

**Creative Writing in Teaching/Learning Turkish as Second Language/Foreign Language**

**On the Task-Based Language Teaching Principles**

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## Introduction

Teaching Turkish as a Second or Foreign Language (SL/FL) is a vast research area. There are studies from Kaili (2008), Kaili and Aytaç (2011) and from Bülbül (2020). This paper is focused on teaching creative writing in Turkish as SL/FL. It is essential to clarify what creative writing means. According to Gocer (2016, pp. 120-121) and İpsiroglu (2006, p. 27), creative writing is a product of imagination, it allows individuals to be creative and express meaning about their thoughts and feelings through their words. There are numerous papers referring to teaching writing in Turkish as SL/FL for instance the studies of Yavuz and Tök (2014), Dildüzgün (2015), Tüm (2020), Kahveci and Şentürk (2021), Aksoy (2021). The studies of Top (2013) and Türkben (2019) are the only two studies that were found until now mentioning the topic of teaching creative writing in Turkish as SL/FL.

This paper aims to discuss the use of task-based language teaching principles, to teach Turkish as a second language (SL) or foreign language (FL). Task-based language teaching (TBLT) is a didactical approach in teaching and learning languages (Ellis 2005). There are few studies investigate this topic of TBLT in teaching Turkish as SL/FL, for example the studies of Dildüzgün (2015), Şişmek and Bakır (2019), and Albayrak and Serin (2022).

This thesis's research question is "Can the TBLT tasks for creative writing facilitate the active use of grammar knowledge in Turkish as SL/FL?" The main objective of this research paper is to determine whether the task-based language teaching (TBLT) method is more effective than traditional teaching, for teaching Turkish as a Second or Foreign Language (SL/FL) focusing on improving creative writing skills. Additionally, this study aims to provide recommendations for instructors who teach Turkish as SL/FL using TBLT principles.

To answer this question I have created four lesson plans and tested them to evaluate in which teaching approach (traditional teaching or TBLT approach) Turkish language learners showed better understanding of grammatical phenomena through the use of text production (creative writing). The lessons were taught with both the traditional teaching approach (teacher-oriented) and TBLT approach (student-oriented) switched in between each lesson. After all lessons were complete a motivation questioner (MQ) was distributed.

The thesis is separated into four chapters. Chapter one, "Literature Review" implying previous studies referring to the Turkish grammar, specifically the markers. -I/Ar, -(y)AcAk, -I/ArdI and -(y)AcAktI, -sAydi -(y)Abil, -sIn,-mAlI and the lexica gerek and lazım, It also discusses "Teaching Turkish Grammar as SL/FL", "Teaching Creative Writing in Turkish as SL/FL" and "Teaching Turkish as SL/FL using TBLT".

Chapter two focuses on the "Methodological Frames", which involves using Turkish grammar in English, Turkish and Greek to explain the semantics and pragmatics of the markers -I/Ar, -(y)AcAk, -I/ArdI -

(y)AcAktI, -sAydI, -(y)Abil, -sIn,-mAll and the lexica gerek and lazım. This chapter also includes the analysis of the four lessons plans using the traditional approach and TBLT approach. The exercises and text productions and the motivation questionnaires in this section were analysed too.

Based on the four lesson plans and the students' written text productions' and the motivation questionnaires' outcomes I managed to come to some results and conclusions about my research question. Furthermore chapter four "Discussions" refers to future studies, in the field that have not happened yet.

## Chapter one: Literature Review

The literature review is separated into four sections. Section one contains study papers of previous studies explaining the pragmatics and semantics of the grammatical markers specifically the markers -I/Ar, -(y)AcAk -I/ArdI and -(y)AcAktI -sAyDI -(y)Abil, -sIn, -mAll and the lexica gerek and lazım in Turkish. Subsequently section two refers on teaching Turkish grammar as SL/FL specifically using the markers -I/Ar, -(y)Abil and -(y)AcAk,, -sIn, -mAll and the lexica gerek, lazım in Turkish as SL/FL as well. Section three discusses teaching and learning using creative writing in Turkish as SL/FL. Lastly section four explores teaching Turkish as SL/FL using TBLT principles. Below each section is explained in more detail.

### **1.1. Turkish Grammar: The markers -I/Ar, -(y)AcAk, -sAyDI, -(y)Abil, -sIn, -mAll and lexica gerek and lazım in Turkish**

A few important scholars to mention that focused their work on Turkish markers are Kaili (2008), Kanık (2015) on -I/Ar, Yavaş (1980) and Jendraschek (2014) on -(y)AcAk, Savaşir (1986) on -(y)Abil, Günay (2022) and Doğan (2020) on -sIn. On -sAyDI, -mAll, gerek and lazım have no academic papers found until now.

#### **1.1.1. The marker -I/Ar in Turkish**

In his research Kaili (2008), utilized various sources, such as grammar books and other relevant materials, to discover precisely the marker -I/Ar, and he tried to present aorist as a verbal aspect and modality marker and not as a tense. As a result, he observed that -I/Ar is used to express temporal tense, imperfective habitual aspect (scientific, moral axioms, generic statements about the characteristic qualities or behavior of an individual, demonstrations), epistemic modality (possibility, probability, inferred certainty/ prediction), deontic modality-agent oriented modality (ability, desire, intension, willingness (volition, interrogative form), proposal, request) and speaker oriented modality (wish, permission, exhortation and admonition). (Kaili, 2008, pp. 81-82).

Kanık (2015) presents aorist and progressive tense functions in spoken Turkish. Aorist tense in Turkish is typically used to express habitual aspects, when expressing habitual or general actions in written Turkish, it is expected to use the aorist tense (Kanık, 2015, pp. 112-113). The aorist, meaning the marker -I/Ar, has many

functions, such as assumptions, commitments, individual behavior, common expressions, truth, requests, vivid present, class behavior, permissions, and hypothesis, and is commonly used in proverbs. (Kanık, 2015, pp. 107). Kanık concludes that the two most common uses of the marker -I/Ar in spoken Turkish are to convey assumptions and commitments, and these functions refer to the future (indefinite). However, the progressive tense is more frequently used in spoken language to convey the same meaning.

In conclusion the marker -I/Ar can express the present and indefinite future. The aorist tense is a grammatical marker that indicates a verb's aspect and modality. It is a versatile morpheme that serves various functions.

Table 1 shows a summary of what the above studies mention about -I/Ar.

Table 1:

-(I/ A)r			
Tenses:	Aspect:	Modality:	Functions/ Uses:
Present /(vivid present) Indefinite Future	Imperfective habitual aspect (scientific moral axioms, generic statements about the characteristic qualities or behavior of an individual, demonstrations)	Epistemic modality (possibility, probability, inferred certainty/ prediction)  Deontic modality- Agent oriented modality (ability, desire, intension, willgnes (volition,	Assumptions Commitments Common expressions Hypothesis Proverbs

		interogative form), proposal, request)  Deontic modality- Speaker oriented modality (wish, permission, exhortation and admonition)	
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### ***1.1.2. The marker -(y)AcAk in Turkish***

According to scholarly sources, specifically Yavaş (1980) and Jendraschek (2014), the grammatical component under consideration can express a range of features, including aspects and modality, in addition to being assigned the label of future tense.

Yavaş (1980) presents the marker -(y)AcAk as a future and modality marker (epistemic modality). Yavaş (1980: 141) compares the marker -(y)AcAk with the future marker will in English. He presents various combinations of the marker and explains their differences in meanings. For instance -mİş olacak can be a future or past reference. (Yavaş, 1980, pp. 141-143), or the combination of -(y)AcAk with -(y)Abİl, which is a possibility, ability, and permission marker, expresses epistemic modality. (Yavaş, 1980, p.144). The marker -(y)AcAk can show decisions, intentions, orders, or commands. (Yavaş, 1980, p. 146).



