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AN INVESTIGATION OF TEACHING PRONUNCIATION WHILE TEACHING TURKISH AS A FOREIGN LANGUAGE

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Abstract

Language centers that teach Turkish as a foreign language are based on the European Language Portfolio. The Common European Framework of Reference enables language learners to develop listening, reading, speaking, and writing skills. The four basic skills are supported by dictation and grammar teaching, but pronunciation studies are ignored. There are some structures in Turkish that are different in writing and speaking, and pronunciation studies should be done while teaching. In this study, the future tense suffix in New Istanbul Turkish for International Students Course Book (NISB) A2-B1-B2-C1 was analyzed and listening audio recordings were analyzed. It was investigated whether there is a difference between the use of future tense in written texts and listening recordings. Qualitative research methods were used in the study. The books constituting the universe of the study were scanned with the scanning model, and the study was conducted with the descriptive analysis model on the data obtained. As a result, it was rarely encountered that future tense structures were spoken as written in the whole set (A2, B1, B2, C1). A special vocalization study is required for a structure that is not read as written, and it should not be left to the teacher's initiative without explanation in textbooks. For the student and the teacher, it would be appropriate to include the functions and formal features of the future tense, the voice-over features in the books and to indicate that the suffix -AcAk is not read as written.

Keywords: Foreign language, future tense, pronunciation, teaching set, Turkish teaching.

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1. Introduction

1.1. Introduce the problem

Throughout history, people have needed to learn a language other than their mother tongue. The desire to learn a language that is foreign to their mother tongue sometimes stems from living in that country, receiving education, using the target language for work or learning it as a hobby. When it comes to foreign language teaching, the first languages that come to mind are French in the 19th century and English in the 20th and 21st centuries. The teaching of these two languages has a longer history as it started with the colonial system. For this reason, studies have been conducted on the teaching system and many resources have been produced. The teaching of Turkish as a foreign language is more recent than these languages. In the 11th century, *Dîvânü Lugâti't-Türk*, the first dictionary, anthology, encyclopedia and grammar book of Turkish written by Kâşgarlı Mahmud in order to teach Turkish to Arabs and show the prevalence of Turkish, and *Codex Cumanicus*, a dictionary-text collection compiled by Italians and Germans in the 14th century from the Kipchak Turks (Cumans) north of the Black Sea, are the oldest studies on teaching Turkish to foreigners in history. However, systematic teaching studies gained momentum in the last quarter of the 20th century. Language centers were established for those who wanted to learn Turkish as a second language; Turkish teaching sets and course materials were prepared and research on how best to teach Turkish started to be conducted.

The increase in the number of foreign students coming to Turkey for university education after the 2000s and the demand of the immigrant population coming to Turkey to live and work to learn Turkish constitute the main reason for these studies. In language centers opened by universities and private institutions to teach Turkish, existing Turkish teaching books are used or universities and institutions prepare their own teaching sets and teach with their own teaching materials.

All efforts are directed towards a common goal: To realize the most effective teaching. In line with this goal, language centers that teach Turkish have adopted the European Language Portfolio, which is based on the Common European Framework of Reference (CEFR) project of the Council of Europe in 1996 and which was implemented in Europe in the 2001-2002 academic year. The Common European Framework, which is a well-structured basic study on foreign language education, enables language learners to develop listening, reading, speaking and writing skills and demonstrates language development and proficiency (Council of Europe, 2007). The use of portfolios aims to develop new approaches to the teaching and learning of modern languages (Trim, 2001). Again, in another study examining the order in which verb tenses and modals are given, the level at which simple tenses are given to students learning Turkish as a foreign language in the Turkish Grammar for Foreigners Gazi University Tömer A1-A2-B1-B2-C1 (2015) teaching set was investigated and the present tense (-Iyor) and the past tense (-DI) on verb conjugation at the A1 level, which is the first book of the examined publication, At A2 level, it is stated that learned past tense (-mıŝ), future tense (-acak), present simple (-r, -ır/-ir/-ir/-ur/-ür) are taught (Eren Ökten & Sauner-Leroy, 2016, p. 164). According to the results of the study, teaching Turkish as a foreign language complies with CEF (Common

