

An Extracurricular Learning Model: Turkish Speaking Club

Bir Program Dışı Öğrenim Modeli: Türkçe Konuşma Kulübü

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ABSTRACT

This study investigates the impact of a Turkish Speaking Club (TKK) model, where learners of Turkish as a second language meet with Turkish teacher candidates, on the speaking skills and attitudes of the learners, as well as the self-efficacy perceptions of the teacher candidates. Interviews were conducted with both students and instructors after the TKK. Additionally, a professional self-efficacy perception test was administered to the instructors, and a Turkish speaking anxiety test was administered to the students, both before and after the club activities. This research employs a mixed-methods approach, using both qualitative and quantitative data. According to the research findings, students view TKK as a valuable opportunity for practice. They perceive the club as providing an enjoyable and informative environment. They find the use of gamification, drama, and digital tools beneficial. The TKK not only improves the students' Turkish language skills and confidence but also contributes to the professional development of the teacher candidates. It reduces the speaking anxiety of learners of Turkish as a second language. The use of this model in Turkish language teaching can lead to more successful language learning outcomes. TKK positively affects the professional self-efficacy perceptions of the Turkish teacher candidates who serve as instructors. The model enhances their teaching techniques and their ability to communicate with different cultures. Additionally, it provides teacher candidates with valuable work/school experience. Therefore, the implementation of this model is recommended in the fields of second language learning and teacher training.

Keywords: Speaking, teacher, student, club, second language, Turkish.

ÖZ

Bu çalışmada, ikinci dil olarak Türkçe öğrenenlerle, Türkçe öğretmeni adaylarının bir araya geldiği Türkçe Konuşma Kulübü (TKK) modelinin ikinci dil öğrenenlerin konuşma becerisine ve tutumuna, Türkçe öğretmen adaylarının özyeterlik algılarına etkisi araştırılmaktadır. Bunun için TKK'den sonra, öğrenci ve öğretmenlerle görüşmeler yapılmıştır. Ayrıca TKK öncesi ve sonrasında, öğretmenlere mesleki özyeterlik algısı testi, öğrencilere Türkçe konuşma kaygısı testi yapılmıştır. Bu araştırma nitel ve nicel veriler kullanan bir karma çalışmadır. Araştırma sonuçlarına göre, öğrenciler TKK'yi pratik yapmak için değerli bir fırsat olarak görmektedirler. TTK'nin eğlenceli, bilgilendirici bir ortam sunduğunu düşünmektedirler. Oyunlaştırma, drama ve dijital araçların kullanılmasını faydalı bulmaktadırlar. TKK, öğrencilerin Türkçe dil becerilerini ve özgüvenlerini geliştirdiği gibi öğretmen adaylarının mesleki gelişimlerine de katkı sağlamaktadır. TKK, ikinci dil olarak Türkçe öğrenenlerin konuşma kaygılarını azaltmaktadır. Bu modelin, Türkçe öğretiminde kullanılması, dil öğreniminde daha başarılı sonuçlar elde edilmesini sağlayabilir. Türkçe Konuşma Kulübü modeli, öğretici olarak görev yapan Türkçe öğretmeni adaylarının mesleki özyeterlik algısını olumlu yönde etkilemiştir. Model, öğretmen adaylarının öğretim tekniklerini ve farklı kültürlerle iletişim kurma becerilerini geliştirmektedir. Ayrıca, öğretmen adaylarına iş/okul deneyimi kazandırmaktadır. Bu yüzden ikinci dil olarak Türkçe öğretimi ve öğretmen yetiştirme alanlarında bu modelin uygulanması önerilmektedir.

Anahtar Kelimeler: Konuşma, öğretmen, öğrenci, kulüp, ikinci dil, Türkçe.

INTRODUCTION

Language learning manifests in various forms depending on individual and social material conditions. For an individual, language acquisition can occur naturally or through formal learning (Krashen, 1982). From a societal perspective, learning a dominant language, a prestige language, a minority language, or a language without a social base (Baker, 2011) can create different conditions. Additionally, geographical, linguistic, political, legal, and other situations can result in different contexts for language learning. Language teaching and learning can also be distinguished in terms of internal and external processes. These conditions and characteristics lead to various research and application areas in language teaching, such as mother tongue education, second language education, and foreign language education (Mitchell, Myles, & Marsden, 2013; Ellis, 1994).

The language that an individual is exposed to from birth and acquires naturally within their close social environment is their mother tongue (Baker, 2011; Ellis, 1994; Krashen, 1982; Mitchell et al. 2013). The goals of language education for individuals who start school with their mother tongue are expected to be based on this situation. A second language is a language that is not the individual's mother tongue but is used naturally and actively in daily life (Mitchell et al. 2013; Ellis, 1994). Therefore, it can be learned both naturally and formally. This leads to the field of second language learning/teaching. A foreign language is a language that is not commonly spoken in the individual's society and is learned in formal, structured environments such as schools or courses, usually for academic or professional purposes (Baker, 2011). Thus, foreign language teaching emerges. Correspondingly, distinctions can also be made in terms of mother tongue education, second and foreign language teaching activities, which also lead to terminological debates. Some researchers categorize the teaching of Turkish to non-native speakers entirely under the umbrella of Turkish as a foreign language (Durmuş, 2018). However, considering the different conditions of language learning, distinguishing between Turkish as a foreign language and Turkish as a second language seems appropriate. The communicative context in language teaching needs to be considered. To support this, activities that demonstrate language skills towards specific achievements should be conducted. The discussion method forms the basis of these activities (Riazi & Candlin, 2014). Using this method in mother tongue education will develop both speaking skills and higher-order thinking skills (Paul & Elder, 2006; Brookfield, 2011). In foreign language teaching, more basic speaking activities may need to be organized due to the linguistic characteristics of the students (Bygate, 2001; Thornbury, 2005). One of these activities, speaking or conversation clubs, supports speaking skills in various ways. The functionality of speaking clubs in terms of improving speaking skills (Jannah, 2021; Lia, 2020; Simbolon et al., 2023; Hijrah & Umar 2021; Octaberlina & Muslimin, 2022; Purwanti & Suriansyah, 2019), attitudes and feelings towards learning a foreign language (Ceron & Miranda, 2023; Jahara & Abdelrady, 2021; Khorsheed, Assaf, & Al-Dammad, 2019), cultural codes (Şenbayrak & Ortaçtepe, 2024) and the opportunities they offer (Günaydın, 2021), or motivation in this context (Schiller, 2021; Holandyah et al., 2024) has been researched. However, while speaking clubs have been studied in the context of foreign language teaching, there is a significant lack of studies addressing speaking clubs in the context of second language teaching/learning. There is insufficient research on the various dimensions of speaking clubs for teaching Turkish as a foreign and second language (Günaydın, 2021).

