

CHALLENGES FACED BY TEACHERS IN TEACHING TURKISH TO TURKISH CHILDREN RESIDING ABROAD

Research Article

Yavuz Ercan GÜL* / Rıdvan KAÇAR**

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Abstract: This research aims to investigate the difficulties faced by teachers in instructing Turkish to Turkish children residing abroad. The study involves 15 teachers employed in Turkish public schools located in Kyrgyzstan during the 2021-2022 academic year, specializing in Turkish language teaching and general classroom instruction. The participants are referred to as "Participants," and codes such as "K1," "K2," etc., are assigned to protect their anonymity. The research adopts a qualitative methodology, employing semi-structured interview forms as the primary data collection technique. Participants were selected using the purposive sampling method. Data analysis was conducted using content analysis, with 95 responses obtained and subsequently analyzed in terms of frequencies and percentages. The research findings reveal several significant challenges encountered by teachers in teaching Turkish to Turkish children abroad. The most frequently reported issues include students speaking languages other than Turkish among themselves, the presence of students from diverse nationalities in the classroom, which negatively affects Turkish language comprehension due to reduced in-class interactions, a scarcity of Turkish language usage at home and limited exposure to Turkish television channels among the students' families, and the inadequacy of Turkish resources and course materials due to differences in alphabets between the child's country of residence and the Latin alphabet. Based on the findings, practical recommendations are proposed to address these challenges and enhance the teaching of Turkish.

Keywords: Turkish teaching, school, teacher, student, language.

YURT DIŞINDAKİ TÜRK ÇOCUKLARINA TÜRKÇENİN ÖĞRETİMİNDE ÖĞRETMENLERİN KARŞILAŞTIKLARI SORUNLAR

Araştırma Makalesi

Geliş Tarihi: 30.01.2023 | Kabul Tarihi: 29.04.2023 | Yayın Tarihi: 26.06.2023

Özet: Bu çalışmada, yurtdışındaki Türk çocuklarına Türkçe'nin öğretiminde, öğretmenlerin karşılaştıkları sorunların belirlenmesi amaçlanmıştır. Veriler 2020-2021 eğitim öğretim yılında Kırgızistan'da faaliyet gösteren Türk devlet okullarında görev yapmakta olan Türkçe öğretmenliği ve sınıf öğretmenliği branşlarından oluşan 15 öğretmenden toplanmıştır. Öğretmenler, "Katılımcı" diye adlandırılmış olup, "K1", "K2" vs. şeklinde kodlanmışlardır. Çalışma nitel yaklaşıma dayalı olarak görüşme yöntemine göre tasarlanmıştır. Çalışmada katılımcı grup amaçlı örnekleme yöntemine göre seçilmiştir. Veri toplamada yarı yapılandırılmış görüşme formu kullanılmış olup, verilerin analizinde içerik analizi tekniğinden yararlanılmıştır. Toplanan verilerden 95 cevap elde edilmiş olup, bu cevapların frekansları ve yüzdeleri kullanılmıştır. Araştırmadan elde edilen bulgulara göre, yurt dışındaki Türk çocuklarına Türkçe'nin öğretiminde öğretmenlerin karşılaştıkları sorunlardan elde edilen en yüksek frekanslı bulgular: Öğrencilerin kendi aralarında Türkçe 'den farklı dillerde konuşmaları, sınıfta farklı milletlerden öğrencilerin olması sebebiyle sınıf içi etkileşimi azalttığı için Türkçe anlama becerisini olumsuz etkilenmesi, aile bireylerinin evde Türkçe konuşmamları ve Türkçe televizyon kanallarını izlememeleri, çocuğun yaşadığı ülkede kullanılan alfabenin Latin

* Doç. Dr.; Kırgızistan Türkiye Manas Üniversitesi, Fen-Edebiyat Fakültesi, Eğitim Bilimleri Bölümü;
ydidim@gmail.com

 0000-0002-8191-2647

** Yüksek Lisans Öğrencisi; Kırgızistan Türkiye Manas Üniversitesi, Fen-Edebiyat Fakültesi, Eğitim Bilimleri Bölümü; grafikci571@gmail.com

 0009-0004-2318-9456

alfabesinden farklı olması ile Türkçe kaynaklara, ders araç ve gereçlerine ulaşım imkânlarının yetersiz olduğu bulgularına ulaşılmıştır. Elde edilen bulgulara göre önerilerde bulunulmuştur.