European Framework) language level indicators and five simple tenses are given at A1 and A2 levels in textbooks that provide teaching Turkish as a foreign language. Although it is not included among the basic skills in the teaching methods, grammar teaching is given as a support in writing activities and Istanbul Turkish, which is the standard language, is taken as a basis in teaching. Dialectal features of Turkish are not included in the teaching and even pronunciation differences are not included in the teaching sets. For example, the information that the suffix -(I)yor for the present tense, which is taught at A1 level, "drops the r sound for the persons you, him, you and them" in spoken language is not included in the teaching sets. It is taught as it is written, for example, the expression written as *Nereye gidiyorsun?* in written language is said as *Nereye gidiyosun?* in spoken language, or it is written as *Biliyor musun?*, but the r sound drops in spoken language and becomes *Biliyo musun?*. Similarly, in the subjunctive mood taught at A2 level, not only sound but also syllable drop is observed in spoken language. The expression written as *Ben almayayım*, is pronounced as *Ben almıyım*. Again, in the future tense suffix -AcAk, which is taught at A2 level, contraction occurs in spoken language. *Almayacağım*. is written but it is said as *almıycam*.

In the books prepared on diction, in the lessons given by theater actors, attention is drawn to the issue of narrowing, especially in the pronunciation of the future tense, and it is said that the correct pronunciation is the one with a narrow vowel in the second syllable, for example, in the book prepared by TRT (Ünsal & Şahin, 2020, p. 66) it is given as *ara-y-acak*→*arıy(i)cak*, *sakla-y-acak*→*saklıy(i)cak* and the reason for this contraction is that "If the root of the word to which [-AcAk] is added ends with a consonant, no transition sound is needed. However, during speech, a contraction is seen in the first vowel of the [-AcAk] suffix: *ol+acak*→*olucak*, *ver+ecek*→*vericek*, *gör+ecek*→*görücek*, *al+acak*→*alıcak* (Ünsal & Şahin, 2020, p. 67). These contractions and sound drops are seen not only in positive and negative structures but also in questions, for example, *Gelecek misin?* → *Gelcen mi?* (Dursunoğlu, 2006, p. 5).

In addition, some questions that begin with "what" also have sound drops: "Ne yapacaksın?" → "Napcan?" (Dursunoğlu, 2006, p. 6). In a thesis study (Gülen, 2018), which examines how these differences seen in written and spoken language should be given in teaching Turkish as a foreign language, it was emphasized that "diction" studies were ignored while teaching Turkish and "diction exercises in teaching Turkish as a foreign language" were included in the last part of the study consisting of several sections. A training plan was created and the framework of diction training was organized according to this plan. According to this study, it is argued that the future tense suffix is vocalized with a narrow vowel for various reasons and this is the correct way of vocalization.

"In the conjugation of the future tense suffix with the first singular and plural person, the "a" and "e" sounds in the suffix turn into "ı" and "i" sounds. The third "a" and "e" sounds are combined with the "m" sound by prolonging them for the duration of their own pronunciation." (Gülen, 2018, p.97) examples are given with the explanation: *geleceğim* →*gelice:m*, *bekleyeceğim* →*beklice:m*, *öğreteceğiz* →*öğretice:z*, *yapacağız* →*yapıca:z*. In the future tense conjugation of actions, it is said that the "a" and "e" sounds in speech contract and turn into "ı",

i, u, ü" sounds, and this change is not shown in writing: *ara-y-acak*→ *arıy(i)cak*, *akacak*→*akıcak*, *sevecek*→*sevicek*, *kuracak*→*kurucak*, *görcek*→*görücek*, *yür-y-ecek*→*yürü:(y)cek* (Gülen, 2018, p. 95). In this study, an application was developed for future tense pronunciation studies. The students were given a text in which the future tense suffix was conjugated with the first singular and plural person and they were asked to underline the words in which the future tense suffix was used and to vocalize as they heard in the audio recording. With this practice, it is thought that students will adopt the narrowing rule seen especially in the pronunciation of 1st person singular and plural conjugations (Gülen, 2018, p. 202).

