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Learner's Mood Created by the Learning Contents of Turkish as a Foreign Language at A1 Level

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ABSTRACT

Facial expressions as well as words are used while expressing or reflecting the emotions. Facial expressions mediate the visualization of the emotions and the place where emotions emerge first is face. In this study, it is aimed to determine the emotional states of the foreign students who study at the level of A1 in the teaching of Turkish as a foreign language related to the subjects in the Turkish course. Qualitative research pattern model has been used to achieve this goal. The study group of this research consists of 58 students who volunteered to participate in this study and took "A1 Turkish" lesson in the fall semester of 2019-2020 academic year. In the study, A1 level Turkish language content as a data collection tool, a questionnaire form that reveals the relationship between language learning and emotions, and the created forms were presented to the participants under two titles as "Realizing Communication" and "Grammar" content. When the items that intensify Turkish learners as a foreign language are examined, it is seen that the items in question are mostly related with their formal aspects, which are the typological feature of Turkish that distinguishes it from other languages. The way of complementing Turkish, the relationship of words with affixes and the items related to the words expressing the directions reveal that students whose native language is different from Turkish concentrate on emotions that express anger, disgust, fear, sadness and surprise.

Key Words: Teaching turkish as a foreign language, A1 level turkish content, emotional status

A1 Düzeyi Yabancı Dil Olarak Türkçe Öğretimi İçeriklerinin Öğrenenlerde Oluşturduğu Duygu Durumları

ÖZET

Duyguların ifadesi ya da dışı vurumunda kelimeler kadar yüz ifadelerine de başvurulmaktadır. Yüz ifadeleri, duyguların görülmesine aracılık etmektedir ve duyguların ortaya çıktığı ilk yer yüz bölgesidir. Bu çalışmada yabancı dil olarak Türkçe öğretiminde A1 düzeyinde öğrenim gören yabancı uyruklu öğrencilerin Türkçe dersinde yer alan konulara ilişkin duygu durumlarının belirlenmesi amaçlanmaktadır. Bu amaca ulaşmak için nitel araştırma modeli kullanılmıştır. Bu araştırmanın çalışma grubunu 34 farklı ülkeden Türkiye'ye gelen, 2019-2020 eğitim öğretim güz yarıyılında "A1 Türkçe" dersini almış ve bu çalışmaya katılmaya gönüllü olan 58 öğrenci oluşturmaktadır. Çalışmada veri toplama aracı olarak A1 düzeyi Türkçe dil içeriği, dil öğrenme ile duyguların ilişkisini ortaya koyan bir anket formu oluşturulmuş, oluşturulan formlar katılımcılara "İletişimi Gerçekleştirebilme" ve "Dilbilgisi" içerikleri olmak üzere iki başlık altında sunulmuştur. Yabancı dil olarak Türkçe öğrenenlerin yoğunlaştığı maddeler incelendiğinde söz konusu maddelerin Türkçenin tipolojik özelliği olan onu diğer dillerden ayıran daha çok biçimsel yanları ile ilgili maddeler olduğu görülmektedir. Türkçenin tamlama oluşturma biçimi, sözcüklerin eklerle olan ilişkisi, yönleri ifade eden sözcüklere ilişkin maddeler anadil yapıları Türkçeden farklı olan öğrencilerin öfke, tiksinti, korku, üzüntü ve şaşkınlık ifade eden duygularda yoğunlaştıklarını ortaya koymaktadır.

Anahtar Kelimeler: Yabancı dil olarak Türkçe öğretimi, A1 düzeyi Türkçe içerik, duygu durumu

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Introduction

Emotions and attitudes have a significant role in the success of language learning, and this close relationship between the emotions and language has been acknowledged as non-negligibly important (Yılmaz, 2006). According to triune brain model by MacLean (1990), cognition is located in the neo-mammalian part which corresponds to neo-cortex, emotion is located in the paleo-mammalian part which corresponds to limbic system. Although the sources are quite different from each other (ref. Metin, 2019), discussions are on the subject of the effect of emotion and cognition on each other. According to the cognitive model of Beck (1979), cognition affects emotions and plays an active role in the formation of emotions. On the contrary, researchers such as Greenberg (2015), Matsumoto and Ekman (2008) assert that emotions affect cognition.

