

**TURKISH ACADEMIC LANGUAGE NEEDS  
ANALYSIS IN TEACHING TURKISH AS A  
FOREIGN LANGUAGE<sup>1</sup>**

**Türkçenin Yabancı Dil Olarak Öğreminde  
Akademik Türkçe İhtiyaç Analizi**

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**Abstract**

The teaching of Turkish as a foreign language has gained momentum in recent years and therefore research and development studies on this subject have also increased. TÖMER and Turkish universities are taught Turkish to foreign students. Although the reasons for the students to learn Turkish vary, most of them learn Turkish with the aim of academic education in Turkey. The Turkish courses are mainly offered with the aim of meeting the daily needs of the students. Therefore, it is inevitable to question the adequacy of the given Turkish language courses in academical terms. The fact that studies of teaching Turkish with foreigners did not focus as much as Turkish as an academic language and language problems in the academic education of Turkish learners became the rational for this study. This study evaluates the basic Turkish language that individuals learn in terms of their academic education, the language problems experienced in the academic education process, the opinions of individuals about academic Turkish learning and the opinions of instructors teaching Turkish as a foreign language. Within the scope of this research, a questionnaire which was about academic English proficiency and adapted from foreign sources in his thesis study by Doruk (2016) was adapted to determine academic Turkish needs analysis and was applied to the foreign students who continue their bachelor degree studies after having learnt Turkish from TÖMER and to the academicians who have foreign students in their classes. The data obtained was examined in accordance with the possibilities provided by quantitative research. The main aim of the research is to determine the needs of academic Turkish language, to accelerate studies on academic Turkish teaching, to make contribution to the research and development of teaching Turkish as an academic language, and to present suggestions in the findings.

**Keywords:** Academic Language, Needs Analysis, Teaching Turkish as a foreign language

**Özet**

Yabancı dil olarak Türkçenin öğretimi son yıllarda ivme kazanmış ve dolayısıyla bu konu üzerinde araştırma ve geliştirme çalışmaları da artmıştır. Türkiye’de yabancı uyruklu öğrencilere, üniversitelerin Türkçe Öğretim Uygulama ve Araştırma Merkezleri (TÖMER) tarafından Türkçe öğretilmektedir. Öğrencilerin, Türkçe öğrenme sebepleri değişiklik gösterse de, büyük çoğunluğu Türkiye’de akademik eğitim amacı ile Türkçe öğrenmektedir. Verilen Türkçe dersleri, ağırlıklı olarak genel Türkçe olup öğrencilerin günlük ihtiyaçlarını karşılamaya yöneliktir. Bu da dolayısıyla, verilen Türkçe eğitiminin akademik anlamda yeterliliğinin sorgulanmasını kaçınılmaz kılmıştır. Yabancılarla Türkçe öğretimi

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çalışmalarının, akademik dil olarak Türkçeye yeteri kadar odaklanmaması ve Türkçe öğrenenlerin akademik eğitimlerinde dil sorunları yaşamaları bu çalışmanın gerekçesi olmuştur. Bu çalışmada, bireylerin öğrendiği temel Türkçenin, akademik eğitimleri açısından ne kadar yeterli olduğu, akademik eğitim sürecinde yaşanan dil sorunları, bireylerin akademik Türkçe öğrenme konusundaki görüşleri ve derslerinde yabancı uyruklu öğrenciler bulunan akademisyenlerin, yabancı uyruklu öğrencilerinin akademik Türkçe yeterliliği üzerine fikirleri değerlendirilecektir. Bu çalışmada kapsamında, Gaziosmanpaşa Üniversitesi TÖMER'de Türkçe öğrenip lisans eğitimine başlamış öğrencilere ve derslerinde yabancı uyruklu öğrenciler bulunan akademisyenlere akademik Türkçeye olan ihtiyacı belirlemek hususunda Doruk (2016)'nın tezinde yabancı kaynaklardan uyarlayarak kullandığı ve akademik İngilizce üzerine hazırlanan anket akademik Türkçe ihtiyacını ölçecek şekilde uyarlanmış ve öğrencilere uygulanmıştır. Yine aynı tezden alınan ve İngilizce okutmanlarına uygulanan anket, akademisyenlere uyarlanarak uygulanmıştır. Araştırmanın hedeflediği temel amaç, yabancı dil olarak Türkçe öğretiminin eksik yanı olan akademik Türkçe konusundaki ihtiyaç oranını belirlemek, akademik Türkçe öğretimini üzerine çalışmalara hız kazandırmak, akademik dil olarak Türkçenin öğretilmesi konusunda araştırma ve geliştirme yolunda alan yazına katkı sağlamak ve elde edilen bulgular ışığında öneriler sunmaktır.

