

## Analysis of the Mistakes Done by the Foreign Students in the Written Language While Learning Turkey Turkish<sup>1</sup>

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### Abstract

*The purpose of this study was twofold. The first was to detect the wrong transition mistakes of the Turkic originated foreign students in written expression while studying Anatolian Turkish, within the frame of European Language Development File Criteria, and the second was to determine their reasons regarding doing these mistakes. Based primarily on the European Language Development File Criteria, "Personal Information Form" was prepared in order to analyze the "Language Passport, Language Biography, and Language File" of the students. The form was prepared in four main parts consisting of Personal Records (I.D. and Education Records, Family Members), Language Learning Past (Different Languages S/he Learned and the Language Courses S/he Attends, Which Way / Channel S/he Learned Anatolian Turkish, Turkish Course Completion Level), a multiple choice test prepared in order to measure the Turkish knowledge level and planned sample scripts that the students were made to write in Anatolian Turkish. The prepared form was applied on 30 foreign students that study in different faculties and departments in Atatürk University and most of whom are Azerbaijanis from Iran and Azerbaijan and Turkmens. The personal records and the language learning past in the first two parts were classified as per the objectives of the study, and graphically expressed by means of Excel 0.6 program. The Anatolian Turkish sufficiency levels of the students were detected as per the multiple choice questions in the third part. Finally, the planned sample scripts that the students were made to write were examined through "document examination" method and were applied to "conceptual analysis." In the conceptual analysis, the wrong transition mistakes were examined under four topics of "phonetic level," "morphologic level," "vocabulary level," and "syntactic level". The results showed that the foreign Turkic originated students of mostly tended to make mistakes in phonetic level, and that they made frequent wrong transitions due to their mother tongues. According to the results of this study, in preparing 'Turkish writing curriculum or courses', it's necessary to pay attention to the related wrong transitions and the related features of the mother tongues of the target groups.*

### 1. Introduction

The communication need that occurs in various reasons throughout the history has always required the necessity of a common communication language between the individuals, the larger societies or the states. This led the formation and development of "learning and teaching of foreign language" as a scientific activity area. When dealing with the teaching / learning of foreign language, whatever the similarity or difference level might be, it is an accepted fact that, with the encounter of two separate structures (one's own language /mother tongue – the language one started to learn / target language) some difficulties occurred and this case causes the language learner to make many mistakes.

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Even though such mistakes might be a result of not knowing the target language, sometimes -especially when the languages are of the same language family or similar- it might be a result of the mother tongue. Besides, it's been established by the researchers that the second and/or the third languages learned have influences on this case.

In the process of learning foreign language, it's observed that after the one started to learn the target language and noticed that the conceptualization systems are different, one makes some comparisons between the mother tongue and the target language. Persons, in their usages of the target language, are tended to compare the rules and the concepts of the two languages and make mutual transitions (Soral, 2009, 19).

Comparative linguistics that includes the studies aiming to find out the similarities and differences between the two or more languages have offered several proposals regarding the related transitions, since it was started to be used in the language learning (Dede, 1983, 123). Among them, Lado's theory of "the simplicity and the difficulty in learning a foreign language is to figured out by a regular comparison between the mother tongue and the foreign language" that he mentioned in his work *Linguistics Across Cultures* has gained common popularity. According to Lado (1957) "people transfer the patterns, meanings and their distributions in the mother tongues and cultures into the foreign languages and cultures. They make this transfer while both actively speaking the foreign language and act according to its culture and passively trying to comprehend that language and the culture through the speeches and behaviors of its owners" (İşler, 2006, 126).

After Lado, different opinions were proposed regarding the comparative linguistics and its application to the foreign language learning, as well as the mutual analysis that are produced. The "weak version (Newmark, 1966)" that offers that the difficulties may be pre-determined claiming that the difficulties in the language learning may be explained in a better way as well as the moderate version (Oller and Ziahosseniy, 1970) which try to compromise the previous two opinions have taken their places among the others (Dede, 1983, 123-125; İşler, 2006, 124-127). Examine the opinions regarding the mutual analysis in this concept, it is seen that the analysis is based on transfer. Hence, the term transfer needs to be explained.

The researchers, within the frame of the mistake analysis works that include mutual analysis, usually have divided the student mistakes in two categories: 1. *Wrong transition mistakes due to the mother tongue (Interlingual/Transfer errors)*: The habits of the student in her/his mother tongue (grammar, language system, etc.) prevents or causes a confusion while learning the rules in the target language. Wrong transition is the negative effect of the mother tongue on the target language. 2. *Development mistakes within the language (Intralingual/Developmental errors)*: These are the mistakes that are done independently from the mother tongue, while learning a target language (Bölükbaş, 2011; Corder, 1971; Lado, 1964, 2).