1.2. *The hypotheses and their correspondence to research design*

Şenbay (2005, 102), who argues that spelling and pronunciation are different in Turkish, states that there are incorrect language uses due to the lack of a phonetic alphabet in Turkish, which is available in all civilized languages and created through experimental phonology. Parallel to this finding Taşer (2004, pp. 279-283) argues that there is no unity of speech because the development of spoken Turkish and written Turkish is different from each other, and that speech education will be made easier thanks to the studies conducted in the field of phonology in Turkish. He states that Turkish is a language that is generally read as it is written and written as it is read, but he does not explain what he means by the word "generally". He says that there is no special situation in Turkish other than the ğ, which is written but not spoken and spoken but not written. Gürzap (2006, p. 98) and Vural (2006, p. 117) state that no language has the same spelling and pronunciation. Vural states that Turkish is written with 29 letters and spoken with 40 sounds, while Gürzap states that it is written with 29 letters and spoken with 48 sounds. Giray (2001, pp. 31-33) states that the expressions such as *yapacak*, *edecek*, *açacak*, *kapatacak* are wrong and that Turkish is a language that is not read as it is written. It is seen that the discussions do not clarify whether "Turkish is a language that is read as it is written" or "a language that is not read as it is written", but it should be accepted that it is a language that is not spoken exactly as it is written. Then, should the structures that are not read as written in Turkish be taken into consideration in teaching Turkish as a foreign language?

In a study prepared for this purpose (Gülen, 2018), Yeni Hitit Turkish for Foreigners Textbooks used in teaching Turkish as a foreign language at Ankara University Turkish and Foreign Language Research and Application Center (TÖMER) were examined and a teaching model was proposed for teaching Turkish pronunciation to foreigners; suggestions were tried to be presented in line with examples of exercises. A file was created under the name of "Vocalizations" and audio recordings were supported with exercises. In this study, it is stated that since the sounds of Turkish are more than the letters in the alphabet, the statement that "Turkish is read as it is written" is far from reality, and it is stated that it is impossible for an individual who is taught only letter knowledge to vocalize the sounds (g, k, l) or the sounds that are not in his/her mother tongue but which he/she has just learned (Gülen, 2018, p.120), and it is recommended to carry out pronunciation studies that will enable foreigners learning Turkish to speak comfortably, easily and fluently, unlike the diction training received by native Turkish speakers. It is emphasized that the lack of knowledge about the sound features of Turkish should be eliminated before the pronunciation studies and practices should be made by taking into

account the pronunciations used in daily life (Gülen, 2018, p.171). One of the most important materials needed in teaching Turkish as a foreign language is textbooks. If these books are not qualified and functional, there may be problems in achieving the goals in language teaching (Ömeroğlu, 2016). Future tense is one of the important topics. It is a grammar structure with different spelling and pronunciation. While explaining this subject to students, it is necessary to give information about its pronunciation as well as its formal and functional features. The aim of the study is to determine whether the book explains how the future tense should be pronounced while explaining the future tense.

2. Method

2.1. Model of the Study

In this study, qualitative and descriptive research methods were used. With the scanning model (Karasar, 2001), the books constituting the universe of the research were scanned and the study was conducted with the document analysis model on the data obtained. "Qualitative research can be defined as research in which qualitative data collection methods such as observation, interview and document analysis are used and a qualitative process is followed to reveal the facts and events in a realistic and holistic way in a natural environment" (Yıldırım & Şimşek, 2008, p. 39). Document analysis is a systematic method used to examine and evaluate all documents, including printed and electronic materials (Kıral, 2020). Like other methods used in qualitative research, document analysis requires the examination and interpretation of data in order to make sense, to create an understanding of the relevant subject, and to develop empirical knowledge (Corbin & Strauss, 2008).

It was concluded on the basis of expert opinions that the pronunciation of future tense verbs, whose spelling and pronunciation are different, should be given during the lecture, and the lack of pronunciation was seen as a deficiency. In the study, it was investigated whether the pronunciation of future tense verbs was included in the lecture and how they were pronounced was determined by listening to all listening texts one by one by the researchers. Afterwards, the necessary corrections were made by consulting the opinions of three academicians whose specialties are on teaching Turkish as a foreign language and the final version of the study was obtained.