Emotions have significant functions in the life and motivation of people vardır (Matsumoto, Frank and Hwang, 2013); emotions directly affect mental phenomenon and process of learning (Tatzl, 2016) and they have critical importance for learning (Ding and Zhao, 2019). As Swain (2013) stated, it is acknowledged that there is an inseparable relationship between cognition and emotion. Desire, interest, wish and motivation are in the center of learning a foreign language (Dörnyei, 2009; Kramersch, 2009). This is because body, mind and emotions need to get together in order to provide interaction while learning a language. Any kind of emotional situation either in or outside the classroom may support language learning but it may also prevent it.

There are a lot of descriptions related to the concept of emotion in the literature. One of the most comprehensive among these is the description by Ekman and Cordaro (2011) stating “Emotions are automatic reactions which are responded to universal sharing, culture and personal incidents and have distinctive properties”. On the basis of this description, it is seen that while establishing a relationship between learning and emotion, emotions affect cognition and the physiology.

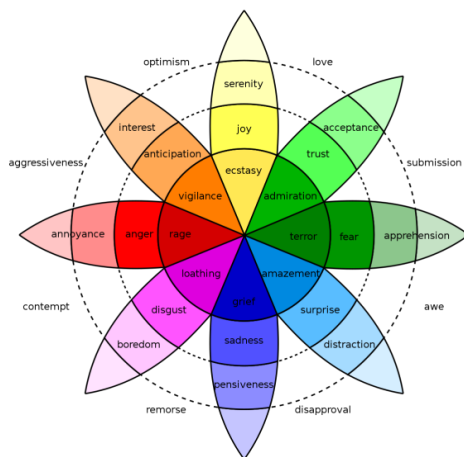
There are of course words that people can express their feelings in every language. While expressing or reflecting the emotions, facial expressions as well as words are also used. Ekman and Friesen (2003) stated that facial expressions mediate the displaying of emotions and the place where emotions emerge first is the face. Based on the effect of emotions on learning, in this study where mood of foreigners while learning Turkish is researched, in order to receive the emotional opinions related to A1 content of participants; netspeak, emojis which express emotions through facial expressions are used.

Using facial expressions in order to determine the emotions created by the A1 level language content in Turkish learners has been decided, since it is a universal approach for participants of the research from different cultures. The idea that emotions on facial expressions are universal which was stated by Darwin first in literature was extended with the studies of Tomkins (1962). Studies of Ekman (1971) strengthen the evidences related to this idea. Participants from different cultures were shown pictures displaying emotions on facial expressions in the first study of Ekman, Sorenson and Friesen. Participants were asked to describe what the emotional expressions in the pictures are. Even though these participants were from different cultures, they identified emotions of *happiness, anger, disgust, fear, astonishment and sadness* with a high level of correct answers. Another study was carried out by Ekman and Friesen (1971) considering that participants might identify the emotions on the facial expressions by being affected by visual communication tools. Researchers analyzed the facial expressions of people from Papua New Guinea in the Continent of Africa which has been affected least by the visual communication tools. In order not to have an interaction, as soon as the research

was initiated, stories describing six basic emotions (happiness, anger, disgust, fear, astonishment and sadness) were told to members of the tribe. In the second stage, tribe members were asked to match the expressions of emotions told in the stories with the facial expression photos. Additionally, the participants were asked to tell if the participants had been the person on the described emotional expression, how their facial expressions would have changed. Cameras were recording throughout the research process. Later, American participants watched these recordings and they were asked what the emotional expressions on the faces of the participants from Papua New Guinea were. American participants described these expressions with a high level of correct answers. Another research related to universalism was carried out by Ekman (1971) again. Video clips with emotional content were prepared for American and Japanese participants and they watched these clips. Facial expressions of the participants who watched the clips were recorded. As a result of the research, similar muscle movements in the facial expressions of American and Japanese participants were observed. Cultural difference were observed not in the expression of emotions on face, but in the duration of these expressions remained on the face. Negative emotions remained longer on the faces of American participants then on Japanese participant. Being universal of emotions on facial expressions has been grounded strongly through these researches Metin (2019).

Emotions are like colors, they have different varieties and they may intermingle with each other. For instance, classification method developed by psychologist Robert Plutchik in 1980 is based on this approach (psychologies.com). There are different emotions and classifications of emotions (Ekman, 2003; Russell, 1991; Scherer, 1994; Ulich&Mayring, 2003). Six basic emotions discussed by Ekman (2003) were researched in this study. These are: *anger, disgust, fear, happiness, sadness and astonishment*.