Millions of people in Türkiye are learning Turkish as a second language. Most of these individuals are refugees who have sought temporary protection in Türkiye (Eryılmaz, 2023). It can be said that most of this group is intensely exposed to Turkish because of living in Türkiye for relatively long periods. On the other hand, a considerable number of permanent foreigners and international students must learn Turkish as a second language without this advantage. In Türkiye, school experience is an essential part of teacher training programs. Within this framework, Turkish teacher candidates gain professional experience through teaching practice

courses covering two terms (Yüksek Öğretim Kurumu [YÖK], 2024a). However, the limitation of Turkish teacher candidates' teaching practices to only secondary school Turkish classes create some constraints. While experiences related to mother tongue education can be gained in these classes, there are no teaching practices that provide opportunities for teaching Turkish as a second or foreign language. Despite the recent significant expansion in the field of teaching Turkish as a foreign and second language and the presence of centres teaching Turkish as a second language, especially TÖMERs, in universities with Turkish teaching departments (Altun, 2022; YÖK, 2024b), the absence of a school experience program raises some issues.

Based on the problem statement and hypothesis, this study aims to determine the effects of the TKK model, implemented with students learning Turkish as a second language and Turkish teacher candidates, on various variables and participants' opinions. The variables are the speaking anxiety of Turkish learners and the professional self-efficacy perceptions of Turkish teacher candidates. The results obtained are expected to promote learning autonomy, design extracurricular activities, foster cultural interaction and awareness, develop positive attitudes towards Turkish, reduce Turkish speaking anxiety, and enhance professional self-efficacy perceptions. Additionally, providing Turkish teacher candidates with experience in teaching Turkish as a second language can address a significant gap in this area.

1.1. Speaking Club in Teaching or Learning Turkish as a Second or Foreign Language

In Türkiye, school experience and internship practices are conducted in cooperation between education faculties and schools affiliated with the Turkish Ministry of National Education (YÖK, 2024c). This cooperation evidently provides mutual contributions. However, the professional competencies of Turkish teachers are not limited to mother tongue education alone (Yurtseven Yılmaz & Gülçiçek, 2022). Turkish teacher candidates need experience in teaching Turkish as a second language, Turkish as a foreign language, and teaching Turkish to bilingual individuals during their undergraduate education. Teaching speaking in Turkish as a second language presents unique challenges (Keser, 2018). Speaking skills should be developed through real-life experiences and various practices. In this regard, it is important for language learners to engage in practices suitable to their daily life conditions. If opportunities for practice are limited, alternative methods must be tried. Relying solely on classroom or course centres is insufficient. One alternative practice in this context is speaking clubs. Speaking clubs operate by organizing speaking activities in the target language, either among learners themselves or with native speakers of that language (Günaydın, 2021).

Teaching Turkish as a second language is conducted in Turkish teaching centres, commonly known as TÖMERs, within universities or in private courses in Türkiye (Altun, 2022). Most of the target audience in this context consists of international students who come to Türkiye for university education. Regulations require international students to prove their proficiency in Turkish (Derman, 2010). International students often have very limited opportunities to use Turkish in natural settings before starting their Turkish courses. This situation can particularly negatively affect the development of oral communication skills. Research shows that learners of Turkish as a second language face many issues, most of which are related to speaking skills (Keser, 2018). The main problems related to speaking skills are often associated with the inability to use Turkish in its natural context (Keser, 2018; Uzdu Yıldız & Kahhaleh, 2022). For example, many students experience anxiety about speaking Turkish (Sallabaş, 2012). Speaking, as a productive skill, requires using many different abilities simultaneously. During speaking, it is necessary to articulate sounds correctly, speak according to grammatical and syntactic rules, and know the contextual uses of words in addition to their dictionary meanings. Speaking is a fundamental human skill used frequently in daily life, with physical, cognitive, psychological, and social aspects. It plays a significant role in individuals' socialization processes and in establishing accurate communication. Additionally, factors such

as body language, tone of voice, context, setting, and interlocutor is also influential during communication. Therefore, speaking is a social skill. This social aspect can create psychological pressures on the individual. It seems inevitable that speaking a new language will create some anxiety for the learner. Learners of Turkish, especially at basic levels, struggle with speaking skills (Keser, 2018). In addition, learners of Turkish as a foreign and second language may encounter specific difficulties in speaking due to differences between their native language and Turkish. This includes phonological, structural, grammatical, or vocabulary differences stemming from the native language. Therefore, addressing these specific difficulties will require additional effort. Consequently, Turkish speaking practice is critical for supporting this skill. Learning a language is a cognitive process involving internalizing the rules and vocabulary of the target language through performance. It is also related to the affective development concerning the learned language. For instance, reducing anxiety levels while speaking Turkish, fostering positive feelings towards Turkish, or increasing motivation to learn Turkish can be considered within this scope. Consequently, examining both Turkish speaking skills and attitudes towards speaking Turkish will provide more accurate results when analysing the speaking skills of Turkish learners.

1.2. Professional Competencies and Teaching Experience in Turkish As Second or Foreign Language

TKK model proposed in this research brings together Turkish teacher candidates and individuals learning Turkish as a second language. The aim is to investigate the implementation of theoretical knowledge into practice and its impact on the professional self-efficacy perceptions of Turkish teacher candidates.

In Türkiye, the first and most important step to determine the professional self-efficacy of teachers was the establishment of the Education Competencies Commission in 1999 and the announcement of certain competencies in 2002 (Seferoğlu, 2005, pp. 708-710). Within the framework of the *Basic Education Support Project*, a framework for teacher competencies was published in 2006 (Teacher Training General Directorate [ÖYGM], 2006). According to this document, teacher competencies consist of six main competency areas. These areas explain professional competencies. Professional competencies are related to instructional techniques in the field, understanding students' developmental characteristics, and school-family collaboration (ÖGYM, 2017).

The TKK model, which allows Turkish teacher candidates to carry out activities with learners of Turkish as a second language, can also be associated with their perceptions of professional competence (ÖYGM, 201; YÖK, 2024). For foreign/second language learners, Speaking Club may be an effective method for improving speaking skills, reducing speaking anxiety, and promoting social interaction and cultural awareness in the target language (Ceron & Miranda, 2023; Günaydın, 2021; Khorsheed, Assaf & Al-Dammad, 2019). So TKK will help language learners improve their language skills through speaking practice. Such clubs offer learners the opportunity to interact with native speakers of the target language or other students. Ellis (2005) stated that speaking practice plays a crucial role in language learning, and that speaking clubs provide an ideal environment for this practice. Speaking clubs help participants reduce their anxiety about the target language. Sallabaş (2012) found that speaking practice can reduce students' anxiety levels, enabling them to speak more comfortably and fluently. Speaking clubs will enhance cultural interaction and awareness, as they provide opportunities to meet people from different cultures and learn about their traditions (Jannah, 2021). Activities structured according to specific learning outcomes will encourage language learners to discuss topics and use specific language structures. These activities may include role-playing, discussions, debates, and group projects (Nunan, 1999; Thornbury, 2005). Regular meetings increase learners' motivation and integrate language practice into their daily lives (Lynch, 1996). In conclusion, scientifically testing the TKK in the context of teaching/learning Turkish

as a second language would be beneficial. Various research questions have been identified to structure the findings in this context:

1. What are the views of Turkish learners on TKK?
2. What are the views of Turkish teacher candidates on TKK?
3. What is the impact of TKK on the speaking anxiety of Turkish learners?
4. What is the impact of TKK on the professional self-efficacy of Turkish teacher candidates?

