A Virtual Vocabulary Teacher for Language Distinction Training of Immigration Officers

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Abstract: Learning and studying a language is not only about learning its grammatical structures and syntactic properties. It also has a lot to do with encountering a new culture, experiencing it firsthand and learning about it. Someone who has encountered a new language and observed people using it natively, will instinctively compare that new culture to his and come up with several syntheses. This study is about to determine and examine linguistic problems, revealing, with what kind of linguistic classifications students struggle throughout the learning process and to examine the advantages of which language learning strategies suits best for Turkish students in middle school, high school levels and university levels, as well as, German, Irish, French, Danish (held by the Comenius Lifelong Learning project to the EU-National Agency support) Spanish at the high school level and college-level Moroccan, South-North Central African, Iranian and Afghan students (TOMER). Three questions have been tried to answered in this study; How do the students classify their linguistic problems, how do their life experiences play a role in them becoming aware of their own linguistic capabilities and lastly, which language learning methods help them best in overcoming difficulties faced in everyday situations. Also, we have researched the virtual sides deeply in these areas. Our study consists of a B2 level language learner (CEF), the learners’ vocabulary resource, the methodologies used in vocabulary teaching, analysing the lessons and their assessment with feedback and results. We have taken the data from the departments of computer and linguistics sciences. The purpose of our study is to model various methods and explain through examples, the teaching of Turkish language to students of various age groups. We investigate language teaching for foreigners all over the world according to some new approaches that we study for ten years. Linguistics, ontology, neurolinguistics and learners who are children-babies and disabled humans. By the help of innovative researches, believe that good people deserve the good; actually, all people and living things. Science and new research serve this aim/goal.

Keywords: Innovation, International relations, Economics, Teacher education, Language teaching, Lingual Methodic

1. Introduction

Recent researches show that linguistic is an ocean to human body and also for all livings. For many years scientists have conducted research about it. As manhood live it means we have lots of things to search and investigate. Humans’ brain is also a kind of ocean. Just like a black hole. So attractive for everybody we believe. There are billions of studies about this area. But we have some new ideas and different visions about this topic.

In the light of the above, we may explain it like that: This study on World’s international education and innovative language teaching methodic and it’s both impact and effects on the
educational, economic and cultural growth which is turning suicidal is an effort in the right direction. Thus, we cannot overemphasize the novelty value of this study. The purpose of this study is to discover the impact of language teaching as a new language for foreigners external and internal effects for sustained educational, scientific and economic growth. The focus of the analyses is on the debt of Turkish language dept. and computer science dept. students in two different universities which are from different areas in Turkey. In short, the study is intended to address estimation of the impact of importance of linguistic studies in a new language teaching and learning. After that it will absolutely attracts the cultural, international, political, social, educational and economic growth.

1.1 Problem Statement
Teaching and studying a language need to ask more. Many things serve you to get a result. But you must study the language discriminatingly. Virtual techniques help us well at the moment. Innovative researches serve to solve the problems of understanding their meanings, structures and some other special grammatical or syntactical or phonetical ones. Especially learning a new language for foreigners.

1.2 Aim of the Study
Our study objective is to determine and examine linguistic problems, revealing, with what kind of linguistic classifications students struggle throughout the learning process and to examine the advantages of which language learning strategies suits best for Turkish students in middle school and high school levels, as well as, German, Irish, French, Danish (held by the Comenius Lifelong Learning project to the EU-National Agency support) Spanish at the high school level and college-level Moroccan, South-North-Central African, Hindu, Urdu, Iranian and Afghan students. Three questions have been tried to answered in this study; How do the students classify their linguistic problems, how do their life experiences play a role in them becoming aware of their own linguistic capabilities and lastly, which language learning methods help them best in overcoming difficulties faced in everyday situations. The purpose of our study is to model various methods and explain through examples, the teaching of Turkish language to students of various age groups. Also adding this goal, we want to prove that learning and teaching a language-a new language-we need to know about neurolinguistics, ontology, grammar, phonetics, morphemes, vocabulary and other cultural, economic and peripheral things.

