mostly used for these objectives by the participants.

4.2. Methodological Preferences

The participants were asked about their methodological preferences regarding the target language learning process in the final section of the needs analysis questionnaire. The frequencies and percentages for each variable, as well as their item averages and standard deviations, are listed in the table below.

Table 7

The Findings of Methodological Preferences

	Yes		No		— X	St. Dev.
	f	%	f	%		
<i>a. In class, do you like learning...</i>						
1. individually?	30	54,5	25	45,5	1,82	0,390
2. in pairs?	35	64,8	19	35,2	1,68	0,471
3. in small groups?	51	91,1	5	8,9	1,52	0,505
4. in one large group?	24	43,6	31	56,4	1,14	0,347

In response to question a, which asked participants how they want to learn in class, 51 out of 63 students (91%) said they prefer small group work. After that, 35 of the 63 pupils work in pairs (64, 8 percent).

Table 7 continues

	Yes		No		— X	St. Dev.
	f	%	f	%		
<i>b. Do you want to do homework?</i>	53	85,5	9	14,5	1,41	0,497

The question about doing homework received ‘yes’ with a percent of 85.5 which shows that the participants had positive opinions about doing homework.

Table 7 continues

<i>c. How would you like to spend the time?</i>	Yes		No		— X	St. Dev.
	f	%	f	%		
1. Preparing for the next class?	35	64,8	19	35,2	1,11	0,321
2. Reviewing the day's work?	47	79,7	12	20,3	1,48	0,505
3. Doing some kind of activity based on your interests or hobbies?	28	52,8	25	47,2	1,95	0,211

Responses to the third question show that reviewing the day's work was preferred (79, 7%) as an out-of-class activity, while spending time preparing for the next class or doing something related to their interests or hobbies were not preferred.

Table 7 continues

<i>d. Do you want to</i>	Yes		No		— X	St. Dev.
	f	%	f	%		
1. spend all your learning time in the classroom?	28	52,8	25	47,2	1,41	0,497
2. spend some time in the classroom and some time talking to people outside?	42	71,2	17	28,8	1,57	0,501
3. spend some time in the classroom and some time in an individualized language center?	27	50,9	26	49,1	1,41	0,497

The purpose of question d was to find out how the participants used their learning time. When we look at the data, we can see that spending time in the classroom and talking to people outside is usually preferred (71,2%), indicating that students need to use the target language outside of the classroom.

Table 7 continues

<i>e. Do you like learning</i>	Yes		No		— X	St. Dev.
	f	%	f	%		
1. by memory?	43	76,8	13	23,2	1,39	0,493
2. by listening?	53	92,9	4	7,1	1,64	0,487
3. by reading?	55	98,2	1	1,8	1,80	0,408
4. by copying from the board?	31	57,4	23	42,6	1,52	0,505
5. by listening and taking notes?	52	92,8	4	7,2	1,52	0,505
6. by reading and making notes?	51	92,7	4	7,3	1,70	0,462
7. by repeating what you hear?	49	87,5	7	12,5	1,41	0,497

Learning styles vary among the participants, according to the responses given to question e, which is about learning styles. Over 90% of the participants preferred to learn by reading, reading and making notes, and hearing and taking notes, while learning by copying from the board and learning by memory were the least chosen techniques.

Table 7 continues

<i>f. When you speak, do you want to be corrected?</i>	Yes		No		— X	St. Dev.
	f	%	f	%		
1. immediately, in front of everyone?	38	71,7	15	28,3	1,39	0,493
2. later, at the end of the activity, in front of everyone?	31	55,4	25	44,6	1,64	0,487
3. later, in private?	28	50,0	28	50,0	1,80	0,408

When it comes to error correction, the data show that being corrected immediately in front of everyone is most preferred (71%) and that 50% of the students are unwilling to be corrected later, in private.

Table 7 continues

<i>g. Is it a problem for you</i>	Yes		No		— X	St. Dev.
	f	%	f	%		
1. if other students sometimes correct your written work?	20	35,7	36	64,3	1,39	0,493
2. if the teacher sometimes asks you correct your own work?	21	38,2	34	61,8	1,64	0,487

According to the results of question g, the majority of students chose to correct their own written work rather than be corrected by other students.

Table 7 continues

<i>h. Do you like learning from?</i>	Yes		No		— X	St. Dev.
	f	%	f	%		
1. television/ videos/ movies?	56	91,8	5	8,2	1,39	0,493
2. radio?	12	23,5	39	76,5	1,64	0,487
3. tapes, CDs?	21	40,4	31	59,6	1,80	0,408
4. written material?	51	91,1	5	8,9	1,52	0,505

5. the whiteboard?	40	70,1	14	29,9	1, 52	0, 505
6. pictures/ posters?	42	75,0	14	25,0	1, 70	0, 462

Almost all of the participants (91,8%) said they prefer learning through television, videos, and movies above studying from written material in this question about learning materials (91, 1 percent). 75 percent of the participants in the study agreed that learning from photographs and posters was beneficial. More than 59 percent of the participants, however, did not like learning from the radio, tapes, or CDs.

Table 7 continues

<i>i. Do you find this activities useful?</i>	Yes		No		— X	St. Dev.
	f	%	f	%		
1. Role play?	36	63,2	21	36,8	1,39	0, 493
2. Language games?	47	82,5	10	17,5	1,64	0, 487
3. Songs?	43	72,9	16	27,1	1, 80	0, 408
4. Talking with and listening to other students?	55	93,2	4	6,8	1, 52	0, 505

When we look at the results of question I we can see that the activities that the question focuses on were rated valuable by at least 72,9% of the participants, with the exception of role playing. The item of chatting with and listening to other students was chosen by 55 participants, which is noteworthy because it reflects the learners' desire for communicative activities.

Table 7 continues

<i>j. How do you understand that your Turkish is improving?</i>	Yes		No		— X	St. Dev.
	f	%	f	%		
1. by written feedback given by teacher?	48	80,0	12	20,0	1,39	0, 493
2. by oral feedback given by teacher?	45	80,4	11	19,6	1,64	0, 487
3. by exam results?	38	69,1	17	30,9	1, 80	0, 408
4. by seeing if I can use the language in real life situations?	60	100,0	0	0,0	1, 52	0, 505

The usage of the target language in real-life contexts by all of the participants (100%) was considered an indication of improvement in the target language, according to the results of question j.

Table 7 continues

<i>k. Do you get a sense of satisfaction?</i>	Yes		No		— X	St. Dev.
	f	%	f	%		
1. if your work is graded?	46	82,2	10	17,8	1,39	0,493
2. if your teacher says that you are improving?	58	95,1	3	4,9	1,64	0,487
3. if you feel more confident in situation that you found difficult before?	57	92,3	1	7,7	1,80	0,408

Almost all participants (95 percent) stated they are satisfied if they have more confidence in situations that they previously found tough in response to question k, which tries to establish in which scenarios learners are satisfied. The majority of students were satisfied with the teacher's remarks on their development in the target language and the grades they received on their work.

4.3. Categorical Data Analysis

The tables below indicate how the language and process needs of the target learners differ by age, gender, and language competency level. The results come from a chi-square test, which demonstrates how the replies of the participants are distributed and whether the differences are statistically significant based on categories (age, gender and language competency level). It is done by considering p-values in the tables as well as a threshold of significance of $\alpha = 0,05$. If any item in the questionnaire has a p value of less than 0.05, we can conclude that the learners' needs differ significantly depending on their age, gender, and level of language competence. The table below shows how the linguistic needs of the participants varies depending on their gender.

Table 8

The Findings of Language Contact Survey In Terms of Gender

Improving my Turkish is important because I can...	Gender	Very Useful	Useful	Not Useful	P Values
1. Tell people about myself	Female	9 (14.5%)	6 (9.7%)	0	,815
	Male	34 (54.8%)	13 (21%)	0	
2. Tell people about my family	Female	7 (11.5%)	5 (8.2%)	3 (4.9%)	,190
	Male	23 (37.7%)	16 (26.2%)	7 (11.5%)	

3. Tell people about my job	Female	10 (16.4%)	4 (6.6%)	1 (1.6%)	,182
	Male	30 (49.2%)	14 (23%)	2 (3.3%)	
4. Tell people about my education	Female	13 (21%)	2 (3.2%)	0	,823
	Male	37 (59.7%)	8 (12.9%)	2 (3.2%)	
5. Tell people about my interests	Female	11 (18.3%)	2 (3.3%)	2 (3.3%)	,152
	Male	24 (40%)	18 (30%)	3 (5%)	
6. Use buses, trains, ferries	Female	9 (14.5%)	4 (6.5%)	2 (3.2%)	,454
	Male	30 (48.4%)	15 (24.2%)	2 (3.2%)	
7. Find new places in a foreign country	Female	10 (16.1%)	4 (6.5%)	1 (1.6%)	,149
	Male	28 (45.2%)	19 (30.6%)	0	
8. Speak to tradespeople such as sales assistant, hairdresser, etc.	Female	10 (16.9%)	5 (8.5%)	0	,258
	Male	25 (42.4%)	12 (20.3%)	7 (11.9%)	
9. Communicate with my friends	Female	15 (24.2%)	0	0	,749
	Male	35 (56.6%)	7 (11.3%)	5 (8.1%)	
10. Receive phone calls	Female	9 (14.8%)	5 (8.2%)	1 (1.6%)	,663
	Male	31 (50.8%)	14 (23%)	1 (1.6%)	
11. Make phone calls	Female	9 (14.5%)	5 (8.1%)	1 (1.6%)	,993
	Male	29 (46.8%)	15 (31.9%)	3 (4.8%)	
12. Do further study such as master	Female	13 (21%)	2 (3.2%)	0	,502
	Male	34 (54.8%)	12 (19.4%)	1 (1.6%)	
13. Get information about courses, schools, etc.	Female	15 (24.6%)	14 (23%)	1 (1.6%)	,145
	Male	46 (75.4%)	35 (57.4%)	11 (18%)	
14. Enroll in courses	Female	15 (24.2%)	0	0	,250
	Male	34 (54.8%)	13 (21%)	0	
15. Get information about the education system	Female	12 (19.7%)	3 (4.9%)	0	,354
	Male	28 (45.9%)	16 (26.2%)	2 (3.3%)	
16. Help children with school work	Female	12 (20%)	2 (3.3%)	1 (1.7%)	,145
	Male	23 (38.3%)	15 (25%)	7 (11.7%)	
17. Apply for a job	Female	13 (21.3%)	2 (3.3%)	0	,364
	Male	32 (52.5%)	11 (18%)	3 (4.9%)	
18. Get information about a job	Female	14 (23.7%)	1 (1.7%)	0	,166
	Male	27 (45.8%)	15 (25.4%)	2 (3.4%)	

19. Go to an employment service	Female	12 (20%)	3 (5%)	0	,127
	Male	23 (38.3%)	19 (31.7%)	3 (5%)	
20. Attend interviews	Female	11 (18.3%)	3 (5%)	1 (1.7%)	,419
	Male	28 (46.7%)	16 (26.7%)	1 (1.7%)	
21. Join sporting or social clubs	Female	6 (9.8%)	8 (13.1%)	1 (1.6%)	,502
	Male	23 (37.7%)	17 (27.9%)	6 (9.8%)	
22. Join hobby or interest groups	Female	9 (14.8%)	4 (6.6%)	2 (3.3%)	,965
	Male	28 (45.9%)	13 (21.3%)	5 (8.2%)	
23. Watch TV	Female	7 (11.5%)	6 (9.8%)	2 (3.3%)	,934
	Male	19 (31.1%)	20 (32.8%)	7 (15.2%)	
24. Listen to the radio	Female	7 (11.5%)	4 (6.6%)	3 (4.9%)	,649
	Male	17 (27.9%)	17 (27.9%)	13 (21.3%)	
25. Read newspapers, books, magazines	Female	12 (19.4%)	3 (4,8%)	0	,256
	Male	28 (45,2%)	14 (22,6%)	5 (8.1%)	
26. Give invitations	Female	6 (9,7%)	7 (11,3%)	2 (3,2%)	,986
	Male	18 (29%)	22 (35,5%)	7 (11,3%)	
27. Accept invitations	Female	8 (13,1%)	5 (8,2%)	2 (3,3%)	,674
	Male	21 (34,4%)	21 (34,4%)	4 (6,6%)	
28. Refuse invitations	Female	7 (11,5%)	6 (9,8%)	2 (3,3%)	,575
	Male	15 (24,6%)	21 (34,4%)	10 (16,4%)	
29. Make travel and holiday arrangements such as booking at a hotel	Female	10 (16,4%)	5 (8,2%)	0	,409
	Male	28 (45,9%)	13 (21,3%)	5 (8,2%)	
30. Talk to my boss	Female	11 (18%)	3 (4,9%)	1 (1,6%)	,816
	Male	30 (49,2%)	13 (21,3%)	3 (4,9%)	
31. Talk to doctors / hospital staff	Female	13 (21%)	2 (3,2%)	0	,541
	Male	35 (56,5%)	10 (16,1%)	2 (3,2%)	
32. Talk to neighbours	Female	9 (14,8%)	6 (9,8%)	0	,837
	Male	28 (45,9%)	17 (27,9%)	1 (2,2%)	
33. Talk to government officials	Female	12 (19,7%)	2 (3,3%)	1 (1,6%)	,172
	Male	25 (41%)	18 (29,5%)	3 (4,9%)	
34. Talk to Turkish-speaking friends	Female	13 (21%)	2 (3,2%)	0	,703
	Male	38 (61,3%)	7 (11,3%)	2 (3,2%)	

We can see from the table 8 that all of the factors have a $p > 0,05$, which encourages us to think that the learners' language demands are not significantly different in terms of gender.