Jendraschek (2014) presents the marker -(y)AcAk not only as a tense marker but also as an aspectual and modality marker. In addition Jendraschek (2014, p. 27) argues -(y)AcAk can express habitual and modal categories. Jendraschek (2014, p. 7) describes -(y)AcAk as an epistemic modality with a strong assumption or a non-future prediction.

### 1.1.3. The marker -(y)Abil in Turkish

Based on the study referred below, the morpheme -(y)Abil is a modality marker in Turkish. Its primary function is to express two different types of modality. The first one is an epistemic modality, which is used to express possibility. The second is a deontic modality, an agent-oriented modality used to convey ability. Therefore, -(y)Abil is frequently used to convey what the speaker perceives as possible and what they can accomplish.

The morpheme -(y)Abil, according to Savaşır (1986, p. 137), is sometimes used to express ability to the subject of the sentence or the possibility of the truth of the sentence. Savaşır (1986, p. 138) explains that when he uses the term possibility, he means an expression of the speaker's opinion about the possibility of the truth of the sentence (epistemic possibility) or the acceptability of the action described by the sentence (deontic possibility), the most crucial part is the fact that the term possibility refers back to the attitudes the speaker takes towards the content of his utterance. Conversely, ability refers to the opportunities open to the sentence's subject.

(Savaşır, 1986, p. 137). The unique connection of -(y)Abil and the present tense, meaning aorist, expresses possibility, and it is one of the most typical ways of requesting permission in Turkish culture. Using a tense or aspect other than the aorist creates uncertainty about one's ability. (Savaşır, 1986, pp. 137-138).

### 1.1.4. The marker -sIn in Turkish

Kerimoğlu (2008) and Günay (2022) in their studies, refer to the marker -sIn as an optative mood suffix. Gümüş and Sutad (2016) and Doğan (2020) mention -sIn as an imperative/ imperative - subjunctive marker.

As a conclusion, all four markers have many semantics and pragmatics in common. The markers -I/Ar and -(y)AcAk can be considered tense, aspectual, and mood/modality markers. For the morpheme -(y)Abil, it can be concluded that it is a modality marker and can be combined with all the above markers and the marker -sIn can be a mood and modality marker.

The following tables will show the functions and semantics of the suffixes -I/Ar, -(y)AcAk, and -(y)Abil:

Table 2:

Funtions/Semantics	-I/Ar	-(y)AcAk	-(y)Abil	-sIn
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Tense	(Vivid) present Indefinite future (Past)	Present Definitive Future (Past)	In combinations with other suffixes can express present, future and past tense	It do not show a tense.
Aspect	Imperfective (Dispositive) Habitual	Prospective	-	-
Mood/ Modality	Epistemic and Deontic modality	Epistemic and Deontic modality	Epistemic and Deontic modality	Subjunctive mood, Deontic modality

Table 3:

Funtions/Semantics	-I/Ar	-(y)AcAk	-(y)Abil	-sIn
Tense	√	√	√ (combine with tense markers)	
Aspect	√	√		
Mood/Modality	√	√	√	√

## 1.2. Teaching Turkish Grammar as SL/FL: Neseccity markers, -I/Ar (-I/ArdI), -(y)AcAk ((-y)AcAktI), -sAyDI, -(y)Abil, -sIn

This section will focus on teaching Turkish Grammar as SL/FL. Kaili (2008, pp. 81-84) proposes two exercises for teaching aorist (the marker -I/Ar) to people that Greek is their first language .The first exercise aims to help Turkish language learners differentiate between the future tense (-(y)AcAk) and aorist (-I/Ar)The exercise is a dialogue between two people (classmates), the example they use is talking about plans to go to the cinema. The goal is that the students find the verbal suffixes of those two tenses and explain the meaning and use in the dialogue. The second exercise, is for the students to understand the differences between present (-(y)Iyor), future (-(y)AcAk), and aorist (-I/Ar). Again, a dialogue is given; this time, learners should complete the gaps with the proper suffix. (Kaili, 2008, pp. 81-84).

In a research conducted by Kaili and Aytaç in 2011, the main focus was teaching the aorist tense (-I/Ar) to Greek speakers learning Turkish as a foreign language. The study aimed to answer two questions: "What are the difficulties that Greek-speaking Turkish learners faced while acquiring and using GZ in their inter-

language?" and "How can we teach GZ to Greek-speaking learners in a way that helps them overcome these difficulties?" Tests were conducted to address these questions. They designed a set of three tests to accomplish this. The participants were beginners and low intermediate Turkish learners as SL/FL. In the first part, tests contained fifteen Greek sentences and their translations given in a multiple choice format. The participants should have chosen the most appropriate Turkish correspondence of the given Greek sentence. In the second part, the test consisted of ten Turkish sentences to be translated into Greek. In the last part of the test, there was a cloze task consisting of two texts created by native speakers of Turkish that contained gaps. Participants had to complete the gaps with the suffixes *-(y)Iyor* or/and *-I/Ar*. The multiple choice test and the cloze-task test reveal that the Greek-speaking learners of Turkish encode only two functions of *-I/Ar* efficiently, on temporality and request. According to a translation test, the suffix *-I/Ar* in Turkish can be used in two senses - habitual or generic and modal. In the habitual or generic sense, it is expressed in the present tense, while in the modal sense, it is expressed mainly in the perfective future tense. Hence, teachers of Turkish as SL/FL, especially in classrooms with Greek-speaking Turkish learners, should be aware of the various uses of this suffix. They should ensure that every exercise or task includes every marker used. (Kaili & Aytacı, 2011).

This study proposes a set of consciousness-raising activities regarding the probability functions of *-(y)AcAk* and *-I/Ar* structures for Turkish students as FL. (Bülbül, 2020, p. 56). The characteristics of the markers *-(y)AcAk* and *-I/Ar* are presented. The different exercises (about future tense and aorist) of the books *Yeni Hitit 1*, İstanbul, and İzmir are presented. Then, the writer suggests consciousness-raising activities about *-(y)AcAk* and *-I/Ar*. (Bülbül, 2020, p. 64). The analysis concluded that the consciousness-awakening activities of these two linguistic structures in the examined textbooks were quantitatively low. (Bülbül, 2020, p. 64, 75). After examining the activities related to the structures mentioned above in the textbooks regarding their occurrence and suitability for consciousness-raising activity, suggestions for consciousness-raising on the probability functions of these structures were presented. With the proposed activities, students are expected to develop awareness about the structural, semantic, and functional features of *-(y)AcAk* and *-I / Ar* structures. It aims to develop an awareness of how the structural differences between these two Turkish language structures affect their semantics (Bülbül, 2020, p. 75).

It is observed that some studies are referring to teaching those three markers in Turkish as SL/FL. Kaili (2008) and Kaili and Aytacı (2011) focused on Teaching *-I/Ar* to Greek speakers. Kaili (2008) gives proposals including the other suffixes *-(y)Iyor* and *-(y)AcAk*. On the other hand, Kaili and Aytacı (2011) give proposals for Teaching *-I/Ar* but also refer to the difficulties Greek speakers deal with using this marker. Bülbül (2020) deals with the markers *-I/Ar* and *-(y)AcAk* as possibility markers and uses the consciousness-raising method. The three types of research provide teachers with exercises about *-I/Ar*, *-(y)AcAk* and focus on the difficulty of

those suffixes being taught and understandable to international students, especially Greeks. These studies try to show the different uses, functions, and semantics of the three markers, comparing them with one another or other suffixes such as -(y)Iyor.

There is one research that refers to the difficulties foreign students face with the subjunctive and imperative in Turkish. Gümüş (2016, p. 261), mentions that students confuses sometimes the funtions of each mood. When they must use subjunctive mood they tend to use imperative markers.

There are many studies discussing Teaching Turkish Grammar as SL/FL. There are some markers although, that should be studding more, such as the necessity markers etc.