Anahtar kelimeler: Türkçe öğretimi, okul, öğretmen, öğrenci, dil.

Introduction

In today's globalized world, being bilingual is a common phenomenon that many people experience. A bilingual person possesses the ability to express themselves in a language other than their mother tongue. Appel and Muysken (1987) state that bilingual individuals are often able to proficiently use two or more languages.

Bilinguals have a sense of belonging to the culture of the languages they speak. Thus, it becomes crucial to teach Turkish to individuals whose parents are of Turkish origin, as it fosters a sense of loyalty to their nation, homeland, and family. Turkish language teaching holds significance worldwide, particularly with Turkey's increasing influence on the global stage (Çiftçi & Demirci, 2018; Duran, 2023). Turkish garners considerable attention, especially in Central Asia, the Balkans, and relevant communities, prompting both people of Turkish origin and foreigners to make efforts to learn the language. As nearly 250 million people across different geographies use Turkish as a common language, it ranks among the seven most spoken languages globally, alongside Chinese, Hindi, Spanish, English, French, and Russian (Erdem, 2009; Yıldız, 2013). Therefore, it could be highlighted that it is only natural for foreigners to express a desire to learn a widely used language such as Turkish.

The contemporary world's transformations in social, cultural, and economic aspects have led people to pursue lives in diverse geographical locations. This change has consequently impacted language, which plays a pivotal role in communication. Children born to parents from different cultures often speak both their mother tongue and the language of the society they reside in, resulting in changes in their language patterns. These changes can present challenges, particularly during the education process, due to communication issues, language confusion, and a lack of alignment between the family, school, and environment. The use of the Turkish curriculum in the education of Turkish children abroad often creates confusion due to its incompatibility with the regional context where the child resides. The challenges in bilingual education systems are attributed to the negative perception of bilingualism regarding language skill acquisition, difficulties encountered by teachers and students in comprehending and relating different language structures, and disparities in the language experiences of bilingual children within their family and school environments (Martin, 1999).

Bilingual education significantly influences the education policies of countries. As stated in Article 62 of the Constitution, "The State takes the necessary measures to ensure the family unity of Turkish citizens working in foreign countries, to ensure their children's education, cultural needs, and social security, to protect their ties with the homeland, and to assist them in their return home." This article serves as a fundamental legal basis for Turkish citizens living abroad to learn their mother tongue, comprehend

their culture, and preserve its vitality (Adıgüzel, 2018). Researchers in this field commonly agree that the most significant problem faced by Turks living in multilingual and multicultural countries abroad, which often leads to identity issues, is their insufficient education in their mother tongue (Güleç & Yaman, 2014). Özdemir (2009) emphasizes the significance of language as the medium for thought and asserts that the prerequisite for individuals' cultural development is to learn their mother tongue and the language spoken in society. Language, as a cultural transmitter, poses challenges for individuals with limited proficiency in their native language when learning the language of their host country (second language). Successful acquisition of one's mother tongue facilitates the learning of a foreign language (Güzel, 2021). Individuals who possess the necessary competencies in their mother tongue can more easily acquire the language of their host country and establish harmonious relationships within society (Şen, 2010).

In this context, the aim of this research is to identify the challenges faced by Turkish teachers in Kyrgyzstan when teaching Turkish to bilingual Turkish children. The research problem statement is "What are the problems encountered by teachers instructing Turkish to bilingual Turkish children in Kyrgyzstan?" This study is based on this question.

1. Method

1.1. Model

This study adopts a case study design, which is a qualitative research approach aimed at obtaining comprehensive information about a specific subject (Patton, 2014). According to Gül (2023) and Merriam (1998), qualitative research makes the assumption that people construct reality through their interactions in social environments. The case study design enables researchers to explore meaningful and holistic aspects of real-life events, offering an in-depth examination of the data (Fidel, 1984).

1.2. Participants

The research was conducted with a study group comprising teachers who were employed abroad. The participant group for the study was carefully selected using the purposive sampling technique, which aims to capture information-rich situations within the research context (Büyüköztürk, et al., 2012). A total of 15 participants, consisting of 11 males and 4 females, were included in the analysis. These participants were engaged in Turkish teaching and classroom teaching disciplines, and they were affiliated with multicultural Turkish public schools that operated in Kyrgyzstan during the 2020-2021 academic year. The demographic details of the participants are presented in Table 1.