In the acquisition of the second language, the structure of the new language is positioned on the mother tongue, in a similar fashion to the formation of the mother tongue in the memory of the person while learning the mother tongue; hence the learning of the new language is formed in the frame of the mother tongue's knowledge. The reason of the mistakes, that are determined between languages, is accepted as that the student considers the foreign language as a simile to her/ his mother tongue while the learning of the similar or even considerably similar languages form the same language family may increase the probability of making mistakes, in parallel to the increase of similarity level.

There are languages, whose development and changes in the historical process are not fully independent, and that display common features in terms of either roots or structures in the world, while there are languages that are of totally different roots and with different structures. It is a well known fact that there exist some differences such as phonetic, morphologic, syntactic, etc. In fact, we'd better add the differences of the writing system used as well as the differences in emphasis and pronunciation, too.

When we consider the teaching of Turkish as a foreign language, the degree of similarity or distance of the culture that the students bring along with themselves to the Turkish culture, and the language to the Turkish language, makes up one of the most important factors that affect the learning process. In the recent years, in parallel to the level of economical and cultural relations of Turkey, the demand for the Anatolian Turkish increases especially in the Asian countries. Therefore, an important portion of those who demanded to learn in the last twenty years is formed by Kazakh, Kyrgyz, Uzbek, Turkmen, Azerbaijani, and Tatar ethnicities, which are of the Turkish origin.

The common and the similar features of the mother tongues of these people, each of which makes up a different branch of Turkish, with the Anatolian Turkish usually affects the learning process in a positive way, while the feature that are different between the Anatolian Turkish and these languages affect the learning process in a negative way. Therefore, in order these difficulties to be taken down to a minimum; it is necessary to describe and analyze the mistakes of the aforementioned students while learning Turkish, and thence to prepare teaching programs accordingly.

Examining the domestic and foreign studies in this matter, it is observed that the studies took place in the form of general evaluation of the written expression mistakes. But the studies that classify these mistakes according to their types, and comparatively explaining the reasons for such mistakes are very rare if not none. Yet, it is a fact that in the learning a foreign language, the language of the target group, the culture that language belongs to, and the language development processes of those learning the language are supposed to be paid attention to, and is necessary to elucidate the mistakes done in this frame. It was also detected that the present studies were done on the persons or groups from the languages that are not related with Turkish rather than the students of Turkic origin and that limited number of studies were carried out on the students from the Turkic origin.

In his work “Teaching of Anatolian Turkish to the Groups Speaking in Turkish Grammar (1998)”, which is one of the rare theses prepared in the matter, Barın was focused on the Anatolian Turkish learning process of Azerbaijani, Kazakh, Kyrgyz, Uzbek and Turkmen students. In this work, the mistakes the students do in their written expressions regarding the phonetic, morphologic features, suffix and stem, syntax, phrase, meaning, and shifts in meaning were detected.

Bölükbaş (2011), in his work titled “Evaluating the Turkish Writing Skills of Arab Students,” evaluated Turkish expression skills of Arab students learning Turkish, in terms of the mistake analysis method. This study was carried out on 20 Arab students studying Turkish as a foreign language at the Istanbul University. The data of the study was collected through the 250-300 words compositions of the students with the theme “What have you thought about Turkey before coming to Turkey?” the obtained data was at first classified as: Grammar mistakes, syntactic mistakes, vocabulary mistakes, and spelling-punctuation mistakes. These mistakes, then, were grouped and evaluated, according to the mistake analysis method, as wrong transition mistakes and language development mistakes. Referring to the mentioned case, the purpose of this study was to investigate the wrong transition mistakes in written expressions done by foreign Turkic originated students attended in a public university in Turkey, while studying Anatolian Turkish, within the frame of ‘European Language Development File Criteria’.

## **2. Method**

### **2.1. The Model of the Research**

This study is qualitative in type, and is the product of a research done in definitive way, which is one of the most suitable methods for the works that aim to determine a present situation (Kaptan, 1995: 59-72). A survey model was used, that aims to describe a situation that happened in the past or that still exists as it is, and that seeks to define the case, individuals or substances that are subject to the research as they appear in their own conditions (Karasar, 2006: 77). Besides, document analysis was done in order to get to the mistakes in writings of participants. Document analysis enabled the researchers to obtain written expressions in the materials of the participants and to analyze them thoroughly (Yildirim and Simsek, 2008).

### **2.2. Participants**

In this work, the foreign students who study at the Atatürk University were the participants but they were limited due to the facts such as the difficulty in reaching all students and the need to select the target group according to some criteria. The process was carried out on a total of 30 Turkic foreign students, 11 of which are Azerbaijanis (6 from Azerbaijan and 5 from Iran), 9 Turkmens, 7 Kyrgyzes, and 3 Kazakhs, who were still studying in different faculties and departments at the Atatürk University, Turkey.