2. Literature Review
In the study of Karademirlıdağ (2015-2016), they explored the causes and importance of international linguistic studies and the existence of main research about virtual vocabulary teaching method in this area. In addition to this, Bozkaplan, Karademirlıdağ and Kubilay (2017), have realised that the new computer science methods and neurolinguistics/linguistics approaches serve this ontological and phonological cases.

3. Research Methodology
Here we discuss our application.
We make use of many methods in our studies. I would like to touch on the subject of method before continuing. Method, the cornerstone of any systematic learning is defined as; 'a certain way, system, procedure or politic used to reach a goal'. A method needs to be constantly updated as the needs of the learners continually evolve with every drastic and chronologic change taking place from the materials being used to the surrounding culture and way of life. This need has always kept the ‘How should a really effective method be’ question relative. Foreign language teaching methods not only aim for teaching the most correct grammatical structures but also try and transform the learner to become a more effective learner. Because of the vast number of variables in learning environments and learner bases, there is no
ultimate method to language teaching. One method may work wonders on a learner and may fail miserably with another.

We have listed some of the widely used methods acknowledged by the Common European Framework;

1. Grammar- Translation Method
2. Direct Method
3. Natural Method
4. Audio-Lingual Method
5. Cognitive- Code Method
6. Communicative Method
7. Eclectic Method

Aside from these methods, below are some of the less known and alternate methods;

1. Suggestopedia
2. Community Language Learning
3. The Silent Way
4. Total Physical Response
5. Audiovisual Method
6. Task-Based Method
7. Content-Based Method

We have utilized the Audiovisual, Content-Based, Audio-Lingual, Cognitive-Code and Communicative methods during our lessons and activities.

B. PROBLEMS ENCOUNTERED
If a language is to be learned and taught well, we should not overlook any of the four skills (reading, writing, listening, speaking) and, materials need to be developed in order to improve all these areas.

Yorulmaz (2009: 53) in his research, has noted that learners of a foreign language have difficulties in listening comprehension skills; that sometimes, the words they can understand in written form, are lost to them during listening activities.

Kuzeci (2007: 14) lists the possible reasons causing these difficulties in listening comprehension skills.

- Lack of audio equipment present in the learning environment.
- Insufficient amounts of audio-visual materials presented in the duration of teaching.
- Not presenting learners enough opportunities for speaking in the learning environment.

In our application, the user is randomly given a selection of six languages to choose from. S/he can press the play button to hear a sentence in the randomly chosen language. S/he can listen to it several times. Then the user selects an answer. If the answer is right, the score is printed in the status bar along with the message ‘game over’. If the answer is wrong, the application subtracts 15 points for each wrong answer. It’s expected that the user’s performance will rapidly increase with increasing number of trials as s/he learns the differences of the language even though s/he doesn’t understand them.

In application A, we have chosen the most widely spoken languages according to alphabetical order; English, French, German, Italian, Spanish and Turkish. In application B, we have
included Cantonese Chinese, Hindi, Japanese, Korean, Russian and Urdu. Of course, we expect the user to know the correct answer in the first try after a brief adjustment period.

Figure 1: In this figure we present application A with English, French, German, Italian, Spanish and Turkish languages. The application shows the score at the status bar top left.

Figure 2: We present application B with Cantonese Chinese, Hindi, Japanese, Korean, Russian and Urdu languages.

The user also decides which language s/he likes most and decide to study that language further.
Learning a new language is neurologically beneficial to the brain and improves cognitive abilities.

We have created the questionnaire below using Google Forms to assess the language skills of 100 test subjects chosen at random from a categorised pool of students, instructors and ordinary people:

![Questionnaire form to measure language skills of 100 test subjects.](image)

**Figure 3:** Questionnaire form to measure language skills of 100 test subjects.

4. **Data Analysis and Interpretation**

**Age**

![Age distribution of 100 test subjects](image)

**Figure 4:** We present the age distribution of 100 test subjects.
Yasemin Kubilay, Ibrahim Atakan Kubilay  
A Virtual Vocabulary Teacher for Language Distinction Training of Immigration Officers

Gender

![Gender Distribution](image)

**Figure 5:** We present the gender distribution of the test subjects.

How many languages do you know in addition to your native language?