Table 1

Demographic Data of Participants

Group	n	%
Woman	4	27
Male	11	73

1.3. Data Collection Tools

Semi-structured interview forms were employed as the data collection tool in this study to identify the challenges faced by teachers instructing Turkish to Turkish children abroad. The participants were requested to provide their responses either face-to-face or in writing.

1.4. Data Analysis

The opinions expressed by the teachers were analyzed using a semi-structured interview form, and content analysis techniques were applied to analyze the data. Content analysis is a formal research technique used in the social sciences to infer from transcripts, records, or written and visual media messages obtained during research (Hepkul, 2002). The raw data were transferred to a computerized environment, organized, and prepared for data analysis. Validity and reliability are crucial criteria for ensuring accurate research results. In qualitative studies, it is essential to provide a detailed report on how the data were collected and the process through which conclusions were reached (Yıldırım & Şimşek, 2006). Therefore, the data collection form prepared for the study was initially reviewed by two experts specializing in Turkish teaching, testing, and evaluation, aiming to enhance the validity and reliability of the research (Brink, 1993).

2. Results

The research findings are categorized into two main sections: Turkish proficiency, which directly affects a child's life and their ability to learn Turkish, and factors such as family, school, peers, and the environment; and psychological problems, which indirectly impact a child's education and reflect their inner world.

2.1. Turkish Proficiency

Turkish proficiency was gathered under four main headings based on the data obtained from the participants. These are: "Turkish Problem in Family", "Turkish Problem in School", "Turkish Problem in Peer/Surrounding" and "Other Problems". Table 2 shows the findings regarding Turkish proficiency.

Table 2

Findings Regarding Turkish Proficiency

	f	%
Turkish Problem at School	44	45
Turkish Problem in Peer/Periphery	25	26
Turkish Problem in the Family	17	18
Other Issues	5	5

As seen in Table 2, according to the data obtained from the participants, regarding the problems faced by teachers in teaching Turkish to Turkish children abroad, the most common problem was "Turkish Problem at School" with 45%. This problem is followed by "Turkish problem in peers/environment" with 26%, "Turkish Problem in the Family" with 18% and "Other problems" with 5%.

2.2. The Problem of Turkish at School

Table 3 shows the findings regarding the Turkish problem at school.

Table 3

Turkish Problem at School

	f	%
Inability to understand idioms, proverbs, metaphors and connotations	6	15
Use of Turkish only at school	5	12
Inability to understand reading a written text	3	7
Constantly speaking Russian with family and friends	2	5
The necessity of revising the textbooks	2	5
Lack of vocabulary	2	5
Students not speaking Turkish among themselves	2	5
Having multicultural students in the classroom environment	2	5
Forgetting learned words quickly	2	5
Problems in making some sounds (ö, ü, ğ)	1	2
Sending children to different kindergartens	1	2
Shortage of textbooks and supplementary reference books	1	2
Grammar rules are more exam oriented	1	2
Inadequacy of e-reading method	1	2
Inability to use synonyms	1	2
Inability to pronounce words correctly	1	2
Excessive use of foreign words among students	1	2
Insufficient level of readiness of the student	1	2
Student's resistance to learning Turkish	1	2
The high number of people who do not speak Turkish in the classroom	1	2
Difficulty in teaching abstract concepts	1	2
Comprehension of acquisitions due to lack of Turkish thinking	1	2
Lack of a separate curriculum for students abroad	1	2
Turkish textbooks should be prepared for Turkish children abroad to learn the mother tongue.	1	2
	41	100

Table 3 under the title of "Turkish Problem at School" shows the participants' views on the problems faced by teachers in teaching Turkish to Turkish students abroad. Accordingly, the participants stated that the student's inability to understand idioms, proverbs, metaphors and connotations is an important problem in the child's learning of Turkish (15%).

