İsmail Güleç / Bekir İnce (eds.)

1st International Symposium of Teaching Turkish as a Foreign Language

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Gülden Tüm*

Overcoming Lexical Difficulties For Learners Learning Turkish As A Foreign Language

Abstract Vocabulary learning is one of the major challenges for many foreign language learners. Even though teaching and learning vocabulary has been researched thoroughly, new studies apparently seem necessary for some other agglutinative languages such as Turkish. For that reason, this study intends to explore four questions: 1) what sort of problems foreign learners of the Turkish language encounter while learning Turkish vocabulary, which has an agglutinative system; 2) what kind of strategies language learners use; 3) what kind of techniques teachers should employ to make vocabulary learning easier; and 4) what solutions could be found to make it easier to learn Turkish. The results indicate that even though learners have linguistic problems while forming Turkish structures, vocabulary learning strategies help them improve their target language.

Keywords: Teaching Turkish as a Foreign Language, Vocabulary Teaching, Vocabulary learning strategies.

1. Introduction

Teaching Turkish as a foreign language (TFL) has become widespread and gained importance in different countries as a result of globalization and increasing socio-political interests towards Turkey. Therefore, in several institutions, studies on Turkish are being conducted regarding the difficulties foreign learners of Turkish encounter, such as lexicology, phonology, morphology, translation, semantics, and syntax.

Learning any foreign language (FL), including Turkish, requires attention not only to how linguistic patterns are structured but also to how lexical items are formed and function in different notions. Lexical competence, knowledge of, and ability to use the vocabulary of a language consists of lexical elements and grammatical elements. While lexical elements include fixed expressions (e.g. word formation such as simple words, complex words, and compound words in addition to morphology in this formation such as roots, or stems, affixes, vowel alteration, consonant modification, irregular forms, suppletion, zero forms) (Common

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European Framework, 110–114). In this respect, words apparently seem to be the building blocks of any language since they label objects, actions, ideas without which people cannot convey the intended meaning. Thus, vocabulary learning is considered one of the major challenges for foreign learners both in comprehension and production of a foreign language. Also, foreign learners use more strategies to learn vocabulary when compared to other language skills such as listening and speaking. The prominent role of vocabulary in second or foreign language learning has been recently recognized by theorists and researchers in the field. Schmitt (cited in Gazal, 2007) states that learners are mostly inclined to use basic vocabulary learning strategies. This is the same but appears to be a worse problem for learners of Turkish as they face diverging features of languages (their mother tongue and target language/s) during the process of learning Turkish because both/all languages might differ from one another linguistically. According to Çotuksöken (1983), for instance, when Turkish and English are compared, they seem to differ markedly in their phonological and orthographic structure; thus, those who experience to learn Turkish as a foreign language (TFL) start having difficulty with not only orthography, punctuation but also intonation, pronunciation, pitch, and juncture of Turkish lexicology. Nonetheless, it may be more difficult for them to possess a range of vocabulary, which is wide enough to satisfy their needs in communication. Even though learners might be familiar with patterns in their other foreign languages and might have a talent for foreign languages, they may feel insufficient in fully communicating in a FL. Jiang (2004) explains the reasons as the lack of contextualized input and the presence of an existing conceptual of mother tongue system which has fundamental differences from the target language (p. 417). Because of these reasons, a limited vocabulary size would prevent learners from developing ideas or arguments effectively in their communication in their target language.

Hence, with a gradual but significant shift from teachers to learners, learning strategies gain importance in allowing learners to become more self-directed in language learning. As also emphasized by Gu and Johnson (cited in Ghazal, 2007) and Rubin (1987), in order to achieve effective communication in a more self-directed way, second language vocabulary strategies such as *metacognition, cognition, (clarification, guessing, memorization), memory, recall,* and *activation* should be taken into account as they contribute directly or indirectly to language learning. While metacognitive strategies provide learners with essential words for comprehension, cognitive strategies activate background knowledge as it uses linguistic items in clarification, guessing and memorization. Memory strategies help learners store their word lists and give endless possibility to do repetition.