### **1.3. Teaching Writing/ Creative Writing in Turkish as SL/FL**

This section aims to present the research referring to teaching writing or creative writing in Turkish as SL/FL to observe if any studies are referring to this subject combined with the suffixes -I/Ar, -(y)Abil, and -(y)AcAk, and what teaching methods propose if they do.

Yavuz and Tök (2014, p. 31) refer to the effects of blogs on writing skills in Teaching Turkish as SL.FL. The research shows that blogs have a positive impact on writing skills. The writing skills of students who are blogging, are higher than those who take traditional writing education. Blogs positively influence students who learn Turkish as a second language and begin to write well than before with the blogging experience. (Yavuz & Tök, 2014, pp. 46-47).

Dilidüzgün conducted research in 2015 (p. 22) to answer the following questions regarding Turkish textbooks for teaching the language to international students: "Are the writing activities in the textbooks considered tasks to be carried out?" and "To what extent do the writing activities in these textbooks align with the action-oriented approach components identified in the research?". The source of language data is the book "Istanbul" (A1-C1+). According to the research, several writing exercises mentioned in the book cannot be considered tasks due to insufficient input. These activities do not intend to enhance sociolinguistic skills but rather assume it. Furthermore, the text genres do not align with the reference scales for proficiency levels in the Common European Framework of Reference for Languages (CEF). (Dildüzgün, 2015, pp. 29-32).

This research explores learners' challenges with diverse native languages and alphabets in their written work. The study uses qualitative methods and offers examples in English, Russian, and Turkish for comparison. It

first discusses the theoretical background and pedagogical aspects of teaching as an F/L, followed by an analysis of the characteristics of the learners and instructors and the reading processes in teaching an F/L. The study also emphasizes the importance of mediation in discourse for effective learning. (Tüm, 2020, p. 135). The study indicates that foreign language learners can overcome difficulties by using mediation strategies, mediating texts and concepts, and receiving morphological guidance during the initial stages (Tüm, 2020, pp. 140-142).

Aksoy's study (2021) aimed to determine the impact of grammar and vocabulary on the writing skills of individuals learning Turkish as a foreign language. The study found a significant relationship between grammar and vocabulary and those B2-level students scored higher in achievement tests and writing skills than B1-level students. Gender did not affect grammar and writing skills, but there was a significant difference in vocabulary knowledge between males and females. Age and duration of residence in Turkey also influenced grammar, vocabulary, and writing skills. Finally, the study concluded that grammar and vocabulary positively and significantly affected writing skills.

In their 2021 research, Kahveci and Şentürk attempted to answer several questions about teaching Turkish as a foreign language. They explored how writing skills are evaluated and whether the evaluation process differs across TÖMERs. Additionally, they sought to determine whether there is a need for a standard rubric in the assessment and evaluation of writing skills in this context. The researchers used qualitative data to examine existing research on teaching Turkish to foreigners, collected data and documents from TÖMER and Language Centers, and conducted interviews with authorized personnel. Ultimately, they concluded that a standard rubric is necessary for evaluating writing skills in teaching Turkish as an F/L. (Kahveci & Şentürk, 2021, pp. 175, 180-181).

One of the two studies that mentions about creative writing in teaching Turkish as SL/FL are this of Top's in 2013. Top (2013), examines whether the use of creative writing techniques in teaching Turkish as a foreign language can contribute to writing, which is considered as one of the basic skills in language learning.

Türkben's (2019) study, also mentions creative writing. This study investigates the impact of creative writing practices on the writing proficiency, self-efficacy, and anxiety levels of B2-level students learning Turkish as an SL. The research question that guided the study is, "To what extent do creative writing practices enhance writing skills in students who are learning Turkish as a second language?" (Türkben, 2019, p. 186). An experimental design was used for this study to identify the effects of creative writing practices on the written expression skills of students learning Turkish as an SL. (Türkben, 2019, p. 187). The study concludes that Creative Writing practices can significantly improve the writing skills of students learning Turkish as an SL.

The learning environment should encourage students to express themselves comfortably while enjoying writing. Active, collaborative, and drama-based learning methods should be used to improve writing skills. Teachers should guide students through the writing process and consider anxiety a critical factor in teaching Turkish as an SL. Strategies should be developed to eliminate anxiety during the education process. Practices that enhance students' perceptions of writing self-efficacy can also contribute to their academic success. (Türkben, 2019,p. 199).

Numerous studies have been conducted on teaching writing and creative writing in Turkish as SL/FL. Most of the research focuses on the writing activities in Turkish language teaching books, as seen in the studies of Dildüzgün (2015) and Kahveci and Şentürk (2021). However, Yavuz and Tök (2014) examine the positive impact of blogs on writing competence, while Aksoy (2021) determines the effect of grammar and vocabulary on writing skills. Tüm (2020) explores learners' challenges when writing in different native languages. Top (2013) and Türkben (2019) are the only two -found until now- who mention creative writing.

#### **1.4. Teaching Turkish as SL/FL using TBLT**

"TBLT" is a teaching method that will be discussed in detail later. Unfortunately, there is not much literature available in this particular research area. A study was conducted by Şişmek and Bakır in 2019 to teach idioms, proverbs, and terms in Turkish to those learning it as an SL, using the TBLT method at the C1 level. The study aimed to evaluate the effectiveness of these activities by conducting them with the learners. It provides an example of best practices in language teaching for Turkish teachers who want to use TBLT to teach Turkish to international students, which is not commonly used in Turkey. It also offers guidance for teachers on how to implement this method in their teaching process. (Şişmek & Bakır, 2019, pp. 723, 736).

Albayrak and Serin (2022, p. 407) introduce the task-based activities carried out outside the classroom with Mongolian students learning Turkish in order to create the closest environment to nature by carrying language teaching out of the classroom in institutions where Turkish is taught as an FL in Mongolia and to reveal the effects of these on the language-learning processes of the students. The analysis concludes that the TBLT method has a positive effect on students learning. (Albayrak & Serin, 2022, p. 419).

There are a few studies in this research area. However, the TBLT approach for teaching Turkish as SL/FL should be discussed more.

In conclusion, for creative writing in teaching Turkish as SL/FL, it is observed that there are few studies investigating the effects of creative writing in Turkish as SL/FL (Top, (2013) & Türkben, (2019)). Furthermore, there are some studies discussing the TBLT approach for writing tasks in Turkish as SL/FL. (Dildüzgün, (2015). However, there is so far, no any studies focusing on the research question of creative writing to facilitate the grammar knowledge in Turkish as SL/FL, using the TBLT principles. Therefore, the research question of this study is: Can the TBLT tasks for Creative Writing facilitate the active use of grammar knowledge in Turkish as SL/FL?

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## Chapter two: Methodological Frames

The research method being used is a combination of qualitative and quantitative approaches. Firstly, Turkish grammar in English, Turkish, and Greek will be presented, focusing more on the pragmatics and semantics of the markers -I/Ar, -(y)AcAk, -(y)Abil, , -sIn, -mAll and the lexica gerek, lazım. (-I/ArdI, -(y)AcAktI, -sAydI).

Then, the four lesson plans, which they have created and tested will be presented. The approaches that have been used are the traditional approach (teacher-oriented) and TBLT approach (student-oriented) for improving creative writing. The aim of all the lesson blocks was to make learners able to use the grammar knowledge. Each lesson unit, divided into two parts; first part using the traditional approach and second part using the TBLT approach. For the TBLT lessons I used the lesson structure by Willis (1996). The participants were students of the Department of Turkish and Middle Eastern Studies (University of Cyprus) at different levels of Turkish. Students delivered their text production (Creative Writing) which was analysed in order to determine in which of the lesson parts they have actively used the grammar knowledge taught. In addition, the answers of motivation questionnaires will be analysed too.

### **2.1. Grammars: -I/Ar, -(y)AcAk, -(y)Abil, -sIn, -mAll and the lexica gerek, lazım(-I/ArdI, -(y)AcAktI, -sAydI).**

Turkish grammar is used in English, Turkish, and Greek. This section will observe what grammars mention about the semantics and pragmatics of those markers and lexica.