Another item that the participants saw as an important problem was the use of Turkish only at school. Another important item (12%) that the participants considered as a problem was that the student could not understand reading written texts (7%)

In addition, Participant 11 and Participant 12 also stated that students do not speak Turkish outside of the classroom, even during breaks. Participant 2 and Participant 3 emphasized the inadequacy of the textbooks and the necessity of revising them according to the regional conditions. K15, on the other hand, stated that the lack of a separate curriculum for students abroad caused problems in students' perception of the

subjects, because the books were prepared specifically for Turkey, but they were insufficient in this geography.

2.3. Turkish problem in peers/environment

In Table 4, findings related to the Turkish problem in peers/environment are given.

Table 4

Turkish problem in peers/environment

	f	%
Not being exposed to Turkish	4	18
Not speaking Turkish in a friendly environment	2	9
Using the dominant language in daily life and with friends	2	9
The negative effect of the environment on the student in learning Turkish	1	5
The alphabet is Cyrillic	1	5
Some behaviors and words have different meanings with cultural differences	1	5
The alienation of children from Turkish culture in their geography	1	5
Communication with different languages reduces the desire to learn Turkish	1	5
Bilingual perception problem	1	5
Adopting the culture of the host region	1	5
While it is easy for those who know Kyrgyz to learn, it is difficult for those who speak Russian	1	5
Some words in the curriculum are not recognizable to children at all (geographical differences)	1	5
Not being aware of the self and other cultural benefits of speaking Turkish	1	5
Not using Turkish constantly in daily life	1	5
Insufficient access to Turkish resources	1	5
Insufficient media to use Turkish	1	5
Turkish is not the dominant language	1	5
	22	100

Table 4 titled “Turkish problem in peers/environment” presents one of the participants' views on the problems faced by teachers in teaching Turkish to Turkish students abroad. Accordingly, the participants stated that not being exposed to Turkish language is an important problem (18%) in the child's learning of Turkish.

Another item that the participants saw as an important problem was that Turkish was not spoken in the friends group. Another important item that the participants (9%) considered as a problem was the use of other languages that are dominant in the student's daily life and in his dialogues with his friends. (9%)

In addition, Participant 9 stated that children have difficulties in getting used to the Latin alphabet due to the use of the Cyrillic alphabet in Kyrgyzstan. K14, on the other hand, stated that because some behaviors and words have different meanings with cultural differences, students abstain from this issue in the peer environment.

In addition to the concerns expressed by the participants, they have also put forth potential solutions to address these challenges. These recommendations encompass the establishment of language and cultural awareness programs, promoting patriotism

through organized trips to Turkey, and introducing historical and cultural resources as educational tools.

2.4. Turkish Problem in the Family

Table 5 shows the findings regarding the Turkish problem in the family.

Table 5

Turkish Problem in the Family

	f	%
Mother from a different nationality	5	29
Not speaking Turkish in the family	3	18
Turkish is not the mother tongue	2	12
More use of the dominant language at home	2	12
Foreign TV broadcasts	1	6
Not using at home or school	1	6
Families do not support speaking Turkish	1	6
Not having a good command of Turkish in the family	1	6
Constantly speaking Russian with family and friends	1	6
	17	100

In Table 5, the topic titled "Turkish Problem in the Family" is presented, one of the participants' views on the problems faced by teachers in teaching Turkish to Turkish students abroad. Accordingly, the participants stated that the fact that the student's mother is from a different nationality is an important problem in the child's learning of Turkish. (29%)

Another item that the participants considered as an important problem was that Turkish was not spoken in the family. Another important item (18%) that the participants considered as a problem were that Turkish was not their mother tongue and the dominant language was not used more at home. (12%) However, according to Participant 1, it is difficult for children to watch foreign TV broadcasts to practice and learn Turkish language.

2.5. Other Issues

Table 6 shows the findings related to other problems.

Table 6

Other Problems

Children do not speak Turkish
Forward inhibition
Grammatical structure of the spoken foreign language
Language-related communication problem with students and parents at different readiness levels

Table 6 presents the section titled as "Other problems," which reflects the perspectives of the participants regarding the challenges encountered by teachers in instructing

Turkish to Turkish students residing abroad. Accordingly, the participants stated that problems such as the children's not knowing Turkish, hindering the progress, the grammatical structure of the spoken foreign language, and language-related communication problems with students and parents at different readiness levels also prevent students from learning Turkish.

2.6. Psychological Problems

Table 7 shows the findings related to psychological problems.