Image 1. Emotion Wheel by Plutchik



Emojis were used while expressing the feelings of the participants. According to Çakır and Topçu (2005), new communication symbols, usage phrases, jargons and communication codes which have emerged due to the properties of the Internet has changed the structure and functions of the languages deeply. According to Güzeloğlu, Erel and Özdemir (2015), the expression of emotions via symbols as visual communication message is as important as the written and textual expression of

them. As it is known, while transferring the language, which provides, maintains and leads the communication between individuals, and which is also a social, cultural and dynamic communication tool, on digital platform; an internet language (netspeak) has been formed. The language improves the expression skills and functions through indicators which language creates within its structure while preparing a ground for the performance of communication between people in digital spheres (Yalçın ve Şengül, 2007). In order to express emotions and thoughts in this language, literary symbols used in messaging applications such as Facebook, Messenger, WhatsApp have been transformed into visual emojis in time. Netspeak which is known as internet language is a language where abbreviations consisting of omission of letters, emojis describing facial expressions and non-standard spellings are

indicated in an online language (Crystal, 2001). Netspeak which provides communication in virtual environment as an intercultural universal language has been used as an alternative while conveying the emotions and thoughts of users (Göksel, 2017).

To use netspeak as a universal language while expressing the six main emotions such as *anger, disgust, fear, happiness, sadness and astonishment* is thought to be an equitable approach for learners. Also, it is possible to assert for this study that the use of emojis while expressing the emotions by learners of Turkish as a foreign language will be easier while choosing emotion related words or the correct understanding of the meanings of the words.

Method

Research Design

Qualitative research design was used in this study. Qualitative researches provide in-depth information about psychological measurements and social circumstances. Qualitative researches are necessary to find answers for difficult questions which are hard to be stated by traditional research methods (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2011: 254). Since the moods of foreign national learners who learn Turkish as a foreign language at A1 level related to the subjects in Turkish lessons are aimed to be determined, the study was structured in descriptive research model. Literature review was made first in the study, then survey questions were prepared based on the obtained information and the form was finalized as a result of expert opinion.

Participants

The study group of this research consists of 58 students, who are voluntary to participate in this research and attended "A1 Turkish" course in 201-2020 academic year fall semester, coming from 34 different countries to Turkey as Afghanistan (5 students), Somalia, Syria, Iraq (4 students each), Guinea (3 students), Bosnia- Herzegovina, Sudan, Congo, Yemen, Tadjikistan, Ukraine, Zimbabwe, Jordan, Uzbekistan (2 students each), Bangladesh, Ghana, Cameroun, Kirghizstan, Lebanon, Nigeria, Ruanda, Russia, Brazil, Burundi, Gambia, India, Mongolia, Tunisia, Macedonia, Tanzania, Serbia, Uganda, Palestine, Egypt (1 student each).

Table 1. *Genders of students*

	<i>f</i>	%
Female	27	46.5
Male	31	53.4

Table 2. *Mother tongues of students*

Mother Tongue	<i>f</i>
Arabic	19
English	8
Persian	5
Somalian	4
French	4
Bosnian	3
Tajiki	2
Crimean Turkish	2
Portugal	2
Uzbek	2
Other (Bangladeshi, Kirghiz, Swahili, Russian, Kirundi, Macedonian, Mongolian)	1

Data Collection Tool

In this study, literature review related to Turkish language content at A1 level, the relationship between language learning and emotions and expression of emotions were made. Later, in order to perform the survey, a survey form developed by researchers where learners can state their mood was created. The draft form was analyzed by experts among which the researchers were included and its suitability in terms of measuring what is desired to be measured, sample sentences, serving the aim of the research, being comprehended, being ordered and design was consulted. Prepared draft form was discussed by 2 experts who were not in the working group and rearranged in terms of comprehensibility and design. The forms were presented to the participants under two topics as "Performing Communication" and "Grammar".







Data Analysis

Data obtained from the research was analyzed through the method of content analysis which is among data analysis techniques used in qualitative researches. Content analysis is used to provide descriptive information, organize and make information more understandable, control other research results and test hypothesis (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2011). The expressions on the interview forms were recorded and classified. Obtained data were presented as tables considering the frequencies and percentages.

Findings


In this study where the effects of the content at A1 level on learners' mood, following results were obtained.