#### ***2.1.1. What grammar mentions about -I/Ar?***

Summarizing all the Turkish grammar in English, Turkish, and Greek, it is concluded that the marker -I/Ar is a suffix expressing tense, aspect, and modality. It can indicate present, past, future, -timeless- and hypothetical speech. Its meanings include generalization, general rule, statement of principle, assumption, possibility, ability, permission, prediction, encouragement, need, commitment, promise, and concession. It is also used in



questions, to ask for permission, and in proverbs. It describes a possible outcome of a hypothetical state of affairs, and its combination with -yDI indicates the past. ( Göksel & Kerslake (2005), Kornfilt ( 1997), Lewis (1967), Underhill (1990), Van Schaaik (2020), Ediskun ( 1963), Hengirmen (1999), Korkmaz (2009), Δαφνοπατίδης & Σανλίογλου (2018), Ζεγκίνης & Χιδιρόγλου (1995), Ιωάννου (2004)).

The following table shows the grammatical rules -pragmatics and semantics observed for the marker -I/Ar:

Table 1:

Pragmatics	Semantics
Tense	Present tense
Aspect	Past tense
Mood/ Modality	Future tense
	Imperfective (Dispositive)
	Habitual
	Epistemic and Deontic modality

### 2.1.2. *What grammar mentions about -(y)AcAk?*

The marker -(y)AcAk is used to talk about events that will most probably happen in the future, similar to the use of "will" in English. The progressive suffix -Iyor can also be used to talk about future events, but with less certainty. The suffix has tense function and aspectual or mood values, denoting intention, volition, planned action, unreal wish, and potential. Other uses of the suffix include expressing a confident assumption, near and distant future, promise, commitment, guess, forecast, urgency, command, order, and prompt. ( Göksel & Kerslake (2005), Kornfilt ( 1997), Ketrez (2012), Lewis (1967), Underhill (1990), Van Schaaik (2020), Ediskun ( 1963), Hengirmen (1999), Korkmaz (2009), Δαφνοπατίδης & Σανλίογλου (2018), Ζεγκίνης & Χιδιρόγλου (1995), Ιωάννου (2004)).

The table below presents the grammatical rules, semantics, and pragmatics observed for the marker -(y)AcAk:

Table 2:

Pragmatics	Semantics
Tense	Present
Aspect	Definitive Future
Mood/ Modality	(Past)
	Prospective aspect
	Epistemic and Deontic modality

### 2.1.3. What grammar mentions about -(y)Abil?

According to Göksel & Kerslake (2005), Kornfilt (1997), Ketrez (2012), Lewis (1967), Underhill (1990), Van Schaaij (2020), Ediskun, (1963), Hengirmen (1999), Korkmaz (2009), Dfnopatides and Sanlioğlu (2018), Zengin and Hidiroğlu (1995), Ioannou (2004), the Turkish suffix -(y)Abil, expresses different possibilities, assumptions, and conjectures with a future time reference, as well as permissive and speculative possibilities. The suffix-(y)Abil is also used to express ability, permission, and polite requests and is often combined with the aorist tense for added politeness. The suffix-(y)Abil is a potential, abilitative marker with multiple forms, uses, semantics, and pragmatics.

The following table shows the grammatical rules - pragmatics and semantics observed for the morpheme -(y)Abil:

Table 3:

Pragmatics	Semantics
Add to verbs to show modality	Epistemic and Deontic modality

### 2.1.4. What grammar mentions about -sIn?

The marker -sIn is the third person singular of subjunctive mood in Turkish language. It expresses mood and modality. Specifically, it expresses Deontic modality. It uses in willngness, intention, desire and need. ( Göksel & Kerslake (2005), Kornfilt ( 1997), Lewis (1967), Underhill (1990), Van Schaaij (2020), Ediskun ( 1963),

Hengirmen (1999), Korkmaz (2009), Δαφνοπατίδης & Σανλίογλου (2018), Ζεγκίνης & Χιδιρόγλου (1995), Ιωάννου (2004)).

The next table summarize the pragmatics and semantics of -sIn:

Table 4:

Pragmatics	Semantics
Mood/ Modality	Subjunctive, Deontic modality

### 2.1.5. What grammar mentions about -mAll, gerek, lazım?

The marker -mAll and the lexica gerek, lazım although they different in syntax, they have the same semantics. All they have the meaning of need. They express necessity. Sometimes with the combination of -sA, they express a hypothesis. ( Göksel & Kerslake (2005), Kornfilt ( 1997), Lewis (1967), Underhill (1990), Van Schaaik (2020), Ediskun ( 1963), Hengirmen (1999), Korkmaz (2009), Δαφνοπατίδης & Σανλίογλου (2018), Ζεγκίνης & Χιδιρόγλου (1995), Ιωάννου (2004)).

The following table shows the pragmatics and semantics of the marker -mAll and the lexica gerek, lazım:

Table 5:

Pragmatics	Semantics:
Mood/ Modality	Nessecity - Deontic modality

It can be concluded according to the grammars that all the above markers and lexica expresses tense, aspect and modality. -I/Ar and -(y)AcAk use to express tense, aspect and mood/modality. The other markers and lexica express mood and modality only. The following table shows the similarities in pragmatics and semantics of those markers/ lexica:

Table 6:

Funtions/Semantics	-I/Ar	-(y)AcAk	-(y)Abil	-sIn	-mAll, gerek, lazım
Tense	√	√			
Aspect	√	√			
Mood/Modality	√	√	√	√	√

## **2.2. Lesson Desing Proposals**

Before the analysis of the lesson disigns, of the writing text production and the analysis of the motivation questionnaires, It is essential to give the meanings of some terms such as TBLT and Task/ Then, the data analysis follows.

### **2.2.1 What is TBLT?**

Willis (1996) defines this model (TBLT), as a model which consists of three primary stages:

- a. Pre-task phase: The teacher introduces the topic and inputs necessary language. Students may engage in activities to activate prior knowledge and discuss the upcoming task. (Introduction in topic and task).
- b. Task cycle: Students work in pairs or small groups to complete the task using language resources. The teacher acts as a facilitator, offering support as needed. (Task-Planing-Report).
- c. Language focus: Students reflect on their language use during the task, focusing on form and accuracy. The teacher provides feedback and may conduct explicit language instruction. (Analysis and practice).

### **2.2.2 What is a task?**

Ellis (2005) describes a task as a "work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. It requires them to give attention to meaning and use their own linguistic resources, although the task design may predispose them to choose particular forms. A task is intended to result in language use that directly or indirectly resembles how language is used in the real world. Like other language activities, a task can engage productive, receptive, and oral or written skills and various cognitive processes."

### **2.2.3. Data Analysis**

In the following part, the lesson units, students' text production and the motivation questionnaires will be analysed.

### Design of the lesson 1(part 1) -Plan 1 Traditional Lesson:

**Theme:** Irreal wish in Turkish (see grammars in Section 2: Methodological Frames)

**Objectives:** 1. Introducing grammatical markers to express irreal wish and irreal conditional (-sAydĪ,-(I/A)rdĪ, -(y)AcAktĪ)

2. Ability of learners to use these markers in Greek when translating into the Greek.

**Participants:** Students of the Department of Middle and Eastern Studies of University of Cyprus, around 19 - 24 years old, with different level of Turkish (7 participants)

**Lesson materials:** Grammars (Göksel and Kerslake (2005)) and dictionaries (Tuncay &Καρατζάς 2000, 2009).

**Duration of the lesson/Hours:** 1 hour

**Lesson Working/Learning:** Individually

**Level:** A1- A2

#### A. Description of the steps of the language instructor:

1. On the beginning, I will give a table with all the suffixes that are showing past and explain them, giving some examples. I will do that so students could find (Table 1) a connection with the suffixes of the irreal wish. Then, I will explain the suffixes of irreal wish using other table (Table 2). I will introduce and explain all the irreal wish suffixes meanings. All the examples and information was taken from the Turkish grammar of Göksel and Kerslake (2005). There will not be any translation because, students will do the translation from Turkish into the Greek. This part will last around 30'.