### **2.3. Data Collection**

In order to reach any and every information that might influence the language learning processes of the students covered in the research, “Personal Information Form” was prepared, based on the European Language Development Criteria.<sup>2</sup> This form was prepared in four main parts which are Personal Information (Identity and Education Information, Information Regarding Their Family Members), Language Learning Past (Different Languages S/he Learned and the Language Courses S/he Attends, Which Way / Means S/he Learns Anatolian Turkish, Turkish Course Completion Level), a test of 45 open ended questions that were prepared in order to measure the Turkish level, and planned sample script in Anatolian Turkish to the students.

### **2.4. Data Analysis**

The data obtained through the Personal Information Form which was prepared in four levels was examined by the “document analysis” technique. First, the personal information given in the first two parts and the language learning past were classified in parallel to the objections of the work, and graphically expressed by means of Excel 2010 program. According to the test results of the multiple choice questions in the third part, the Anatolian Turkish efficiency levels of the students who didn’t know their level or didn’t have a certificate in that regard, were determined.

Finally, the planned sample written scripts, which the students were made to write on different matters, were evaluated in the “content analysis”. In the content analysis, the researchers first scanned the literature in the related field, referring to the opinions and the works of the related researchers, the planned sample scripts of the students were examined under four topics such as the wrong transition mistakes done “in the phonological level”, “in the suffix level”, “in the vocabulary level” and “in the syntactic level”. During this analysis, the potential mistake types regarding these mentioned topics were coded, besides the previously coded mistake types were added to the work, where noticed. Then, statistics of the decoded mistake types were determined and evaluated in terms of grammar.

## **3. Results**

In this part, in order to determine the wrong transition mistakes done by the Turkic foreign citizen students who study at the Atatürk University, in the written language, while learning the Anatolian Turkish, the data obtained from the Personal Information Form, which was prepared according to the European Language Development File, were taken into consideration.

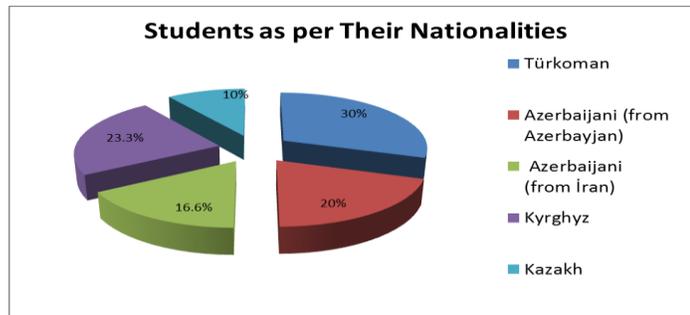
The answers given regarding the personal information and the language learning past that make up the first two parts of the form that was prepared in four levels, were evaluated. As a result, any factor has a role in the process of learning a foreign language, from the personal features of the individual to the official or second and third language(s) spoken in the society / country where they live; from their levels to use their language skills to the language learning devices / channels. In this concept, the personal information of the students as determined in terms of the aforementioned file is as follows:

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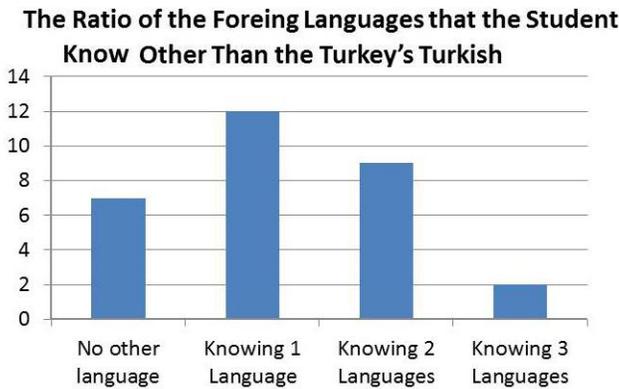
<sup>2</sup> The Language Development File, which was prepared within a project that aims to provide a language passport for each citizen and thus providing them an opportunity to be multilingual and to encourage them to learn languages, is a document that records the successes a student achieved in learning foreign language and that displays the sufficiency regarding the language development (Demirel, 2010: 23).