Table 9 shows how if the language needs of the learners alter depending on their age groups.

Table 9

The Findings of Language Contact Survey In Terms of Age Group

Improving my Turkish is important for me because I can...	Age Group	Very Useful	Useful	Not Useful	P Values
1. Tell people about myself	18-19	14 (22,2%)	9 (14,3%)	0	,487
	20-23	15 (23,8%)	5 (7,9%)	0	
	24+	14 (22,2%)	5 (7,9%)	0	
2. Tell people about my family	18-19	9 (14,3%)	4 (6,3%)	0	,186
	20-23	4 (6,3%)	6 (9,5%)	1 (1,6%)	
	24+	8 (12,7%)	0	1 (1,6%)	
3. Tell people about my job	18-19	7 (11,1%)	0	1 (1,6%)	,760
	20-23	5 (7,9%)	2 (3,2%)	0	
	24+	6 (9,5%)	1 (1,6%)	1 (1,6%)	
4. Tell people about my education	18-19	18 (28,6%)	4 (6,3%)	1 (1,6%)	,093
	20-23	20 (31,7%)	0	0	
	24+	12 (19%)	6 (19%)	1 (1,6%)	
5. Tell people about my interests	18-19	13 (20,6%)	7 (11,1%)	2 (3,2%)	,141
	20-23	15 (23,8%)	2 (3,2%)	2 (3,2%)	
	24+	7 (11,1%)	11 (17,5%)	1 (1,6%)	
6. Use buses, trains, ferries	18-19	14 (22,2%)	8 (12,7%)	1 (1,6%)	,657
	20-23	14 (22,2%)	4 (6,3%)	2 (3,2%)	
	24+	11 (17,5%)	7 (11,1%)	1 (1,6%)	
7. Find new places in a foreign country	18-19	14 (22,2%)	8 (12,7%)	1 (1,6%)	,656
	20-23	13 (20,6%)	7 (11,1%)	0	
	24+	11 (17,5%)	8 (12,7%)	0	
8. Speak to tradespeople such as sales assistant, hairdresser, etc.	18-19	14 (22,2%)	7 (11,1%)	1 (1,6%)	,707
	20-23	11 (17,5%)	4 (6,3%)	4 (6,3%)	
	24+	10 (15,9%)	6 (9,5%)	2 (3,2%)	
9. Communicate with my friends	18-19	20 (31,7%)	2 (3,2%)	1 (1,6%)	,359
	20-23	16 (25,5%)	1 (1,6%)	3 (4,8%)	

	24+	14 (22,2%)	4 (6,3%)	1 (1,6%)	
10. Receive phone calls	18-19	14 (22,2%)	7 (11,1%)	2 (3,2%)	
	20-23	15 (23,8%)	5 (7,9%)	0	,186
	24+	11 (17,5%)	7 (11,1%)	0	
11. Make phone calls	18-19	13 (20,6%)	9 (14,3%)	1 (1,6%)	
	20-23	15 (23,8%)	3 (4,8%)	2 (3,2%)	,371
	24+	10 (15,9%)	8 (12,7%)	1 (1,6%)	
12. Do further study such as master	18-19	19 (30,2%)	4 (6,3%)	0	
	20-23	16 (25,4%)	2 (3,2%)	1 (1,6%)	,144
	24+	12 (19%)	8 (12,7%)	0	
13. Get information about courses, schools, etc.	18-19	19 (30,2%)	3 (4,8%)	1 (1,6%)	
	20-23	19 (30,2%)	1 (1,6%)	0	,037
	24+	11 (17,5%)	8 (12,7%)	1 (1,6%)	
14. Enroll in courses	18-19	19 (30,2%)	4 (6,3%)	0	
	20-23	16 (25,4%)	4 (6,3%)	0	,610
	24+	14 (22,2%)	5 (7,9%)	1 (1,6%)	
15. Get information about the education system	18-19	17 (27%)	5 (7,9%)	1 (1,6%)	
	20-23	16 (25,4%)	2 (3,2%)	1 (1,6%)	0,20
	24+	7 (11,1%)	12 (19%)	0	
16. Help children with school work	18-19	13 (20,6%)	6 (9,5%)	4 (6,3%)	
	20-23	12 (19%)	6 (9,5%)	2 (3,2%)	,288
	24+	10 (15,9%)	5 (7,9%)	2 (3,2%)	
17. Apply for a job	18-19	20 (31,7%)	3 (4,8%)	0	
	20-23	12 (19%)	7 (11,1%)	0	,066
	24+	13 (20,6%)	3 (4,8%)	3 (4,8%)	
18. Get information about a job	18-19	17 (27%)	6 (9,5%)	0	
	20-23	12 (19%)	6 (9,5%)	0	,282
	24+	12 (19%)	4 (6,3%)	2 (3,2%)	
19. Go to an employment service	18-19	14 (22,2%)	7 (11,1%)	1 (1,6%)	
	20-23	9 (14,3%)	10 (15,9%)	0	,581
	24+	12 (19%)	5 (7,9%)	2 (3,2%)	
20. Attend interviews	18-19	13 (20,6%)	9 (14,3%)	0	
	20-23	14 (22,2%)	3 (4,8%)	2 (3,2%)	,327
	24+	12 (19%)	7 (11,1%)	0	

21. Join sporting or social clubs	18-19	11 (17,5%)	11 (17,5%)	1 (1,6%)	,494
	20-23	10 (15,9%)	5 (7,9%)	4 (6,3%)	
	24+	8 (12,7%)	9 (14,3%)	2 (3,2%)	
22. Join hobby or interest groups	18-19	13 (20,6%)	7 (11,1%)	3 (4,8%)	,842
	20-23	12 (19%)	6 (9,5%)	1 (1,6%)	
	24+	12 (19%)	4 (6,3%)	3 (4,8%)	
23. Watch TV	18-19	8 (12,7%)	12 (19%)	3 (4,8%)	,324
	20-23	11 (17,5%)	6 (9,5%)	3 (4,8%)	
	24+	7 (11,1%)	8 (12,7%)	3 (4,8%)	
24. Listen to the radio	18-19	6 (9,5%)	8 (12,7%)	8 (12,7%)	,503
	20-23	11 (17,5%)	5 (7,9%)	4 (6,3%)	
	24+	7 (11,1%)	8 (12,7%)	4 (6,3%)	
25. Read newspapers, books, magazines	18-19	14 (22,2%)	7 (11,1%)	2 (3,2%)	,471
	20-23	16 (25,4%)	3 (4,8%)	1 (1,6%)	
	24+	10 (15,9%)	7 (11,1%)	2 (3,2%)	
26. Give invitations	18-19	9 (14,3%)	11 (17,5%)	3 (4,8%)	,805
	20-23	9 (14,3%)	8 (12,7%)	3 (4,8%)	
	24+	6 (9,5%)	10 (15,9%)	3 (4,8%)	
27. Accept invitations	18-19	11 (17,5%)	10 (15,9%)	2 (3,2%)	,945
	20-23	10 (15,9%)	7 (11,1%)	2 (3,2%)	
	24+	8 (12,7%)	9 (14,3%)	2 (3,2%)	
28. Refuse invitations	18-19	8 (12,7%)	8 (12,7%)	7 (11,1%)	,530
	20-23	8 (12,7%)	8 (12,7%)	3 (4,8%)	
	24+	6 (9,5%)	11 (17,5%)	2 (3,2%)	
29. Make travel and holiday arrangements such as booking at a hotel	18-19	14 (22,2%)	8 (12,7%)	1 (1,6%)	,698
	20-23	12 (19%)	4 (6,3%)	3 (4,8%)	
	24+	12 (19%)	6 (9,5%)	1 (1,6%)	
30. Talk to my boss	18-19	18 (28,6%)	5 (7,9%)	0	,078
	20-23	13 (20,6%)	6 (9,5%)	0	
	24+	10 (15,9%)	5 (7,9%)	4 (6,3%)	
31. Talk to doctors / hospital staff	18-19	19 (30,2%)	4 (6,3%)	0	,235
	20-23	17 (27%)	3 (4,8%)	0	
	24+	12 (19%)	5 (7,9%)	2 (3,2%)	
32. Talk to neighbours	18-19	14 (22,2%)	8 (12,7%)	0	,733
	20-23	13 (20,6%)	7 (11,1%)	0	

	24+	10 (15,9%)	8 (12,7%)	1 (1,6%)	
33. Talk to government officials	18-19	15 (23,8%)	7 (11,1%)	0	
	20-23	14 (22,2%)	5 (7,9%)	1 (1,6%)	,291
	24+	8 (12,7%)	8 (12,7%)	3 (4,8%)	
34. Talk to Turkish-speaking friends	18-19	19 (30,2%)	3 (4,8%)	1 (1,6%)	
	20-23	19 (30,2%)	1 (1,6%)	0	,316
	24+	13 (20,6%)	5 (7,9%)	1 (1,6%)	

If we examine Table 9, we will see that item 4- telling people about my education ($p= 0,093$), item 13- getting information about courses, etc. ($p= 0,037$), item 15 ($p = 0, 020$) – getting information about the education system–, item 17 applying for a job ($p= 0,066$), and item 30 talking to boss ($p=0,078$) all had $p > 0.05$, indicating a significant difference between the variables. As a result, in terms of their age group, the participants' language needs for the aforementioned items varied. According to the percentages of participants' replies related to language needs, different age groups found these five items more beneficial in enhancing their target language. Table 10 depicts variances based on the linguistic proficiency levels of the students.