Recall strategies provide learners to learn by heart and use the memorized words in necessary circumstances. And the last one, activation strategies, help learners feel courageous enough to apply new words in different contexts or situations. To Gardner, individuals have different personal cognitions and if they recognize different items, they are likely to become lucky to cope with problems they encounter during their learning process (Demirel-Şahinel, cited in Ucgun 2006, p. 218). Ferree and Sanabria (1998) emphasize that noticing involves seeing the lexical items as prefixes, suffixes, affixes, word domains, idiomatic expressions, and analogies. To Lewis (2008), the lexical approach encourages the introduction of powerful patterns as lexical items and these items can be used to create a natural environment for remembering large phrases in a FL and guarantee the transformation of the input into intake (p. 50). As a consequence, learners use such strategies towards altered problems and they become aware of using linguistic clues to guess the meaning of a word and apply it in real communication.

Accordingly, numerous types of approaches, techniques, exercises and practices are introduced to teach vocabulary (Hatch & Brown, 1995, cited in Ghazal, 2007). Nevertheless, merely the use of lexical items may be lacking as association, collocation, imaginary, semantic and contextual encodings whereas they also have vital importance in comprehension and communication in a target language. Hence, in the learning progress stage, the teacher plays an important role in order to make this process easier for learners and provides suitable, understandable, applicable and effective teaching techniques and tools. The reason for this is that clearly known techniques, strategies and materials used by teachers in the classrooms are very determinative in the learners' learning of new vocabulary. Therefore, in several studies, vocabulary learning and teaching has been the concern of many teachers and scholars for many years, as effective vocabulary learning relies on both the teacher and the student. This concern is even greater for the learners of agglutinative languages such as Turkish because certain techniques may be insufficient. That's why, as scholars suggested, techniques to teach vocabulary must also be taken into consideration because different learners discover the meaning of new words by using various techniques. For instance, to Ur (cited in Hişmanoğlu, 2008), there are different ways of presenting new vocabulary as a) *concise definition,* b) *detailed description (of appearance, qualities…),* c) *examples (hyponyms) or illustration (picture, object),* d) *demonstration (acting, mime),* e) *context (story or sentence in which the item occurs),* f) *synonym or antonyms,* g) *translation,* and h) *associated ideas*, *collocations, or connotations.* On the other hand, Murcia (1991) lists different techniques for new vocabulary as a) *word roots and affixes*, b) *word relations (synonyms, antonyms)*, c) *definition, explanation, examples, and*

anecdotes, d) *visual aids (pictures, objects),* e) *pictorial schemata (Venn diagrams, grids, tree diagrams, or stepped scales*), and f) *context*.

Whichever technique or approach is developed, it is the teachers who utilize these techniques/approaches in order to present the new vocabulary items. It should be stated that during the teaching of new vocabulary to foreign learners, no doubt age and individuality determine the techniques. For learners who know few languages and have no linguistic background, teachers prefer more concrete illustrations because of their cognitive expansion (i.e., objects, pictures, actions through pantomime), whereas for those familiar with several FLs with linguistic or educational backgrounds, teachers prefer giving more abstract explanations or even definitions in the vocabulary teaching process. The presentation of new vocabulary can be categorized, for example according to visual and verbal techniques. Visual techniques include picture-flashcards, photographs and magazine pictures, wall charts, posters, blackboard drawings, word pictures, several realia such as booklets, flyers, invitations etc. In addition, mime, action and gestures can be used specifically for explaining actions and times. Learners can label pictures and objects or perform an action. Verbal techniques are composed of illustrative situations, descriptions, synonyms and antonyms, collocations, scales, and using various forms of definition (i.e., visual definition, definition by translation, definition by abstraction, and contextual definitions). These techniques mentioned above are used by FL teachers in order to make the vocabulary teaching process more effective and easier for FL learners.