**Anahtar Kelimeler:** Akademik dil, ihtiyaç analizi, Türkçenin yabancı dil olarak öğretimi.

### 1. Introduction

Since the last decade, teaching Turkish as a foreign language has gained momentum. People from all over the world have started to learn Turkish for many different reasons either in their own countries at Yunus Emre Institutions or by coming to Turkey. The reason for people's learning Turkish may vary; however, the core reason behind this is academic and educational considerations. Turkish, by being devoted on the way of being a lingua franca, is taught at university level in 60 countries according to the Office of Public Diplomacy of Turkish Republic. (<http://kdk.gov.tr/haber/turkce-dunya-dili-olmayolunda/334>, 2017)

As people are learning Turkish for many reasons, a new need breaks out: Turkish for Specific Purposes. People are learning Turkish to do research on history, religion, politics, and science or to work at areas like tourism, trade, business, or education. To meet all these needs, Turkish courses should be designed and offered according to the purposes of the learners.

### 2. Turkish for Specific Purposes

Turkish for Specific Purposes has actually a place in teaching Turkish history. According to Bayraktar (2003), *Kitabü'l-İdrak Li Lisânü'l-Etrak -Esirü'd-din Ebü Hayyân* (1312) aims to teach practical usage of Turkish and has some parts to teach trade Turkish. *Kitabü Bulgati'l-Müştak Fi Lugâti't-Türk ve'l-Kıfçak- Cemalü'd-din Ebi Muhammed Abdullahi't- Türki* also aimed to teach daily usage of Turkish. *Et-Tuhfetü'z-Zekiyye Fi'l-lugâti't- Türkiyye* and *Muhakemetü'l-Lugateyn* (1498) by Ali Şir Nevai offered Turkish for academic purposes. Finally, *Codex Cumanicus* had a specific purpose in teaching Turkish. The main purpose was to spread Christian among Cumans. The book included some parts of trade Turkish and daily Turkish. (Bayraktar, 2003)

To deal with the concept of specific purposes in language teaching, it would be beneficial to present English because there are so many researches about the topic in aspect of understanding what the specific purposes in language teaching and how it is different from the general usage of the language. Also, it would be helpful to build a framework which would help to plan and organize the attempts to teach academic Turkish.

### 3. Academic Language

Academic language is a term used to describe the written, oral, audial, and visual language used in school environment and academic discourses. Scarcella (2003) defines academic English as a variety or register of English used in books and specific linguistic

features related with academic disciplines. Also, Friedberg, Mitchell, and Brooke (2017) define academic language as formal rules, structure, communicative conventions, and content for school environments.

The perception of academic language has different viewpoints. First, the difference between Cognitive Academic Language Proficiency and Basic Interpersonal Communicative Skills as Jim Cummins suggested. Second, some scholars claim that academic language is limiting in its nature. Instead, language teachers and language learners should focus on multiple literacies to deal with the academic discourse.

Academic language and conversational language have some parsing features. Conversational language develops rather quickly than academic language as it is fed by “interpersonal and contextual cues”. Additionally, conversational language requires relatively less cognitive demands. (Cummins, 2000) On the other hand, mastery in academic language skills requires advanced cognitive demands and it is supported only slightly by contextual and interpersonal cues.

The acquisition or teaching of academic language and the timing of it host kind of controversial viewpoints. Jim Cummins, who presented BICS and CALP distinction, offers clear-cut option for this topic. Cummins states that academic language is either acquired or it is not. (Cummins, 1999) However, according to Scarcella (2003) all of the languages have changing dynamics and the varieties of a language (i.e. academic language) may evolve in time. From this viewpoint, it can be said that academic language is not either acquired once and for ever. Gee (2008) states that it is not possible to teach academic language overtly. To do that, a school setting is a must place for conceptualized language input and for academic social interactions. Cummins (2000) supports this with the explanation that BICS and CALP does not have clearly distinct language processes. Both are shaped in a context and both develop through interaction. However, academic language is learnt and developed in an academic or school setting which is context-embedded and goal-directed.