Table 10

The Findings of Language Contact Survey In Terms of Language Proficiency Levels

Improving my Turkish is important for me because I can...	Language Proficiency Levels	Very Useful	Useful	Not Useful	P Values
1. Tell people about myself	A1	6 (11.1%)	1 (1.9%)	0	
	A2	5 (9.3%)	2 (3.7%)	0	
	B1	13 (24.1%)	3 (5.6%)	0	,771
	B2	13 (24.1%)	7 (13%)	0	
	C1	3 (5.6%)	1 (1.9%)	0	
2. Tell people about my family	A1	1 (1.9)	6 (11.1%)	0	
	A2	2 (3.7%)	3 (5.6%)	2 (3.2%)	
	B1	13 (24.1%)	2 (3.7%)	1 (1.9%)	,032
	B2	8 (14.8%)	8 (14.8%)	4 (7.4%)	
	C1	2 (3.7%)	1 (1.9%)	1 (1.9%)	
3. Tell people about my job	A1	6 (11.1%)	1 (1.9%)	0	

	A2	4 (7.4%)	3 (5.6%)	0	
	B1	12 (22.2%)	3 (5.6%)	1 (1.9%)	,850
	B2	12 (22.2%)	6 (11.1%)	2 (3.2%)	
	C1	3 (5.6%)	1 (1.9%)	0	
	A1	6 (11.1%)	0	1 (1.9%)	
4. Tell people about my education	A2	5 (9.3%)	1 (1.9%)	1 (1.9%)	
	B1	12 (22.2%)	4 (7.4%)	0	,355
	B2	17 (31.5%)	3 (5.6%)	0	
	C1	4 (7.4%)	0	0	
	A1	4 (7.4%)	2 (3.2%)	1 (1.9%)	
5. Tell people about my interests	A2	2 (3.2%)	5 (9.3%)	0	
	B1	10 (18.5%)	6 (11.1%)	0	,222
	B2	11 (20.4)	6 (11.1%)	3 (5.6%)	
	C1	4 (7.4%)	0	0	
	A1	4 (7.4%)	2 (3.7%)	1 (1.9%)	
6. Use buses, trains, ferries	A2	6 (11.1%)	1 (1.9%)	0	
	B1	8 (14.8%)	6 (11.1%)	2 (3.7%)	,544
	B2	13 (24.1%)	7 (13%)	0	
	C1	2 (3.7%)	1 (1.9%)	1 (1.9%)	
	A1	4 (7.4%)	3 (5.6%)	0	
7. Find new places in a foreign country	A2	6 (11.1%)	1 (1.9%)	0	
	B1	9 (16.7%)	7 (13%)	0	,826
	B2	10 (18.5%)	9 (16.7%)	1 (1.9%)	
	C1	2 (3.7%)	2 (3.7%)	0	
	A1	5 (9.3%)	2 (3.7%)	0	
8. Speak to tradespeople such as sales assistant, hairdresser, etc.	A2	4 (7.4%)	1 (1.9%)	2 (3.7%)	
	B1	9 (16.7%)	6 (11.1%)	0	,210
	B2	10 (18.5%)	5 (9.3%)	5 (9.3%)	
	C1	4 (7.4%)	0	0	
	A1	7 (13%)	0	0	
9. Communicate with my friends	A2	6 (11.1%)	1 (1.9%)	0	
	B1	12 (22.2%)	3 (5.6%)	1 (1.9%)	,420
	B2	15 (27.8%)	1 (1.9%)	4 (7.4%)	
	C1	4 (7.4%)	0	0	
	A1	4 (7.4%)	3 (5.6%)	0	
10. Receive phone calls					

	A2	5 (9.3%)	0	1 (1.9%)	
	B1	10 (18.5%)	6 (11.1%)	0	,192
	B2	14 (26.4%)	6 (11.1%)	0	
	C1	2 (3.7%)	2 (3.7%)	0	
11. Make phone calls	A1	5 (9.3%)	2 (3.7%)	0	
	A2	5 (9.3%)	1 (1.9%)	1 (1.9%)	
	B1	9 (16.7%)	6 (11.1%)	1 (1.9%)	,935
	B2	12 (22.2%)	7 (13%)	1 (1.9%)	
	C1	3 (5.6%)	1 (1.9%)	0	
12. Do further study such as master	A1	7 (13%)	0	0	
	A2	5 (9.3%)	2 (3.7%)	0	
	B1	10 (18.5%)	6 (11.1%)	0	,435
	B2	16 (29.6%)	3 (5.6%)	1 (1.9%)	
	C1	4 (7.4%)	0	0	
13. Get information about courses, schools, etc.	A1	3 (5.6%)	4 (7.4%)	0	
	A2	7 (13%)	0	0	
	B1	13 (24.1%)	3 (5.6%)	0	,070
	B2	16 (29.6%)	4 (7.4%)	0	
	C1	4 (7.4%)	0	0	
14. Enrol in courses	A1	6 (11.1%)	1 (1.9%)	0	
	A2	6 (11.1%)	1 (1.9%)	0	
	B1	12 (22.2%)	4 (7.4%)	0	,818
	B2	16	4 (7.4%)	0	
	C1	4 (7.4%)	0	0	
15. Get information about the education system	A1	5 (9.3%)	2 (3.7%)	0	
	A2	3 (5.6%)	4 (7.4%)	0	
	B1	9 (16.7%)	6 (11.1%)	0	,508
	B2	15	4 (7.4%)	1 (1.9%)	
	C1	4 (7.4%)	0	0	
16. Help children with school work	A1	4 (7.4%)	0	1 (1.9%)	
	A2	3 (5.6%)	3 (5.6%)	1 (1.9%)	
	B1	11 (20.4%)	3 (5.6%)	2 (3.7%)	,521
	B2	10 (18.5%)	7 (13%)	3 (5.6%)	
	C1	4 (7.4%)	0	0	
17. Apply for a job	A1	5 (9.3%)	2 (3.7%)	0	

18. Get information about a job	A2	5 (9.3%)	1 (1.9%)	1 (1.9%)	,905
	B1	12 (22.2%)	3 (5.6%)	1 (1.9%)	
	B2	14 (25.9%)	5 (9.3%)	1 (1.9%)	
	C1	4 (7.4%)	0	0	
	A1	4 (7.7%)	3 (5.6%)	0	
19. Go to an employment service	A2	5 (9.3%)	0	1 (1.9%)	,258
	B1	11 (21.2%)	3 (5.6%)	1 (1.9%)	
	B2	12 (23.1%)	8 (15.4%)	0	
	C1	4 (7.7%)	0	0	
	A1	3 (5.6%)	4 (7.4%)	0	
20. Attend interviews	A2	2 (3.7%)	3 (5.6%)	2 (3.7%)	,095
	B1	11 (20.4%)	5 (9.3%)	0	
	B2	12 (22.2%)	7 (13%)	1 (1.9%)	
	C1	4 (7.4%)	0	0	
	A1	5 (9.3%)	2 (3.7%)	0	
21. Join sporting or social clubs	A2	4 (7.4%)	3 (5.6%)	0	,779
	B1	10	5 (9.3%)	1 (1.9%)	
	B2	14	6 (11.1%)	0	
	C1	4 (7.4%)	0	0	
	A1	4 (7.4%)	2 (3.7%)	1 (1.9%)	
22. Join hobby or interest groups	A2	3 (5.6%)	3 (5.6%)	1 (1.9%)	,988
	B1	8 (14.8%)	6 (11.1%)	2 (3.7%)	
	B2	9 (16.7%)	8 (14.8%)	3 (5.6%)	
	C1	9 (16.7%)	1 (1.9%)	0	
	A1	4 (7.4%)	2 (3.7%)	1 (1.9%)	
23. Watch TV	A2	5 (9.3%)	1 (1.9%)	1 (1.9%)	,939
	B1	11 (20.4%)	4 (7.4%)	1 (1.9%)	
	B2	11 (20.4%)	6 (11.1%)	3 (5.6%)	
	C1	2 (3.7%)	2 (3.7%)	0	
	A1	2 (3.7%)	3 (5.6%)	2 (3.7%)	
24. Listen to the radio	A2	3 (5.6%)	2 (3.7%)	2 (3.7%)	,496
	B1	9 (16.7%)	4 (7.4%)	2 (3.7%)	
	B2	8 (14.8%)	11 (20.4%)	1 (1.9%)	
	C1	2 (3.7%)	2 (3.7%)	0	
	A1	0	2 (3.7%)	5 (9.3%)	

	A2	3 (5.6%)	1 (1.9%)	3 (5.6%)	
	B1	10 (18.5%)	4 (7.4%)	2 (3.7%)	,076
	B2	7 (13%)	9 (16.7%)	4 (7.4%)	
	C1	2 (3.7%)	1 (1.9%)	1 (1.9%)	
25. Read newspapers, books, magazines	A1	3 (5.6%)	1 (1.9%)	3 (5.6%)	
	A2	4 (7.4%)	3 (5.6%)	0	
	B1	11 (20.4%)	4 (7.4%)	1 (1.9%)	,022
	B2	16 (29.6%)	4 (7.4%)	0	
	C1	2 (3.7%)	2 (3.7%)	0	
26. Give invitations	A1	1 (1.9%)	6 (11.1%)	0	
	A2	3 (5.6%)	1 (1.9%)	3 (5.6%)	
	B1	10 (18.5%)	4 (7.4%)	2 (3.7%)	,037
	B2	6 (11.1%)	12 (22.2%)	2 (3.7%)	
	C1	2 (3.7%)	2 (3.7%)	0	
27. Accept invitations	A1	1 (1.9%)	5 (9.4%)	1 (1.9%)	
	A2	3 (5.6%)	3 (5.6%)	1 (1.9%)	
	B1	10 (18.5%)	5 (9.4%)	0	,192
	B2	8 (15.1%)	10 (18.5%)	2 (3.7%)	
	C1	4 (7.4%)	0	0	
28. Refuse invitations	A1	1 (1.9%)	5 (9.4%)	1 (1.9%)	
	A2	3	2 (3.7%)	2 (3.7%)	
	B1	9 (16.7%)	6 (11.1%)	1 (1.9%)	,491
	B2	7 (13%)	8 (15.1%)	5 (9.4%)	
	C1	2 (3.7%)	2 (3.7%)	0	
29. Make travel and holiday arrangements such as booking at a hotel	A1	4 (7.4%)	3 (5.6%)	0	
	A2	6 (11.1%)	1 (1.9%)	0	
	B1	9 (16.7%)	5 (9.4%)	2 (3.7%)	,800
	B2	11 (20.4%)	6 (11.1%)	3 (5.6%)	
	C1	3 (5.6%)	1 (1.9%)	0	
30. Talk to my boss	A1	5 (9.4%)	0	2 (3.7%)	
	A2	6 (11.1%)	0	1 (1.9%)	
	B1	11 (20.4%)	5 (9.4%)	0	,171
	B2	12 (22.2%)	7 (13%)	1 (1.9%)	
	C1	3 (5.6%)	1 (1.9%)	0	
31. Talk to doctors / hospital staff	A1	6 (11.1%)	1 (1.9%)	0	

	A2	5 (9.4%)	1 (1.9%)	1 (1.9%)	,571
	B1	13 (24.1%)	2 (3.7%)	1 (1.9%)	
	B2	14 (25.9%)	6 (11.1%)	0	
	C1	4 (7.4%)	0	0	
	A1	5 (9.4%)	2 (3.7%)	0	
32. Talk to neighbours	A2	4 (7.4%)	2 (3.7%)	0	,591
	B1	11 (20.4%)	5 (9.4%)	0	
	B2	9 (16.7%)	10 (18.9%)	1 (1.9%)	
	C1	4 (7.4%)	0	0	
	A1	2 (3.7%)	5 (9.4%)	0	
33. Talk to government officials	A2	4 (7.4%)	3 (5.6%)	0	,398
	B1	11 (20.4%)	3 (5.6%)	2 (3.7%)	
	B2	13 (24.1%)	6 (11.1%)	1 (1.9%)	
	C1	3 (5.6%)	1 (1.9%)	0	
	A1	6 (11.1%)	1 (1.9%)	0	
34. Talk to Turkish-speaking friends	A2	5 (9.4%)	1 (1.9%)	1 (1.9%)	,690
	B1	13 (24.1%)	2 (3.7%)	1 (1.9%)	
	B2	15 (27.8%)	5 (9.4%)	0	
	C1	4 (7.4%)	0	0	
	A1	5 (9.4%)	1 (1.9%)	0	

When we look at Table 10, we see that item 2- telling people about one's family ($p= 0,032$), item 13- getting information about courses, etc. ($p= 0,070$), item 19 ($p = 0,095$) – going to an employment service–, item 24 listening to radio ($p= 0,076$), item 25 –reading newspapers, books magazines- ($p=0,022$) and item 26 giving invitations ($p=0,037$) all had $p > 0.05$, indicating not a significant difference between the variables.

Table 10 shows the results of statistical analysis on the relationship between the participants' process needs and their gender.