Student (S)	Nationality	Gender	Age	Country	Mother tongue	Official Language(s) in their Country	Program
S1	Turkmen	M	20	Turkmenistan	Turkmen	Turkmen	Undergraduate
S2		M	18	Turkmenistan	Turkmen	Turkmen	Undergraduate
S3		M	19	Turkmenistan	Turkmen	Turkmen	Undergraduate
S4		M	23	Turkmenistan	Turkmen	Turkmen	Undergraduate
S5		M	19	Turkmenistan	Turkmen	Turkmen	Undergraduate
S6		M	21	Turkmenistan	Turkmen	Turkmen	Undergraduate
S7		F	25	Turkmenistan	Turkmen	Turkmen	Under Graduate
S8		M	22	Turkmenistan	Turkmen	Turkmen	Under Graduate
S9		F	21	Turkmenistan	Turkmen	Turkmen	Under Graduate
S10		Kazakh	M	20	Kazakhstan	Kazakh	Kazakh/Russian
S11	F		26	Kazakhstan	Kazakh	Kazakh/Russian	Graduate
S12	M		22	Kazakhstan	Kazakh	Kazakh Russian	Undergraduate
S13	Azerbaijani	M	20	Azerbaijan	Azerbaijani Turkish	Azerbaijani Turkish	Undergraduate
S14		M	20	Azerbaijan	Azerbaijani Turkish	Azerbaijani Turkish	Undergraduate
S15		M	19	Azerbaijan	Azerbaijani Turkish	Azerbaijani Turkish	Undergraduate
S16		M	20	Azerbaijan	Azerbaijani Turkish	Azerbaijani Turkish	Undergraduate
S17		M	18	Azerbaijan	Azerbaijani Turkish	Azerbaijani Turkish	Undergraduate
S18		M	18	Azerbaijan	Azerbaijani Turkish	Azerbaijani Turkish	Undergraduate
S19		F	20	Iran	Azerbaijani Turkish	Persian	Graduate
S20		F	24	Iran	Azerbaijani Turkish	Persian	Graduate
S21		F	20	Iran	Azerbaijani Turkish	Persian	Undergraduate
S22		F	21	Iran	Azerbaijani Turkish	Persian	Undergraduate
S23	F	19	Iran	Azerbaijani Turkish	Persian	Undergraduate	
S24	Kyrgyz	M	20	Kyrgyzstan	Kyrgyz	Kyrgyz/Russian	Undergraduate
S25		M	18	Kyrgyzstan	Kyrgyz	Kyrgyz Russian	Undergraduate
S26		M	21	Kyrgyzstan	Kyrgyz	Kyrgyz Russian	Undergraduate
S27		F	19	Kyrgyzstan	Kyrgyz	Kyrgyz Russian	Undergraduate
S28		F	19	Kyrgyzstan	Kyrgyz	Kyrgyz Russian	Undergraduate
S29		M	22	Kyrgyzstan	Kyrgyz	Kyrgyz/Russian	Undergraduate
S30		M	20	Kyrgyzstan	Kyrgyz	Kyrgyz/Russian	Undergraduate

The ratio of the students in the working group regarding the nationalities may be seen in the graphic below:



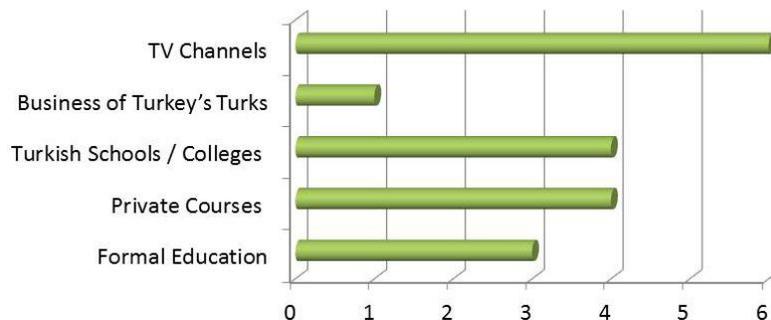
In the part named “Language Learning Past” given in the Personal Information Form, it was aimed to determine the language learning processes of the students (different languages s/he learned and the language courses s/he attends, which way / channel s/he learned Anatolian Turkish, Turkish Language Course completion level), and the obtained data is given below, thinking that it might be useful to explain the reasons of the determined mistakes:



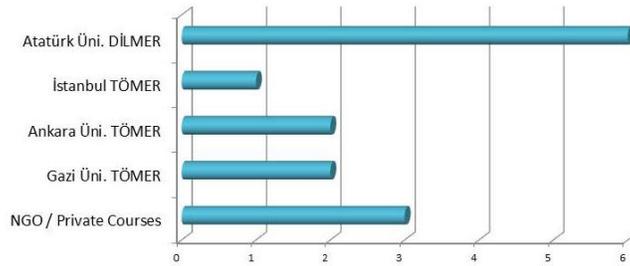
It was detected that the foreign languages the students learned other than the Anatolian Turkish are mainly Russian and English. One of the factors effective on this is that the second language spoken in the lands where the students live is Russian. Besides, as preferred across the entire world countries, Turkic students who studied Anatolian Turkish prefer learning English, too. Other than these, it was detected that the Azerbaijani students from Iran have learned Farsi (Persian language), due to that the official and education language in the country is Farsi. However, some of them study in the foreign languages or theology departments, hence speak Arabic or French.