Table 7

Psychological Problems

	f	%
Inability to express oneself until learning Turkish	3	30
The self-confidence of the student who does not understand Turkish decreases and becomes introverted.	2	20
Divorces	1	10
Children's fear of using erroneous language	1	10
Peer conflict because you can't understand what you're reading	1	10
Grouping of students who speak the same language in the classroom	1	10
Foreign students do not have test anxiety	1	10
	10	100

Table 7 shows the section titled "Psychological Problems," which presents the perspectives of the participants regarding the challenges encountered by teachers in teaching Turkish to Turkish students residing abroad. Accordingly, the participants stated that not being able to express themselves until they learn Turkish is an important problem in the child's learning Turkish (30%).

Another item that the participants saw as an important problem was that the self-confidence of the student who did not understand Turkish was decreasing, which caused the student to become introverted. (20%) However, according to Participant 7, the use of the foreign language, which is the mother's language, became dominant because divorces disrupt the family structure and the child generally stays with the mother, and the use of the Turkish language by children decreased with the decrease in Turkish speaking.

Conclusion and Suggestions

Conclusion

The primary objective of this research is to identify the challenges encountered by teachers when teaching Turkish to Turkish children residing abroad. The findings obtained for this purpose reveal the following issues:

One of the main obstacles faced by students in learning Turkish is predominantly observed within the school environment. Since the school or classroom setting constitutes the primary context for Turkish language communication, students often struggle with grasping the subtleties of language, such as metaphors, connotations,

idioms, and proverbs. These concepts pose difficulties for children who are accustomed to using different languages in their daily interactions. Furthermore, teachers encounter challenges when teaching Turkish to students who solely utilize the language within the school environment, lacking exposure to its practical application in daily life. Consequently, students frequently encounter difficulties in comprehending written texts as their vocabulary remains insufficient due to limited usage and a lack of practice. Okur and Göçen (2020) highlight the significance of a robust vocabulary in enabling learners to effectively utilize their language skills, as language comprehension begins at the word level and progresses to sentences and paragraphs, as stated by Genç (2017).

The prevalence of Russian and Kyrgyz languages in family and peer environments, along with their continuous use even outside the classroom, further impedes learning Turkish. Insufficient exposure to Turkish, particularly within familial and peer contexts, hampers the students' ability to use it effectively. Moreover, a mother of a different nationality exacerbates the challenge of learning Turkish, primarily due to the mother's pivotal role in communicating with the child. The dominance of the non-Turkish language at home and the lack of Turkish usage within the family environment compound this issue. Harmankaya (2023) underscores how demographic characteristics can significantly influence language learning outcomes. Students' use of a foreign language often experiences peer conflicts with their Turkish-speaking friends, with even subgroups forming among children who speak the same language.

Suggestions

Based on the teachers' perspectives, several recommendations have been proposed to address the challenges affecting students' Turkish language learning, including:

- Establishing awareness of Turkish language and culture among students.
- Cultivating the love of the motherland by organizing trips to Turkey.
- Introducing students to our historical and cultural heritage.
- Diversifying textbooks, particularly supplementary resources.
- Updating and adapting existing textbooks to suit regional conditions.
- Developing a separate curriculum tailored to students abroad and creating Turkish textbooks specifically designed for these children to learn their mother tongue.
- Enhancing the learning environment to foster the learning of Turkish.
- These suggestions aim to address the identified difficulties and promote effective Turkish language instruction for Turkish children residing abroad.

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Araştırmacıların Makaleye Katkı Oranı Beyanı:

1. yazar katkı oranı: %60
2. yazar katkı oranı: %40

Çıkar Çatışması Beyanı:

Araştırmacılar arasında herhangi bir çıkar çatışması yoktur.

Finansal Destek veya Teşekkür Beyanı:

Bu çalışma için herhangi bir kurumdan finansal destek alınmamıştır.

Etik Kurul Onayı:

Çalışma etik kurul izni gerektirmemektedir.