In this study, the lexical difficulties and problems TFL learners face are explained by taking into account four basic issues: a) the sort of problems TFL encounter while learning the Turkish language, b) the vocabulary learning strategies foreign learners have, c) the techniques teachers prefer in order to make the vocabulary learning process easier for learners, and, finally, d) solutions to be found to prevent problems during the learning process.

2. Methodology

2.1 Participants

42 incoming Erasmus students from different European countries (Czech Republic, Germany, Holland, Hungary, Italy, Poland, Romania, Slovenia and Spain) were enrolled at Çukurova University in order to complete their learning at a range of faculties (Education, Economics, Medicine, Agriculture, Fine Arts, Engineering etc.). While attending their majors, the participants took Turkish courses to learn the Turkish language and culture. They had never taken any Turkish lessons before coming to Turkey, and their Turkish level was false beginners.

2.2 Data

In order to find out the point of views of Erasmus learners regarding Turkish vocabulary, their lexical difficulties and vocabulary strategies in Turkish (metacognition, cognition, memory, recall, and activation strategies), they were requested to utilize "Strategy Inventory for Language Learning" (SILL) by Oxford (1990). The inventory measures six strategy components: memory, cognitive, compensating, metacognitive, affective, and social strategies. Participants indicated their learning and vocabulary strategies by stating their opinions on the inventory ranging from 1–5 ("never true" to "always true"). Its Cronbach alpha reliability coefficients is 0.89. Additionally, a questionnaire and an interview were carried out as data collection tools in this study.

2.3 Questionnaire

According to Seliger and Shohamy (cited in Arıkan, 2008), a questionnaire is very time-efficient and can be applied to large groups of people since this process is less time-consuming in terms of implementation when compared to interviews, which are also considered to be among the most commonly used research instruments. Thus, a questionnaire is given to provide data concerning the views of the participants on Turkish vocabulary and their lexical difficulties, as well as their vocabulary strategies during their learning process.

The items on the questionnaire are as follows:

1) *Please write very clearly how you have learnt Turkish words.*
2) *Turkish words are difficult to learn because…*
3) *Turkish words can be learnt more easily if ….*
4) *Turkish words might be more enjoyable if ….*
5) *Activities about learning Turkish words can be…*
6) *What kind of homework can be given to learn Turkish words more easily?*
7) *If I were Turkish teacher, I would teach Turkish words …*

2.4 Interview

Cannel and Kahn (cited in Arıkan, 2008) define the research interview as "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction or explanation." (Cohen and Manion, cited in Ghazal, 2007). In order to record the interviews, note-taking techniques were used after getting the permission of the interviewee. Each interviewee were provided with certain explanations as to the purpose of

the interview, the number of questions to be asked, the approximate amount of time the interview would take and how the interview would be used later on. The participants were interviewed concerning the learning of Turkish words and the difficulties they have experienced. All the subjects were asked the same set of questions, which were arranged beforehand. For data provided from the interview, content analysis has been carried out in order to discover the repeated themes concerning the participants' views. With the aim of acquiring further information from participants, the following questions, four of which were the focus of this study, were asked in the interview:

1. *What kind of difficulties and problems do you face while communicating in Turkish?*
2. *What makes Turkish words difficult to learn?*
3. *What makes Turkish difficult to learn, grammar or vocabulary?*
4. *How can you learn Turkish words more easily?*
5. *How can you solve your lexical problems in learning Turkish?*
6. *In your opinion, what is the best way to learn Turkish words?*
7. *What kind of learning strategies do you use?*
8. *What kind of techniques do you prefer in order to learn Turkish words?*
9. *What kind of techniques does your teacher employ during Turkish lessons? and*
10. *What solutions can be found to prevent the lexical problems?*