Academic language is not so-called superior form of a language. On the contrary, general (conversational) language and academic language are different from each other in aspect of some cognitive, academic, and language skills. Also, people are able to develop general language skills in every minute of active or passive instruction. However, academic language is solely developed in academic situations. To be able to have mastery in academic language, an individual need to be at some point in their general language proficiency. (Hyland, 2006) Hutchinson and Waters (1981) opposes to the idea by supporting that there is no need to prior knowledge to be able to have an expertise in academic language. Also, there is not an absolute order for teaching academic language as Cummins suggests.

What is mastery in academic language use? There are many criterions to regard an individual as competent in academic language. For example, using nouns instead of gestures or pronouns; analyzing, synthesizing and analyzing a written text or a spoken data, to be able to operationalize higher order thinking skills in classroom tasks, etc. In general terms, one can be defined as having mastery in academic language use according to this criterion: having academic or contextualized knowledge, using higher order thinking skills, having strategic competence in communication, and having metalinguistic awareness towards language. (Scarcella, 2003) Mastery in academic language requires dealing with complex meanings to make them explicit in both oral and written discourses via language itself instead of contextual and linguistic cues. (Cummins, 2000) Last but not least, Hyland (2006) defines academic success as “representing yourself in a way valued by your discipline, adopting the values, beliefs and identities which academic discourses embody.”

Regarding of the teaching of academic language, there are controversial ideas. Some scholars suggest that academic language should not be taught because it includes diverse literacies and it is impossible to teach all of them in terms of the classroom setting, materials, student profiles, and some practical considerations. To that view, Hyland (2006) opposes with this suggestion that academic language teaching should start with teaching very general competences and it should go towards the specific areas according to the needs of the learners. Teaching academic language should not focus solely on teaching lexical items as it used to do at first. Instead, social context which is embedded with the language should be the main focus of academic language. (Benesch, 2008) The most productive way to teach academic language is teaching it by dividing classes according to the departments or interests of the learners. However, Hyland (2006) opposes this view by the claim that dividing classes as subject-specific language environments would not be practical because the instructors would not be proficient in teaching academic language of the related idea.

#### **4. Academic Turkish**

In Turkey, Turkish is taught mostly by TÖMER or some language teaching centers at universities to foreigners. TOMER and the other centers offer general Turkish course for a year and at the end of the year students take Turkish proficiency exam. The students who pass the exam have right to register for their academic departments. After they start their departments, they do not take Turkish course to help them to continue learning Turkish. Further to that, they do not take any course to deal with academic Turkish. In TÖMER, academic Turkish is not taught under the curriculum, or there is not any lesson about academic Turkish which students can take during their undergraduate or graduate studies. That is why students start their department with general Turkish proficiency and this causes them to fall behind the course and their classmates.

Most of the foreign students in the universities complain about their deficiency in Turkish when they are taking departmental courses. According to Cevher and Güngör (2015), students have difficulty in understanding spoken Turkish, they are not proficient in main concepts and terminologies related to their study areas, they are not sufficient enough to meet the courses' needs and they are not able to actively participate in the classrooms because of their lack of academic Turkish.

Students learning Turkish for academic and educational reasons are really in need of academic discourse of Turkish. Unfortunately, there is not any course for academic Turkish offered by TÖMER under its Turkish language teaching curriculum. Instead, there are some academic Turkish courses offered by some institutions of TÖMER or by some private language courses. For example, Turkish Scholars offer academic Turkish course focusing on occupational Turkish and terminology from February 15th to May 30rd. Also, Avrasya TÖMER and İstanbul University DILMER offer academic Turkish course to the foreigner students. However, these courses have some requirements such as "having at least B2 level of Turkish" to register for the course.

#### **5. The Significance and the Purpose of the Study**

Turkish, on the way of a world language, should be offered to meet all the needs of the learners. At the university level, academic Turkish is seriously required by the students to accomplish the academic requirements. İbrahim Dilek states the difficulties that the foreigner students meet in his article named Perceptions Towards Turkish Language: International Students Who Study Turkish As A Foreign Language and Students At Turkish-Medium Universities. Some students stated that they supposed that they are proficient enough in Turkish to deal with departmental courses after passing the Turkish proficiency exam. However, they got shocked when they started to their department

because the Turkish used in the classroom and in written materials were not similar to the general Turkish that they learnt. Also, some students stated that they took notes in their mother language and this translation period cause them to lost information. Furthermore, there were students who determined to leave the department and turn back to learn Turkish again. (Dilek, 2016) Moreover, Boylu and Yaşar (2016) also bring some finding to light by stating that students have difficulty in understanding the classroom interactions and they have difficulty in participating actively in class discussions so they cannot state their ideas. For that reasons, students even quit their education. (Boylu & Yaşar, 2016)

The academicians who are teaching departmental courses keep complaining about foreign students' lack of understanding of their courses, inadequate in accomplishing course requirements and failing due to their low, inadequate, and deficient academic Turkish level. That is why the research has been conducted, and this paper tries to find out the reasons behind this problem and plans to enlighten the way to develop students' academic Turkish proficiency.