Genişletilmiş Özet

Yurtdışındaki çok dilli ve çok kültürlü ülkelerde yaşayan Türklerin, kimlik sorunlarına da sebep olan en önemli sorunlarının ana dili eğitimlerindeki yetersizlikleri olduğu, bu alandaki araştırmacıların yaygın bir kanaatidir (Güleç ve Yaman, 2014). Özdemir (2009) düşüncenin yaratıcısının dil olduğunu ve bireyin kültürel gelişmesinin önkoşulunun ana dilinin ve toplumda konuşulan dilin öğrenilmesi olduğu üzerinde durmaktadır. Kültürün aktarıcısı olan dil ve özellikle ana dili kazanımı yetersiz düzeyde olan bireyler, buldukları ülkenin (ikinci dil) dilini öğrenmekte zorluk çekmektedir. Ana dilinin gerektirdiği yeterlikleri kazanabilen bireyler ise yaşadığı ülkenin dilini de kolayca öğrenebilmekte ve toplumla uyumlu bir duruş sergileyebilmektedir (Şen, 2010).

Bu bağlamda bu araştırmanın amacı, Kırgızistan’daki Türkçe öğretmenlerinin kendileri açısından karşılaştıkları sorunların belirlenmesidir. Araştırma problem cümlesi

“Kırgızistan’da iki dilli Türk çocuklarına Türkçe öğreten öğretmenlerin karşılaştığı sorunlar nelerdir?” sorusu üzerine kurulmuştur.

Araştırma, nitel yaklaşıma dayalı görüşme yöntemine göre tasarlanmıştır. Çalışmada katılımcı grup amaçlı örnekleme tekniği ile seçilmiştir. Amaçlı örnekleme tekniği; derinlemesine araştırma yapabilmek amacıyla çalışmanın amacı bağlamında bilgi açısından zengin durumların seçilmesidir (Büyüköztürk, 2012). Verilerin analizinde içerik analizi tekniğinden yararlanılmıştır. İçerik analizi; sosyal bilimlerde gerek bir araştırma sonucu elde edilen transkript ya da kayıtların, gerek de yazılı veya görsel medya mesajlarının üzerinden çıkarımlar yapılmasıyla kullanılan biçimci bir araştırma tekniğidir (Özsöz, Anlı ve Olgun, 2008).

Araştırmanın çalışma grubunu yurt dışında görev yapan öğretmenler oluşturmuştur. Veriler 2021-2022 Eğitim öğretim yılında Kırgızistan’da faaliyet gösteren çok kültürlü Türk devlet okullarında görev yapmakta olan Türkçe öğretmenliği ve sınıf öğretmenliği branşlarından oluşan 11 erkek ve 4 kadın olmak üzere toplam 15 katılımcı üzerinde çalışılmıştır.

Yurtdışındaki Türk çocuklarına Türkçe’nin öğretiminde, öğretmenlerin karşılaştıkları sorunları belirlemek amacıyla yapılan bu çalışmada veri toplama aracı olarak yarı yapılandırılmış görüşme formları kullanılmıştır. Veriler katılımcılardan yüz yüze veya yazılı olarak istenmiştir.

Öğretmenlerden toplanan görüşler, yarı yapılandırılmış görüşme formu kullanılarak analiz edilmiştir. Verilerin analizinde içerik analizi tekniğinden yararlanılmıştır. Veriler bilgisayar ortamına aktarılmış, bu ham veriler düzenlenerek veri analizine hazırlık yapılmıştır.

Araştırma, çocuğun iletişim içinde olduğu ve eğitim hayatını doğrudan etkileyen aile, okul, akranlar, çevresel faktörler gibi yaşamına ve dolayısıyla Türkçe öğrenimine etki eden Türkçe yeterliliği ile çocuğun eğitime dolaylı etki eden, iç dünyasını yansıtan psikolojik sorunlar olmak üzere iki ana başlık altında toplanmaktadır.

Türkçe yeterliliği, katılımcılardan elde edilen verilerden yola çıkılarak dört ana başlık altında toplanmıştır. Bunlar: “Ailede Türkçe Sorunu”, “Okulda Türkçe Sorunu”, “Akran/Çevrede Türkçe Sorunu” ve “Diğer Sorunlar” şeklindedir.