3. Findings

3.1 Findings of the SILL

Strategy Inventory for Language Learning was conducted in order to find out vocabulary strategies the participants used during their learning process and results are given below:

Table 1: Vocabulary Strategies the Participants Used

Strategies	N	Mean	SS	t	p
Metacognitive	42	36,2	5,90	,412	,015*
Cognitive	42	48,4	8,89	,056	,001*
Memory	42	30,1	5,93	2,7	,010*
Recall	42	48,4	8,89	0,56	,001*
Activation	42	19,2	4,8	,581	,071

* significant at $p<0.05$ level

As indicated in the table above, language vocabulary strategies such as *metacognition, cognition, memory, recall,* and *activation* strategies apparently seem to contribute directly to language learning. The table indicates that the strategies participants use are statistically significant in their vocabulary strategies except Activation Strategy. For instance, the significance of metacognitive strategies results in learners applying essential words in communication (.015). According to the table above, cognitive and recall strategies are also statistically significant (.001) as these strategies activate background knowledge; hence, learners use linguistic items more easily in clarification, guessing and memorization, which is likely to lead to communication in a more self-directed way. Upon consideration, memory strategies, which also indicate significance in the table (.010), learners seem to gain the possibility to repeat and gain the self-confidence to choose appropriate words in different contexts or situations. Therefore, at the end of each learning period, there should be repetition for about ten minutes. At the beginning of the following lesson, there should be a repetition section of about five minutes for learners to attempt to refresh their knowledge. Nevertheless, as seen in the table above, activation strategies seem lacking (.071) and are likely to require time for better communication in the target language. Thus, learners focus on words and learn them more easily over time. Thus, it might be inferred that TFL learners use most of the strategies by benefitting from their cognitive skills during their learning process. This means that lexical units whose forms are already unknown need to be acquired through strategies that differ from person to person. Individual learners have immediate strategies for learning new meanings.

3.2 Findings of the Questionnaire

A questionnaire was applied to all learners (N. 42). 32 out of 42 questionnaires were completed fully; hence, the others were excluded from the data analysis.

The first item in the questionnaire, "*how they learnt Turkish words*", participants said that the best way to learn Turkish words is to use them in a context constantly. Highlighting unknown words in texts seems to be the most preferable technique for them since they recognize the usage of unknown words in a text. In other words, Turkish words are grasped by the help of their context. They state that authentic materials and local friends are helpful for them to practice and repeat in natural settings. When they learned new words in the Turkish lesson, they try learning them in several ways: using them with their Turkish friends; practicing within the context by writing a paragraph or a story; speaking with a friend in a real situation; or using the new words in their local environment. For instance, when they learn vegetables and fruits, they spend time at grocery stores

or bazaars practicing the newly learned vocabulary. They also state that they go over the new vocabulary in advance and practice them in Turkish lesson in the evening classes and after the classes. To them, this strategy seems to be easier to transfer into long term memory. One of the TFL learners also states that she used to learn the new vocabulary with Turkish CDs with Turkish conversations. Most of the learners agree that the newly learned Turkish words should be repeated in following lessons concerning the topic in order not to forget. They emphasize that teachers should take responsibility and apply them in games to make learning more pleasurable as unfamiliar words are hard to struggle with alone.

For the second item, *"Turkish words are difficult to learn because."* the participants state the hardship/toughness of Turkish words are their unfamiliarity to other languages they know. This reason makes them feel demotivated because of the disconnection between Turkish and their mother tongue/any foreign language(s) they learned before (n. 1 below). Another factor which makes Turkish vocabulary learning difficult for learners is the resemblance among words, which may result in misunderstanding in communication (n. 2). The other factor which causes difficulties when learning words is the verb formation between/among the languages they know (n. 3). Also, the last but not the least factor that makes Turkish words difficult to learn is the identical forms but different meanings in both languages as given in the examples below (n. 4):