The purpose of academic Turkish can be compiled as:

- To help students be aware of academic concepts and main terminology
- To help them develop oral skills as participating in discussion, stating or refuting an idea, to present a topic, to give speech about a topic, etc.
- To help them develop written discourse skills
- To help them enhance their deeper understanding on a topic, to help them develop analyzing, synthesis, and using higher order thinking skills
- To follow the course and to make contribution to the course

#### **6. The Method of the Study**

This research is a quantitative descriptive study in the survey method. The study aims to determine the academic Turkish proficiencies of foreigner students in four main language skills and the efficacy of the TÖMERs to prepare students to the departmental studies in aspect of academic Turkish proficiency. In the survey model, the main purpose of a research is to identify situations that existed in the past or still exist, and to describe them as they are. (Karasar, 1999)

This research focuses on these three questions:

1. Is TOMER adequate enough to prepare students for their departmental studies in aspect of academic Turkish?
2. To what extend students regard themselves competent in academic Turkish in terms of four main language skills, listening, speaking, reading, and writing?
3. What do academicians think about foreign students who study at their departments and what do they suggest to the researchers and instructors who are teaching Turkish as a foreign language in aspect of academic Turkish and academic proficiency?

In this study, questionnaires were applied to the 57 students who passed Turkish proficiency exam by taking two-semester long TÖMER Turkish preparatory class and are still going on their departmental studies at Gaziosmanpaşa University. Students' departments vary such as engineering, economics, theology, management, faculty of education, and faculty of medicine. 26 students are freshman, 11 students are sophomore, 17 students are junior, and 3 students are senior students at their

departments. Also, a questionnaire was applied to the academicians who offer departmental courses and face-to-face meetings were held with them to be able to learn about the current status of foreign students in aspect of their competence in academic discourse and their performance in this regard.

Participation to the questionnaire is based in the basis of voluntariness. The questionnaire is adapted from the master's degree thesis of Sezgin Doruk. (Doruk, 2016)

Both qualitative and quantitative data were collected from the students and from the academicians who are offering courses to the foreign students in their departments.

The questionnaire applied to students is composed of three parts: Part A and B aim to collect data from the student about their demographic information and their opinions about the Turkish language preparatory class in TÖMER. Part C aims to collect data about students' self efficacy in four skills including listening, speaking, reading, and writing. Also, there was Part D in the questionnaire which was only applied to the academicians to collect data about students' proficiency in academic Turkish. The obtained data was analyzed by using statistical analysis program SPSS and the percentage and frequency of each item were interpreted.

## 7. Findings and Commentaries

**Table 1: Students' Opinions about Turkish Language Teaching in TÖMER**

Item	Yes %	No %	Partly %	n
1. Was the medium of instruction totally in Turkish in TOMER?	89,2	0	10,8	56
2. Was the course content in TOMER relevant to your department?	20	52,7	27,3	55
3. Did the courses in TÖMER prepare you for academic literacy?	37,5	8,9	53,5	56
4. Did you have difficulty in your courses when you first started studying at your department?	32,1	39,2	28,5	56
5. Do you think you are proficient enough to deal with academic Turkish?	41	14,2	44,6	56
6. Do you have difficulty in expressing your ideas in the exams?	26,7	28,5	44,6	56
7. Do you have difficulty in understanding academic terminology / vocabulary related to your department?	26,7	21,4	51,7	56
8. Do you think your proficiency in Turkish is sufficient enough to follow and pass the courses?	48,1	22,2	29,6	54
9. Do you think, should an academic Turkish course be offered in TOMER or while you are attending your department?	63,6	14,5	21,8	55