Katılımcıların önemli bir sorun olarak gördükleri diğer bir konu ise aile içerisinde Türkçe’nin konuşulmaması olmuştur. (%18) Katılımcıların sorun olarak gördükleri diğer önemli maddeler ise Türkçe’nin anadil olmaması ve baskın dilin evde daha çok kullanılmaması olmuştur. (%12) Bununla birlikte Katılımcı 1’e göre; yabancı TV yayınlarını izleyen çocukların, Türkçe dilini öğrenmek için pratik yapmalarının zorlaştığını belirtmiştir.

Katılımcıların önemli bir sorun olarak gördükleri diğer bir madde ise Türkçe anlamayan öğrencinin özgüveninin azalmakta olduğu ve öğrencinin içe kapanık olmasına sebebiyet verdiği olmuştur. (%20) Bununla birlikte Katılımcı 7’ye göre; boşanmaların aile yapısını sekteye uğratması, genelde çocuğun annede kalması sebebiyle anne dili olan yabancı dilin kullanımının baskın hale gelerek, Türkçe konuşmanın azalmasıyla birlikte çocukta Türkçe dilinin kullanımının azaldığını belirtmiştir.

Araştırmanın amacı yurtdışındaki Türk çocuklarına Türkçe'nin öğretiminde, öğretmenlerin karşılaştıkları sorunların belirlenmesidir. Bu amaç doğrultusunda elde edilen bulgulara göre ulaşılan sonuçlar;

Öğrenci çoğunlukla okul ortamında Türkçe öğreniminde sorunlar yaşamaktadır. Çünkü çocuğun Türkçe ile iletişime en çok geçtiği ortam okul /sınıf ortamı olmaktadır. Okul ortamında öğrenciler dilin incelikleri olan mecaz, yan anlam, deyim ve atasözü gibi konuları anlayamama problemi yaşamaktadır. Günlük dilde farklı dilleri kullanan çocuklar bu kavramları kullanma noktasında sorunlar yaşamaktadır. Bunun yanında Türkçe'nin sadece okulda kullanılması, günlük yaşamda kullanılmaması, öğretmenlerin öğrencilere Türkçe eğitimi verirken yaşadıkları problemlerdendir. Bu çocuklar genellikle okuduğunu anlayamama sorunu yaşamaktadır. Türkçeyi günlük dilde kullanamayan çocukların kelime dağarcıkları yetersiz kalmakta, öğrenci kelimeleri pratikte kullanmadığından çabuk unutmaktadır. Aile/akran ortamında çoğunlukla Rusça ve Kırgızca konuşulması, ders dışında teneffüsler dâhil bu dillerin kullanılması, Türkçenin sadece derste kullanılması Türkçe'nin öğrenilmesini zorlaştırmaktadır. Özellikle aile ve akran ortamında Türkçeye maruz kalmayan öğrenci Türkçeyi etkin kullanamamaktadır. Annenin farklı milletten olması, özellikle çocukla iletişimde annenin rolünden ötürü Türkçe öğreniminde önemli bir sorun olmakta; evde baskın dilin kullanılması, aile ortamında bile Türkçe'nin kullanılmaması bu sorunu arttırmaktadır, bu durum, öğrencilerde kendini ifade edememe, Türkçe anlayamadığından özgüven kaybı ve içe kapanıklık gibi sorunları doğurmaktadır. Yabancı dil kullanan öğrenciler Türkçe konuşan arkadaşları ile akran çatışması yaşamaktadır. Aynı dili kullanan çocuklar arasında bile gruplaşmalar olmaktadır.

- Öğretmenlerin görüşlerine göre öğrencinin Türkçe öğrenimine etki eden sorunların çözümü için bazı öneriler bulunmaktadır. Bu öneriler;
- Öğrencilerde Türk dili ve kültürü bilincinin yerleşmesi sağlanmalıdır.
- Türkiye gezileri yapılarak anavatan sevgisi kazandırılmalıdır.
- Tarihi ve kültürel zenginliklerimiz öğrencilere tanıtılmalıdır.
- Ders kitapları özellikle de yardımcı kaynaklar çeşitlendirilmelidir.
- Mevcut ders kitapları yenilenmeli, bölge şartlarına uyarlanmalıdır.
- Yurt dışındaki öğrenciler için ayrı bir müfredat oluşturulmalıdır bu çocuklar için ana dili öğrenmeye yönelik Türkçe ders kitapları hazırlanmalıdır.
- Çocukların Türkçe öğrenecek ortamlarının arttırılması gerekmektedir.