1.	(a) *teşekkür ederim*	— [thank you]	– English
	(b) *teşekkür ederim*	— [děkuji]	– Chezh
	(c) *teşekkür ederim*	— [dank ye]	– Dutch
	(d) *teşekkür ederim*	— [Ďakuyem]	– Slovakian
	(e) *teşekkür ederim*	— [danke]	– German
	(f) *teşekkür ederim*	— [Takk]	– Norwegian
	(g) *teşekkür ederim*	— [Tak]	– Danish
2.	(a) *duymak*	— [to hear]	– English
	(b) *doymak*	— [to feel satisfied]	– English
3.	(a) *temizlemek*	— [to clean]	– English
	(b) *temizleme*	— [cleaning]	– English
	(c) *temizleyerek*	— [by cleaning]	– English
	(d) *temizlemeden*	— [without cleaning]	– English
4.	(a) *pasta*	— [macaroni]	– Italian
	(b) *pasta*	— [tooth paste/зубная паста]	– Rusça
	(c) *pasta*	— [cake, cookies]	– Turkish.

As seen in the examples above, the process of learning words may be blocked because of several reasons such as unfamiliarity of words (n. 1), familiar words

yet different meanings (n. 4), and even how a one letter-change creates completely different meaning (n. 2). Ways of modifying word forms such as vowel alteration, consonant modification, irregular forms, suppletion, and zero forms (*saat-saatler, gittim-gidiyorum, aç-acıkmak*) and also word formation such as simple words (*göz-eye*), complex words (*gözlükçülük-opticianry*), and compound words (*gözlük kılıfı-glasses case*) make it hard for TFL learners when they make comparisons with the other languages they know since words could be formed beyond imagination or guessing (*cleaning*/ by *cleaning*/without *cleaning*) (n. 3). These learners especially, indicate that they have difficulty imagining the written forms of the Turkish words when they hear them ((***a**ile-ayle/ö**ğ**retmen-öretmen/e**c**e-ege/**h**akan-akan*)). Besides, they claim that the pronunciation of the Turkish words is complicated and even discouraging for them while learning (*kış-kiş, göz-göt, sık-sik*).

For the third item, "*in which ways they can learn Turkish words more easily*", most of the participants seem to have used them in daily life and real situations with local people. Thus, recalling the newly learned words will become easier. Some participants especially suggest studying Turkish words just after they have had their Turkish lesson and going outdoors to practice with native speakers. Matching words with their synonyms or antonyms is a beneficial and pleasurable strategy for teachers to do in each lesson. One learner stated that playing bingo several times in lesson helped him a lot to remember the numbers easily when shopping.

The fourth item "*how the Turkish words might be more enjoyable*" indicated that when using the Turkish words in a meaningful context, recognizing the unfamiliar words within the surrounding words in the text will accelerate their retention. Speaking with their Turkish friends also becomes more enjoyable for TFL learners. Putting words in puzzles is a recollective and pleasurable strategy for both teachers and learners to do in each lesson.

The fifth question *"activities about learning Turkish words"* seeks the opinions of the learners about the activities that make learning Turkish words easier during the lessons. Most of the TFL learners agree that using PowerPoint, pictures, realia, flashcards, and authentic materials facilitates their understanding and discovery of the meaning of unfamiliar words themselves. Activities such as making sentences and dialogues with newly learned Turkish words in a classroom setting are also useful for the effective learning/recalling of new vocabulary. One of the learners asserted that by singing easy Turkish songs he could memorize the Turkish words more easily and enjoyably. Writing compositions, short stories or plays are also among their favorite activities to learn Turkish words. One learner stated that bingo-like word cards in lesson refreshed his word storage/reservoir in real communication. Vocabulary tests and Turkish presentations in the Turkish lessons

also increased the willingness of TFL learners to practice the new vocabulary. The results indicate that TFL learners feel more comfortable and confident while using the newly learned Turkish vocabulary in games such as taboo, acting the word, bingo, and board games.