METHOD

2.1. Research Model

This study investigates the impact of the Turkish Speaking Club (TKK), implemented through faculty-course collaboration, on learning Turkish as a second language. In this context, the *Second Language Turkish Speaking Anxiety* (TSA) scale was applied as a pre-test before TKK. The TSA scale was reapplied as a post-test at the end of TKK. In this way, the impact of TKK on students' Turkish speaking anxiety was examined. The *Turkish Teaching Self-Efficacy Perception* (TSP) scale was applied to Turkish teacher candidates as both a pre-test and post-test. This examined the effect of the TKK experience on Turkish teacher candidates' perceptions of professional self-efficacy. After TKK was completed, interviews were conducted with instructors and students to investigate their views on TKK. Therefore, qualitative and quantitative research approaches were carried out together in this research. Studies investigating the impact of a certain condition, created by the researcher, on dependent variables are experimental studies (Büyüköztürk et al., 2023, pp. 208-209). In this study, the speaking club was implemented as an experimental procedure. The study group consisted of learners of Turkish and instructors. Testing the effect of the experimental procedure on a single group is categorised as a weak experimental design (Reichardt, 2002; Büyüköztürk et al., 2023). This study followed the embedded experimental design, one of the mixed-method designs (Creswell, 2021; Creswell & Clark, 2018). The embedded experimental design has both qualitative and quantitative dimensions. In this design, quantitative data is more prevalent, and qualitative data is embedded within the quantitative data. Alternatively, qualitative data is more prevalent, and quantitative data is embedded within the qualitative data (Creswell, 2021). In this study, quantitative data is embedded within qualitative data. The quantitative aspect of the study was provided by the TSA and TSP scales. The qualitative aspect consisted of data obtained through the *Student Interview Form* (SIF) and *Instructor Interview Form* (IIF). Collecting both qualitative and quantitative data for the research questions, and then integrating the two data sets to obtain results, is consistent with the principles of mixed methods (Creswell, 2021, pp. 2-8). This study applied Creswell's (2018) recommended mixed-methods procedure.

1. Defining research questions: At this stage, the aims and questions of the research are defined. Research questions requiring both quantitative and qualitative data collection are formulated. In this context, 2 qualitative and 2 quantitative research questions were identified in this study.
2. Choosing a research design: A design appropriate to the structure and objectives of the research is selected.
3. Data collection: Quantitative and qualitative data are collected.
4. Data analysis: Statistical analyses were used for quantitative data, and content analysis was used for qualitative data in this study.
5. Interpretation and integration of data: Quantitative and qualitative findings are

brought together and interpreted. In this study, qualitative findings were embedded within quantitative findings (Creswell, 2018, 2021).

2.2. Implementation and Participants

Implementation TKK met face-to-face and online in November and December 2023. In these meetings, speaking activities were conducted according to the programmes and plans prepared by the instructor/researcher. The TKK programme covers 7 weeks and 21 sessions. Each session lasted approximately 45 minutes. The researcher prepared and conducted the activities and guidelines of the TKK programme. Information about the implementation process is presented in Table 3.

Table 1

Implementation Schedule

Week	Session	Activity	
1.	Classroom 1	Meet and Chat	
	Classroom 2	Find someone who did this!	
	Online 1	Compare something	
2.	Classroom 3	Election game	
	Classroom 4	Spontaneous speaking	
	Online 2	Routines and habits	
3.	Classroom 5	Who am I?	
	Classroom 6	Idioms, proverbs, and aphorisms in Turkish	
	Online 3	Gossip	
4.	Classroom 7	Command and control game	
	Classroom 8	Counselling	
	Online 4	Questions	
5.	Classroom 9	Family tree	
	Classroom 10	Special days	
	Online 5	Fashion and styles	
6.	Classroom 11	Appointments	
	Classroom 12	Past	
	Online 6	Hobbies and phobias	
7.	Classroom 13	Call Centre	
	Classroom 14	Causes and effects	
	Online 7	Holiday plans	
Total	7	21	21

In the first 10-15 minutes of the activities, ice-breaker games were held to relax and integrate the group. Face-to-face sessions were held on Mondays and Tuesdays each week; online meetings were held remotely using the Zoom programme.

The study group consisted of students learning Turkish as a second language and teacher candidates studying in the Turkish Language Teaching department. The instructor consisted of 4. year students in the Turkish Teaching program at Alanya Alaaddin Keykubat University. The reason for selecting this group is that Turkish teacher candidates take the *Teaching Turkish as a Foreign Language* in their 4. year (YÖK, 2024).

Instructors were expected to act according to the guidelines of TKK activities. The inclusion criteria for the study group were a minimum of 80% participation in TKK and adherence to the guidelines. Accordingly, 24 Turkish teacher candidates participated in the TKK. Twenty-two instructors who met the criteria were included in the study group.

Table 2*Instructor Personal Information*

		n	%
Gender	Female	15	68
	Male	7	32
Total		22	100

The students in the study group are those who have studied or are currently studying at the Turkish and Foreign Languages Application and Research Centre at Alanya Alaaddin Keykubat University (ALKÜ TÖMER). They voluntarily participated in the TKK outside of the course programme. A total of 37 students participated in the TKK, with 4 students who had an attendance rate of less than 80% being excluded from the study group. Consequently, the students in the study group totalled 33.

Table 3 presents the personal information of the students. This information pertains to their gender, level, student status, age range, and nationalities. Those who are international students are taking a Turkish proficiency course to start their studies at Alanya Alaaddin University. Resident foreigners are those attending the course to improve their Turkish speaking skills for non-academic reasons.