The process of learning Anatolian Turkish of the students covered in the research is among the factors that affect the mistake ratio. In the graphics below, the languages the students learned and the language courses they attend, which way / channel they learned Anatolian Turkish, and their completion levels of the Turkish language courses are presented to your attentions:

**Language Learning Channels of the Students that Learned Turkish in Their Own Land**

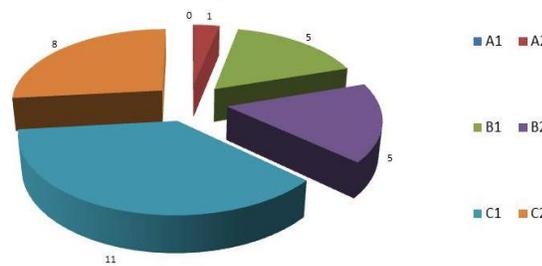


**Language Learning Channels of the Students Who Study Turkey's Turkish**



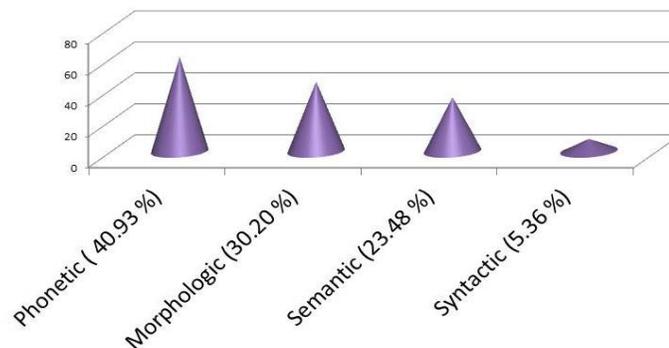
60 % of the Turkic students (18 persons) who studied Anatolian Turkish came learning Anatolian Turkish in their countries. 40 % of them (12 persons) started to learn Anatolian Turkish in Turkey. Only 2 of the students started to study in their countries first, then received course support after coming to Turkey. A test of 45 questions was given to those who didn't receive a course support, hence didn't know of their language level, by the researchers, and their levels were determined according to the answers given. The Anatolian Turkish sufficiency level of the students is as follows:

**Anatolian Turkish Sufficiency Levels According to the European Portfolio**



After analyzing the written documents of the students, the results yielded four different thematic mistakes done by the students: phonetic, morphological, semantic and syntactic level mistakes. Following section presents the findings regarding these mistakes. Examining the data of the written expression works taken from the students, a sum of 149 related mistakes were detected in the 30 works. It was detected that 61 (40.93 %) of these were in phonetic, 45 (30.20 %) were in morphologic, 35 (23.48 %) were in semantic, and 8 (5.36 %) were in syntactic levels.

**Classification of the Mistakes**



**3.1. Phonetic wrong transition**

Examining the written expression works of the Turkic students, it was detected that the wrong transition mistakes in the phonetic level were affected by the mother tongue; no samples were met with the effect of the second or third languages.

Wrong transition samples in the phonetic level are 61 in total, and their ratio is highest among the general mistakes by 40.93 %.

Examining the mistakes generally done in the phonetic level, it was detected that the students, by the influence of their mother tongue, even though they know the little vocal differences, they make wrong transitions in the words that exist both in their own language and in the Anatolian Turkish. In other words, students prefer to write the words not as they are used in the Anatolian Turkish, but as the versions of the same words that are used with slight differences in the own languages.

The wrong transition mistakes, in terms of consonants, found in the written expressions of the students who made mistakes in consonants rather than vowels might be classified as:

❖ **k < g / q < k** değişmesi şeklinde olumsuz aktarım örnekleri

<i>Azerbajjanda bu bayramlar çok keyifli keçer.</i>	Azerbajjani / 13	keç- < geç-
<i>Daha başarı için okumak gerek.</i>	Kyrgyz /24	kerek < gerek
<i>Ötken kün okula baralmaymın.</i>	Kazakh /42	kün < gün
<i>Novruzda yumurtaları kırmızı yeşil ve başka renklerle boyuyorlar.</i>	Azerbajjani / 17	başqa < başka

❖ Wrong transition mistakes such as the changes of **y < ğ**:

<i>Erzurumda havalar soyuk.</i>	Azerbajjani / 15	soyuk < soğuk
<i>Ders çalışmakla belimi iydi.</i>	Kyrgyz / 21	iy-< eğ-
<i>Atatürk Üniversitet bize çok şey öyretti.</i>	Kazakh / 40	öyret- <öğret-

❖ Wrong transition mistakes such as the changes of **t < d**:

<i>Atladımız zaman "ağırlığım uğurluğum bu odun üstüne tökülsün" söylüyoruz.</i>	Azerbajjani / 17	tökül- < dökül-
<i>Bu sene ders notlarım tüşük.</i>	Kazakh / 43	tüşük < düşük
<i>Şimdi tört sınıf var.</i>	Kyrgyz / 24	tört < dört