The sixth item, "*what kind of homework can be given to learn Turkish words more easily*" is observed with the common idea on writing compositions, preparing dialogues, short stories, diaries, reports, invitations, and petition.

The last item in the questionnaire is "*if they were Turkish teachers, how they would teach Turkish words*". The prevalent opinion is that they would teach Turkish words by giving the most common vocabulary lists to their learners and they would found a *Conversation Club* that gathers Turkish and foreign learners to practice Turkish by having natural dialogues. They would play dictionary future telling games or miming to find new words they learnt in the end of each lesson, creating puzzles weekly, and last but not least, e-mailing their written productions including newly leaned words to their instructions to get feedback, etc.

As indicated in the results of the questionnaire, learners use language vocabulary strategies (metacognition, cognition, memory, recall, and activation) to improve their target language. They emphasize the importance of language instructors to take responsibility not only in teaching situations but also by encouraging learners to participate in extracurricular activities outside the classroom. Consequently, learners seem to have applied essential linguistic patterns to lead real communication in a more natural way and underline the vital role of their instructors.

3.3 Findings of the Interviews

In order to obtain further data about learning Turkish words and the lexical difficulties of foreign learners, interviews were conducted by asking the following questions to 23 learners as the others had left the country for some academic or personal reasons.

In the interview the questions "*1) What kind of difficulties and problems they face while communicating in Turkish, 2) What makes Turkish words difficult to learn, 3) What makes Turkish difficult to learn, grammar or vocabulary, 4) How they learn Turkish words more easily, 5) How they solve their lexical problems about learning Turkish, 6) What is the best way to learn Turkish words, 7) What kind of learning strategies they use, 8) What kind of techniques they prefer in order to learn Turkish words, 9) What kind of techniques teacher employs during Turkish lessons, And 10) What solutions can be found to prevent the lexical problems?"* were asked to see if participants were aware of lexical differences between Turkish and

their native/ other language(s) they had learned. The interview indicates that TFL learners find Turkish grammar hard to learn in the initial stages and when they get familiar with the vowel harmony and rules, it becomes logical and easier to follow. One German and two Polish learners stated that Turkish structure even seems to be easier in the later stages compared with German or Polish. However, learning Turkish vocabulary seems extremely difficult for other learners since Turkish appears unfamiliar in spelling, pronunciation, and word forming. Even though they try to find similarities with other languages they know, they are insufficient in using the appropriate structure considering different situations. For instance, considering phonetics, foreign learners seem to have difficulties in the pronunciation of new symbols/sounds/forms found in Turkish such as "ı, ğ, ö, ü,". If they cannot find the equivalent of these sounds in both languages, it is rather difficult for them to produce and it results in an inappropriate pronunciation as in the examples given below:

1. (a) *aç* \'ach\ — [hungry or open, imperative form of the verb to open], instead of
   (b) *ağaç* \'aa:ch\ — [tree]
2. (a) *iptal* \'ipta:l\ — [cancellation], instead of
   (b) *aptal* \'aptal\ — [fool, stupid or silly]

The other problem participants face during the learning process is that lexical units have their own semantic, collocational, syntactic, and morphological relationships. Sometimes, Turkish words are so similar to each other that they are difficult to distinguish. A few examples given below will explain the hardship of learning new meanings.

3. (a) *bekarım* — [I am single.],
   (b) *bakarım* — [I look at/around/into (something)],
   (c) *bakırım* — [My copper (thing)/(the copper-made object that belongs to me]

In order to overcome these difficulties participants develop basic techniques such as practicing the newly learned words in real situations with local people and with more authentic materials; watching Turkish films or film series, reading Turkish stories; and listening to Turkish songs and trying to write the lyrics. The best way to learn Turkish words is explained to be PowerPoint presentations based on learners' assignments, pictures and flashcards provided by the teacher during their Turkish lessons. They believe that by preparing vocabulary and grammatical structures and going shopping, to the post office or to restaurants, they can practice what they have learned. They suggest that getting "lost" during their travel and trying hard to communicate with people who don't know English will quicken

their communication. Using words and structures learnt every day, writing them down on post-it notes and sticking them onto every object in the room with the Turkish meanings (e.g., Çarsaf "bedlining/sheet", buzdolabı "refrigerator", etc) is a passive way to learn basic words in daily-life situations. Consequently, participants face problems at the lexical level; however, they find different strategies to overcome these problems.