Table 3*Students' Personal Information*

		n	%
Gender	Female	23	69
	Male	10	31
Level	A2	17	51
	B1	12	37
	B2	4	12
Status	International student	22	66
	Resident foreigner	11	34
Age range	16-19	6	18
	20-24	8	24
	25-29	1	3
	30-34	5	16
	35-39	6	18
	40-44	5	15
	45+	2	6
Nationality	Russia	9	28
	Iran	6	18
	Ukraine	5	15
	Kazakhstan	3	9
	Uzbekistan	3	9
	Azerbaijan	2	6
	Togo	1	3
	Syria	1	3
	Nigeria	1	3
	Brazil	1	3
	Chile	1	3
	Total		33

2.3. Data Collection Tools

2.3.1. Second Language Turkish Speaking Anxiety (TSA)

Scale In their study on the validity and reliability of the Turkish form of the Speaking Anxiety Scale for Foreign Learners of Turkish, Melanlıoğlu and Demir (2019) adapted and validated Woodrow's (2006) Second Language Speaking Anxiety Scale to Turkish. The final version of the scale consists of 30 items with five options: Never, Rarely, Sometimes, Usually, and Always. The scale consists of items that aim to determine the anxiety experienced by those learning Turkish as a foreign/second language in Turkish courses or when speaking Turkish.

2.3.2. Turkish Teaching Self-Efficacy Perception Scale (TSP)

This scale was developed by Çocuk et al. (2015) and its validity and reliability studies were conducted. The scale, which aims to determine the professional self-efficacy of prospective Turkish teachers, consists of 22 items. Each item can be rated from 0 to 100, where 0 means "I can't do it" and 100 means "I'm absolutely sure I can do it." Although the scale is not divided into specific dimensions, it can be classified into reading education, guidance roles in Turkish education, effective use of teaching materials, and scientific and academic competencies.

2.3.3. Student Interview Form (SIF)

10 students from the study group were randomly selected for the interview. Interviews lasting between 15 and 30 minutes were conducted based on a semi-structured interview form regarding their experiences and thoughts about the TKK

2.3.4. Instructor Interview Form (IIF)

10 instructors from the study group were randomly selected for the interview. Interviews lasting between 15 and 30 minutes were conducted based on a semi-structured interview form regarding their thoughts about TKK and their perceptions of professional self-efficacy.

2.4. Data Analysis

The qualitative data of the study were obtained from the SIF and IIF. These data were subjected to content analysis. In content analysis, the recommendations of Miles & Huberman (2016) were followed, which consists of three stages: data reduction, data organisation, and data description. In the first stage, parts of the qualitative data set that were outside the research topic and concepts were removed. In the second stage, qualitative data were coded. The MAXQDA programme was used in this stage. The coding procedure is a synthesis of the qualitative data analysis approaches of Miles & Huberman (2016), Creswell (2011), and Merriam (2015). In the third stage, relationships between codes were established and various categories and themes were identified. Each identified relationship was individually explained and interpreted. To ensure the reliability and validity of the qualitative data analysis, both the researcher and a field expert participated in the coding process. The agreement between the coders was calculated, and the coding reliability value was found to be 0.89 (Miles & Huberman, 2016).

In the analysis of quantitative data, it was first checked whether the data met the assumption of normal distribution. For this purpose, the scores obtained from the TSP and TSA scales were subjected to the Kolmogorov-Smirnov test.

Table 4 shows the skewness and kurtosis values of the TSP pre-test and post-test scores with the Kolmogorov-Smirnov test.

Table 4

Kolmogorov-Smirnov Test for TSP Scale

	Kolmogorov-Smirnov		Skewness	Kurtosis
	n	p		
Pre-test	22	.78	-.49	.45
Post-test	22	.44	-1.11	.71

The skewness and kurtosis values of the TSA pre-test and post-test are shown in Table 5.

Table 5

Kolmogorov-Smirnov Test for TSA Scale

	Kolmogorov-Smirnov		Skewness	Kurtosis
	n	P		
Pre-test	33	.20	-.21	1.52
Post-test	33	.88	1.00	1.69

Skewness and kurtosis values within the range of ± 2 are required for normal distribution (Mangal, 2002; Tabachnick & Fidell, 2013). Accordingly, it can be seen from Table 5 that the TSP pre-test and post-test data are normally distributed. It can also be seen from Table 6 that the TSA scale pre-test and post-test data are normally distributed. Therefore, it is appropriate to apply parametric tests to these data. The t-test is used in the statistical analysis of related measurements. This test is used to determine whether there are significant differences between related measurements (Büyüköztürk, 2018, pp. 67-70). For this reason, the t-test was used to compare the pre-test and post-test values of the TSA and TSP. A statistical software package was used in the analysis process.

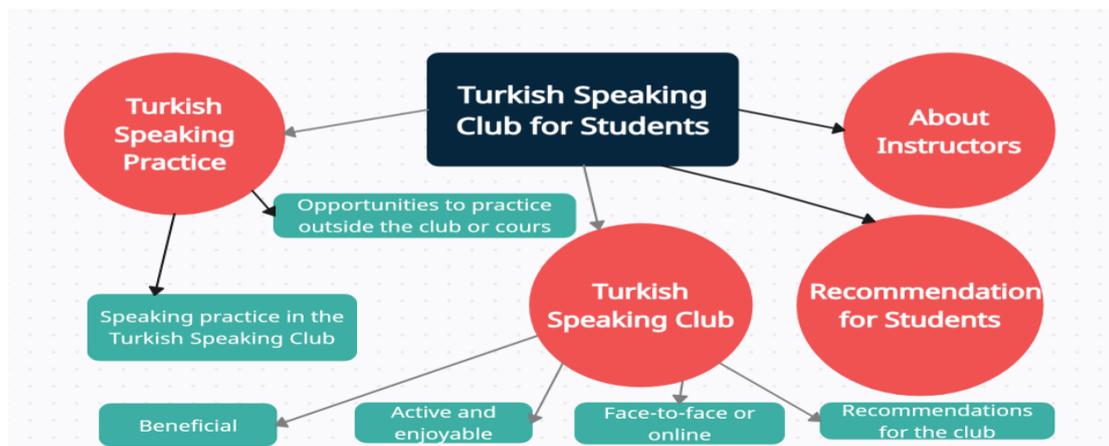
FINDINGS

3.1. Findings related to the first research question

The views of participating students on *the Turkish Speaking Club* (TKK) experience were analysed. Accordingly, some sub-themes and categories emerged around the theme of the Turkish Speaking Club. These and their relationships can be seen in Figure 1.

Figure 1

Content Analysis of Student Opinions



3.1.1. Turkish Speaking Practice

This theme consists of 2 sub-themes.

3.1.1.1. Ability to Practice Outside the Club or Course

Most students believe that they have problems learning Turkish because they cannot practice Turkish outside the course.

I only talk to sellers when I shop. I have no Turkish friends to speak Turkish outside the class. I want to fully understand and speak Turkish (S1).

Yes, I can, but not much. I talk to my friend. We were neighbours in the same building three years ago. First, our children became friends, and then we talked a little. That's all (S2).