Table 3. Mood of learners of Turkish as a foreign language related to "performing communication"

Emotion	Performing Communication	f	%
	I can understand and tell the time.	1	1.7
	I know and can use the vocabulary related to prices.	1	1.7
	I can understand and tell the time.	1	1.7
	I can understand and tell the directions.	1	1.7
	I can understand and tell the directions.	7	12.2
	I know and can use the vocabulary related to prices.	2	3.5
	I can understand and tell the directions.	1	1.7
	I can introduce myself.	57	98.2
	I can understand and tell the time.	53	91.3
	I can understand and use the numbers.	49	85.9
	I know and can use the vocabulary related to prices.	49	85.9
	I can understand and tell the directions.	37	64.9
	I can understand and tell the directions.	8	14.0
	I can understand and use the numbers.	7	12.2
	I know and can use the vocabulary related to prices.	2	3.5
	I can understand and tell the time.	1	1.7
	I can understand and tell the directions.	3	5.2
	I know and can use the vocabulary related to prices.	2	3.5
	I can introduce myself.	1	1.7
	I can understand and use the numbers.	1	1.7


When Table 3 is analyzed, it is observed that learners of Turkish as a foreign language answered the “performing communication” related questions such as “I can introduce myself.”, with (91.3%), “I can understand and tell the time.”, (87.5%) “I know and use prices.”, with (85.9%) “I can understand and use the numbers.”, (64.9%) “I can understand and tell the directions.” (64.9%) by expressing these statements with a *happy* emoji and with the highest percentages. On the other hand, 14% of the students answered the statement “I can understand and tell the directions” with a *sad* emoji and 12.2% of them replied it with the lowest percentage with a mood expressing *fear*.

Table 4. Grammar content expressing “anger” by learners of Turkish as a foreign language

Emotion	Grammar Content	f	%
	Interrogative Suffixes		
	I can use interrogative suffixes appropriately.	2	3.5
	Case Suffixes		
	I can use possessive suffixes appropriately.	1	1.7
	Indicatives and Adverbs		
	I can use the simple past tense in a sentence.	1	1.7
	I can use simple present tense in a sentence.	1	1.7
	Subjunctives		
	I can use imperatives in a sentence.	2	3.4
	Prepositions		
	I can draw analogies by using prepositions.	3	5.3
	I can refer to relativity by using prepositions.	1	1.7
	Conjunctions		
	I can use “and”, “or” in a sentence.	1	1.7
	Phrases		
	I can form a definite noun phrase.	5	8.6
	I can form a simple noun phrase.	3	1.7
	I can form an indefinite noun phrase.	1	1.7
	Suffixes		
	I can use the suffixes “-lı, -sız” with words appropriately.	1	1.7
Numeral Adjectives			
I can use distributive numeral adjective suffixes by appropriately adding them to numbers in a sentence.	4	7.8	
I can use ordinal numeral adjective suffixes by appropriately adding them to numbers in a sentence.	1	1.7	
Adverbs of Time			
I can use “-dan beri” in a sentence.	4	6.8	
I can use “-dan sonra” in a sentence.	2	3.5	
I can use “-dır” in a sentence.	2	3.5	

According to Table 4, it can be seen that learners of Turkish as a foreign language answered statements related to the *anger* expression such as “I can form a definite noun phrase.” with (8.6%), “I can use distributive numeral adjective suffixes by appropriately adding them to numbers in a sentence.” with (7.8%), “I can use ‘-dan beri’ in a sentence.” with (6.8%) with the highest percentages.

Table 5. Grammar content expressing "disgust" by learners of Turkish as a foreign language

Emotion	Grammar Content	f	%
	Plural Suffixes I can use plural suffixes in a sentence appropriately.	1	1.7
	Case Suffixes I can use possessive suffixes appropriately.	2	3.5
	Indicatives and Adverbs I can use the simple past tense in a sentence.	2	3.5
	I can use present continuous tense in a sentence.	1	1.7
	I can use simple present tense in a sentence.	1	1.7
	Subjunctives I can use imperatives in a sentence.	4	6.8
	Prepositions I can refer to relativity by using prepositions.	2	3.5
	I can draw analogies by using prepositions.	1	1.7
	I can compare by using prepositions.	1	1.7
	Conjunctions I can use "and", "or" in a sentence.	3	5.1
	I can use conjunctions of time in a sentence.	3	5.1
	Phrases I can form a simple noun phrase.	5	8.6
	I can form a definite noun phrase.	3	5.1
	I can form an indefinite noun phrase.	3	5.1
	Suffixes I can use the suffixes "-lı, -sız" with words appropriately.	2	3.5
	Numeral Adjectives I can use distributive numeral adjective suffixes by appropriately adding them to numbers in a sentence.	3	5.1
	I can use ordinal numeral adjective suffixes by appropriately adding them to numbers in a sentence.	1	1.7
	Adverbs of Time I can use "-dan önce" with appropriate words in a sentence.	2	3.5
	I can use "-dan sonra" with appropriate words in a sentence.	2	3.5
	I can use "-dan beri" with appropriate words in a sentence.	2	3.5
	I can use "-dır" appropriate words in a sentence.	1	1.7