What the others emphasized in the interview was the inclusion of the teacher's Turkish culture in the classroom by using posters, pictograms, booklets, comics, brochures, invitations (wedding, henna night, circumcision etc.) and newspapers in PowerPoint, which stimulate them intellectually and emotionally by what goes on in both language and target culture. They explained, that's how they understand the meaning of Turkish words more easily through authentic materials including cultural richness. Additionally, they emphasized that Turkish songs, films, or bingo games, originally-created songs with the specific words by learners, writing stories based on their personal experiences and national legends make the vocabulary learning process more effective and permanent.

4. Discussion and Conclusion

The results of this study indicate that language vocabulary strategies such as metacognition, cognition, memory and recall significantly contribute to language learning, and activation strategies. According to the results, most of the language strategies activate learners' background knowledge, their clarification, guessing and memorization, which lead to communication in a more self-directed way. Thus, it is clearly pointed out that TFL learners used most of the strategies by benefitting from their cognitive skills during the learning process. Upon the consideration of the questionnaire and the interview, it was seen that even though learners had linguistic problems while forming Turkish structures, language vocabulary strategies helped them improve their target language.

Learning new vocabulary or lexical units is a challenge to TFL learners but the unfamiliarity of words, suffixation, phonetics, unawareness of morphological relations between lexical units, semantic relations between lexical units and even the vagueness of explanation about the foreign language lead to a lack of motivation. As a result, these discouragements might end in insufficiency or deficiency in learner motivation, especially when the learning new words. Even though it seems hard to overcome lexical difficulties in any language, more attention should be paid to three step approaches: 1) techniques used by learners, 2) techniques used by teachers, and 3) vocabulary learning strategies. In particular, teachers should be qualified enough not only with teaching their mother tongue, having their master

degrees, and being knowledgeable of current pedagogical trends but they should also have the awareness of phonological and morphological knowledge regarding the different languages of learners who also have different educational and cultural backgrounds. Therefore, the TFL teachers' focus is not only on the learners' willingness and readiness to receive new meanings and forms. Last but not least, they should think of the most appropriate techniques and materials to be applied to the target language, not for currently taught languages, so that learners who speak different languages feel safe during the learning of a new language and even the learning of new words. The application of different and appropriate methods or techniques by teachers helps each learner to have a different strategy to learn; as a result, each learner can change their troubles or doubts into enjoyment and satisfaction in her/his target language. Therefore, the effective use of learning experiences requires a principled and coherent approach to task selection. This means taking into account the specific competences and characteristics of the learner and factors that affect task difficulty to the needs of the learners. Thus, teachers should allow learners to approach any activity they have in their hands in a variety of ways in real situations. Additionally, teachers should encourage TFL learners to prepare their own vocabulary list for each unit and to prepare puzzles in the format of tests or quizzes (including multiple choice, cloze, gap filling, matching, word-tree, cluster family etc.) to be used as a competition at the end of each lesson. This encouraging way increases awareness for learners not only to learn new or unfamiliar words but also unfamiliar letters in the Turkish alphabet such as ı, ü, ö, ş, ç, ğ (soft g). This do-your-word-quiz strategy motivates learners as it emboldens them to learn words unconsciously and to find their synonyms or antonyms. As long as learners participate voluntarily in each lesson and fulfil their requirements, lessons will be entertaining and challenging for both teachers and learners.

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