Table 10

The Findings of the Learners' Methodological Preferences in Terms of Gender

a. In class, do you like learning...	Gender	Yes	No	P Values
1. individually?	Female	4 (7.3%)	10 (18.2%)	,024
	Male	26 (47.3%)	15 (27.3%)	
2. in pairs?	Female	7 (13%)	7 (13%)	,177
	Male	28 (51.9%)	12 (22.2%)	
3. in small groups?	Female	13 (23.2%)	1 (1.8%)	,787
	Male	38 (67.9%)	4 (9.5%)	
4. in one large groups?	Female	6 (10.9%)	7 (12.7%)	,834
	Male	18 (32.7%)	24 (43.6%)	

Table 10 continues

	Gender	Yes	No	P Values
b. Do you want to do homework?	Female	12 (19.4%)	3 (4.8%)	,489
	Male	41 (66.1%)	6 (9.7%)	

Table 10 continues

c. How would you like to spend the time?	Gender	Yes	No	P Values
1. Preparing for the next class?	Female	8 (14.8%)	7 (13%)	,273
	Male	27 (50%)	12 (22.2%)	
2. Reviewing the day's work?	Female	12 (20.3%)	2 (3.4%)	,519
	Male	35 (59.3%)	10 (16.9%)	
3. Doing some kind of activity based on your interests or hobbies?	Female	12 (21.4%)	2 (3.6%)	,816
	Male	37 (66.1%)	5 (8.9%)	

Table 10 continues

d. Do you want to ...	Gender	Yes	No	P Values
1. spend all your learning time in the classroom?	Female	9 (17%)	6 (11.3%)	,511
	Male	19 (35.8%)	19 (35.8%)	
2. spend some time in the classroom and some time talking to people outside?	Female	9 (15.3%)	5 (8.5%)	,514
	Male	33 (55.9%)	12 (20.3%)	
3. spend some time in the classroom and some time in an individualized language centre?	Female	3 (5.7%)	11 (20.8%)	,06
	Male	25 (47.2%)	14 (26.4%)	

The results of the questionnaire regarding the participants' learning preferences in class (item a) except for learning individually, their willingness to do homework (item b), their ways of spending time (item c), and spending their learning time (item d) are all $p > 0,05$. So there is no meaningful difference in these needs between males and females.

Table 10 continues

e. Do you like learning ...	Gender	Yes	No	P Values
1. by memory?	Female	10 (17.9%)	4 (7.1%)	,584
	Male	33 (58.9%)	9 (16.1%)	
2. by listening?	Female	13 (22.8%)	1 (1.8%)	,983
	Male	40 (70.2%)	3 (5.3%)	
3. by reading?	Female	13 (23.2%)	1 (1.8%)	,081
	Male	42 (75%)	0	
4. by copying from the board?	Female	7 (13%)	7 (13%)	,413
	Male	25 (46.3%)	15 (27.8%)	
5. by listening and taking notes?	Female	14 (24.6%)	1 (1.8%)	,737
	Male	38 (66.7%)	4 (7%)	
6. by reading and making notes?	Female	13 (22.8%)	1 (1.8%)	,983
	Male	40 (70.2%)	3 (5.3%)	
7. by repeating what you hear?	Female	13 (25%)	1 (1.8%)	,484
	Male	42 (75%)	6 (10.7%)	

The results of the questionnaire about the participants' learning styles are statistically significant ($p > 0,05$). They indicate that there was no discernible difference in learning styles between men and women.

Table 10 continues

f. When you speak, do you want to be corrected	Gender	Yes	No	P Values
1. immediately, in front of everyone?	Female	9 (17%)	5 (9.4%)	,473
	Male	29 (54.78%)	10 (18.9%)	
2. later, at the end of the activity, in front of everyone?	Female	8 (14.5%)	6 (10.9%)	,946
	Male	23 (41.8%)	18 (32.7%)	
3. later, in private?	Female	7 (12.5%)	8 (14.3%)	,763
	Male	21 (37.5%)	20 (35.7%)	

Table 10 continues

g. Is it a problem for you	Gender	Yes	No	P Values
1. if other students sometimes correct your written work?	Female	4 (6.8%)	11 (18.6%)	,493
	Male	16 (27.1%)	28 (47.5%)	
2. if the teacher sometimes asks you to correct your own work?	Female	5 (8.8%)	9 (15.8%)	,920
	Male	16 (28.1%)	27 (47.4%)	

Table 10 continues

h. Do you like learning from ...	Gender	Yes	No	P Values
1. television/ video/ movies?	Female	14 (23%)	1 (1.6%)	,804
	Male	42 (68.9%)	4 (6.6%)	
2. radio?	Female	2 (3.9%)	12 (23.5%)	,338
	Male	10 (19.6%)	27 (52.8%)	
3. tapes/ CDs?	Female	6 (11.5%)	8 (15.4%)	,825
	Male	15 (28.7%)	23 (44.2%)	
4. written material?	Female	14 (25%)	0	,231
	Male	38 (67.9%)	4 (7.1%)	
5. the whiteboard?	Female	10 (18.5%)	4 (7.4%)	,793
	Male	30 (55.6%)	10 (18.5%)	
6. pictures/ posters?	Female	13 (23.2%)	1 (1.8%)	,075
	Male	29 (51.8%)	13 (23.2%)	

Table 10 continues

i. Do you find this activities useful?	Gender	Yes	No	P Values
1. Role play	Female	10 (17.5%)	5 (8.8%)	,743
	Male	26 (45.6%)	16 (28.1%)	
2. Language games	Female	12 (21.1%)	2 (3.5%)	,712
	Male	35 (61.4%)	8 (14%)	
3. Songs	Female	13 (22%)	2 (3.4%)	,164
	Male	30 (50.8%)	14 (23.7%)	
4. Talking with and listening to other students	Female	13 (22%)	2 (3.4%)	,242
	Male	42 (71.2%)	2 (3.4%)	

Table 10 continues

j. How do you understand that your Turkish is improving?	Gender	Yes	No	P Values
1. by written feedback given by teacher	Female	13 (21.7%)	2 (3.3%)	,456
	Male	35 (58.3%)	10 (16.7%)	
2. by oral feedback given by teacher	Female	14 (25%)	1 (1.8%)	,246
	Male	33 (58.9%)	8 (14.3%)	
3. by exam results	Female	8 (14.5%)	6 (10.9%)	,263
	Male	30 (54.5%)	11 (20%)	
4. by seeing if you can use the language in real life-situations	Female	15 (25%)	0	
	Male	45 (75%)	0	

Table 10 continues

k. Do you get a sense of satisfaction	Gender	Yes	No	P Values
1. if your work is graded?	Female	12 (21.4%)	3 (5.4%)	,800
	Male	34 (60.7%)	7 (12.5%)	
2. if your teacher says that you are improving?	Female	12 (19.7%)	2 (3.3%)	,065
	Male	46 (75.4%)	1 (1.6%)	
3. if you feel more confident in situations that you found difficult before?	Female	14 (24.1%)	0	,569
	Male	43 (74.1%)	1 (1.7%)	

When we look at the gender role for questions f, g, h, j, l, and k, we observe that all P-values are greater than 0,05 indicating that there is no significant difference between males and females in terms of the needs addressed in those questions.

Table 11 displays the statistical findings on whether the participants' process demands alter based on their age groups when learning the target language.

Table 11

The Findings of the Learners' Methodological Preferences in Terms of Age Groups

a. In class, do you like learning...	Age Groups	Yes	No	P Values
1. individually?	18-19	9 (16.4%)	12 (21.8%)	,135
	20-23	9 (16.4%)	9 (16.4%)	
	24+	12 (21.8%)	4 (7.3%)	
2. in pairs?	18-19	17 (31.5%)	5 (9.3%)	,199
	20-23	9 (16.7%)	9 (16.7%)	
	24+	9 (16.7%)	5 (9.3%)	
3. in small groups?	18-19	21 (37.5%)	2 (3.6%)	,900
	20-23	19 (33.9%)	2 (3.6%)	
	24+	16 (28.6%)	1 (1.8%)	
4. in one large groups?	18-19	11 (20%)	11 (20%)	,486
	20-23	8 (14.5%)	9 (16.4%)	
	24+	5 (9.1%)	11 (20%)	

Table 11 continues

	Age Group	Yes	No	P Values
b. Do you want to do homework?	18-19	16 (25.8%)	7 (11.3%)	,016
	20-23	18 (29%)	2 (3.2%)	
	24+	19 (30.6%)	0	

In question b, the statistical findings of this question show that the students who are twenty-four or older than 24 (24+) want to do homework.

Table 11 continues

c. How would you like to spend the time?	Age Group	Yes	No	P Values
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1. Preparing for the next class?	18-19	10 (18.5%)	12 (22.2%)	,026
	20-23	11 (20.4%)	5 (9.3%)	
	24+	14 (25.9%)	2 (3.7%)	
2. Reviewing the day's work?	18-19	19 (32.2%)	3 (5.1%)	,326
	20-23	13 (22%)	6 (10.2%)	
	24+	15 (25.4%)	3 (5.1%)	
3. Doing some kind of activity based on your interests or hobbies?	18-19	20 (35.7%)	3 (5.4%)	,456
	20-23	17 (30.4%)	1 (1.8%)	
	24+	12 (21.4%)	3 (5.4%)	

In question c, item 1 is not $p > 0,05$. The statistical findings of this question show that the students who are 18-19 did not want to spend their time preparing for the next class.

Table 11 continues

d. Do you want to ...	Age Group	Yes	No	P Values
1. spend all your learning time in the classroom?	18-19	9 (17%)	12 (22.6%)	,023
	20-23	6 (11.3%)	10 (18.9%)	
	24+	13 (24.5%)	3 (5.7%)	
2. spend some time in the classroom and some time talking to people outside?	18-19	16 (27.1%)	6 (10.2%)	,773
	20-23	15 (25.4%)	5 (8.5%)	
	24+	11 (18.6%)	6 (10.2%)	
3. spend some time in the classroom and some time in an individualized language centre?	18-19	7 (13.2%)	15 (28.3%)	,020
	20-23	13 (24.5%)	4 (7.5%)	
	24+	8 (15.1%)	6 (11.3%)	

In question d, items 1 and 3 are not $p > 0,05$. The statistical findings of this question show that the students who are 18-23 would not like to spend all their learning time in classroom, and students who are 18-19 did not want to spend some time in the classroom and some time in an individualized language centre.

Table 11 continues

e. Do you like learning ...	Age Groups	Yes	No	P Values
1. by memory?	18-19	15 (26.8%)	7 (12.5%)	,024
	20-23	11 (19.6%)	6 (10.7%)	
	24+	17 (39.5%)	0	
2. by listening?	18-19	20 (35.1%)	1 (1.8%)	,757
	20-23	17 (29.8%)	2 (3.5%)	
	24+	16 (28.1%)	1 (1.8%)	
3. by reading?	18-19	20 (35.7%)	1 (1.8%)	,428
	20-23	19 (33.9%)	0	
	24+	16 (28.6%)	0	
4. by copying from the board?	18-19	9 (16.7%)	12 (22.2%)	,123
	20-23	11 (20.4%)	6 (11.1%)	
	24+	12 (22.2%)	4 (7.4%)	
5. by listening and taking notes?	18-19	18 (31.6%)	4 (7%)	,116
	20-23	17 (29.8%)	1 (1.8%)	
	24+	17 (29.8%)	0	
6. by reading and making notes?	18-19	19 (33.3%)	3 (5.3%)	,238
	20-23	18 (31.6%)	0	
	24+	16 (31.6%)	1 (1.8%)	
7. by repeating what you hear?	18-19	20 (35.7%)	2 (3.6%)	,307
	20-23	14 (25%)	4 (7.1%)	
	24+	15 (26.8%)	1 (1.8%)	

In question e, item 1 is not $p > 0,05$, which indicates that the statistical findings of this question show that the students who are 18-23 do not like learning by memorizing. There is no significant difference between the age groups.