2.2. Sampling procedures

New Istanbul Turkish for International Students Course Book (NISB) A2 (Bölükbaş et al., 2020); NISB B1 (Bölükbaş Kaya et al., 2020); NISB B2 (Bölükbaş et al., 2021); NISB C1 (Bölükbaş et al., 2021) were selected as the sample for the study. The future tense was introduced in the third unit of the A2 book, but before that, it was used in the listening activity in the last part of the second unit in the same book. The A1 book was not included in the sample since the future tense topic was not explained or included. The Turkish teaching set selected for the study is the one that is widely used in the field of teaching Turkish as a foreign language in Turkey. Therefore, it was preferred as the sample of the study. The books consist of six units

and each unit consists of three sections named as A, B, C within itself. There is one listening text in each section of the units.

3. Results

Findings about whether the book explains how the future tense should be pronounced while explaining the subject: The topic of "future tense" is explained in Yeni İstanbul Turkish Textbook A2 for International Students. In section A of the 3rd unit (Bölükbaş et al., 2020, p. 47). No information about its pronunciation was given during the narration. In the B section of the same unit of the same book, the topic of "future tense in noun sentences" (Bölükbaş et al., 2020, p. 51) was discussed, but no information about its pronunciation was found here. The explanation of the future tense topic was done in two sections and ended. In part C of Unit 3, the topic of "comparison (like, as)" was covered. At the end of the unit in question, a short section titled "Bir Adım Ötesi" contains the following information (p. 58):

Table 1. In spoken Turkish, we read future tense verbs as follows (Bir Adım Ötesi)

Yazalım	Okuyalım	Yazalım	Okuyalım
Yapacağım	[Yapıca:m]	Yapmayacağım	[Yapmıyca:m]
Yapacaksın	[Yapıcaksın]	Yapmayacaksın	[Yapmıycaksın]
Yapacak	[Yapıcak]	Yapmayacak	[Yapmıycak]
Yapacağız	[Yapıca:z]	Yapmayacağız	[Yapmıyca:z]
Yapacaksınız	[Yapıcaksınız]	Yapmayacaksınız	[Yapmıycaksınız]
Yapacaklar	[Yapıcaklar]	Yapmayacaklar	[Yapmıycaklar]

Let's say it with the contraction of the vowel before the colloquial c.

Bakacak> [Bakıcak] Gelecek> [Gelicek] Olacak> [Olucak] Dönecek> [Dönücek]

The findings related to how future tense verbs are pronounced in the identified books; whether the verbs are pronounced as they are written or whether they are pronounced in accordance with the rules of diction:

Below are the book, unit, chapter, section, part, page numbers of future tense verbs, followed by their pronunciation and spelling.

Table 2. New Istanbul Turkish for International Students Course Book (NISB) (A2 Level)

Vocalization	Verb	Vocalization	Verb
<i>Unit number: 2C p. 38.</i>		<i>Unit number: 3A p. 49</i>	
olucak	olacak	giricekler	girecekler
seçilicek	seçilecek	olucak	olacak
çıkıcak	çıkacak	bulucak	bulacak
azalıcak	azalacak	edecek	edicek
artıcak	artacak	olucak	olacak
devam edicek	edecek	olucak	olacak
<i>Unit number: 3B p. 52</i>		edicek	edecek
götürücek	götürecek	azalıcak	azalacak
gelicek	gelecek	olucak	olacak
gidicez	gideceğiz	olucak	olacak
söylemiycem	söylemeyeceğim	çalışıcak	çalışacak
ediceksiniz	edeceksiniz	olmıycak	olmayacak
yapıcak	yapacak	konusucak	konusacak
alıcak	alacak	düşecek*	düşecek*
gidicez	gideceğiz	artacak*	artacak*
koyucaz	koyacağız	<i>Unit number: 3C p. 55</i>	
yaticam	yatacağım	azalıcak	azalacak
güneşlenicem	güneşleneceğim	olucak	olacak
alıcaz	alacağız	olucak	olacak
edicez	edeceğiz	olucak	olacak
dalıcaz	dalacağız	düşücek	düşecek
görücez	göreceğiz	olucak	olacak
yiyecez	yiyeceğiz	olmıycak	olmayacak
giyecez	giyeceğiz	olucak	olacak
alıcaz	alacağız	olucak	olacak
gezicez	gezeceğiz	<i>Unit number: 6A p. 101</i>	
görücez	göreceğiz	olucak	olacak
eylenicez	eğleneceğiz	ediceksiniz	edeceksiniz
bakıcaz	bakacağız	gelicek	gelecek
<i>Unit number: 4C p.73</i>		gelicek	gelecek
yaşıycam	yaşayacağım	olucak	olacak
çalışıcam	çalışacağım	olucak	olacak
başarıcam	başaracağım	olucak	olacak
<i>Unit number: 6B p. 104</i>		olucak	olacak
yetişemiycem	yetişemeyeceğim	olucak	olacak
		yapıcam	yapacağım
		gelicek	gelecek
		yapıcak	yapacak
		boyuycaz	boyayacağız
		olucak	olacak
		başlıcak	başlayacak
		olucak	olacak
		olucak	olacak
		olucak	olacak