I practice Turkish because I live in Turkey. I speak more with friends and at school (S3).

Speaking is very difficult for me. I only practice in classes (S4).

Currently, I have very little practice. I talk to my son, who speaks better Turkish. But there's no one else (S5).

3.1.1.2. Speaking Practice in the TKK

Students see TKK as an opportunity to practice speaking Turkish. Especially those who do not frequently communicate with the Turkish community want these activities to continue.

The Turkish club was very interesting and informative for me. Because I practiced here, and the young teachers taught me nice things (S2).

Of course, it's fun! Because not everyone may have Turkish friends. But there, you can meet other people and practice Turkish (S4).

I think it was fun because there is. R.... and his Turkish assistants. We play games, talk, and sing with them (S8).

It was fun and interesting for me. Because I want to talk to new people, communicate with native speakers (S10).

3.1.2. TKK

This theme consists of 4 sub-themes.

3.1.2.1. Beneficial

Many students found TKK very beneficial. Some think that the relatively professional approach of the Turkish teacher candidates in the teaching role improved them.

The Turkish Speaking Club was very beneficial to me. But unfortunately, it didn't continue much (S2).

Beneficial. Because my goal is to speak Turkish. Therefore, the speaking club is actually good practice for everyone (S5).

I think it was beneficial because this is the best practice. You speak, learn, repeat, and learn useful words (S8).

Talking to the instructors is beneficial for me. Sometimes I can't understand Turks (S9).

It is beneficial, I started to understand better (S10).

Many students think that their Turkish speaking skills improved or gained self-confidence after the TKK experience.

It is very good for us foreigners. We learn new words. We talk to Turkish friends. We recognize Turkish terms (S1).

It's a good opportunity to speak Turkish and relax (S4).

The positive thing for me was playing games. Now I have more confidence (S5).

It was interesting and useful for speaking (S6).

I started to understand better (S7).

I learned nice things from the club. But this period is not enough for me. The club should continue (S8).

3.1.2.2. Active and Fun

Students especially liked the gamified activities in TKK. They think they are fun.

I liked all the activities in the Turkish club. Especially the ones in the form of games (S1).

My favourite activity is games. Because practicing while playing is more fun (S2).

I think all the activities are very interesting and fun. That's why I love them all (S6).

I loved everything (S7).

Games, especially the word game (S8).

3.1.2.3. Face-to-Face or Online Meetings

Students mostly mentioned that they are more willing to attend the club's face-to-face sessions.

I liked face-to-face speaking (S2).

I think both are good, but face-to-face is more beneficial (S6).

3.1.2.4. Recommendations for the Club

Students generally suggest increasing the number of sessions and keeping the club continuously active for TKK.

I wish it continued with the same happy atmosphere as before (S1).

My suggestion is you can do the speaking club every day. We can watch movies or sing together. I think it could be fun (S2).

I think more games should be added to a new language club because I think learning should be fun, not boring; when it's fun, it is well remembered (S4).

Yes, I want to continue learning in the club. We can do these 4 or 5 days a week (S5).

3.1.3. About Instructors

All students have generally positive feelings and thoughts about the Turkish teacher candidates who took on the role of instructors during the implementation process.

The teachers were good. Those who spoke calmly and patiently (S4).

I think all the teachers did very beneficial work for foreign students. Because they teach them to speak in a new language and do it with pleasure (S6).

All the teachers are good. Everyone is helpful (S7).

All the instructors are very good (S8).

It's very interesting that the young teachers are from different cities in Turkey, their teaching energy is high. A happy atmosphere makes learning better (S10).

3.1.4. Recommendations to Students

Students have some recommendations for those learning Turkish as a foreign or second language. These include frequently using Turkish media, such as reading original texts and watching movies.

Students should read books to speak well, watch Turkish movies and series. But the most important thing is to talk to Turkish friends (S1).

They can read books, watch movies, go to such clubs, listen to songs (S2).

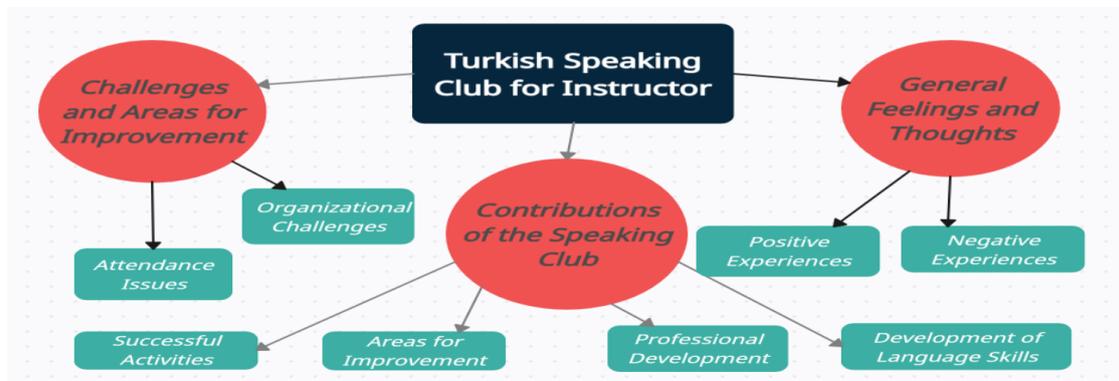
I will give them a piece of advice: Don't be afraid, move forward, reach your goals (S3).

3.2. Findings related to the second research question

The opinions of the instructors regarding the TCC experience have been analysed. Accordingly, the theme, sub-theme, and categories that emerged are presented in Figure 2.

Figure 2

Content Analysis of Instructor Opinions



3.2.1. Contributions of the Speaking Club

According to the findings, the instructors believe that TKK has improved students' language skills, especially speaking skills. They also think that this club contributes to their professional competence.

3.2.1.1. Development of Language Skills

The Turkish Speaking Club makes significant contributions to the development of students' language skills. It has been stated that students' speaking skills have improved, they have gained confidence, and learned how to use the language in real life.

Improvement of students' speaking skills:

The club made a great contribution to the improvement of students' speaking skills (T1).

I observed that their speaking skills improved (T2).

Students' speaking skills improved with regular practice (T4).

Gaining confidence:

Students' confidence increased (T2).

I observed that they gained confidence (T6).

Learning the use of the language in real life:

Turkish speaking clubs can help students learn the use of the language in real life (T1).

3.2.1.2. Professional Development

The TTK also contributes to the professional development of teacher candidates. The aspects such as the variety of teaching methods and materials, gaining experience, and gaining confidence stand out.

Variety of teaching methods and materials:

It provided a rich environment in terms of offering different methods and materials in language teaching (T6).

We used various activities and methods, which improved us (T5).

Gaining experience:

I experienced how I should approach students (T2).

I learned how to communicate with students (T4).