According to Table 5 learners of Turkish as a foreign language gave answers with the highest percentages related to *disgust* to the statements such as "I can form a simple noun phrase." with (8.6%), "I can use imperatives in a sentence." with (6.8%), "I can use distributive numeral adjective suffixes by appropriately adding them to numbers in a sentence." with (5.8%), "I can use conjunction of time in a sentence." with (5.4%), "I can form a definite noun phrase." with (5.1%), "I can use "and", "or" in a sentence" with (5.1%).

Table 6. Grammar content expressing "fear" by learners of Turkish as a foreign language

Emotion	Grammar Content	f	%
	Plural Suffixes I can use plural suffixes in a sentence appropriately.	1	1.7
	Demonstratives I can use the words this, that, these, those in a sentence.	2	3.5
	Interrogative Suffixes I can use interrogative suffixes appropriately.	4	7
	Case Suffixes I can use possessive suffixes appropriately.	4	6.8
	Indicatives and Adverbs I can use the simple present tense in a sentence.	5	8.7
	I can use the simple past tense in a sentence.	4	7
	I can use present continuous tense in a sentence.	1	1.7
	Subjunctives I can use imperatives in a sentence.	4	6.8
	Prepositions I can compare by using prepositions.	6	0.7
	I can refer to relativity by using prepositions.	4	7.2
	I can draw analogies by using prepositions.	2	3.5
	Conjunctions I can use conjunctions of time in a sentence.	5	9
	I can use "and", "or" in a sentence.	4	6.8
	Phrases I can form a simple noun phrase.	7	12.2
	I can form an indefinite noun phrase.	5	8.6
	I can form a definite noun phrase.	3	5.1
	Suffixes I can use the suffixes "-lı, -sız" with words appropriately.	2	3.5
	Numeral Adjectives I can use distributive numeral adjective suffixes by appropriately adding to numbers in a sentence.	6	11.7
	I can use ordinal numeral adjective suffixes by appropriately adding them to numbers in a sentence.	2	3.5
	Adverbs of Time I can use "-dan beri" with appropriate words in a sentence.	5	8.6
	I can use "-dan sonra" with appropriate words in a sentence.	4	7.1
	I can use "-dır" with appropriate words in a sentence.	3	5.1
	I can use "-dan önce" appropriate words in a sentence.	2	3.5


According to Table 6, learners of Turkish as a foreign language gave the answers with highest percentages related to *fear* expression to the statements such as "I can form a simple noun phrase." with (12.2%), "I can use distributive numeral adjective suffixes by appropriately adding them to numbers in a sentence." with (11.7%), "I can compare by using prepositions." with (10.7%), "I can use '-dan beri' with appropriate words in a sentence." with (8.6%), "I can form an indefinite noun phrase." with (8.6%), "I can refer to relativity by using prepositions." with (7.2%), "I can use '-dan sonra' with appropriate words in a sentence." with (7.1%), "I can use interrogative suffixes appropriately." with (7%).

Table 7. Grammar content expressing "happiness" by the learners of Turkish as a foreign language