Table 11 continues

f. When you speak, do you want to be corrected	Age Groups	Yes	No	P Values
1. immediately, in front of everyone?	18-19	16 (30.2%)	5 (9.4%)	,466
	20-23	11 (20.8%)	7 (13.2%)	
	24+	11 (20.8%)	3 (5.7%)	
2. later, at the end of the activity, in front of everyone?	18-19	12 (21.8%)	9 (16.4%)	,360
	20-23	8 (14.5%)	10 (18.2%)	
	24+	11 (20%)	5 (9.1%)	
3. later, in private?	18-19	9 (16.1%)	13 (23.2%)	,549
	20-23	10 (17.9%)	8 (14.3%)	
	24+	9 (16.1%)	7 (12.5%)	

Table 11 continues

g. Is it a problem for you	Age Groups	Yes	No	P Values
1. if other students sometimes correct your written work?	18-19	9 (15.3%)	13 (22%)	,615
	20-23	5 (8.5%)	14 (23.7%)	
	24+	6 (10.2%)	12 (20.3%)	
2. if the teacher sometimes asks you to correct your own work?	18-19	8 (14%)	14 (24.6%)	,889
	20-23	7 (12.3%)	10 (17.5%)	
	24+	6 (10.5%)	12 (21.1%)	

Table 11 continues

h. Do you like learning from ...	Age Groups	Yes	No	P Values
1. television/ video/ movies?	18-19	22 (36.1%)	1 (1.6%)	,420
	20-23	19 (31.1%)	0	
	24+	15 (24.6%)	4 (6.6%)	
2. radio?	18-19	3 (5.9%)	18 (35.3%)	,391
	20-23	4 (7.8%)	11 (21.6%)	
	24+	5 (9.8%)	10 (19.6%)	
3. tapes/ CDs?	18-19	8 (15.4%)	14 (26.9%)	,821
	20-23	7 (13.5%)	8 (15.4%)	
	24+	6 (11.5%)	9 (17.3%)	
4. written material?	18-19	21 (37.5%)	2 (3.6%)	,394
	20-23	16 (28.6%)	0	
	24+	15 (26.8%)	2 (3.6%)	
5. the whiteboard?	18-19	17 (31.5%)	5 (9.3%)	,072
	20-23	8 (14.8%)	7 (13%)	
	24+	15 (27.8%)	2 (3.7%)	
6. pictures/ posters?	18-19	17 (30.4%)	5 (8.9%)	,357
	20-23	10 (17.9%)	6 (10.7%)	
	24+	15 (26.8%)	3 (5.4%)	

When the statistical findings of the questions concerning how the students wish to be corrected, if there is a problem with peer or self-correction, and how do you prefer learning are examined, all of the p-values are greater than 0.05. As a result, when the above-mentioned needs are taken into account, it is reasonable to conclude that there is no major difference between age groups.

Table 11 continues

i. Do you find this activities useful?	Age Group	Yes	No	P Values
1. Role play	18-19	16 (28.1%)	7 (12.3%)	,259
	20-23	12 (21.1%)	5 (8.8%)	
	24+	8 (14%)	9 (15.8%)	

2. Language games	18-19	20 (35.1%)	3 (5.3%)	,737
	20-23	13 (22.8%)	3 (5.3%)	
	24+	14 (24.6%)	4 (7%)	
3. Songs	18-19	18 (30.5%)	5 (8.5%)	,024
	20-23	16 (27.1%)	2 (3.4%)	
	24+	9 (15.3%)	9 (15.3%)	
4. Talking with and listening to other students	18-19	20 (33.9%)	3 (5.1%)	,255
	20-23	17 (28.8%)	0	
	24+	18 (30.5%)	1 (1.7%)	

In question i, item 3 is not $p > 0,05$. The statistical findings of this question show that the students who are 24 and older did not find songs useful in the learning process.

Table 11 continues

j. How do you understand that your Turkish is improving?	Age Groups	Yes	No	P Values
1. by written feedback given by teacher	18-19	13 (21.7%)	9 (15%)	,004
	20-23	16 (26.7%)	3 (5%)	
	24+	19 (31.7%)	0	
2. by oral feedback given by teacher	18-19	16 (28.6%)	6 (10.7%)	,172
	20-23	15 (26.8%)	1 (1.8%)	
	24+	16 (28.6%)	2 (3.6%)	
3. by exam results	18-19	12 (21.8%)	9 (16.4%)	,211
	20-23	11 (20%)	5 (9.1%)	
	24+	15 (27.3%)	3 (5.5%)	
4. by seeing if you can use the language in real life-situations	18-19	23 (38.3%)	0	
	20-23	19 (31.7%)	0	
	24+	18 (30%)	0	

In question j, item 1 is not $p > 0,05$. The statistical findings of this question show that the students who are 24 and older understood that their Turkish was improving by written feedback given by the teacher. By the way, all of learners think that if they could use the language in real life-situation, they understand that their Turkish is improving.

Table 11 continues

k. Do you get a sense of satisfaction	Age Groups	Yes	No	P Values
1. if your work is graded?	18-19	16 (28.6%)	6 (10.7%)	,245
	20-23	15 (26.8%)	3 (5.4%)	
	24+	15 (26.8%)	1 (1.8%)	
2. if your teacher says that you are improving?	18-19	22 (26.1%)	1 (1.6%)	,320
	20-23	19 (31.1%)	0	
	24+	17 (27.9%)	2 (3.3%)	
3. if you feel more confident in situations that you found difficult before?	18-19	23 (39.7%)	0	,293
	20-23	16 (27.6%)	1 (1.7%)	
	24+	18 (31%)	0	

When the statistical findings of the questions related to in which circumstances the students get a sense of satisfaction is analysed, it is seen that all the p-values are $p > 0,05$. When the above-mentioned needs are taken into account, it is reasonable to conclude that there is no major difference between age groups.

The statistical findings in Table 12 show whether the participants' process needs when learning the target language are likely to differ depending on their language competency levels.

Table 12

The Findings of the Learners' Methodological Preferences in Terms of Language Proficiency Levels

a. In class, do you like learning...	Language Proficiency Levels	Yes	No	P Values
1. individually?	A1	4 (8.5%)	3 (6.4%)	,119
	A2	1 (2.1%)	4 (8.5%)	
	B1	8 (17%)	3 (6.4%)	
	B2	10 (21.3%)	10 (21.3%)	
	C1	4 (8.5%)	0	
2. in pairs?	A1	6 (13%)	1 (2.2%)	

	A2	4 (8.7%)	2 (4.3%)	,382
	B1	7 (15.2%)	4 (8.7%)	
	B2	12 (26.1%)	6 (13%)	
	C1	1 (2.2%)	3 (6.5%)	
	C1	1 (2.2%)	3 (6.5%)	
3. in small groups?	A1	7 (14.9%)	0	,532
	A2	4 (8.5%)	1 (2.1%)	
	B1	11 (23.4%)	1 (2.1%)	
	B2	18 (38.3%)	1 (2.1%)	
	C1	3 (6.4%)	1 (2.1%)	
4. in one large groups?	A1	2 (4.3%)	5 (10.6%)	,776
	A2	2 (4.3%)	3 (6.4%)	
	B1	7 (14.9%)	6 (12.8%)	
	B2	8 (17%)	10 (21.3%)	
	C1	1 (2.1%)	3 (6.4%)	

Table 12 continues

	Language Proficiency Levels	Yes	No	P Values
b. Do you want to do homework?	A1	6 (11.3%)	1 (1.9%)	,134
	A2	5 (9.4%)	1 (1.9%)	
	B1	16 (30.2%)	0	
	B2	16 (30.2%)	4 (7.5%)	
	C1	2 (3.8%)	2 (3.8%)	

Table 12 continues

c. How would you like to spend the time?	Language Proficiency Levels	Yes	No	P Values
1. Preparing for the next class?	A1	5 (10.9%)	2 (4.3%)	,052
	A2	2 (4.3%)	3 (6.5%)	
	B1	11 (23.9%)	1 (2.2%)	
	B2	9 (19.6%)	9 (19.6%)	
	C1	4 (8.7%)	0	
2. Reviewing the day's work?	A1	5 (10%)	2 (4%)	
	A2	4 (8%)	1 (2%)	

3. Doing some kind of activity based on your interests or hobbies?	B1	13 (26%)	3 (6%)	,660
	B2	15 (30%)	3 (6%)	
	C1	2 (4%)	2 (4%)	
	A1	6 (12.5%)	1 (2.1%)	,411
	A2	6 (12.5%)	0	
	B1	10 (20.8%)	3 (6.2%)	
	B2	17 (35.4%)	1 (2.1%)	
	C1	4 (8.3%)	0	

Table 12 continues

d. Do you want to ...	Language Proficiency Levels	Yes	No	P Values
1. spend all your learning time in the classroom?	A1	5 (11.1%)	2 (4.4%)	,266
	A2	2 (4.4%)	2 (4.4%)	
	B1	9 (20%)	3 (6.7%)	
	B2	7 (15.6%)	11 (24.4%)	
	C1	3 (6.7%)	1 (2.2%)	
2. spend some time in the classroom and some time talking to people outside?	A1	3 (6%)	4 (8%)	,167
	A2	2 (4%)	3 (6%)	
	B1	12 (24%)	3 (6%)	
	B2	15 (30%)	4 (8%)	
	C1	2 (4%)	2 (4%)	
3. spend some time in the classroom and some time in an individualized language centre?	A1	1 (2.2%)	6 (13.3%)	,219
	A2	4 (8.9%)	1 (2.2%)	
	B1	7 (15.6%)	5 (11.1%)	
	B2	9 (20%)	8 (17.8%)	
	C1	2 (4.4%)	2 (4.4%)	

When the statistical findings of the questions about how students prefer to learn in class, their enthusiasm to do homework, how they would like to spend time, and how they want to spend their learning time are examined, it is discovered that all of the p-values are greater than 0.05. As a result, when the above-mentioned needs are taken into account, it can be conclude that there is no major difference across language competence levels.

Table 12 continues

e. Do you like learning ...	Language Proficiency Levels	Yes	No	P Values
1. by memory?	A1	6 (12.5%)	1 (2.1%)	,317
	A2	3 (6.2%)	2 (4.2%)	
	B1	12 (25%)	1 (2.1%)	
	B2	15 (31.2%)	4 (8.3%)	
	C1	2 (4.2%)	2 (4.2%)	
2. by listening?	A1	7 (14.3%)	0	,038
	A2	4 (8.2%)	0	
	B1	16 (32.7%)	0	
	B2	18 (36.7%)	0	
	C1	1 (2%)	3 (6.1%)	
3. by reading?	A1	7 (14.9%)	0	,661
	A2	4 (8.5%)	0	
	B1	13 (27.7%)	1 (2.1%)	
	B2	18 (38.3%)	0	
	C1	4 (8.5%)	0	
4. by copying from the board?	A1	4 (8.7%)	3 (6.5%)	,354
	A2	2 (4.3%)	2 (4.3%)	
	B1	11 (23.9%)	2 (4.3%)	
	B2	9 (19.6%)	9 (19.6%)	
	C1	2 (4.3%)	2 (4.3%)	
5. by listening and taking notes?	A1	7 (14.6%)	0	,790
	A2	5 (10.4%)	0	
	B1	12 (25%)	1 (2.1%)	
	B2	17 (35.4%)	2 (4.2%)	
	C1	4 (8.3%)	0	

6. by reading and making notes?	A1	6 (12.5%)	1 (2.1%)	
	A2	5 (10.4%)	0	
	B1	12 (25%)	1 (2.1%)	,491
	B2	19 (39.6%)	0	
	C1	4 (8.3%)	0	
7. by repeating what you hear?	A1	7 (14.9%)	0	
	A2	5 (10.6%)	0	
	B1	12 (25.5%)	1 (2.1%)	,042
	B2	17 (36.2%)	1 (2.1%)	
	C1	1 (2.1%)	3 (6.4%)	

Learning by listening was approached differently by C1 level students and others (0.05), according to statistical data in question e about learning styles. While a large proportion of pupils like to learn by hearing, the majority of C1 students disliked it. Besides, learning by repeating what one hears was approached differently by intermediate and advance learners than the beginners. Beginners and most of the intermediate level learners preferred learning by repeating what they heard.