The courses being offered by TÖMER are almost totally in Turkish as students stated by 89,2 %. The courses focus mostly on general usage of Turkish, so they do not include subject or department-specific content. Contrary to that, only 39,2 percent of the students stated that they did not have difficulty when they began their departmental studies. However, almost all of the instructors are complaining about students' adaptation problems to their departments after passing the Turkish proficiency exam. The exam results and achievements of students in their departments support instructors' thoughts. Students regard themselves as proficient enough in academic Turkish; however, 44,6 % of them regard themselves as not proficient enough. Again, the feedbacks of the instructors and overall success of students prove that they are not

proficient enough in academic Turkish that they have never been exposed to before the departmental studies. Instructors also complained about students' exam papers' being impossible to read and evaluate. They stated that sometimes they just quit trying to read the paper and put a "0" on that part just because of students' writing proficiency. According to them, students are not able to express their ideas and put them on paper in Turkish. However, 28,5% of the students stated that they do not have difficulty in expressing their thoughts in the exams and 44,6% of them stated that they have relatively difficulty in expressing themselves. %51,7 of the students have difficulty in understanding and conceptualizing academic vocabulary related to their departments. This could be one of the major reasons behind their lack of success in the examinations.

%48,1 of the students regards their Turkish level as proficient to pass the course. However, almost all of the instructor think on the contrary. According to them, students' Turkish level is so basic and they have not developed cognitive academic skills; that is why they are not able to follow and contribute to the course, accomplish course requirements, and achieve in the examinations. Moreover, according to the instructors, students have difficulty mostly in listening and writing. They are not enough to understand the instructor and because of that they cannot express their thoughts neither orally nor written.

When the data from the students and from the instructors analyzed, it can be said that foreign students studying at Turkish medium universities are lack of academic proficiency. For that reason, it would be correct to express that students need academic Turkish instruction as they stated by 63,6 to be adequate to follow the course requirements.

**Table 2: Students' Proficiency Level in Academic Speaking**

Item	Proficiency %	n
1. to do academic presentations in class	67,01	57
2. to ask and give answer to questions in class	69,4	57
3. to agree or disagree with an opinion	69,1	57
4. to support an idea in the class discussions	65,9	57
5. to summarize or to report an information orally	63,8	57
<b>Overall Proficiency</b>	<b>67,04</b>	<b>57</b>

According to the data, students do not regard themselves as proficient enough in academic speaking. Actually, feedbacks of the instructors support this finding. Instructors state that students have difficulty in understanding the lecture and that's why they fall behind the course requirements because of their proficiency. According to the instructors, students do not ask any question during the class and they sometimes ask their friends who speak the same mother tongue to summarize the lecture. Furthermore, in some faculties which require working on a project like engineering, foreign students hardly contribute to the project. Additionally, students from department of education have problem with speaking in Turkish and the instructors state that they really need improving their academic Turkish speaking because they come to the department too insufficient. Academicians state that the students would be teachers, they have to do classroom presentations, they have to be a good and qualified speaker; however, due to lack of academic language instruction, they cannot go beyond or to be able to do that they need to use extra effort for which unfortunately they do not have any guidance.

When we ask the instructors what they do to encourage students to participate in the class, the answers were varied. Some of them said they prefer peer assistance which aims

to help student in need by student who have a higher proficiency. Some of them, also, stated that they give foreign students extra classes when they really have assistance. An instructor from computational engineering department said that if the foreign students know English, she herself gives her lecture partly in English especially in explaining some terminology. However, some of the instructors said that to be fair enough they had to neglect those students because when they focus foreign students' understanding of the course very basically indeed, it would not be fair for the rest of the class. He added that he warns the students before choosing the department and when they decide to go on, it is their responsibility from then.

**Table 3: Students' Proficiency Level in Academic Listening**

Item	Proficiency %	n
1. to listen and understand speeches related to your department	79,6	57
2. to listen to the lesson and to summarize it	73,2	57
3. to listen and understand speeches related to your department	77,5	57
4. to follow and understand discussions during class	72,1	57
5. to understand audiovisual materials in class	74,6	57
<b>Overall Proficiency</b>	<b>75,4</b>	<b>57</b>

When the data from Table 3 examined, it can be said that students have enough proficiency in listening. As listening is accepted as the major language skill on which the other skills build, if listening skill is not developed by a learner, this would affect the other skills of the learner in the same direction.

As seen in the Table 3, 79,6 % of the students stated that they are able to follow the course and the other sub-skills are regarded as good and enough. However, when instructors are asked for their opinions about students' listening proficiency, they pointed out that students generally have difficulty in understanding the lecture and they hardly ever participate in the classroom discussion and evaluate and synthesis what is spoken during the classroom discussions. The reasons behind that are their lack of academic Turkish proficiency and the affective factors dependent on that like courage, hesitation, and anxiety.