In the A2 book of Yeni İstanbul Turkish Textbook for International Students, in the C section of the 3rd unit, it was determined that in the pronunciation of the words "düşecek" and "artışacak" in the C section of the 3rd unit, the vowel before the letter "c" was not narrowed and the words were spoken as they were written (Bölükbaş et al., 2020, p. 55). In the A2 book, 74 future tense verbs were used, only two of which were spoken as written. This is 2.7%.

Table 3. New Istanbul Turkish for International Students Course Book (B1 Level)

Vocalization	Verb	Vocalization	Verb
<i>Unit number: 1B p. 15</i>		<i>Unit number: 1C p. 21</i>	
binicem	bineceğim	geleceksin	geleceksin
<i>Unit number: 2C p. 41</i>		gidicem	gideceğim
ayrılıcam	ayrılacağım	kalicam	kalacağım
olucak	olacak	gezicem	gezeceğim
konusucam	konusacağım	sevicesin	seveceksin
3B s. 56		olucak	olacak
gircem	gireceğim	deniycem	deneyeceğim
gidicem	gideceğim	vericem	vereceğim
<i>Unit number: 3C p. 62</i>		ediceklerdir	edeceklerdir
olucak	olacak	vericeklerdir	vereceklerdir
vericeksiniz	vereceksiniz	alıcım	alacağım
sorabilecekle	sorabilecekler	istiyektir	isteyecektir
bahsedicem	bahsedeceğim	dikkate alıcım	alacağım
olucam	olacağım	<i>Unit number: 4B p. 78</i>	
olucak	olacak	bahsedicez	bahsedeceğiz
olucak	olacak	öğrenebileceksiniz	öğrenebileceksiniz
devam edicektir	edecektir	olucak	olacak
olucaktır	olacaktır	fark ediceksiniz	edeceksiniz
<i>Unit number: 5A p. 94</i>		saahıyaktır	sağlayacaktır
gidicez	gideceğiz	fark ediceksiniz	edeceksiniz
<i>Unit number: 5C p. 102</i>		<i>Unit number: 5B. p. 98</i>	
napıcım	ne yapacağım	ne yapacağım*	ne yapacağım*
<i>Unit number: 6B p. 118</i>		<i>Unit number: 6A p. 113</i>	
dinliyez	dinleyeceğiz	alıcaksınız	alıcaksınız
saticaktım	satacaktım	<i>Unit number: 6C p. 122</i>	
		olucak	olacak
		harcıycaz	harcayacağız

In the B1 book of NISB, it was determined that the word "yapacağım" was spoken as it was written in the B section of the 5th unit (Bölükbaş Kaya et al., 2020, p. 98). In the B1 book, 50 future tense verbs were used and only one of them was spoken as written. This is 2%.

Table 4. New Istanbul Turkish for International Students Course Book (B2 Level)

Vocalization	Verb	Vocalization	Verb
<i>Unit number: 1B p. 16</i>		<i>Unit number: 1C p. 22</i>	
katılıcaz	katılacağız	gidiceksin	gideceksin
gezicez	gezeceğiz	kalıcaksın	kalacaksın
<i>Unit number: 2B p. 40</i>		kalıcım	kalacağım
alıcım	alacağım	kiralıycaksan	kiralayacaksan
çıkıcak	çıkacak	<i>Unit number: 3A p. 58</i>	
<i>Unit number: 3 C p. 69</i>		olucaktır	olacaktır
dinliycez	dinleyeceğiz	<i>Unit number: 4A s. p. 80</i>	
kulak vericez	vereceğiz	cevaplıycaz	cevaplayacak
<i>Unit number: 5A p. 99</i>		vericeksiniz	vereceksiniz
olucak	olacak	olucak	olacak
<i>Unit number: 6C p. 130</i>		-----	
devam edicek	edecek		
sürdürücek	sürdürececek		