❖ Wrong transition mistakes such as the changes of **b < p**:

<i>Ev sahibleri papagin içerisinde şeker yumurta falan doldurub kapının önüne bırakıyorlar.</i>	Azerbajjani / 17	ev sahibleri < ev sahipleri
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❖ Wrong transition mistakes such as the changes of **ğ (hidden voice) < v**:

<i>Savolsun abim sayesiyle bu düşüncem değışti.</i>	Turkmen /3	savol- < sağıol-
<i>Burası güzel ve biraz sovuuk ama bu sovuukla burası güzel.</i>	Turkmen /4	sovuuk < soğıuk

❖ Wrong transition mistakes such as the changes of **g < ğ**:

<i>Dagları deryaları gölleri ormanları çeşmeleri gibi çok güzel bir dogaya sahipdir.</i>	Turkmen /3	dag < dağı doga < doğa
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❖ Wrong transition mistakes such as the changes of **g < k**:

<i>Novruzda yumurtaları kırmızı yeşil ve başka renklerle boyuyorlar.</i>	Azerbajjani / 17	renklerle < renklerle
<i>Asgerlikde olan arkadaşım Sahibe mektup yazıyorum.</i>	Azerbajjani / 15	asgerlik < askerlik

The wrong transition mistakes, in terms of vowels, found in the written expressions of the Turkic students who learn Anatolian Turkish might be classified as:

❖ Wrong transition mistakes such as the changes of **a < e**:

<i>Dostum herkese salam soyle.</i>	Turkmen /4	salam < selam
<i>Ayın 13 başlıyor ve 21 kadar devam eder.</i>	Azerbajjani / 17	davam < devam
<i>Annem kardaşım ve ben.</i>	Turkmen /9	kardaş < kardeş

❖ Wrong transition mistakes such as the changes of **o < e**:

<i>Novruzda yumurtaları kırmızı yeşil ve başka renklerle boyuyorlar.</i>	Azerbajjani / 17	novruzda < nevruzda o < e
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❖ Wrong transition mistakes such as the changes of **o < a**:

<i>Havanın nımdığı pek te hoşumo gitmedi.</i>	Kyrgyz / 24	hoşumo < hoşuma
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❖ Wrong transition mistakes such as the changes of **ö < e**:

<i>Benim söygili okulum.</i>	Turkmen / 1	söygili < sevgili
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❖ Wrong transition mistakes such as the changes of **a < u**:

<i>O kalabalıkta okamak ne kadar güzel.</i>	Turkmen /6	oka- < oku-
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### 3.2. Wrong transitions in morphological level

Examining the written expressions of the Turkic students, it was detected that the 45 of the mistakes done were in the morphological level. All of them were the wrong transitions from the mother tongue. The majority of the mistakes in the morphological level that occupied a 30.20 % ratio among all of the mistakes done are made up of the usages of the Standard Anatolian Turkish tonal / atonal versions of the sounds that make up the members in the mother tongues of the students. Samples were encountered in which Azerbaijani, Kyrgyz, Turkmen and Kazakh students used the suffixes such as /+dA/, /+dIr/, /+dAn/, /+Ib/, /+cA/, /+nçI/ ... etc., as per the features in their own mother tongues, and they didn't follow the rule to use them tonal / atonal according to be suffixed to related words as in the Standard Anatolian Turkish. Hence, these particles are as /+TA/, /+TIr/, /+TAn/, /+Ip/, /+CA/, /+ncI/ in the Standard Anatolian Turkish.

#### ❖ /+dA/ < /+TA/

1993-de Turkmenistanda doğdum.

Bu devletde okumaktan ve yaşamaktan çok memnunuz.

Turkmen /3

Azerbayjani / 16

1993-de < 1993'te

devletde< devlette

#### ❖ /+dIr/ < /+TIr/

Gördüğünüz gibi en çok zorlandığım beceri Türkçe yazmaktır.

Azerbayjan halkının kültür ise çok geniştir.

Turkmen /3

Azerbayjani / 13

yazmaktır < yazmaktır

geniştir < geniştir

#### ❖ /+dAn/ < /+TAn/

Yabancı uyruklu öğrencilere yardım ettiği için esas da

finallarda dersden geçirdiği için teşekkür ederim.

Bu devletde okumaktan ve yaşamaktan çok memnunuz.

Azerbayjani / 13

Azerbayjani / 16

dersden < dersten

yaşamaktan < yaşamaktan

#### ❖ /+Ib/ < /+Ip/

Benim doğub büyüdüüm ilinse asırlarca yaşı vardır.

Gece çocuklar kapıları çalib papak atib saklanıyorlar.