Past - Παρελθόν

#### Verbal Suffix-DI:

Past tense/ Perfective aspect

Ex. Evi sattınız mı? (past event that is completed)

Ex. Geçen hafta her gün iki saat çalıştım. (perfective aspect, 'from the outside', as a

completed whole, with both its starting point and its endpoint visible)

Ex. Mehmet' in geleceğinesevindim. (perfective aspect, state in the past)

### **Verbal Suffix -mİş:**

Relative Past tense/ Perfective aspect

Narrative past

Ex. Kerem'in babasını biraz para vermiş. (relative past tense, refers to a time located before that of a contextually determined temporal reference point)

Ex. İki saat çalışmışım. (perfective aspect, 'from the outside', as a completed whole, with both its starting point and its endpoint visible)

Ex. Bir varmış, bir yokmuş..(narrative past – past in stories)

### **Copular marker- (y)DI:**

Past tense/ Imperfective aspect / A situation prior to the moment of speech

Ex. Evde hiç para yoktu. (it presents a situation as it was at some time in the past)

Ex. Saat ikide ofisteydim. (imperfective aspect, 'typical viewpoint for the presentation of static situations (states), incomplete, ongoing)

### **-mİştİ: (Verbal Suffix –mİş + Copular marker- (y)DI)**

A time that is prior to any reference point established by the context

Ex. Döndüğümde herkes yatmış-tı.

### **-Dıydİ: (Verbal Suffix–DI + Copular marker- (y)DI)**

Relative Past Tense ( relative past tense, refers to a time located before that of a contextually determined temporal reference point)

Ex. Ben sana bu sabah söylediydi-m. (the combination of two past tense markers simply serves to indicate that the situation being talked about is located in a past time that is quite separate from the speech context)

**-mAktAyDI (Present tense -mAktA + Copular marker- (y)DI)**

Ex. Genellikle yazın bu rakam artmakta-ydı. (habitual in past)

**-(y)Iyordu: (Present tense --(y)Iyor + Copular marker- (y)DI)**

Progressive event or state in the past

Ex. Yemekte Tülay yanımda oturuyor-du. ( imperfective aspect, State,progressive)

Ex. Ayten bir bankada çalışıyor-du. (imperfective aspect, incomplete, ongoing)

Ex. Saat ikide çalışıyor-dum. (progressive event)

**-(y)DI and -DI in combination with -sA, -Ir/-Ar and -(y)AcAk can create an irrealis wish**

**-sAyDI: Conditional (Υποθετικόζλόγος)**

Ex. Keşke Hülya'ya söylemese-ydin.

**-(I/A)rDI: Potential (Δυνατότητα)/ Subjunctive (Υποτακτική)**

Ex. Genellikle iki saat çalışır-dım(potential)

Ex. Evine gelmek isterdim. (subjunctive)

**-(y)AcAktI: Potential**

Ex. Zengin olsaydım, yeni bir araba alacak-tım.

2. After that I will give some examples of verbs and how to formulate those suffixes. These tables aim to introduce and give to the students all the information for irreal wish suffixes, meaning how to use, formulate, translate into the Greek those morphemes. After that I will give two exercises:

Exercises:

1. Translate the following sentences in Greek:
  - a. Param olsaydı, İstanbul'a giderdim.
  - b. Teyzem çok sigara içmeseydi, şimdi hasta olmayacaktı.

Exercise 1 is an exercise to observe if students understand how to translate those morphemes from Turkish into the Greek. (meanings) For this exercise participants have around 15'. The ideas are mine.

The next exercise aims to observe if students know how to use these suffixes in their writing. (15')

2. Write a short story (5-7 sentences) using the following combinations: -sAydl, -(I/A)rdI,

-(y)AcAktI.

3, Monitoring:

I will evaluate the students' written text production of the lesson with the aim to attest if students have used the markers as given in the objectives.

### **B. Description during the lesson/Learners' Working:**

The first lesson (part one) took place on 24th of January 2024 at 15:30 at the Lab of Glossology (Department of Turkish and Middle Eastern Studies – University of Cyprus). Seven participants came. The participants are students of the Department of Turkish and Middle Eastern Studies of University of Cyprus, around 19 -24 years old, who have different level in Turkish. The objectives of the lesson were to introduce grammatical markers to express irreal wish ( -sAydl,-(I/A)rdI, -(y)AcAktI ) and to teach how to use these markers in Greek when translating into the Greek, in writing.

Firstly, a short explanation was given for tense and aspect in Turkish Linguistics. Then, I gave one table to explain and give examples of the uses, meanings and how to formulate the past suffixes (Table 1). Then I continued with the next table (Table 2), explaining the irreal suffixes in Turkish and their meanings. I gave examples; to make those tables I used the Turkish grammar of Göksel and Kerslake (2005). The examples were translated into the Greek, as a result to do more practise. I started explaining past suffixes because the suffixes -(y)DI and -DI, the two past suffixes with -sA, -(I/A)r and -(y)AcAk are making irreal wish markers.

During the lesson, students were free to ask any questions. The most questions were about the differences between the suffixes. A last check did, the verb gelmek was given, in all the forms to observe if students can translate the suffixes in Greek and if they understood how the suffixes of irreal wish translated and how to use them in writing. The first exercise was to translate two sentences from Turkish to Greek and the second exercise was to write a small story using the combinations -sAydl, -(I/A)rdI and -(y)AcAktI, in order to see if students understood how to formulate and use the suffixes in their writings, in both exercises dictionaries are used. (Tuncay & Καρατζάς 2000, 2009).

Exercises:



1. Translate the following sentences in Greek:
  - a. Param olsaydı, İstanbul'a giderdim.
  - b. Teyzem çok sigara içmeseydi, şimdi hasta olmayacaktı.

2. Write a short story (5-7 sentences) using the following combinations: -sAydl, -(I/A)rdl, -(y)AcAktl.

### C. Observations according to the exercises:

Exercise 1: Translate the following sentences from Turkish to Greek:

- a. Param olsaydı, İstanbul'a giderdim.
  - b. Teyzem çok sigara içmeseydi, şimdi hasta olmayacaktı.
- 
- a. Param olsaydı, İstanbul'a giderdim.

Participant 1: Αν είχα χρήματα θα πήγαινα στην Κων/πόλη.

Participant 2: Αν είχα λεφτά, θα πήγαινα στην Κων/πόλη.

Participant 3: Αν είχα χρήματα, θα πήγαινα/ θα μπορούσα να πάω στην Κων/πόλη.

Participant 4: Αν είχα λεφτά, θα πήγαινα στην Κων/πόλη.

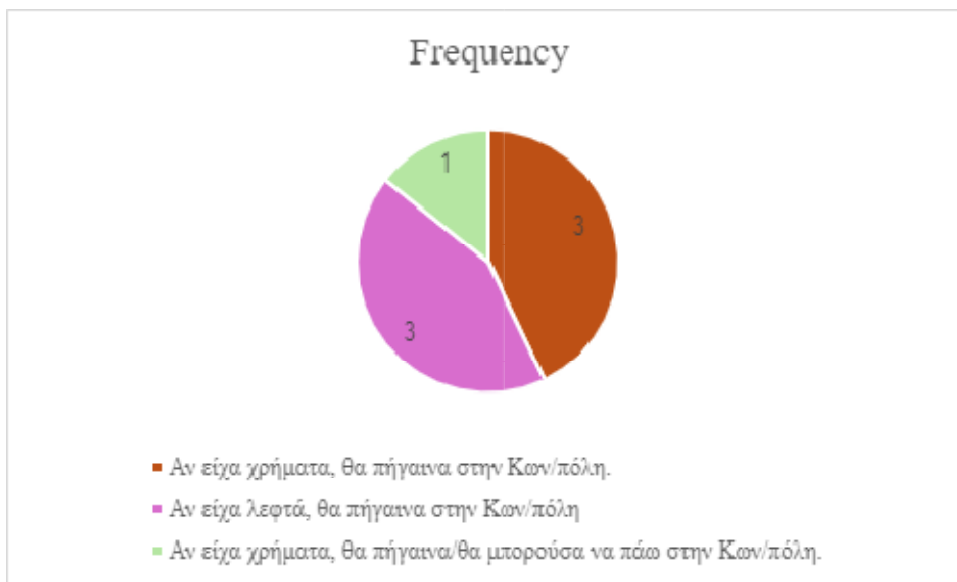
Participant 5: Αν είχα χρήματα, θα πήγαινα στην Κωνσταντινούπολη.