Table 5. New Istanbul Turkish for International Students Course Book (C1 Level)

Vocalization	Verb	Vocalization	Verb
<i>nit number:1B p. 16</i>		<i>Unit number:1C p. 22</i>	
çalışıcaktım	çalışacaktım	oturacak	oturacak
katılıcaktım	katılacaktım	<i>Unit number: 2C p. 44</i>	
ayırıcaktım	ayıracaktım	söylemiycem	söylemeyeceğim
yapıcaktım	yapacaktım	edicekmiş	edecekmiş
çalışıcaktım	çalışacaktım	giycem	giyeceğim
bulucaktım	bulacaktım	çekiceklermiş	çekeceklermiş
kavuşucaktım	kavuşacaktım	gidicekmişsiniz	gidecekmişsiniz
olcaktı	olacaktı	yürüyecekmişsiniz	yürüyecekmişsiniz
olcaktım	olacaktım	edicekmiş	edecekmiş
<i>Unit number: 3A p. 58</i>		olucakmışız	olacakmışız
olucam	olacağım	gelicek	gelecek
yapmıycam	yapmayacağım	geliçekmiş	gelecekmiş
edecek*	edecek*	gelicem	geleceğim
<i>Unit number: 3C p. 68</i>		görmıyeçksen	görmeyeceksın
vericek	verecek	geliçez	geleceğiz
çalışıcak	çalışacak	vericekmiş	verecekmiş
bozulucak	bozulacak	kutluycaz	kutlayacağız
ulaşıcaksınız	ulaşacaksınız	çaktırmıycaksın	çaktırmayacaksın
ödiycem	ödeyeceğim	olucakmış	olacakmış
vericektir	verecektir	ödiyecekmiş	ödeyecekmiş
<i>Unit number: 4B p.85</i>		diktiricekmiş	diktirecekmiş
olucak	olacak	hazırlıycam	hazırlayacağım
söyliyeçez	söyleyeceğiz	<i>Unit number: 4C p. 90</i>	
görücek	görecek	bahsedicez	bahsedeceğiz
olucak	olacak	bahsedicez	bahsedeceğiz
bakıcaz	bakacağız	<i>Unit number: 6A p. 125</i>	
olucak	olacak	tanıtıcak	tanıtacak
ödiyeçez	ödeyeceğiz	vericek	verecek
değişicek	değişecek	konuşucaz	konuşacağız
ödiyeçesınız	ödeyeceksınız	<i>Unit number: 6B p. 128</i>	
olucak	olacak	konuşucaz	konuşacağız
konuşucaz	konuşacağız	yöneticek	yönetecek
		salıycak	sağlayacak

* Sounded as it was written.

In NISB C1, the word "olacaktım" is mispronounced as [olcaktım] and the word "olacaktı" is mispronounced as [olcaktı] in the B section of the 1st unit due to not pronouncing the vowel before the letter "c". Moreover, the word "would be" was mispronounced twice (Bölükbaş et al., 2021, p.16). In

part A of Unit 3, the word "will" is pronounced as it is written (Bölükbaş et al., 2021, p. 58). 59 future tense verbs were used, only four of which were spoken without contraction. This is 6.7%.

4. Discussion

Language teaching books are widely used among second language learners and educators, because of their potential implications for classroom practices such as teaching and assessment. Previous research has revealed links between L2 learners' beliefs about pronunciation learning and teachers' own experiences (e.g. the amount of teacher training and teaching experience). However, no other research has been found that examines differences in books and practice regarding the pronunciation of Turkish by second native speakers.