Azerbayjani / 13

Azerbayjani / 17

doğub < doğup

atib < atıp

#### ❖ /+cA/ < /+CA/

Dolayısıyla türkçe *quce* olsa yarısı türkçe yarısı Turkmençe eve geldikten son kendi yazanlarımı kendim okuyabiliyordum.

Türkiyenin bize sunduğu imkanlardan rahatca yararlanıyoruz.

Turkmen /4

Azerbayjani / 16

Turkmençe < Turkmen

rahatca < rahatça

#### ❖ /+nçI/ < /+ncI/

Şu an ikinci sınıfta okuyorum.

Kyrgyz / 24

ikinci < ikinci

One of the wrong transition mistakes the students of Turkic origin learning Anatolian Turkish in the morphologic level due to their mother tongues is that they prefer the vocals of their own mother tongue, in the intermediate vocals in the suffixes added to the meaningful members. The most characteristic sample detected in the study is the **n** < **y** change in the junction of the meaningful member and the suffix. The reason for this is that the accusative case marker /+I/ after a vowel in the Standard Anatolian Turkish is different in Turkmen, Azerbaijani and Kyrgyz Turkish languages. In the Standard Anatolian Turkish, a word ending in a vowel takes and intermediate “y” when a suffix beginning with a vowel is added. One of the functions of the member /+I/ is to point the accusative form. But in Turkmen, Azerbaijani and Kyrgyz Turkish languages, this function is accomplished by the suffix /+nI/ (Ministry of Culture, 1991: 1102, 1050, 1028). Therefore in the Anatolian Turkish the intermediate vocal is “y” while it is “n” in the other Turkish languages, which is present in the form of the suffix already.

Senin elinden yemek yemeni özledim anne.

Türkçeni biraz öğrendim.

Türkiyeni hep lider görmek bizimde hayalimizin bir parçasıdır.

Bu dünyanı ülkeni çok sevdim.

Bu dünyanı ülkeni çok sevdim.

Turkmen /1

Turkmen /4

Azerbayjani / 16

Kazakh / 40

Kazakh / 40

yeme+ni<yeme+(y)i

Türkçe+ni< Türkçe+(y)i

Türkiye+ni< Türkiye+(y)i

Dünya+nı < dünya+(y)ı

Ülke+ni < ülke+(y)i

It was detected that some of the mother tongue usages preferred in the written expression were made up of the tense particles / tense suffixes; and it was figured that the students preferred the tenses as in their mother tongues, because they are quite similar in two languages.

**/øyor/ < /-Iyor/**

<i>Öpyorum hoşçakal.</i>	Turkmen /7	öp-øyor+um < öp-uyor+um
<i>Türkçeyi öğrendiğim ve öğreniyor olmam beni çok mutlu ediyor.</i>	Turkmen /8	öğren-øyor < öğren-iyor

**Other examples**

<i>Şükürler olsunki hayalim gerçekleşti.</i>	Azerbajjani / 16	gerçekleşti < gerçekleşti
<i>Arada sırada sizi özliyorum diyemezsen.</i>	Turkmen /6	diyemezsen < demem
<i>Biz bu üniversitede çok hoş künler köripiiz.</i>	Kazakh / 40	köripti < görmüşüz
<i>Erzurumda güzel künler körgönüm.</i>	Kyrgyz / 24	körgönüm < gördüm.
<i>Burasının halkına “Dadaşlar” diyyerler.</i>	Turkmen /4	diyyerler < derler

The wrong transition examples seen in the negative form of the ability modal verb are:

<i>Dolayısıyla yarısı türkçe yarısı Turkmençe eve geldikten son kendi yazanlarımı kendim okuyabiliyordum.</i>	Turkmen /4	okuyabiliyordum < okuyamıyordum
<i>Ötken kün okula baralmaymın.</i>	Kazakh /42	baralmaymın < varamadım (gelemedim)

The wrong transition mistake in the **/suffix+ postposition/** form was met in the written expression of just one student. In the Turkmen Turkish, one of the postpositions forming the last **/suffix+postposition/** form with several members is “soñ” (Buran and Alkaya, 2010: 148). It was detected that the Turkmen students studying Anatolian Turkish preferred the form **/-TIKtan soñ/** from their mother tongues instead of the form **/-TIKtan sonra/** in the Standard Anatolian Turkish.