**Table 4: Students' Proficiency Level in Academic Reading**

Item	Proficiency %	n
1. to read and understand course materials	68,3	57
2. to read a text and find the necessary information	71,3	57
3. to read and understand the information in an exam or for an assignment	72	57
4. to differentiate scientific realities from personal ideas	68,3	57
5. to understand the writings of instructor on the board	76,9	57
<b>Overall Proficiency</b>	<b>71,3</b>	<b>57</b>

Foreign students in Turkish-medium universities are complaining about course materials' being too complicated and advanced according to their Turkish proficiency level. They state that they cannot understand the course pack or academic writings. They point out that generally they have difficulty in understanding the instructions or the core of the exam questions. Due to the fact that they cannot get the meaning of what is written in the course pack or in the exam paper, they cannot achieve the course.



Also, due to their lack of academic language proficiency, the students are not able to be sufficient to differentiate viewpoints that they read, that cause them to be insufficient to adapt the course in which academic Turkish is mostly used.

76,9 % of the students state that they are able to understand the writing of the instructor on the board. As they are not competent enough to follow the lecture and focus on the most important or necessary part of it, the writings of instructor on the board may guide them and that could be the reason behind their statement of being adequate in understanding what is written on the board.

**Table 5: Students' Proficiency Level in Academic Writing**

Item	Proficiency %	n
1. to take notes during the class	69,4	57
2. to express ideas properly in the exams	66	57
3. to write an e-mail to the instructors of friends when necessary	67,5	57
4. to summarize the lesson by writing	67,1	57
5. to write academic writings by using thesis statement and supporting ideas related to your department	61,5	57
6. to write different kinds of articles related to your department	57,7	57
7. to do homework and assignments by writing	70,9	57
<b>Overall Proficiency</b>	<b>65,7</b>	<b>57</b>

As seen in the Table 5, students do not regard themselves as proficient in academic writing. Productive skills like speaking and writing are dependent on receptive skills like listening and reading. When overall proficiencies of the skills (Speaking: 67,4 %; Listening:75,5 %; Reading: 71,3 %; and Writing: 65,7 %), it can be said that productive skills fall behind receptive skills because the students are not adequate to make sense of the spoken and written input. As the student cannot follow the course, cannot understand classroom discussions, and cannot understand course materials and exam instructions; they are not able to express themselves by writing. Also, in the departmental studies, writing requires being academic and students do not get any academic writing instruction. For these reasons, these results can be said expected and the opinions of the instructors support them. According to the instructors, students cannot answer the exam questions, and also they cannot write –for example- laboratory report or training observation report due to their lack of academic Turkish proficiency.

### **8. Conclusion**

When all the data from the students' questionnaire and the data from the face-to-face meeting and from the questionnaire of the instructors, it is clear that foreign students are lack of academic Turkish to accomplish their departmental requirements. Due to the fact that the TÖMERs focus solely on teaching daily and main Turkish and they do not include any academic proficiency content, foreign students get complicated when they start their departmental studies.

From the findings, it can be inferred that students are in need of all the academic language skills. Respectively, students are proficient in listening by 75,4 %, in reading by 71,3 %, in speaking by 67,04 %, and in writing by 65,3 %.

Some students cannot study at their departments as is should be because of lack of academic Turkish deficiency. For that matter, some foreign students choose to quit their academic education.

When classroom dynamics are taken into consideration, it could be stated that foreign students with lack of academic Turkish proficiency affect the whole classroom atmosphere.

The last but not the least, academic Turkish need in teaching Turkish as a foreign language study area is very obvious and crucial to teach Turkish as a foreign language and to help Turkish continue on the way of being a world-language and science-language.

### 9. Suggestions

- It should be operationalized that students enroll TÖMER's according to their departments or faculties in general to take department-specific academic Turkish.
- Academic language is not totally different from the language itself. Thus, academic language instruction should start when the students make progress in learning Turkish like A2 level and should continue when students start their departmental studies because they do not have difficulty in understanding academic concepts as they have a particular cognitive level.
- Academic Turkish instruction should be given when students pass A1 and start A2.
- In TÖMER, academic Turkish should be offered step by step according to the level of the students. For A1 and A2 level, academic Turkish could be taught basically like guidance to write an academic paper, to write an academic e-mail or report, or how to defend an idea, etc.
- There should be an academic Turkish course offered within the curriculum of all the faculties for foreign students.

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