

## PROBLEMS ENCOUNTERED IN GAINING LANGUAGE SKILLS IN TURKISH LANGUAGE TEACHING AND SOLUTION SUGGESTIONS

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### Abstract

Language acquisition is acquired after certain processes. Language acquisition takes place in similar stages in each language. A baby who comes into the world continues his mother tongue learning by speaking, which starts with listening. Listening and speaking skills are skills acquired in family and close circles. For this reason, a child learns whatever language is spoken in the family environment in which he or she grew up. The mother tongue, which is acquired unplanned and irregularly until school age, takes a planned, regular, and regular form during the school period. For this reason, the importance of the school and the mother tongue teacher is great in mother tongue education. The child, who learns to read and write at school, develops the vocabulary and the world of thought by learning the features and rules of his language. However, education and training at school for a certain period is not enough for effective mother tongue acquisition. The knowledge and skills taught in school should be supported and developed through activities outside the school and in the family environment. Otherwise, it becomes difficult to complete the development of language and, accordingly, thought. Therefore, the school, family, and education system should be in harmony and cooperation. This study aims to reveal the main problems faced by Turkish (mother tongue) teachers who attend primary school 5th, 6th, 7th, and 8th-grade Turkish classes in the acquisition of four basic language skills (listening, speaking, reading, and writing), and to present the causes and solution suggestions of these problems. For this purpose, teachers' opinions were taken, a semi-structured interview form was presented to the students and the problems encountered in the acquisition of four language skills were tried to be determined. At the root of the difficulties experienced in listening skills, it was seen that the lack of other basic language skills also adversely affected the listening ability. It was concluded that the vocabulary of the students was not sufficiently developed at the point of speaking skills and this situation brought about the problem of not being able to express himself. Lack of interest in reading skills, lack of role models difficulties in recognizing words, and the excess of foreign words in the texts came to the fore as problems. At the beginning of the problems experienced in writing skills, it was seen that the writing was not written in a plan, but in the form of writing the first thing that came to mind randomly. Problems such as not paying attention to spelling and punctuation in the article, difficulty in transferring students' feelings and thoughts to paper, and the use of local language came to the fore.

**Keywords:** Mother tongue, listening, speaking, reading, writing.

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### Introduction

Mother tongue teaching is a process that starts with informal learning in the preschool period and progresses in a planned and systematic way with formal learning in school age. Language development in the child begins through hearing as he begins to hear the language spoken in the family environment into which he is born. Speaking skills, which develop in parallel with hearing, are the basic language skills acquired in the preschool period. Of these skills, listening is based on comprehension and speaking is language skills based on telling. Language skills acquired through random acculturation in preschool enter a systematic process through intentional acculturation during the school period.

The language skills acquired during the school period are reading and writing skills, respectively. Of these skills, reading, and comprehension-based writing are narrative-based language skills. Thus, the process of learning and reinforcing the four basic language skills begins. With advancing grade and age levels, the skills to use the mother tongue also vary. At first, listening and speaking are widely used skills, then with the acquisition of the habit of reading, written expression begins to be used with the enrichment of vocabulary. Among these basic language skills, the last and most hard-earned language skill is the ability to write. Writing is a high-level language skill that is acquired as you write.

Turkish language teaching in the curriculum is structured on four basic skills listening, speaking, reading, and writing. To gain these skills, it is aimed to teach the mother tongue effectively with the help of achievements and activities prepared according to grade levels. In the process of education and teaching Turkish, the acquisition and development of 4 basic language skills at the desired level is one of the pioneering objectives (Mert, 2004). These basic skills are interrelated, and a deficiency in any of them reflects negatively on other skills. For this reason, starting from the first year of primary education, it is imperative to develop basic language skills in a balanced and continuous manner at all education levels (Güzel and Karatay, 2013).

### **Listening**

The first language skill that an individual gains in his life and uses the most for the rest of his life is listening. The listening skill, which forms the basis of comprehension, is the first basic language skill area used by the individual. Although a healthy person uses his eyes the most of his sensory organs after coming into the world, in a sense, since he notices his surroundings with his ears in the mother's womb, in a sense, man opens his ears to the world, not his eyes. (Emiroğlu, 2013).

Since it is the most used skill in daily life, listening training is the first of the language skills that should be given importance. The misconception that listening skills are self-generated has delayed the reflection of this basic language skill in inadequate basic education programs. However, like other basic language skills, listening skills are the basic language skills that should be taught. According to Özbay (2009:48), listening should be a conscious process that requires effort, and the sounds that sound should be understood.

Some negative experiences in listening skills gained in uneducated ways in preschool age prevent them from acquiring effective listening habits during the school period. Of the four basic language skills, perhaps the greatest misfortune of listening and speaking is that these skills are acquired by children at a certain level before they start school (Anderson, 1960; quoted in the article Doğan 2013).

### **Speaking**

Speaking skills are the second language skills acquired after listening (hearing) skills. For speech to take place, there must first be a hearing. Children who are not born with hearing ability cannot learn to speak. Hearing is at the core of speech skills. This situation brings listening skills to the fore and results in the fact that the symbols and expressions required for the speech are first heard, coded in the brain, and then expressed with language.

So it is possible to say that the way to speak well is to be a good listener, to hear and pronounce sounds correctly. In the pre-school period, children learn to speak by imitating the sounds they hear from their families and close circles. At this time, they start to speak in the same way as the dialect feature used in the environment where they are raised. Among the factors affecting speech are physiological and psychological variables. Children with a physiological disorder experience muffling and articulation problems in making sounds correctly in speech. Some children are also afraid to speak in public because they are shy and shy.

Children who learn languages with these parameters and start school have speech difficulties while learning the correct use of their mother tongue. If students acquire the habit of speaking with prepared and unprepared

