<i>Dolayısıyla yarısı türkçe yarısı Turkmençe eve geldikten son kendi yazanlarımı kendim okuyabiliyordum.</i>	Turkmen /4	geldikten son < geldikten sonra
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**3.3. Wrong transition mistakes in the semantic level**

Examining the written expression works of the Turkic students, it was detected that the 35 (23.48 %) of the wrong transition mistakes done were in the semantic level. All of these are the wrong transitions done from the mother tongue. Examples were given below, regarding the wrong transitions mistakes in this topic:

<i>Önce onunla alay ettim sonra çok fikirleştim.</i>	Azerbajjani / 33	fikirleş- < düşün-
<i>2020’de Türkiyedeki neft serbestçe üretilebilir.</i>	Kyrgyz / 22	neft < petrol
<i>Havanın nımdığı pek te hoşumo gitmedi.</i>	Kyrgyz / 24	nımdığı < namlılığı
<i>Ötken kün okula baralmaymın.</i>	Kazakh /42	ötken < geçen
<i>Arkadaş bu benim okadık üniversitem harika.</i>	Turkmen /6	üniversitet < üniversite
<i>Türkiye bilim kültür medeniyet konukperver insanıyet bakımından çok iyi devlet.</i>	Azerbajjani / 13	konukperver < misafirperver
<i>Annem ve babam kardeşim daha doğulmadan boşandılar.</i>	Turkmen /9	doğul- < doğ-

**3.4. Wrong transitions in the syntactic level**

The written expression works of the Turkic students were examined; no mistakes were seen in the phrasal level, but 8 (5.36 %) syntactic mistakes were detected in the word cluster level.

In the Standard Anatolian Turkish, “*belirtisiz isim tamlamaları (indefinite noun phrases) that lead among the expressive permanent concept marking methods formed by more than one meaning member make up a characterization group in the “determining noun with its adjectives + ø + determined noun + determining suffix” formation*” (Gemalmaz, 2010, 251). Even though the same case is valid for other Turkic languages, the samples in which the students used “**determining noun with its adjectives + ø + determined noun + ø**” formation, due to the influences of the second, or third languages were observed.

<i>Nevruz bayramında güreş yapıyorlar Turkmen pilav pişiriliyor.</i>	Turkmen /2	Turkmen pilav+ø<Turkmen pilav+ı
<i>Ben de Türkiyede Atatürk Üniversitenin Edebiyat Fakültenin Fransız Dili ve Edebiyat bölümünün 1. Sınıf öğrencisiyim.</i>	Turkmen /9	Edebiyat Fakülte+ø< Edebiyat Fakülte+si Atatürk Üniversite+ø < Atatürk Üniversite+si
<i>Sonra önce kız taraf düğün yapıyor.</i>	Turkmen /9	kız taraf+ø < kız taraf+ı
<i>Arkadaş bu benim okadık üniversitem harika.</i>	Turkmen /6	benim okadık+ø+ø üniversitem < benim okuduk+u+m üniversitem
<i>Novruz bizim milli bayramdır.</i>	Azerbajani / 17	bizim milli bayram+ø+ø< bizim millî bayram+ımız

One of the mistakes done in the word clusters level is in the marking the plural /+lAr/ suffix of students of Turkic origin studying Turkish in the adjective phrases formed in “**undetermined adjective + noun + plural suffix**” form.

<i>/adjective+noun+lAr/ &gt; /adjective+noun+ø /</i>		
<i>Azerbajanda her bölgelerin kendine özen şiveleri yemekleri oyun havaları vardır.</i>	Azerbajani / 13	her bölge+ler+in < her bölge+ø+nin

### 5. Conclusion and Suggestions

Analyzing the wrong transitions detected in the written expression works of the Turkic students learning Anatolian Turkish, following conclusions were drawn:

- It was detected that the majority of the phonological mistakes were based on the influences of the mother tongues; no samples were found regarding the influence of second or third languages.
- It was observed that the most wrong transition mistakes were done in the phonological level with 61 (40.93 %) mistakes.
- It was detected in the examined written expression works that the wrong transition mistakes were done more in the consonants than the vowels.
- It was observed that the students adding suffix to the words such as “saat”, kanaat”, “kalp” have generalized the thick and thin vowels of the Turkish and preferred thick vowels.
- It was detected that the students made more mistakes in the words that exist both in their mother tongue and in Anatolian Turkish.
- It was observed that 45 of the wrong transition mistakes done were in the morphological level. Among all the mistakes done, it was detected that the majority of the particle mistakes that occupy a 30.20 % ratio, originated from that the students used such particles as /+TA/, /+Tİr/, /+TAn/, /+Ip/, /+CA/, /+nCI/ ... as per the features in their own mother tongues, and neglected the consonant harmony in Standard Anatolian Turkish.
- It was detected that the 35 (23.48 %) of the wrong transition mistakes done in the works were in the semantic level.
- No syntactic mistake was observed in the phrasal level, while 8 (5.36 %) mistakes were seen in the word cluster level.

It was detected in the work done that both the wrong transition mistakes the Turkic students did in their written Turkish expression displayed a diversity as per the matters, and the frequency of the mistakes displayed a diversity.

Referring to these data, these may be proposed to the students of Turkic origin regarding the Anatolian Turkish learning:

The wrong transition mistakes the students do due to their mother tongues and their frequency should be detected; instructional programs according to the mother tongues of the students should be developed, paying attention to the data obtained from this and similar studies.

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