The frequency of exposure significantly influences the acquisition and processing of both first language (L1) and second language (L2), as noted by Ellis (2002). A well-researched domain in this context is the impact of frequency on incidental vocabulary acquisition (Uchihara, Webb, & Yanagisawa, 2019). Earlier studies have indicated varying exposure counts for meaningful vocabulary acquisition: ranging from six (Rott, 1999) and eight (Horst, Cobb, & Meara, 1998) to ten (Webb, 2007) and more than twenty exposures (Waring & Takaki, 2003). This line of inquiry has enriched our understanding of frequency effects in vocabulary learning, encompassing not just form-meaning associations but also other dimensions like collocation (Webb, Newton, & Chang, 2013), grammar (van Zeeland & Schmitt, 2013), association (Horst et al., 1998), and spelling (Webb, 2007). However, the focus of these findings has predominantly been on written word assessments, with limited exploration of pronunciation proficiency (Uchihara et al. 2023). This oversight is remarkable given the acknowledged importance of pronunciation in fundamental word comprehension (Nation, 2013) and speaking skills (de Jong et al., 2012).

In Parts A and B of Unit 3, where the future tense is explained, it was observed that there was no explanation about pronunciation. In section C, a different topic was explained, and at the end of the unit, the verb "yapmak" was conjugated in the future tense as positive and negative according to the persons and its pronunciation was written opposite it. Immediately afterwards, the students were asked to say four words whose spelling and pronunciation were given. However, it is not specified how and according to what the contraction in pronunciation should be made. The vowel before the future tense suffix "-AcAk" in the pronunciation of future tense verbs in the listening texts of the four books was generally narrowed. One of the obstacles to using a target language as a means of communication is pronunciation problems (Şenyiğit & Okur, 2019). When the future tense is explained, it is necessary to explain to the students how the pronunciation should be done. Turkish is defined as a language that is read as it is written (Adalı, 2016) and this information is conveyed to Turkish learners. However, future tense verbs are not read as they are written. Therefore, when this subject is explained, the pronunciation rule should be given and pronunciation studies should be carried out in order not to cause them to mispronounce.

The fact that the NISB A2 (Bölükbaş et al., 2020) does not give information about the pronunciation of the future tense while explaining the future tense, but in the listening texts in

the NISB A2, B1, B2, C1 books, students encounter the pronunciation as it is written, that is, the vowel before the -AcAk suffix in future tense verbs is usually narrowed and pronounced, which may create confusion in the student's mind. Because in the entire set of Yeni İstanbul Turkish Textbooks for International Students (A2, B1, B2, C1), it is rarely encountered that it is pronounced as it is written. In such a case, the fact that pronunciation features are not included in the subject expression is an indication that it is left to the instructor to explain. It may be difficult for an instructor who has not received diction training to work on pronunciation or the instructor may not mention pronunciation at all. For this reason, in the book, it will be easier for the learner and the instructor to include phonetic features as well as functional and formal features in the expression of the future tense, and to indicate that the suffix -AcAk is not read as it is written.

Conclusions

A language must be pronounced correctly to be understood and used effectively in communication. The following are some critical aspects regarding the significance of pronunciation in teaching foreign languages:

Intelligibility: Correct pronunciation ensures that spoken expressions are understandable. If students use incorrect pronunciation, communication problems can arise and the other person may not understand what the student means.

Effective Communication: The main purpose of language is to communicate. Correct pronunciation helps students to convey their message clearly and effectively. Incorrect pronunciation can change or complicate the meaning of the message.

Self-confidence: Correct pronunciation builds confidence in one's language skills. Students develop more self-confidence when they can express themselves and feel understood.

Coherent Speech: Good pronunciation helps students integrate more easily into the local speech community. At the same time, it paves the way for speaking fluently and fluently.

Improving Language Skills: Correct pronunciation helps expand vocabulary. This is because correctly pronounced words are more easily remembered and used.

Job Opportunities: Many professions look for foreign language skills. Good pronunciation can increase job opportunities by strengthening language skills.

The importance of pronunciation in foreign language teaching gives students the ability to succeed not only in written but also in oral communication. Therefore, adopting an approach to learning that emphasizes developing pronunciation skills can help students communicate more effectively and confidently. It is thought that the present study may help to eliminate the cognitive confusion between future tense learning in teaching Turkish as a foreign language and its use in books and in daily life.

Declaration of Conflicting Interests and Ethics

The authors declare no conflict of interest.

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