![Language Knowledge Distribution](image)

**Figure 6:** The distribution of language knowledge in degree Good (4/5) of the test subjects.

How difficult was it to learn a new language for you?

![Difficulty Scores](image)

**Figure 7:** The difficulty scores for learning a new language.
5. Conclusion and Recommendations

Sufficient opportunities for practicing speaking and listening skills should be provided to the learners.

Communicating with emotions and intonations as well as arming learners with common or rather urban talk of that culture should be prioritized.

Audio analysis software should be utilized to help students with pronunciation and intonations at institutions such as TÖMER where foreigners can learn Turkish.

A. EXAMPLE MATERIALS

A few movies regarding Turkish culture,

1) Babam ve Oğlum (2005): Set in 1980, coupe era Turkey, it is a very sincere and emotional story told both through the eyes of a father and a son.

2) Mutluluk (2007): This movie exposes the diversity between Turkey’s traditional and modern faces. It spans from the west to the east, telling stories of three intermittent lives.

3) Tatil Kitabı (2008): This movie takes a good look on the rhythm and events that can take place in the Turkish rural life, namely, a small town called Silifke. Touristic and beautiful, events are unfolded through the eyes of the youngest boy in a family, Ali.

4) Selvi Boylum Al Yazmalım (1977): This movie is considered one of the best romantic movies in Turkish filmmaking history.

5) Esrefpaşalılar (2010): The famous ‘Kabadayı’s residing in Esrefpaşa of İZMİR are the central theme of this movie. It manages to have dramatic and comedic elements. The message the movie is trying to communicate is that different people from very different backgrounds may meet in a common language; love.

Expression and Idioms cards,

At this point of our study we have looked at some of the idioms to help familiarize students with some concepts and verbs. We encourage you to use these flashcards in your lessons as well.

Karagoz and Hacivat flash animations, are an invaluable tool for teaching foreign learners Turkish way of thinking and provide the perfect examples to quick witted dialogues.

A. Examples from Comenius and Erasmus Plus Projects of the EU Lifelong Learning Project Through the National Agency Channel
Since 2006, Turkish culture and language has been taught in three different international projects. Teaching a foreign language is also teaching that culture. We can find traces of culture behind every word, action and sound. This is the way the target learners' way of life and values must be taken into consideration (Avo, 2002). According to Tom Alin and Stempleski (1993: 89) there are 7 reasons behind teaching cultural elements;

Helping students understand that every action is driven by cultural motivations.
Helping students become aware that similar reactions will be given in similar situations by people within the same culture. Making students aware of the word patterns taking place in the target language. Enabling learners observe a culture in an objective manner during the learning process. Improving students ability to gather information on the target culture. Raising curiosity among learners' towards the target culture.

B. Conclusion and Suggestions

Due to the geographical location of Turkey and her rise in power in the international stage, more and more people are interested in learning and becoming familiar with the Turkish language, way of life and culture. In order to meet this demand as well as properly advertising Turkey on the international stage, Turkish teaching should be taken seriously and handled delicately. The textbook materials used in classrooms should contain texts conveying Turkish culture with all its aspects. Also the starting point of Turkish language teaching to foreigners should be to help them grasp the advantages and importance of learning Turkish. This will surely help raise student awareness and enthusiasm.

Acknowledgements

During the process, we have realized that some facts are weird than some fiction. Actually, facts are stubborn. The book called "Now I know" is talking about this topic also. Dan Lewis has written that some governmental organisations/institutions such as CIA, FBI and may be the others in all over the world use the language in its figurative meaning. We mean, they slide over the meanings. For example: "I will kill you, man!" or "I'm cheating on you.": they are not, but the others do not realise it. So, this case may be the name of another study. We are thinking about doing it by merge styles in ontologically in semantics.

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