Participant 6: Αν είχα χρήματα θα πήγαινα στην Κωνσταντινούπολη.

Participant 7: Αν είχα λεφτά θα πήγαινα στην Κων/πόλη.

The following graph shows how the seven participants translated the sentence without details:

Graph 1:



b. Teyzem çok sigara içmeseydi, şimdi hasta olmayacaktı.

Participant 1: Η θεία μου κάπνιζε πολλά τσιγάρα, και τώρα έχει αρρωστήσει.

Participant 2: Αν η θεία μου δεν κάπνιζε τόσο πολύ, τώρα δεν θα ήταν άρρωστη.

Participant 3: Αν η θεία μου δεν έπινε πολύ τσιγάρο, τώρα δεν θα ήταν άρρωστη.

Participant 4: Εαν δεν κάπνιζε πολύ η θεία μου, δεν θα ήταν άρρωστη τώρα.

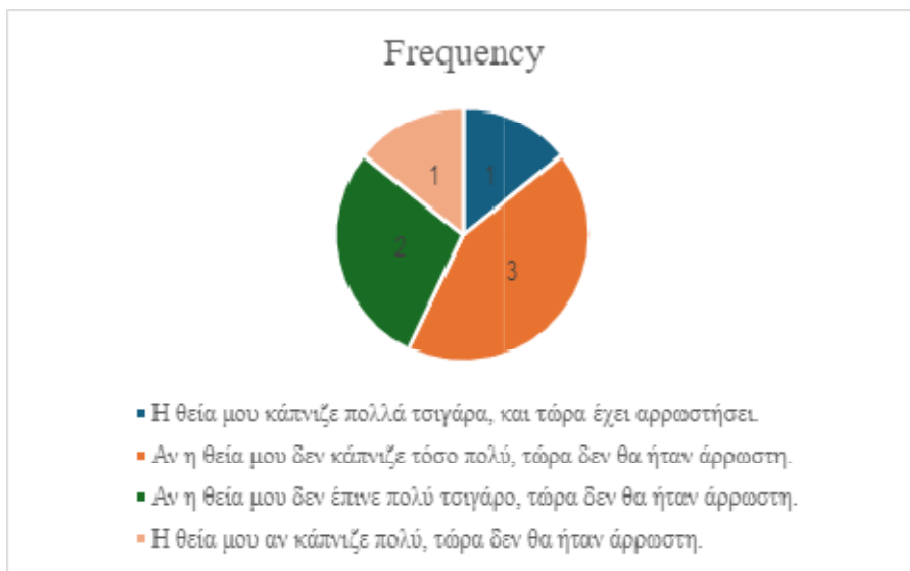
Participant 5: Εάν η θεία μου δεν έπινε πολύ τσιγάρο (δεν κάπνιζε πολύ), τώρα δεν θα ήταν άρρωστη.

Participant 6: Η θεία μου αν κάπνιζε πολύ, τώρα δεν θα ήταν άρρωστη.

Participant 7: Αν η θεία μου δεν κάπνιζε πολύ τώρα δεν θα ήταν άρρωστη.

The following graph shows how the seven participants translated the sentence 2 without details:

Graph 2:



### 1. Observations for exercise 1:

The following paragraphs analyzes in detailed the data. According to the translations above (Exercise 1, sentence 1) it is seen that the sentence "Param olsaydim", it is translated as "Αν είχα χρήματα/λεφτά". Four of the seven participants translated as "Αν είχα χρήματα", and three of the seven participants translated as "Αν είχα λεφτά". In this sentence the verb was translated as "είχα χρήματα/λεφτά" with the using of "αν", (in English if, in Turkish -sAydI). The only, difference is the translation of "para", some participants used the word "χρήματα" and other used the word "λεφτά". As a conclusion all the participants translated the sentence as irreal conditional. All participants, translated "İstanbul'a giderdim" as "θα πήγαινα στην Κωνσταντινούπολη". Only one participant translated this sentence as "θα μπορούσα να πάω στην Κωνσταντινούπολη", he/she gives the semantic of possibility marker. Another thing, except the translation, that is important is the use of comma, four of the seven participants used comma to combine the two sentences. For the use of Greek vocabulary it can be observed the use of the word "Κωνσταντινούπολη" as an abbreviation "Κων/πόλη".

For exercise one, sentence 2, the first observation can be seen, is that this sentence was more difficult to translate than the sentence 1. Participant one (1) did not translate the marker of negation in both words "çok sigara içmeseydi" and "hasta olmayacaktı". The same happened with participant six (6), she/he did not translate the negation marker of the word "sigara içmeseydi", "αν κάπνιζε", "αν δεν κάπνιζε". Furthermore, participant one (1) did not translate the sentence as a conditional but as a main sentence, "Η θεία μου κάπνιζε πολλά τσιγάρα, και τώρα έχει αρρωστήσει" For translation of the sentence as a main sentence she/he used Past Continuous (Παρατατικός) "κάπνιζε" and Present Perfect Simple (Παρακειμένος)"έχει αρρωστήσει". Moreover, participant one (1) added the word "και". Six of the seven participants translated the sentence as irreal conditional using "αν" (four from 7) or "εάν" (3 from seven). The phrase "çok sigara içmeseydi" some participants they have translated it as "(δεν) κάπνιζε τόσο πολύ", some other they translated it as "κάπνιζε

πολλά τσιγάρα" (participant one (1)), as an object and as an adjective of number, and the participant three (3) and five (5) they translated it as "δεν έπινε πολύ τσιγάρο", as an object and as an adverb. Participant four (4), wrote the words in different order, maybe it is because he/she understood that he/she should give emphasis to some words, "Εάν δεν κάπνιζε πολύ η θεία μου, δεν θα ήταν άρρωστη τώρα. "All the participants except the participant (7), used comma to combine the sentences.

In conclusion, participants understood how the three markers are translated into Greek, except the participant one (1). The problem that is assume from the first exercise is that the participants did not translate the negation marker in second sentence, which had as a result to give a different meaning in Greek. Maybe this happened because the participants do not have the right knowledge into the Greek language, about unreal conditional. In addition, there are different translations for the phrase " çok sigara içmeseydi ", that happened, probably due to the lack of knowledge in Turkish language. In Turkish, phrases like this, can be translated in Greek as a verb only. But, because in Greek syntax we can say that is an object with a verb and most Greek L1 students of Turkish language as SL/FL try to translate the sentence exactly as it is.

#### Exersice 2:

2. Write a short story (5-7 sentences) using the following combinations: -sAydI, -(I/A)rdI,

-(y)AcAktI.

Participant 1:

Zengin **olsaydım**,tatilacaktım ve bir yeni çanta **alacaktım** ama zengin değilim ve bankada çalışıyorum. Dün saat ikide çalışıyordum.

Participant 2:

Çok erken uyamıştım. Ama üniversiteye gitmedim. Ötöbuse **kaybetmeseydim**, denize gelecektim. Ama bunu de kaybettim. Yine yatmıştım. **Keşke** vaktim de **varsa**, **keşke** üniversiteye **giderdim**.