Table 12 continues

f. When you speak, do you want to be corrected	Language Proficiency Levels	Yes	No	P Values
1. immediately, in front of everyone?	A1	6 (13.3%)	1 (2.2%)	,043
	A2	3 (6.7%)	0	
	B1	12 (26.7%)	0	
	B2	11 (24.4%)	8 (17.8%)	
	C1	2 (4.4%)	2 (4.4%)	
2. later, at the end of the activity, in front of everyone?	A1	3 (6.4%)	4 (8.5%)	,185
	A2	1 (2.1%)	2 (4.3%)	
	B1	12 (25.5%)	3 (6.4%)	
	B2	10 (21.3%)	8 (17%)	
	C1	1 (2.1%)	3 (6.4%)	
3. later, in private?	A1	2 (4.3%)	5 (10.6%)	,734
	A2	2 (4.3%)	2 (4.3%)	
	B1	8 (17%)	5 (10.6%)	
	B2	9 (19.1%)	10 (21.3%)	
	C1	2 (4.3%)	2 (4.3%)	

In question f related to be corrected while speaking, statistical findings present that immediately, in front of everyone is approached differently by students ($< 0,05$) . Whereas many students are enthusiastic about learning by listening, the majority of B2 and C1 learners do not want to be corrected right away in front of the class.

Table 12 continues

g. Is it a problem for you	Language Proficiency Levels	Yes	No	P Values
1. if other students sometimes correct your written work?	A1	3 (6%)	4 (8%)	,608
	A2	1 (2%)	3 (6%)	
	B1	6 (12%)	9 (18%)	
	B2	7 (14%)	13 (26%)	
	C1	0	4 (8%)	
2. if the teacher sometimes asks you to correct your own work?	A1	2 (4.1%)	5 (10.2%)	,113
	A2	0	4 (8.2%)	
	B1	8 (16.3%)	6 (12.2%)	
	B2	7 (14.3%)	13 (26.5%)	
	C1	0	4 (8.2%)	

Table 12 continues

h. Do you like learning from ...	Language Proficiency Levels	Yes	No	P Values
1. television/ video/ movies?	A1	6 (11.5%)	1 (1.9%)	,585
	A2	5 (9.6%)	1 (1.9%)	
	B1	15 (28.8%)	0	
	B2	18 (34.6%)	2 (3.8%)	
	C1	4 (7.7%)	0	
2. radio?	A1	1 (2.3%)	6 (14%)	,175
	A2	0	5 (11.6%)	
	B1	4 (9.3%)	6 (14%)	
	B2	7 (16.3%)	10 (23.3%)	
	C1	0	4 (9.3%)	
3. tapes/ CDs?	A1	3 (7%)	4 (9.3%)	,380
	A2	2 (4.7%)	3 (7%)	
	B1	6 (14%)	3 (7%)	
	B2	5 (11.6%)	13 (30.2%)	
	C1	1 (2.3%)	3 (7%)	
4. written material?	A1	5 (10.6%)	2 (4.3%)	,058
	A2	5 (10.6%)	1 (2.1%)	
	B1	12 (25.5%)	0	

5. the whiteboard?	B2	18 (38.3%)	0	,132
	C1	4 (8.5%)	0	
	A1	5 (10.9%)	2 (4.3%)	
	A2	4 (8.7%)	1 (2.2%)	
	B1	12 (26.1%)	0	
6. pictures/ posters?	B2	11 (23.9%)	7 (15.2%)	,127
	C1	2 (4.3%)	2 (4.3%)	
	A1	5 (10.6%)	2 (4.3%)	
	A2	3 (6.4%)	2 (4.3%)	
	B1	10 (21.3%)	2 (4.3%)	
	B2	16 (34%)	3 (6.4%)	
	C1	1 (2.1%)	3 (6.4%)	

Table 12 continues

i. Do you find this activities useful?	Language Proficiency Levels	Yes	No	P Values
1. Role play	A1	5 (10.4%)	2 (4.2%)	,355
	A2	4 (8.3%)	2 (4.2%)	
	B1	5 (10.4%)	6 (12.5%)	
	B2	14 (29.2%)	6 (12.5%)	
	C1	4 (8.3%)	0	
2. Language games	A1	7 (14.6%)	0	,405
	A2	4 (8.3%)	2 (4.2%)	
	B1	9 (18.8%)	3 (6.2%)	
	B2	16 (33.3%)	3 (6.2%)	
	C1	4 (8.3%)	0	
3. Songs	A1	4 (8%)	3 (6%)	,127
	A2	3 (6%)	3 (6%)	
	B1	7 (14%)	6 (12%)	
	B2	17 (34%)	3 (6%)	
	C1	4 (8%)	0	
4. Talking with and listening to other students	A1	7 (14%)	0	,782
	A2	5 (10%)	1 (2%)	
	B1	13 (13%)	1 (2%)	
	B2	17 (34%)	2 (4%)	

C1	4 (8%)	0
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When we look at all p-values above, we see that they are $p > 0,05$ questions g, h, and i. Therefore, a significant difference is not detected in their language proficiency levels between the students in terms of these methodological preferences.

Table 12 continues

j. How do you understand that your Turkish is improving?	Language Proficiency Levels	Yes	No	P Values
1. by written feedback given by teacher	A1	5 (9.8%)	2 (3.9%)	,187
	A2	3 (5.9%)	2 (3.9%)	
	B1	15 (29.4%)	0	
	B2	17 (33.3%)	3 (5.9%)	
	C1	3 (5.9%)	1 (2%)	
2. by oral feedback given by teacher	A1	5 (10.6%)	2 (4.3%)	,010
	A2	3 (6.4%)	2 (4.3%)	
	B1	12 (25.5%)	0	
	B2	19 (40.4%)	0	
	C1	4 (8.5%)	0	
3. by exam results	A1	4 (8.5%)	3 (6.4%)	,035
	A2	2 (4.3%)	3 (6.4%)	
	B1	12 (25.5%)	0	
	B2	12 (25.5%)	7 (14.9%)	
	C1	4 (8.5%)	0	
4. by seeing if you can use the language in real life-situations	A1	7 (13.7%)	0	
	A2	6 (11.8%)	0	
	B1	14 (27.5%)	0	
	B2	20 (39.2%)	0	
	C1	4 (7.8%)	0	

In question j, item 2 and item 3 are not $p > 0,05$. The statistical findings of this question show that most of the students understood that their Turkish was improving by oral feedback given by the teacher and exam results and some did not. By the way, all of learners thought that if they could use the language in real life-situation, they understood that their Turkish was improving.

Table 12 continues

k. Do you get a sense of satisfaction	Language Proficiency Levels	Yes	No	P Values
1. if your work is graded?	A1	5 (10.2%)	2 (4.1%)	,632
	A2	5 (10.2%)	1 (2%)	
	B1	12 (24.5%)	1 (2%)	
	B2	15 (30.6%)	4 (8.2%)	
	C1	4 (8.2%)	0	
2. if your teacher says that you are improving?	A1	6 (11.5%)	1 (1.9%)	,179
	A2	5 (9.6%)	0	
	B1	16 (30.8%)	0	
	B2	19 (36.5%)	0	
	C1	4 (7.7%)	0	
3. if you feel more confident in situations that you found difficult before?	A1	7 (14.3%)	0	
	A2	6 (12.2%)	0	
	B1	13 (26.5%)	0	
	B2	19 (38.8%)	0	
	C1	4 (8.2%)	0	

In question k, all items are $p > 0,05$. Therefore, there is no significant difference between the students who have different language proficiency levels. By the way, all of learners thought that if they felt more confident in situations that they found difficult before, they got a sense of satisfaction.

CHAPTER V

CONCLUSION, DISCUSSION AND SUGGESTIONS

This study investigated the needs of students learning Turkish as a foreign/second language. This study included 63 students. This was a quantitative study in which questionnaires were used to obtain information on the participants' perceptions of their language learning needs. The frequencies and percentages of responses to each item were analysed. The questionnaires were then subjected to Chi-square testing, with a chi-square value and significance level calculated to compare the findings and determine whether the choices in each item were substantially different.

In the last chapter, the results of the needs analysis questionnaire was discussed. The findings of each question will be examined in depth in this chapter, with a view to the existing literature.

5.1. Discussion

This study focused on determining the needs of students learning Turkish as a second/foreign language and how these needs are classified. When we examine the learners' departments, they should use the target language effectively for both general and academic reasons. Therefore, we see that it is not unexpected that the majority of the participants rated all of the items in the language contact survey component of the needs analysis questionnaire that is related to language needs as highly useful or useful. Nevertheless, listening to radio, giving invitations, accepting and refusing invitations and helping children with the school work took the lowest rates in the survey. The second part of the questionnaire focused on the students' methodological preferences. When we look at this section as a whole, we will see that authentic materials, communicating to other people, and using Turkish in real-life circumstances are more important to the students. These findings back Soruç's (2012) claim that students want more speaking activities that include interaction, discussion, and presenting. Overall, TFL learners agree on what they value in terms of the target language and the methods they must use. This outcome is consistent with Mede's (2012) study, which suggests that courses should be planned with stakeholders' input. In this way, the information gleaned from the requirements analysis is useful for making informed decisions about the learning environment and process, course book selection, and the development or adaptation of new resources.

The second sub-question employed the chi-square test to see if the learners' answers had a propensity to vary by gender. First and foremost, the learners' language needs were analysed using the aforementioned characteristics in the language contact survey; however there was no significant difference between men and women. In learners' methodological preferences section, 'just for learning individually item' has vary between the females and males. The males preferred individual learning. When compared to the boys, it is clear that females dislike learning on their own and preparing for the next session. Both the females and males preferred learning by listening, listening and taking notes and by reading and making notes. Surprisingly, the results of the data obtained in the current study showed that both the females and males were highly against being corrected later, in private. They saw it as a problem if their teacher says other students sometimes correct their written work. They did not like learning from tapes, CDs or radios, they mostly preferred learning from written materials and TV, videos or movies. When they could use the language in a real-life context, both girls and males realized that their Turkish had improved. When their work was graded and the teacher said they were progressing, they felt more confidence in situations that they had previously found challenging.

The chi-square test was used to see if the learners' replies had a tendency to differ by age in order to discover an answer to the third sub-question. First and foremost, the learners' language needs were assessed using the aforementioned characteristics in the language contact survey; there were no substantial differences between the age groups. When the data was analysed statistically based on the ages of the participants, the items getting information about courses, schools, and the education system were deemed useless by those aged 24 and up. When viewed in context, this statistical significance appears to be coincidental, as no significant differences were found in any of the other items, and only 63 students completed the questionnaire, which can be considered a drawback. When it comes to the findings of all age groups, the items about real life-situations and communications found useful or very useful. Moreover, 24 and older students like learning individually but do not like working in large groups. All of the 24 and older students prefer doing homework but most of the students aged 18-19 do not prefer it. Learners aged 18-19 do not want to spend time preparing for the next session, and virtually all do not want to spend time in classrooms or specialized language centres. Aged 24 and older like learning by memory and aged 18-19 students do not like learning by copying from the board. All age groups did not like learning from tapes, CDs and radios. The students who are 24 and older understood that their Turkish was improving by written feedback given by the teacher. By the way, all of learners thought that if they could use the language in real life-situation, they understood that their Turkish was improving.

A chi-square test was employed to answer the fourth sub-question, which attempted to see if the learners' answers had a propensity to vary by language proficiency levels. First and foremost, the learners' language needs were analysed, but language levels did not differ considerably. In terms of the questionnaires' process needs, there were some substantial variances based on language competence levels. The items -telling about one's family, giving invitations- were found more useful by A1 level students but most of the A1 level students found reading newspapers, books, and magazines not useful. The analysis showed that while C1 level students did not prefer learning by listening and by repeating what they heard, other levels did. In question f related to be corrected while speaking, A2 and B1 level students preferred immediate correction, in front of everyone. B1, B2 and C1 stated that they see positive teacher feedback as an indication of the fact that their Turkish is improving, others did not. However; B1 and C1 view exam results as indicators of the improvement of their Turkish. Besides, all of language proficiency levels would not like to work in large groups.

5.2. Pedagogical Implications of the Study and Suggestions for Further Research

Several crucial steps in TOMERs' Turkish Teaching Program should be taken, according to this research. Based on the data so far, several educational implications might be drawn. To begin, determining the needs of learners before deciding on curriculum is crucial, which entails conducting a needs analysis. To meet the students' Turkish language needs, clear cut objectives should be set for them, and courses should be prepared and organized based on the purposes and objectives specified for each course. First and foremost, when building a learner-centred curriculum, students' needs and interests should be taken into account. The next phase in the curriculum development process is to choose content and supplies. Given the findings about the perceptions of stakeholders participating in the preparatory program and relevant departments, it is recommended that the target students follow a skills-based curriculum and that the learners develop communicative competence. Assessment should be changed in tandem with these goals; process-based rather than product-based assessment approaches should be adopted. Tests should represent the goals and objectives of the courses. Evaluation is the final phase, and it must be a continual process throughout each phase. The testing should be done in accordance with the goals and objectives of the course.