Gaining confidence:

I think it helped us gain confidence (T7).

I felt that I gained confidence (T10).

3.2.1.3. Successful Aspects

Among the successful aspects of TTK are the game and competitive environment, various activities and applications, and the use of digital tools and materials.

Game and competitive environment:

Games and the competitive environment attracted students' attention (T3).

Creating competition among students increased participation (T5).

Games and the competitive environment were fun (T9).

Activities and applications:

The variety of activities was sufficient (T5).

Use of digital tools and materials:

Digital tools and materials were used effectively (T7).

We used digital technology well (T9).

3.2.1.4. Fun Aspects

The fun aspects of the club activities include hands-on activities, icebreaker activities, and drama and role-playing activities.

Hands-on activities:

Hands-on activities were fun (T6).

Icebreaker activities:

I realized that icebreaker activities are very necessary (T6).

Icebreaker activities were fun (T7).

Drama and role-playing:

I saw that drama and role-playing activities were useful (T7).

Drama and role-playing activities were successful (T9).

3.2.2. Challenges and Suggestions

According to the findings, some problems were encountered in TKK and solutions were offered for these.

3.2.2.1. Problems Experienced

The main problems experienced in TTK are language problems, participation problems, and timing problems.

Language problems:

I observed that language problems created difficulties in communication (T3).

Language problems prevented students from expressing themselves fully (T5).

Participation problems:

Some students' participation was low (T7).

I think more participation should be ensured (T10).

Timing problems:

The timing of the club activities was not always suitable (T6).

I think the timing should be more flexible (T8).

3.2.2.2. Suggestions for Improvement

Suggestions to improve the TKK include increasing participation, increasing the duration and frequency of the club, and diversifying the activities.

Increasing participation:

Participation should be increased by making the activities more attractive (T3).

Activities should be designed to increase participation (T7).

Increasing the duration and frequency of the club:

The duration and frequency of the club should be increased (T1).

The club should be held more frequently (T5).

Diversifying activities:

Different activities should be designed to make the club more interesting (T2).

Activities should be diversified (T6).

3.3.3. Findings Related to the Third Research Question

The effect of the TKK on the speaking anxiety levels of learners of Turkish as a second language was determined using a t-test. The findings are presented in Table 6.

Table 6

T-Test of Pretest and Post-Test Mean Scores for TSA

	n	X	Sd	t	p
Pre-test	33	3.40	.33	-3.50	.00
Post-test	33	2.99	.59		

According to Table 6, the post-test mean score ($X=2.99$) is lower than the pre-test means score ($X=3.40$). This indicates that the speaking anxiety of the students in the study group generally decreased. Considering the standard deviation of the values before TKK ($Sd=0.33$) and after TKK ($Sd=0.59$), it can be interpreted that the application increased the differentiation in terms of Turkish speaking anxiety.

Looking at the situation from an individual perspective, it can be stated that TKK significantly reduced the speaking anxiety of participants learning Turkish ($t=2.99$, $p<0.05$).

3.4. Findings Related to the Fourth Research Question

The t-test results showing the effect of TKK on the professional self-efficacy of Turkish teacher candidates are presented in Table 7.

Table 7

T-Test of Pretest and Post-Test Mean Scores for The TSP

	n	X	Sd	t	p
Pre-test	22	3.11	.60	2.76	.01
Post-test	22	3.49	.35		

According to Table 7, the pretest mean score ($X=3.11$) is lower than the post-test means score ($X=3.49$). This indicates that TKK generally positively changed the professional competence perceptions of Turkish teacher candidates. The standard deviation of the pretest values ($Sd=0.57$) and the standard deviation of the post-test values ($Sd=0.42$) show that after TKK, the participants' self-efficacy perceptions became more homogeneous. According to the t-test results of the pretest and post-test values, TKK has a significant positive effect on the professional self-efficacy perceptions of Turkish teacher candidates ($t=2.76$, $p<0.05$).

DISCUSSION, CONCLUSION and RECOMMENDATIONS

1. Students face difficulties in learning Turkish due to the lack of practice opportunities outside the course. Therefore, they view the Turkish Speaking Club (TKK) as a valuable opportunity for practicing Turkish conversation. They believe the club provides them with a fun and informative environment. The emotions elicited by the learning environment are related to learning success. Research on speaking clubs shows that students have positive

feelings toward these clubs (Ceron & Miranda, 2023, pp. 57-59).

2. Many students found TKK very useful. Students prefer attending face-to-face sessions of TKK. They recommend increasing the number of sessions, incorporating games, and keeping the club continuously active. Şenbayrak & Hart (2024) investigated the use of the speaking club discussion technique in teaching English as a foreign language. The research focused on an online chat club. The results showed that the online chat club yielded successful outcomes, but the findings of this study indicate that face-to-face speaking is still more appealing compared to online methods.
3. All students had positive thoughts about the Turkish teacher candidates who took on the role of instructors during the implementation process. The instructors were found to be successful in teaching foreign students to speak in a new language. Students recommend using authentic texts, such as reading Turkish media sources and watching films, for those learning Turkish.
4. According to the instructors, TKK makes significant contributions to improving students' language skills and supporting the professional development of teacher candidates. Observations indicate noticeable progress in students' speaking skills, increased self-confidence, and learning to use the language in real-life situations. Additionally, the club helps teacher candidates gain experience and confidence by providing various teaching methods and materials. Research shows that the speaking club method enhances target language skills (Jannah, 2021; Lia, 2020; Simbolon et al., 2023; Hijrah & Umar, 2021; Octaberlina & Muslimin, 2022) and increases self-confidence (Sheokarah & Pillay, 2021). The results of this study support these findings.
5. Instructors find the aspects of TKK that involve gamification, creating a competitive environment, and using digital tools beneficial. However, challenges were encountered during TKK, such as student attendance issues, time management, and event duration, as well as differences in student levels. Some students faced attendance problems and fell behind as a result. Improvements are suggested for time management and event duration. Activities should be organized to accommodate differences in student levels.
6. TKK significantly reduced the speaking anxiety levels of learners of Turkish as a second language. This model could alleviate many problems and yield more successful results in teaching Turkish as a foreign or second language.
7. TKK positively and significantly affected the professional self-efficacy perceptions of instructors. According to this, TKK improves the professional competence of Turkish teacher candidates. The first aspect is that teacher candidates gain work/school experience in this field, which is not included in the undergraduate program. Secondly, teacher candidates enrich their teaching techniques, communicate with different cultures, and develop their professional competence perceptions.

International students participating in this study viewed TKK as an opportunity to learn Turkish. According to Yükselir (2018), one of the most important factors affecting the academic success of such students is their proper use of Turkish. Therefore, TKK and similar models should be applied not only to students taking Turkish courses but to all international students.