Participant 3:

Dün gece bir rüya gördüm ama **keşke** bu rüya bir **yanlış olsaydı**.**Keşke** zaman geri dönecekteydim... ama onu **yapamazdım**. Bir yılan, bir çiçek yedi ve sonra o yılan bana gözlerime baktı. Çok korktum!!! Neyse belki de bu rüya negatif bir anlam **olmayacaktı!**

Participant 4:

Bugün kardeşim evde **olsaydı**, film beraber **izleyecektik**. Maalesef, aynı gün çalışıldı, bu yüzden evde yalnız kaldım. Arkadaşlarıma davet etmek sanıyordum ama o zaman **geç olsaydı**, benimle **kızsaydılar**.

Participant 5:

Geçen hafta araba bakmayı gittim, istediğim **model olsaydı** o arabayı **alacaktım,olmasaydı** da belki başka bir model **alırdım**.Bu hafta sinemaya **gidecektim**. **Keşke** dün o yemeği **yemeseydim**.

Participant 6:

Dün bir gazeci ofisimizde geldi. Adı Nece. Geldiğinde düşündüm ki "Ben üniversitadayken daha çok **çalışsaydım** şimdi ben de gazeteci **olacaktım**. Ama şimdi param var ve ofisimde ben müdürüm.

Participant 7:

Kız kardeşim, geçen hafta on sekiz yaşında **olsaydı** her gün **bara gidecekse** dedi çünkü gerçekten onu bırakmıyoruz. O zaman annem ona on sekiz yaşında **olsaydı** aynı şeyleri **yapmazdı**.

## 2. Observations for Exercise 2:

The aim of this exercise is to attest if participants can use properly the markers of irreal wish/ conditional, meaning -sAydI, -(I/A)rdI, -(y)AcAktI, in their writing text. There was not any concept. All the participants although chose to write about their daily life and their experiences. Almost all participants used the three suffixes. (-sAydI, -(I/A)rdI, -(y)AcAktI). In general, it can be seen that participants understand the use and meaning of the irreal markers. The most mistakes are grammatical, for instance the cases, participant two (2) "Ötöbuse kaybetmeseydim", participant five (5) "araba bakmayı gittim", participant six (6) " ofisimizde geldi" and with the vocabulary participant one (1) "**tatilacaktım**", tatile.. yapmak gitmek, participant two (2) uyanmışım and participant six (6) bir gazeteci. In general, participants understood the use, formula and meanings of the three markers.

All participants used the marker -sAydI. One observation about the use and formula of this suffix is that it is used properly the most time. Participants used this suffix with the verb "olmak" the most (8 times): "Zengin olsaydım" (participant one (1)), "yanlış olsaydı" (participant three (3)), "evde olsaydı", "geç olsaydı" (participant four (4)), "model olsaydı... olmasaydı" (participant five (5)), "sekiz yaşında olsaydı" (participant seven (7)) (x2). Participant two (2) and participant six (6) are the only ones that did not use the marker -sAydI with the verb "olmak". They used other verbs: "kaybetmeseydim" (participant two (2)), and "çalışsaydım"

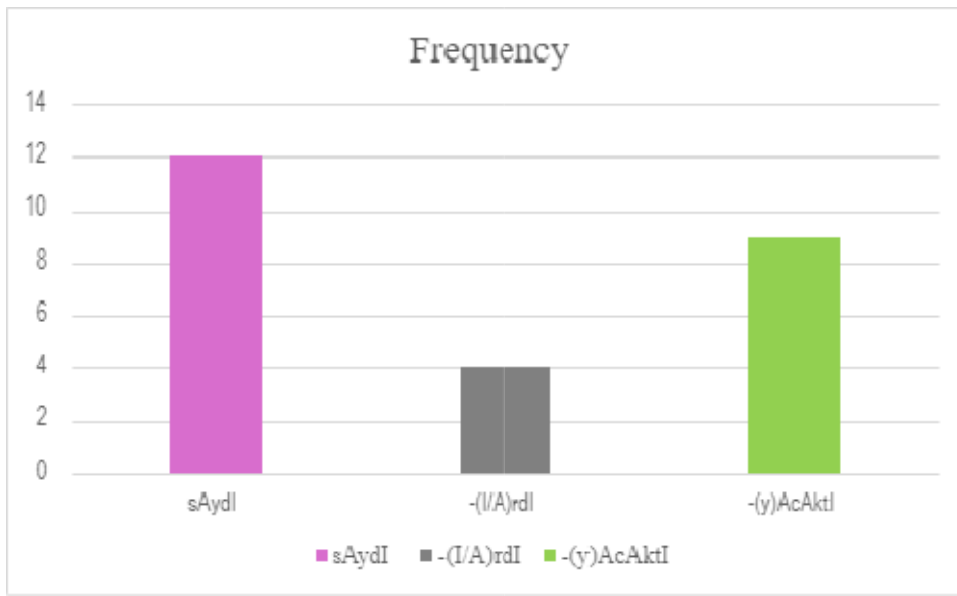
(participant six (6)). All the participants used twelve times this suffix in their texts: "Zengin olsaydım" (participant one (1)), "kaybetmeseydim" (participant (2)), "yanlış olsaydı" (participant three (3)), "evde olsaydı", "geç olsaydı", "kızsaydılar" (participant (4)), "model olsaydı... olmasaydı", "yemeseydim" (participant five (5)), "çalışsaydım" (participant six (6)), "sekiz yaşında olsaydı" (participant seven (7)) (x2). Participant four (4) and participant (5) used the marker three times, the most of all participants. The other participants used it one – two times. Two participants used the real conditional: "vaktim de varsa" (participant two (2)), "bara gidecekse" (participant seven (7)). One participant used the marker –sAydI as an object to the verb "demek", as an secondary special clause: bara gidecekse dedi (participant seven (7)). It is important to mention the use of "keşke". Participant two (2), three (3) and five used this word. "**Keşke** vaktim de varsa", "**keşke** üniversiteye giderdim" (2), "**keşke**bu rüya bir yanlış olsaydı.", "**Keşke** zaman geri dönecektiydim..."(3), "**Keşke** dün o yemeği yemeseydim" (5).

For the other two markers, -(y)AcAktI and -(I/A)rdI, participants used most the suffix -(y)AcAktI (9 times): "tatılacaktım", "alacaktım" (participant one (1)), "gelecektim" (participant (2)), "dönecektiydim...", "olmayacaktı" (participant three (3)), "izleyecektik" (participant four (4)), "alacaktım", "gidecektim" (participant five (5)), "olacaktım" (participant six (6)). They used this suffix with the verbs such as "olmak", "almak", "gitmek", and "gelmek". The participants used only four times the marker -(I/A)rdI: "giderdim"(participant two(2)), yapamazdım (participant three (3)), alırdım(participant five (5)), yapmazdı (participant seven (7)). Three participants did not use this suffix at all. (participant 1,4, 6) and the participants that used the suffix they used it only one time. One participant used the marker -(I/A)rdI with the negation of abilitative marker: " ama onu yapamazdım" (participant three (3)).

It can be concluded that participants understood the meanings and formula of the three suffixes. The problem here, in this exercise is the lack of knowledge of vocabulary, especially the knowledge of verbs. Furthermore, the participants use the marker -(y)AcAktI more than the marker -(I/A)rdI. This maybe happened because -(y)AcAktI seem more easier in use and understanding.

The following graph shows how much the participants used the three markers in the second exercise:

Graph 3:



### 3. Suggestions for the improvement of the lesson:

According to the problems that it can be observed in both exercises, the instructor of the language could give more examples, so the students could understand better the uses, formula and semantics of the markers -sAydI, -(I/A)rdI, and -(y)AcAktI. Especially for the marker -(I/A)rdI. Instructor could give a concept, or a lexica, in order students do not use only specific vocabulary. Probably this happened, because participants took inspire from their own lives. Furthermore, if instructor could give examples also, in Greek language maybe for irreal wish and conditionals, participants will understand better those grammar phenomena in Turkish. It is important also, the knowledge of important grammatical and syntactical phenomena, such as negation, the direct and/or indirect object.