There are several suggestions for future research in this work. First, the research can use qualitative research methods to enhance this study. Also, the research can be replicated with more individuals to see if the findings in the quantitative section are generalizable. As a result, it is proposed that the current study be replicated with students planning to attend Turkish-

related departments at various universities. Lastly, the causes of the target learners' needs as revealed by the needs analysis might be studied, and qualitative research with students and teachers could provide additional in-depth insights for this study. Program evaluation can be done using the information from this study to assess the program's ongoing effectiveness. Case studies examining critical topics relating to materials, approach, and courses could also be conducted. It is also possible to look into students' feelings. Teaching approaches and instructional materials could potentially be the subject of further studies. Furthermore, studies on student motivation could be conducted. Teachers might also be questioned about needs analysis.

5.3. Conclusion

Turkey has shown significant improvement in cultural, economic and, artistic fields in recent years which is attracted other countries attentions. In direct proportion to the development of the country, the importance attached to Turkish has increased. This interest in Turkey and Turkish has mobilized Turkish institutions and organizations; various studies have been carried out on teaching Turkish as a foreign language. Teaching Turkish as a foreign language in the modern sense started with the establishment of Ankara University Turkish Teaching Centre (TÖMER) in 1984. Language teaching covers different dimensions and needs to be continuously improved. Planning language teaching in accordance with the rate system proposed by the Common European Framework of Reference for Languages; determining the duration, location and number of students; training of teachers; preparation of course materials and curriculum; developing teaching strategies, methods and techniques and adopting an effective language policy are the parts of this process (Çangal, 2013).

The purpose of this study was to determine the needs of students learning Turkish as a foreign or second language. Various types of learner needs, as defined by the literature on needs analysis, were sought. The results of the needs analysis questionnaire indicated the target TFL learners' language, situation, material, process, and subjective needs. In fact, what the questionnaire show about the demands of the target TFL learners is what today's foreign language teaching is aiming for.

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APPENDIX 1. APPENDIX-A: Needs Analysis Questionnaire

Dear Participant, I'm a student in the Master of Art in the department of English Language Teaching at Akdeniz University. For my master thesis, I'm conducting a needs analysis research which is related to Turkish language needs of students from abroad. The purpose of this questionnaire is to gather information about your needs. All responses will be kept strictly confidential and none of the responses will be revealed in any way in the study. Thank you in advance for your cooperation and participation.

Değerli Katılımcı, Akdeniz Üniversitesi İngiliz Dili Eğitimi Ana Bilim Dalı Yüksek Lisans öğrencisiyim. Yüksek lisans tezim için yurt dışından gelen öğrencilerin Türk dili ihtiyaçlarına yönelik bir ihtiyaç analizi araştırması yapıyorum. Bu anket ile ihtiyaçlarınız hakkında bilgi toplamayı hedefliyoruz. Tüm yanıtların kesinlikle gizli tutulacağı ve hiçbir yanıtın çalışmada hiçbir şekilde açıklanmayacağı hatırlatır, işbirliğiniz ve katılımınız için şimdiden teşekkür ederim.

(This survey will take about 15 minutes./ Bu anket yaklaşık olarak 15 dakikanızı alacak.)

Fatma Begüm Köse

Akdeniz University

Master of Arts in English Language Teaching

PART 1: General Learner Needs Survey

Age (Yaş): _____

Gender (Cinsiyet): Female (Kadın) ☐ Male (Erkek) ☐ Language Learning

History (Dil Öğrenme Geçmişi): _____ year (s)

Department (Bölüm) : _____ Purposes of Learning English (Dil Öğrenme Amaçları):

Other languages you know (Bildiğiniz Diğer Diller):

PART 2: Language Contact Survey

In this part, we would like you to tell us which of the following uses of language are important for you. Please put an X in the box beside each if you think it is Very

Useful, Useful, Not Useful. (Bu bölümde, dilin çeşitli kullanımlarının sizin için ne derece önemli olduğunu belirtmenizi istiyoruz. Lütfen sizin için uygun seçeneği X ile belirtiniz.)

	Very Useful (Çok Faydalı)	Useful (Faydalı)	Not Useful (Faydalı Değil)
Improving my Turkish is important because I can... (Türkçemi geliştirmek benim için önemlidir, çünkü...			
1. Tell people about myself (Kendim hakkında konuşabilirim.)	☐	☐	☐
2. Tell people about my family (Ailem hakkında konuşabilirim.)	☐	☐	☐
3. Tell people about my job (İşim hakkında konuşabilirim.)	☐	☐	☐
4. Tell people about my education (Eğitimim hakkında konuşabilirim.)	☐	☐	☐
5. Tell people about my interests (İlgi alanlarım hakkında konuşabilirim.)	☐	☐	☐
	Very Useful (Çok Faydalı)	Useful (Faydalı)	Not Useful (Faydalı Değil)
6. Use buses, trains, ferries (Ulaşım araçlarını kullanabilirim.)	☐	☐	☐
7. Find new places in a foreign country (Yabancı bir ülkede yeni yerler bulabilirim.)	☐	☐	☐
8. Speak to tradespeople such as sales assistant, hairdresser, etc. (Esnafla iletişim kurabilirim.)	☐	☐	☐
9. Communicate with my friends (Arkadaşlarımla iletişim kurabilirim.)	☐	☐	☐
10. Receive phone calls (Gelen telefonları cevaplayabilirim.)	☐	☐	☐
11. Make phone calls (Telefonla arama yapabilirim.)	☐	☐	☐
12. Do further study such as master (İleri düzey eğitime devam edebilirim.)	☐	☐	☐
13. Get information about courses, schools, etc. (Okul ve dersler hakkında bilgi edinebilirim.)	☐	☐	☐

14. Participate in courses (Dersler katılıp dersleri takip edebilirim.)	☐	☐	☐
15. Get information about the education system (Eğitim sistemi hakkında bilgi edinebilirim.)	☐	☐	☐
16. Help children with school work (Çocuklara okul ödevlerinde yardımcı olabilirim.)	☐	☐	☐
17. Apply for a job (İş başvurusu yapabilirim.)	☐	☐	☐
18. Get information about a job (Bir iş hakkında bilgi edinebilirim.)	☐	☐	☐
19. Go to an employment service (İş bulma servisine başvurabilirim.)	☐	☐	☐
20. Attend interviews (Mülakatlara katılabilirim.)	☐	☐	☐
21. Join sporting or social clubs (Sosyal veya sportif kulüplere katılabilirim.)	☐	☐	☐
22. Join hobby or interest groups (Hobi veya ilgi gruplarına katılabilirim.)	☐	☐	☐
23. Watch TV (TV izleyebilirim.)	☐	☐	☐
24. Listen to the radio (Radyo dinleyebilirim.)	☐	☐	☐
25. Read newspapers, books, magazines (Gazete, kitap, dergi okuyabilirim.)	☐	☐	☐
	Very Useful (Çok Faydalı)	Useful (Faydalı)	Not Useful (Faydalı Değil)
26. Give invitations (Davet edebilirim.)	☐	☐	☐
27. Accept invitations (Davetleri kabul edebilirim.)			
28. Refuse invitations (Davetleri reddedebilirim.)			
29. Make travel and holiday arrangements such as booking at a hotel (Seyahat ve tatil organizasyonları yapabilirim.)	☐	☐	☐
30. Talk to my boss (Patronumla konuşabilirim.)	☐	☐	☐
31. Talk to doctors / hospital staff (Doktor ve hastane personeliyle konuşabilirim.)	☐	☐	☐
32. Talk to neighbors (Komşularla konuşabilirim.)	☐	☐	☐

33. Talk to government officials (Devlet görevlileriyle konuşabilirim.)	☐	☐	☐
34. Talk to Turkish-speaking friends (Türkçe konuşan arkadaşlarımla iletişime geçebilirim.)	☐	☐	☐

PART 3: Methodological Preferences

In this part, we would like you to tell us about how or in what ways you like learning. Put a circle around your answer, yes or no. (Bu bölümde İngilizceyi nasıl ve hangi yollarla öğrenmekten hoşlandığınızı belirtmenizi istiyoruz. Lütfen sizin için uygun cevabı çember içine alınız.)

a. How do you like learning in class? (Sınıfta nasıl öğrenmekten hoşlanırsınız?)

(1) individually? (bireysel?)	Yes	No
(2) in pairs? (ikili çalışma ?)	Yes	No
(3) in small groups? (küçük gruplar?)	Yes	No
(4) in one large group? (büyük bir grup içinde?)	Yes	No

b. Do you want to do homework?

	Yes	No
(Ödev yapmak ister misiniz?)		

c. How would you like to spend the time?

(Sınıf dışı zamanınız nasıl geçirmekten hoşlanırsınız?)

(1) Preparing for the next class? (Bir sonraki ders için hazırlanarak?)	Yes	No
(2) Reviewing the day's work? (Günlük yapılanları gözden geçirerek?)	Yes	No
(3) Doing some kind of activity based on your interests or hobbies? (İlgi ve hobilere dayalı aktivite yaparak?)	Yes	No

d. How do you spend your learning time?

(Öğrenmeye ayırdığınız zamanı nasıl ve nerede kullanırsınız?)

(1) all time in the classroom? (Tüm zamanı sınıfta kullanırım.)	Yes	No
--	-----	----

(2) some time in the classroom and some time talking to people outside? (Bir kısmını sınıfta bir kısmını da dışarıdaki insanlarla konuşarak kullanırım.)	Yes	No
(3) some time in the classroom and some time in an individualized language center? (Bir kısmını sınıfta bir kısmını da dil kursunda kullanırım.)	Yes	No
e. How do you like learning? (Nasıl öğrenmekten hoşlanırsınız?)		
(1) by memory (ezberleyerek)	Yes	No
(2) by listening (dinleyerek)	Yes	No
(3) by reading (okuyarak)	Yes	No
(4) by copying from the board (tahtadakileri not alarak)	Yes	No
(5) by listening and taking notes(dinleyerek ve not alarak)	Yes	No
(6) by reading and making notes (okuyarak ve not tutarak)	Yes	No
(7) by repeating what I hear (duyduğumu tekrar ederek)	Yes	No
f. When you speak, how do you want to be corrected? (Konuşma esnasındaki hatalarınızın nasıl düzeltilmesini istersiniz?)		
(1) immediately, in front of everyone (Derhal, herkesin önünde)	Yes	No
(2) later, at the end of the activity, in front of everyone (Daha sonra, etkinliğin bitiminde, herkesin önünde)	Yes	No
(3) later, in private (Daha sonra, özel olarak)	Yes	No
g. Is it a problem for you? (Aşağıdaki durumlar sizin için problem teşkil eder mi?)		
(1) if other students sometimes correct your written work (Diğer öğrencilerin zaman zaman yazdıklarımı düzeltmesi)	Yes	No
(2) if the teacher sometimes asks you to correct your own work (Öğretmenin zaman zaman kendi çalışmamı düzeltmemi istemesi)	Yes	No
h. Which sources do you like learning from? (Hangi kaynaklardan öğrenmeyi seversiniz?)		
(1) television / video / movies (TV, video, filmler)	Yes	No
(2) radio (radyo)	Yes	No
(3) tapes /CDs (kasetler ve CDler)	Yes	No
(4) written material (yazılı kaynak)	Yes	No
(5) the whiteboard (sınıf tahtası)	Yes	No
(6) pictures / posters (resimler, posterler)	Yes	No

i. Do you find these activities useful?

(Aşağıdaki aktiviteleri yararlı buluyor musunuz?)

(1) Role play (rol canlandırma)	Yes	No
(2) Language games (dil oyunları)	Yes	No
(3) Songs (şarkılar)	Yes	No
(4) Talking with and listening to other students (Diğer öğrencilerle sohbet etmek)	Yes	No

(j) How do you understand that your Turkish is improving?