Günaydın (2021) addressed the purposes, functioning, activity suggestions, and outcomes of speaking clubs in teaching Turkish based on the literature. Comparing the results of this study with Günaydın's (2021) suggestions is beneficial. Günaydın (2021) predicted that students would feel more comfortable and find a fun environment in the club (p. 537). The results support this. Günaydın (2021) also thought that the speaking club would be useful in various areas such as differentiations in writing and speaking, pronunciation errors, grammar mistakes, and learning new words. These findings are also confirmed by the study results.

The results validate the hypothesis of this research. The TKK model creates a win-win situation. Collaboration in various forms between native speakers of a language and those learning it as a second or foreign language worldwide would be beneficial. It is evident that academic support for this will further enhance the benefits.

Specific suggestions can be made for Türkiye. Considering the millions of foreigners living in Türkiye and those learning Turkish as a second language, the necessity of TKK and similar models becomes clear. Such models can be extremely beneficial for the cultural and social integration processes of foreigners living in Türkiye. For example, a project named PIKTES has been implemented in Türkiye for many years. The primary goal of this project is to contribute to the education access and social integration of foreign children in Türkiye (Project for Supporting the Integration of Syrian Children into the Turkish Education System [PIKTES], 2024). Similar models to the speaking club can be suggested within this scope.

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GENİŞLETİLMİŞ ÖZET

Giriş

Konuşma kulüpleri, yabancı dil öğrenen bireylerin dil becerilerini geliştirmek amacıyla ders dışı zamanlarda belirli konular üzerinde karşılıklı konuşma pratiği yaptıkları sosyal topluluklardır (Günaydın, 2021). Bu açıdan konuşma kulüplerinin, katılımcıların ilgi ve yetenekleri doğrultusunda kendilerini ifade edebildikleri ortamlar sunacağı, öğrencilerin hedef dildeki iletişim becerilerini artıracığı tahmin edilebilir. Araştırma kapsamında konuşma kulübüne ilişkin bu akademik çerçeveye uygun olarak Türkçeyi ikinci dil olarak öğrenenlerle, Türkçe öğretmen adaylarının bir araya geldiği bir model olarak Türkçe Konuşma Kulübü (TKK) tasarlanmıştır.

Araştırmanın amacı, Türkçe öğrenenler ve Türkçe öğretmen adaylarıyla uygulanan TKK modelinin çeşitli değişkenler üzerindeki etkilerini belirlemek ve katılımcıların görüşlerini toplamaktır. Odaklanılan değişkenler, Türkçe öğrenenlerin konuşma kaygısı ve Türkçe öğretmen adaylarının mesleki öz yeterlik algılarıdır. Bunun yanında öğrenci ve öğreticilerin modele ve sürece ilişkin görüşleri de alınmıştır.

Alan yazında konuşma kulüplerinin eğitimde kullanılmasına ilişkin bulgular incelendiğinde, Türkçe öğretimi açısından bu yöntemin etkisinin araştırılmasının faydalı olacağı düşünülebilir. Araştırmanın hipotezi, bu modelin öğrenme özerkliğinin geliştirilmesine, ders dışı etkinliklerin tasarlanmasına, kültürel etkileşim ve farkındalığın artırılmasına, Türkçeye yönelik olumlu tutumların geliştirilmesine, konuşma kaygısının azaltılmasına ve mesleki öz yeterlik algılarının iyileştirilmesine katkı sağlayacağı biçiminde belirlenmiştir.

TKK modeli, Türkçe öğretmen adaylarına Türkçeyi ikinci dil olarak öğretme deneyimi kazandırmak, eğitimlerinde önemli bir eksikliği giderebilir. Yabancı/ikinci dil öğrenenler için konuşma kulüpleri, öncelikle konuşma becerilerini geliştirmek, konuşma kaygısını azaltmak ve hedef dilde sosyal etkileşim ve kültürel farkındalığı teşvik etmek için etkili bir yöntem olarak hizmet etmektedir (Ceron & Miranda, 2023; Günaydın, 2021; Khorsheed, Assaf & Al-Dammad, 2019). Konuşma kulübü, dil öğrenenlerin konuşma becerilerini pratik yaparak geliştirmelerine yardımcı olur. Bu tür kulüpler, dil öğrenenlere hedef dilde ana dili konuşucuları veya diğer öğrenenlerle etkileşim kurma fırsatı sunmaktadır.

Yöntem

Araştırma Modeli

Öğrencilere İkinci Dil Olarak Türkçe Konuşma Kaygısı Ölçeği (TSA) ön test ve son test olarak uygulanmıştır. Öğreticiler için Türkçe Öğretimi Öz Yeterlik Algısı (TSP) ölçeği kullanılmıştır. TKK programının tamamlanmasının ardından hem öğreticiler hem de öğrencilerle TKK'ya dair görüşlerini toplamak amacıyla görüşmeler yapılmıştır. Bu şekilde, nitel ve nicel araştırma süreçleri birleştirilmiştir. Bu çalışma, Creswell'in (2018) önerdiği karma yöntem prosedürünü takip etmiştir.

Katılımcılar ve Uygulama

Öğretici grubu, bir eğitim fakültesinin Türkçe öğretmenliği bölümünde öğrenim gören 22 öğrenciden oluşmuştur. Öğrenci grubu ise, bir Türkçe Kursunda eğitim almış ya da almakta olan bireylerden oluşmuştur. Bu öğrenciler, kurs programları dışında gönüllü olarak TKK'ye

katılmışlardır. Öğrenci grubu Alanya Alaaddin Keykubat Üniversitesi Türkçe ve Yabancı Diller Uygulama ve Araştırma Merkezinde [ALKÜ TÖMER] Türkçe öğrenmiş ya da öğrenmekte olan 33 katılımcıdan oluşmaktadır.

Türkçe Konuşma Kulübü oturumları, Kasım ve Aralık 2023'te hem yüz yüze hem de çevrimiçi olarak gerçekleştirilmiştir. Konuşma etkinlikleri, yürütücü/araştırmacı tarafından hazırlanan programlar ve planlar doğrultusunda yürütülmüştür. TKK programı, yaklaşık 45 dakika süren her biri 21 oturumdan oluşan 7 haftalık bir programdan oluşmaktadır.

Veri Toplama Araçları

Bu çalışmanın verileri, *İkinci Dil Olarak Türkçe Konuşma Kaygısı (TSA) Ölçeği*, *Türkçe Öğretimi Öz Yeterlik Algısı (TSP) Ölçeği*, *Öğrenci Görüşme Formu (SIF)* ve *Öğretici Görüşme Formu (IIF)* ile toplanmıştır.