Emotion	Grammar Content	f	%
	Plural Suffixes I can use plural suffixes in a sentence appropriately.	49	85.9
	Demonstratives I can use the words this, that, these, those in a sentence.	48	84.2
	Interrogative Suffixes I can use interrogative suffixes appropriately.	43	75.4
	Case Suffixes I can use case suffixes appropriately.	49	84.4
	I can use possessive suffixes appropriately.	43	75.1
	Indicatives and Adverbs I can use the present continuous tense in a sentence.	53	91.3
	I can use the simple past tense in a sentence.	48	84.2
	I can use simple present tense in a sentence.	35	61.4
	Subjunctives I can use imperatives in a sentence.	32	55.1
	Prepositions I can refer to relativity by using prepositions.	40	72.7
	I can draw analogies by using prepositions.	37	66
	I can compare by using prepositions.	34	60.7
	Conjunctions I can use "and", "or" in a sentence.	44	75.8
	I can use conjunctions of time in a sentence.	37	67.2
	Phrases I can form an indefinite noun phrase.	41	70.6
	I can form a definite noun phrase.	40	68.9
	I can form a simple noun phrase.	27	47.3
	Suffixes I can use the suffixes "-lı, -sız" with words appropriately.	46	80.7
	Numeral Adjectives I can use ordinal numeral adjective suffixes by appropriately adding to numbers in a sentence.	50	87.7
	I can use distributive numeral adjective suffixes by appropriately adding to numbers in a sentence.	22	43.1
	Adverbs of Time I can use "-dan önce" appropriate words in a sentence.	45	80.3
	I can use "-dan sonra" with appropriate words in a sentence.	43	76.7
	I can use "-dan beri" with appropriate words in a sentence.	34	58.6
I can use "-dır" with appropriate words in a sentence.	28	49.1	


According to Table 7, learners of Turkish as a foreign language gave the answers with the highest percentages related to the expression of *happiness* to the statements such as "I can use present continuous tense in a sentence." with (91.3%), "I can use ordinal numeral adjective suffixes by appropriately adding them to numbers in a sentence." with (87.7%), "I can use plural suffixes in a sentence appropriately." with (85.9%), "I can use case suffixes appropriately." with (84.4%), "I can use the words this, that, these, those in a sentence". with (84.2%), "I can use simple past tense in a sentence." with again (84.2%), "I can use -lı/-sız with appropriate words." with (80.7%), "I can use '-dan önce' with appropriate words in a sentence." with (80.3%).

Table 8. Grammar content expressing sadness by the learners of Turkish as a foreign language

Emotion	Grammar Content	f	%
	Plural Suffixes I can use plural suffixes in a sentence appropriately.	5	8.7
	Demonstratives I can use the words this, that, these, those in a sentence.	3	5.2
	Interrogative Suffixes I can use interrogative suffixes appropriately.	7	12.2
	Case Suffixes I can use possessive suffixes appropriately.	7	12
	I can use case suffixes appropriately.	3	5.1
	Indicatives and Adverbs I can use the simple present tense in a sentence.	5	8.7
	I can use the present continuous tense in a sentence.	3	5.1
	I can use simple past tense in a sentence.	2	3.5
	Subjunctives I can use imperatives in a sentence.	12	20.6
	Prepositions I can draw analogies by using prepositions.	10	17.8
	I can compare by using prepositions.	9	16
	I can refer to relativity by using prepositions.	7	12.7
	Conjunctions I can use conjunctions of time in a sentence.	7	12.7
	I can use "and", "or" in a sentence.	6	10.3
	Phrases I can form a simple noun phrase.	11	19.2
	I can form an indefinite noun phrase.	6	10.3
	I can form a definite noun phrase.	6	10.3
	Suffixes I can use "-lı/-sız" with words appropriately.	5	8.7
	Numeral Adjectives I can use distributive numeral adjective suffixes by appropriately adding to numbers in a sentence.	11	21.5
	I can use ordinal numeral adjective suffixes by appropriately adding to numbers in a sentence.	2	3.5
	Adverbs of Time I can use "-dır" with appropriate words in a sentence.	11	18.9
	I can use "-dan beri" with appropriate words in a sentence.	9	15.5
	I can use "-dan önce" appropriate words in a sentence.	7	12.5
I can use "-dan sonra" with appropriate words in a sentence.	4	7.1	

According to Table 8, learners of Turkish as a foreign language gave answers with the highest percentage related to *sadness* expressions to the statements such as "I can use distributive numeral adjective suffixes by appropriately adding them to numbers in a sentence." with (21.5%), "I can use imperative in a sentence" with (20.6%), "I can form a simple noun phrase." with (19.2%) "I can use '-dır' with appropriate words in a sentence." with (18.9%), "I can draw analogies by using prepositions." with (17.8%), "I can compare by using prepositions." with (16%) and "I can use '-dan beri' with appropriate words in a sentence." with (15.5%).