(Türkçenizin geliştiğini nasıl anlıyorsunuz?)

(1) by written feedback given by teacher (Öğretmen tarafından verilen yazılı geri bildirimlerle)	Yes	No
(2) by oral feedback given by teacher (Öğretmen tarafından verilen sözlü geri bildirimlerle)	Yes	No
(3) by exam results (Sınav sonuçlarıyla)	Yes	No
(4) by seeing if you can use the language in real lifesituations (Günlük gerçek durumlarda dili kullandığının farkına vararak)	Yes	No

(k) In which situations do you get a sense of satisfaction?

(Hangi durumlarda tatmin olmuş hissedersiniz?)

(1) if I get high scores from my work (Çalışmalarımın aldığım puanlar yükselirse)	Yes	No
(2) if my teacher says that I am improving (Öğretmenin ilerlediğimi söylerse)	Yes	No
(3) if I feel more confident in situations that I found difficult before (Önceden zor bulduğum durumlarda şimdi daha rahat hissedersem)	Yes	No

ARAřTIRMA İZNİ

Evrak Tarih ve Sayısı: 08.07.2021-125283



T.C.
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Sayı : E-36380087-302.08.01-125283
Konu : Bilimsel ve Eğitim Amaçlı/Fatma
Begüm KÖSE

08.07.2021

DAĞITIM YERLERİNE

Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı Doç. Dr. Hüseyin KAFES danışmanlığındaki 20185411012 numaralı öğrencisi Fatma Begüm KÖSE' nin, "Yabancı Dil Olarak Türkçe Öğrenen Öğrencilerin Sorunları: Bir İhtiyaç Analiz Çalışması" isimli araştırmasını ilgi yazı ekinde belirtilen Üniversitelerin Türkçe Öğretimi ve Uygulama Merkezinde eğitim gören yabancı uyruklu öğrencilere uygulayabilme isteğine ilişkin Ankara Üniversitesi Rektörlüğü, Alanya Alaaddin Keykubat Üniversitesi Rektörlüğü ve Necmettin Erbakan Üniversitesi Rektörlüğünden gelen yazılar ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Hilmi DEMİRKAYA
Müdür Yardımcısı

Dağıtım:
Yabancı Diller Eğitimi Anabilim Dalı Başkanlığına
Sayın Doç. Dr. Hüseyin KAFES

Bu belge, güvenli elektronik imza ile imzalanmıştır.

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Belge Takip Adresi : <https://turkiye.gov.tr/ebd?eK=5543&eD=BS4CFAF393&eS=125283>

Akdeniz Üniversitesi Enstitüler Binası A Blok 3. Kat ANTALYA

Telefon No:0 242 227 00 85 Faks No:0 242 226 19 30

e-Posta:ebe@akdeniz.edu.tr Elektronik Ağ:http://ebe.akdeniz.edu.tr

Kep Adresi:akdenizuniversitesi@hs01.kep.tr

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Unvan: Büro Personeli



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T.C.
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Öğrenci İşleri Daire Başkanlığı

Sayı : 14267719-302.14.01-E.92466

19.04.2021

Konu : Fatma Begüm KÖSE hk.

AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : a) 16.03.2021 tarihli ve 50913635-302.14.03.06.01-E.50230 sayılı yazınız.
b) Üniversitemiz Türkçe ve Yabancı Dil Uygulama ve Araştırma Merkezi
Müdürlüğü'nün 02.04.2021 tarih ve 49578332-302.14.01-E.87728 sayılı yazısı.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi tezli yüksek lisans programı öğrencisi Fatma Begüm KÖSE'nin "Yabancı Dil Olarak Türkçe Öğrenen Öğrencilerin Sorunları: Bir İhtiyaç Analiz Çalışması" isimli tez konusu kapsamında hazırladığı ölçeklerini uygulaması hakkında Üniversitemiz Türkçe ve Yabancı Dil Uygulama ve Araştırma Merkezi Müdürlüğü'nden alınan 02.04.2021 tarih ve 49578332-302.14.01-E.87728 sayılı yazı örneği ilişikte sunulmuştur.

Bilgilerinize saygı ile arz ederim.

Prof. Dr. Ayşen APAYDIN
Rektör a.
Rektör Yardımcısı

Ek : Yazı örneği (1 sayfa)

Not: 5070 sayılı Elektronik İmza Kanunu gereği bu belge elektronik imza ile imzalanmıştır.

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Telefon No: 0312 214 13 50 Belge Geçer No: 0312 223 43 67
e-posta: auogrisl@ankara.edu.tr Twitter: [@AnkaraUniKep](https://twitter.com/AnkaraUniKep) Adresi:
ankunvrck@ankuni.hsoi.kep.tr

Bilgi için:Duygu UYGUR
Bilgisayar İşletmeni
Telefon No:(312) 214 13 50-
6163





T.C.
ALANYA ALAADDİN KEYKUBAT ÜNİVERSİTESİ
Yazı İşleri ve Evrak Şube Müdürlüğü

Sayı : E-21514439-044-11675
Konu : Tez Çalışması (Fatma Begüm KÖSE)

DAĞITIM YERLERİNE

İlgi : Bila tarih ve 50230 sayılı yazı.

Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Fatma Begüm KÖSE'nin, "Yabancı Dil Olarak Türkçe Öğrenen Öğrencilerin Sorunları: Bir İhtiyaç Analiz Çalışması" isimli tez çalışmasının, Üniversitemiz Türkçe ve Yabancı Dil Öğretimi Uygulama ve Araştırma Merkezinde öğrenim gören öğrencilere uygulanmasına ilişkin ilgi yazı ekte gönderilmiştir.

Gereğini bilgilerinize arz ve rica ederim

Prof. Dr. Can Tansel TUĞCU
Rektör a.
Rektör Yardımcısı

Ek:İlgi yazı (16 sayfa)

Dağıtım:
Gereği:
Türkçe ve Yabancı Dil Öğretimi Uygulama ve
Araştırma Merkezi Müdürlüğüne

Bilgi:
Akdeniz Üniversitesi Rektörlüğüne

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BENF9BJE Pin Kodu :70851

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Adres:Kestel Mahallesi Üniversite Caddesi No:80 Alanya/Antalya
Telefon:(0242) 510 60 15 Faks:(0242) 510 60 19
e-Posta:yaziisleri@alanya.edu.tr Web:https://yaziisleri.alanya.edu.tr
Kep Adresi:alanyaalaaddinkeykubat@hs01.kep.tr

Bilgi için: Müzeyyen Sarı
Unvanı: İşçi



Evrak Tarih ve Sayısı: 19.03.2021-55831



T.C.
NECMETTİN ERBAKAN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-48178250-300-28689
Konu : Araştırma İzni (Fatma Begüm KÖSE)

AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 16.03.2021 tarihli ve E.50230 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitim Tezli Yüksek Lisans programı öğrencisi Fatma Begüm KÖSE'nin "Yabancı Dil Olarak Türkçe Öğrenen Öğrencilerin Sorunları: Bir İhtiyaç Analiz Çalışması" adlı tezi kapsamında uygulama yapma isteğinin uygun görüldüğüne ilişkin Üniversitemiz Türkçe Öğretimi Uygulama ve Araştırma Merkezi Müdürlüğü'nün 18.03.2021 tarih ve E.28566 sayılı yazısı ekte gönderilmiştir. Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Muhiddin OKUMUŞLAR
Rektör a.
Rektör Yardımcısı

Ek: Resmi Yazı (1 Sayfa)

Adres: Yaka Mah. Kasım Halife Sok. No: 11/1 (A Blok) No: 11 (B Blok) Posta Kodu:
42090 Meram / KONYA
Telefon No : 0332 221 06 01
e-Posta :

Fax No : 0332 236 21 85

İnternet Adresi : <http://www.erbakan.edu.tr>

Bilgi İçin :Gökçen UÇLUSOY

Sürekli İşçi

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BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kağıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

Tezimin/Raporumun tamamı her yerden erişime açılabilir.

24/01/2022

Fatma Begüm KÖSE



ETİK KURUL RAPORU

Evrak Tarih ve Sayısı: 09.03.2021-47324
Evrak Tarih ve Sayısı: 03.03.2021-42050



T.C.
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu

Sayı : E-55578142-050.01.04-42050
Konu : Fatma Begüm KÖSE

Sayın Doç. Dr. Hüseyin KAFES

İlgi : 09.02.2021 tarihli ve 25942 sayılı yazınız.

İlgide kayıtlı yazınıza istinaden; Kurulumuzdan talep edilen Etik Onay belgesine ilişkin, Üniversitemiz Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulunun 01.03.2021 tarihli ve 69 sayılı kararı ekte gönderilmiştir.

Bilgilerini ve gereğini rica ederim.

Prof. Dr. Osman ERAVŞAR
Kurul Başkanı

Ek: 01.03.2021 tarih ve 69 sayılı Etik Kurul Kararı (1 Sayfa)

Belge Doğrulama Kodu : BENNZRJYF Pin Kodu :46552
Akdeniz Üniversitesi Rektörlüğü Kampus / Antalya
Telefon No:0 242 227 59 90 Faks No:0 242 227 59 90
e-Posta:duyur@akdeniz.edu.tr Elektronik Ağ:www.akdeniz.edu.tr
Kep Adresi:akdenizuniversitesi@hs01.kep.tr

Belge Takip Adresi : <https://www.turkiye.gov.tr/akdeniz-universitesi-ebys?V=BENZRJYR>

Bilgi için: Ali DİKİŞ
Unvan: Bilgisayar İşletmeni



Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.
Bu belge, 5070 sayılı Elektronik İmza Kanununa göre Güvenli Elektronik İmza ile imzalanmıştır.

Evrak sorgulaması: <https://turkiye.gov.tr/ekid?ak=55432e0d-85e7118f8482a5-50815&deneyim=ad-ekid-118-101-04070>



T.C
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşerî Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu
KURUL KARARI



TOPLANTI TARİHİ : 01.03.2021
TOPLANTI SAYISI : 04
KARAR SAYISI : 69

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü öğretim üyesi Doç. Dr. Hüseyin KAFES'in danışmanlığını, Fatma Begüm KÖSE'nin araştırmacılığını üstlendiği, "Yabancı Dil Olarak Türkçe Öğrenen Öğrencilerin Sorunları: Bir İhtiyaç Analizi Çalışması" konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurusu ait olmak üzere, proje süresince uygulanmasının etik olarak uygun olduğuna oy birliği ile karar verilmiştir. (2021G061)

Prof. Dr. Osman ERAVŞAR
Kurul Başkanı

Başkan
Prof. Dr.
Osman ERAVŞAR

Başkan Yrd.
Prof. Dr.
Bahattin ÖZDEMİR

Üye
Prof. Dr.
Hilmi DEMİRKAYA

Üye
Prof. Dr.
Mustafa ŞEKER

Üye
Prof. Dr.
Adnan DÖNMEZ

Üye
Prof. Dr.
Abdullah KARAÇAĞ

Üye
Prof. Dr.
Eyyup YARAŞ

İNTİHAL RAPORU

A STUDY OF THE NEEDS ANALYSIS OF TURKISH AS A FOREIGN/SECOND LANGUAGE LEARNERS

ORIGINALITY REPORT

13%

SIMILARITY INDEX

PRIMARY SOURCES

1	www.thesis.bilkent.edu.tr Internet	593 words — 2%
2	en.wikipedia.org Internet	201 words — 1%
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ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı : Fatma Begüm KÖSE

Doğum Yeri ve Tarihi :

Eğitim Durumu

Lisans Öğrenimi :Akdeniz Üniversitesi- Eğitim Fakültesi- İngiliz Dili

Eğitimi Anabilim Dalı

Yüksek Lisans Öğrenimi :Akdeniz Üniversitesi- Eğitim Bilimleri Enstitüsü-

Yabancı Diller Eğitimi Anabilim Dalı

Bildiği Yabancı Diller :İngilizce (İleri düzey), Almanca (Başlangıç)

İş Deneyimi

Çalıştığı Kurumlar : Mill Eğitim Bakanlığına bağlı ortaokulda,

İngilizce Öğretmeni (2019-...)

İletişim

E-Posta Adresi :

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