Veri Analizi

Miles & Huberman (2016) önerileri doğrultusunda, SIF ve IIF verilerine içerik analizi uygulanmıştır. Nicel veri analizinde, verilerin normal dağılım gösterdiği saptanmış ve TSP ve TSA ölçeklerinin ön test ve son test puanlarını karşılaştırmak için t-testi uygulanmıştır.

Sonuçlar ve Tartışma

1. Öğrenciler, ders dışında Türkçe pratiği yapma fırsatlarının eksikliği nedeniyle Türkçe öğrenmekte zorluk çekmektedir. Bu nedenle, Türkçe Konuşma Kulübü'nü (TKK) Türkçe konuşma pratiği yapmak için değerli bir fırsat olarak görmektedirler. Kulübün onlara eğlenceli ve bilgilendirici bir ortam sağladığını düşünmektedirler. Konuşma kulüpleri üzerine yapılan araştırmalar, öğrencilerin bu kulüplere yönelik olumlu duygular taşıdığını göstermektedir (Ceron & Miranda, 2023, s. 57-59).
2. Birçok öğrenci TKK'yı çok faydalı bulmuştur. Öğrenciler, TKK'nın yüz yüze oturumlarına katılmayı tercih etmektedir. Oturum sayısının artırılmasını, oyunların dahil edilmesini ve kulübün sürekli aktif kalmasını önermektedirler. Şenbayrak & Hart (2024), çevrimiçi sohbet kulübünün başarılı çıktılar verdiğini gösterse de, bu çalışmanın bulguları yüz yüze konuşmanın çevrimiçi yöntemlere göre daha çekici olduğunu ortaya koymaktadır.
3. Programın uygulanması sürecinde eğitmen rolünü üstlenen Türkçe öğretmen adayları hakkında tüm öğrenciler olumlu düşünceler bildirmiştir. Öğreticilerin bu modelde yeni bir dilde konuşmayı öğretmekte başarılı oldukları görülmüştür. Öğrenciler, Türkçe öğrenenler için orijinal Türkçe medya kaynaklarını okuyarak ve filmler izleyerek özgün metinlerin kullanılmasını önermektedir.
4. Öğreticilere göre TKK, öğrencilerin dil becerilerini geliştirmeye ve öğretmen adaylarının mesleki gelişimini desteklemeye önemli katkılar sağlamaktadır. Bulgular, öğrencilerin konuşma becerilerinde gözle görülür bir ilerleme, artan özgüven ve dili gerçek hayatta kullanmayı öğrenme gibi gelişmeler olduğunu göstermektedir. Ayrıca kulüp, öğretmen adaylarının çeşitli öğretim yöntemleri ve materyalleri kullanarak deneyim ve güven kazanmalarına yardımcı olmaktadır. Araştırmalar, konuşma kulübü yönteminin hedef dil becerilerini geliştirdiğini (Jannah, 2021; Lia, 2020; Simbolon vd., 2023; Hijrah & Umar, 2021; Octaberlina & Muslimin, 2022) ve özgüveni artırdığını göstermektedir (Sheokarah & Pillay, 2021). Bu çalışmanın sonuçları, bu bulguları desteklemektedir.
5. Öğreticiler, TKK'nın oyunlaştırma, rekabet ortamı oluşturma ve dijital araçlar kullanma yönlerini faydalı bulmuştur. Ancak, TKK sürecinde öğrenci katılım sorunları, zaman yönetimi, etkinlik süresi ve öğrenci seviyelerindeki farklılıklar gibi zorluklarla karşılaşmıştır. Bazı öğrenciler katılım sorunları nedeniyle geri kalmıştır.

6. Nitel bulguları desteleyecek biçimde TKK, Türkçeyi ikinci dil olarak öğrenenlerin konuşma kaygısı seviyelerini önemli ölçüde azaltmıştır. TKK öncesindeki değerlerin standart sapması ($S_s=0.33$) ve TKK sonrasındaki standart sapması ($S_s=0.59$) dikkate alındığında, uygulamanın Türkçe konuşma kaygısı açısından farklılaşmayı artırdığı görülmektedir. TKK Türkçe öğrenen katılımcıların konuşma kaygısını anlamlı düzeyde azaltmıştır. ($t=2.99$, $p<0.05$). Bu model, Türkçenin yabancı ya da ikinci dil olarak öğretilmesinde birçok sorunu hafifletebilir ve daha başarılı sonuçlar elde edilmesini sağlayabilir. Bu bağlama benzer bir araştırma Yükselir (2018) tarafından gerçekleştirilmiştir. Yükselir (2018) araştırma grubu olarak uluslararası öğrencilere odaklanmaktadır. Yükselir'e (2018) göre bu öğrencilerin akademik başarısını etkileyen en önemli faktörlerden biri Türkçeyi doğru kullanmalarındır. Bu nedenle, TKK ve benzeri modeller Türkçe kurslarına katılan öğrencilerle sınırlı kalmayarak, uluslararası öğrencilerin Türkçe öğretiminde de bir faydalı model olarak uygulanmalıdır. Günaydın (2021), literatüre dayalı olarak yabancı dil olarak Türkçe öğretiminde konuşma kulüplerinin amaçlarını, işleyişini ele almış ve etkinlik önerileri sunmuştur. Günaydın (2021), öğrencilerin kulüpte kendilerini daha rahat hissedeceklerini ve eğlenceli bir ortam bulacakları sonucuna varmıştır (s. 537). Ayrıca konuşma kulübünün yazma ve konuşmadaki farklılıklar, telaffuz hataları, dilbilgisi yanlışları ve yeni kelimeler öğrenme gibi çeşitli faydalı olduğu bulgulanmıştır.

7. TKK, öğrencilerin mesleki öz yeterlik algılarını olumlu ve anlamlı düzeyde etkilemiştir ($t=2.76$, $p<0.05$). TKK öncesine kıyasla, ($X=3.11$) TKK sonrasında ($X=3.49$) ö yeterlik algısı ortalama puanları artmıştır. Bu durum, TKK'nın genel olarak Türkçe öğretmen adaylarının mesleki yeterlik algılarını olumlu yönde değiştirdiğini göstermektedir. Ön test değerlerinin standart sapması ($S_s=0.57$) ve son test değerlerinin standart sapması ($S_s=0.42$), TKK sonrasında katılımcıların öz yeterlik algılarının daha homojen hale geldiğini ortaya koymaktadır. Buna göre TKK, Türkçe öğretmen adaylarının mesleki yeterliklerini geliştirmektedir.

Öncelikle, TKK, öğretici/öğretmen adaylarının lisans programında yer almayan bir ihtiyacı karşılamakta, bu alanda iş/okul deneyimi kazandırmaktadır. İkinci olarak, öğretmen adayları öğretim tekniklerini zenginleştirmekte, farklı kültürlerle iletişim kurmakta ve mesleki yeterlik algılarını geliştirmektedir.