Table 9. Grammar content expressing "astonishment" by the learners of Turkish as a foreign language

Emotion	Grammar Content	f	%
	Plural Suffixes I can use plural suffixes in a sentence appropriately.	1	1.7
	Demonstratives I can use the words this, that, these, those in a sentence.	4	7
	Interrogative Suffixes I can use interrogative suffixes appropriately.	1	1.7
	Case Suffixes I can use possessive suffixes appropriately.	5	8.6
	I can use case suffixes appropriately.	2	3.4
	Indicatives and Adverbs I can use the simple present tense in a sentence.	9	16
	Subjunctives I can use imperatives in a sentence.	4	6.8
	Prepositions I can compare by using prepositions.	6	10.7
	I can draw analogies by using prepositions.	3	5.3
	I can refer to relativity by using prepositions.	1	1.8
	Conjunctions I can use conjunctions of time in a sentence.	3	5.4
	Phrases I can form a simple noun phrase.	4	7
	I can form an indefinite noun phrase.	2	3.4
	I can form a definite noun phrase.	1	1.7
	Suffixes I can use "-lı/-sız" with words appropriately.	1	1.7
	Numeral Adjectives I can use distributive numeral adjective suffixes by appropriately adding them to numbers in a sentence.	5	9.8
	I can use ordinal numeral adjective suffixes by appropriately adding them to numbers in a sentence.	1	1.7
	Adverbs of Time I can use "-dır" with appropriate words in a sentence.	12	21
	I can use "-dan beri" with appropriate words in a sentence.	3	5.1
	I can use "-dan sonra" with appropriate words in a sentence.	1	1.7

According to Table 9, percentages of statements that express *astonishment* in the grammar section are "I can use '-dır' with appropriate words in a sentence." with (21%), "I can use simple present tense in a sentence (16%), I can compare by using prepositions." with (10.7%), "I can use distributive numeral adjective suffixes by appropriately adding them to numbers in a sentence." with (9.8%), "I can use possessive suffixes appropriately." with (8.6%), "I can use the words this, that, these and those in a sentence." with (7%), and "I can use imperatives in a sentence." with (6.8%).

Conclusion

The researches show that there is a parallelism between performance anxiety and foreign language anxiety (Horwitz vd., 1986). This is because performance in the target language is expected from the learners; and this performance is evaluated either in an academic or in a social context. Therefore, performance process while learning a language is related to emotions.

The variety of the emotions emerging in human nature is of course endless; however, it is possible to talk about six main emotions. Most basic universal facial expressions observed in the studies are the ones related to anger, disgust, fear, happiness, sadness and astonishment. The performed researches show that emotions and their expressions are universal phenomenon which do not affect from culture.

The emotions which learners of Turkish at A1 level have with the effect of learning content were analyzed in the study and six moods under the themes of "Performing Communication" and "Grammar" were tried to be presented.

Learners of Turkish at A1 level expressed the statement "I can introduce myself" under the theme of "Performing Communication" as 😊 happy with 98.2%. This statement was not expressed by anger, disgust, fear or sadness by any one. The percentage of astonishment 😲 expression was 1.7%.

The lowest happiness percentage in this part was (64.9%) for the statement "I can understand and tell the directions." The expression for this statement was 1.7% for disgust 🤢, was 12.2% for fear 😱, was 14% for sadness 😞, was 5.2% for astonishment 😲.

The emotions that the learners of Turkish as a foreign language were dense at the A1 level performing communication grammar content were shown below.

Table 10. A1 level content on which the learners of Turkish as a language have dense emotions

😡	I can form a definite noun phrase.
🤢	I can form an indefinite noun phrase.
😱	I can understand and tell the directions. I can form a basic noun phrase.
😊	I can introduce myself.
😞	I can use distributive numeral adjectives by adding appropriately to numbers in a sentence.
😲	I can use '-dır' with appropriate words in a sentence.

Primary purpose of this study is to create awareness related to the relationship between language and mood and to obtain data for the solution of negative situations by determining moods of the learners of Turkish at A1 level. People who learn a language well know how to control their emotions and behaviours by using the strategies that they learn in this language effectively (Oxford, 1990). In this way, they can utilize effective strategies such as to reward themselves, to inspire themselves by speaking positively, to focus, to constantly review their attitudes, etc. In addition, when international literature is examined, although there are many studies on emotion and language interaction, it is seen that studies on this subject are limited in national literature. It was aimed to fill this gap in our country through this study. Additionally, it is thought that the study will shed light on the teachers of Turkish as a foreign language, material developers, and content preparers.

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