### Design of the Lesson 1 Part 2 Plan 2 -TBLT Lesson:

**Theme:** Irreal wish in Turkish

**Objectives:** 1. Introducing grammatical markers to express 'irreal wish' (-sAydI, -(I/A)rdI, -(y)AcAktI)

2. Ability of learners to use these markers in creative writing - rewrite a story:

**Participants:** Students of the Department of Middle and Eastern Studies of University of Cyprus, around 19 - 24 years old, with different level of Turkish (5 participants)

**Level:** A2-B1

**Social Working/ Learning:** Group Working

**Lesson Materials:** The books of *Little Red Riding Hood*, in Turkish and Greek language:

Group 1: *Kırmızı Sapkalı Kız*. (2018). Binbir Çiçek Kitapşar, and Κοκκινოსκουφίτσα (ISBN: 978-93-8945-317-1)

Group 2: *Kırmızı Sapkalı Kız*. Polat Kitapçılık, and Κοκκινοςκουφίτσα (ISBN: 978-93-8945-317-1)

Group 3: *Kırmızı Sapkalı Kız*. (2019). Almidilli, and Κοκκινοςκουφίτσα (ISBN: 978-93-8945-317-1)

Dictionaries: Durring the lesson, participants can use dictionaries. Tuncay &Καρατζάς, ( 2000, 2009)

**Duration of the lesson/Hours:** 1 hour and 30’.

**Level:** A2-B1

#### **A. Description of the steps of the language instructor:**

1. Pre-task: 35’

1.1. In the beginning, I will make three groups with two to three participants. Each group will have two books of the fairytale *Little Red Riding Hood*, one in Turkish *Kırmızı Sapkalı Kız* and in Greek *Κοκκινοςκουφίτσα* as an additional material for help. Participants should read the Turkish book, and observe what suffixes are used in the book. Before I give the books of *Little Red Riding Hood* in Turkish, I read them too, in order to see what past suffixes are used. In first group’s book the most used past suffix is -miş. In second group’s book it is used -DI, -ArDI and -miş only three times. In third group’s book -miş, -(y)İyormuş, -A/İrmİş, -(y)Abil and -mAk için are some of the markers that are used. Participants must find what suffixes are used in those books. Then, each group will present what suffixes they found, and I will present the irreal wish/conditional markers, (-sAydİ, -(I/A)rdI, and -(y)AcAktI). This is called pre-task. This will take 20’. The aim of this part is to present the irreal markers.

Then the Task will take place each group should rewrite the story of *Kırmızı Sapkalı Kız* as follows:

2. Task: 35’



2.1. Firstly, I will give the following question, to observe if participants understand the fairytale and the meanings of this fairytale: 15'

Bu masal bize neleri öğretiyor?

2.2. Each group will have a different role from the fairytale *Little Red Riding Hood* and should rewrite the story. The task will last for 20'. Participants in this part will use the dictionaries. The aim of this part of the task is to attest if participants could use properly those markers in their creative writing.

First Group:

Bu masalı yeniden yazın.

Kırmızı şapkalı kız olsaydınız neler yapardınız? Neler yapmazdınız? (10 cümleye kadar)

Örneğin: "Eğer ben Kırmızı Şapkalı Kız olsaydım..."

Second Group:

Bu masalı yeniden yazın.

Kurt olsaydınız daha neler yapardınız? Neler yapmazdınız? (10 cümleye kadar)

Örneğin: "Eğer ben kurt olsaydım..."

Third Group:

Bu masalı yeniden yazın.

Kırmızı şapkalı kızın annesi olsaydınız neler yapardınız? (10 cümleye kadar)

Örneğin: "Eğer ben Kırmızı Şapkalı kızın annesi olsaydım..."

3. Post-Task: 20'

Participants will read their writing text products in classroom. This part will take 20'.

4. Monitoring:

I will evaluate the students' written text production of the lesson with the aim to attest if students have used the markers as given in the objectives.

After both the lessons, (traditional lesson and TBLT lesson) a motivation questionnaire distributed to attest which of the two lesson approaches was more productive for the learners; text production.

**B. Description during the lesson/ Learners' Work:**

The first lesson (part 2) took place on 31 of January 2024, at 15:30, at the Lab of Glossology (Department of Turkish and Middle Eastern Studies -University of Cyprus). Five learners of the Turkish as SL/FL of the Department of Turkish and Middle Eastern Studies participated in this lesson. The participants are students of the Department of Turkish and Middle Eastern Studies of University of Cyprus, around 19 -24 years old, who have different level in Turkish. The objectives of the lesson were to introduce grammatical markers to express 'irreal wish' (-sAydı,-(I/A)rdı, -(y)AcAktı) and learners to use these markers in creative writing - rewrite a story.

1. Pre-task: 35'

Firstly, participants (3 Groups –each group had 2 participants and the second group had only one) read the books of the fairytale *Little Red Riding Hood*, in Turkish *Kırmızı Sapkalı Kız* (15') and see what suffixes are used in those books. Past suffixes and irreal wish markers. Participants worked together and in the end they presented what markers have found in the books. The aim of this part was to introduce the irreal markers. (-sAydı,-(I/A)rdı, -(y)AcAktı). This part took 20'.

After that, the following was given, to observe if students understood the meanings and how to use the markers sAydı,-(I/A)rdı, and -(y)AcAktı). This part last for 15'. Each group had a different pre-task:

Group 1:

Eğer 1 000 000 Yuronuz olsaydı, neler yapardınız?

Örneğin: Eğer .....

Group 2:

Eğer 200 Yuronuz olsaydı, neler yapardınız?

Örneğin: Eğer .....

Group 3:

Eğer 10 Yuronuz olsaydı, neler yapardınız?

Örneğin: Eğer .....

2. Task: 35'

Then the task followed which took 35'. Firstly as an introduction to see if participants understood/ knew the fairytale I gave the following, this part took 15' and each participant took part individually:

Bu masal bize neleri öğretiyor?

In the second part of the task each group had a different role from the fairytale *Little Red Riding Hood* and should have rewrite the story. The task last for 20'. Participants in this part used the dictionaries. The aim of this part of the task was to attest if participants could use properly those markers in their creative writing.

First Group:

Bu masalı yeniden yazın.

Kırmızı şapkalı kız olsaydınız neler yapardınız? Neler yapmazdınız? (10 cümleye kadar)

Örneğin: "Eğer ben Kırmızı Şapkalı Kız olsaydım..."

Second Group:

Bu masalı yeniden yazın.

Kurt olsaydınız daha neler yapardınız? Neler yapmazdınız? (10 cümleye kadar)

Örneğin: "Eğer ben kurt olsaydım..."

Third Group:

Bu masalı yeniden yazın.

Kırmızı şapkalı kızın annesi olsaydınız neler yapardınız? (10 cümleye kadar)

Örneğin: "Eğer ben Kırmızı Şapkalı kızın annesi olsaydım..."

3. Post-task: 20'

After that, the participants (each group) presented-read their stories.

4. Monitoring:

I will evaluate the students' written text production of the lesson with the aim to attest if students have used the markers as given in the objectives.

After both the lessons, (traditional lesson and TBLT lesson) a motivation questionnaire distributed to assess which of the two lesson approaches was more productive for the learners; text production.

### C. Observations according the pre-task, task, post task:

1. Pre-task: 15'

Group 1:

Eğer 1 000 000 Yuronuz olsaydı, neler yapardınız?

Örneğin: Eğer .....

Participant 1:

Eğer 1 000 000 yurom **olsaydı**, yeni bir ev **almıştım**. Ayrıca, o ev büyük **olacaksa** bir Doperman **alacağım**. Bu şeyleri sanıyorum **gerçekleşmiyormuş** ama birçok yeni kitapları alıp dünyayı **gezermişim**.

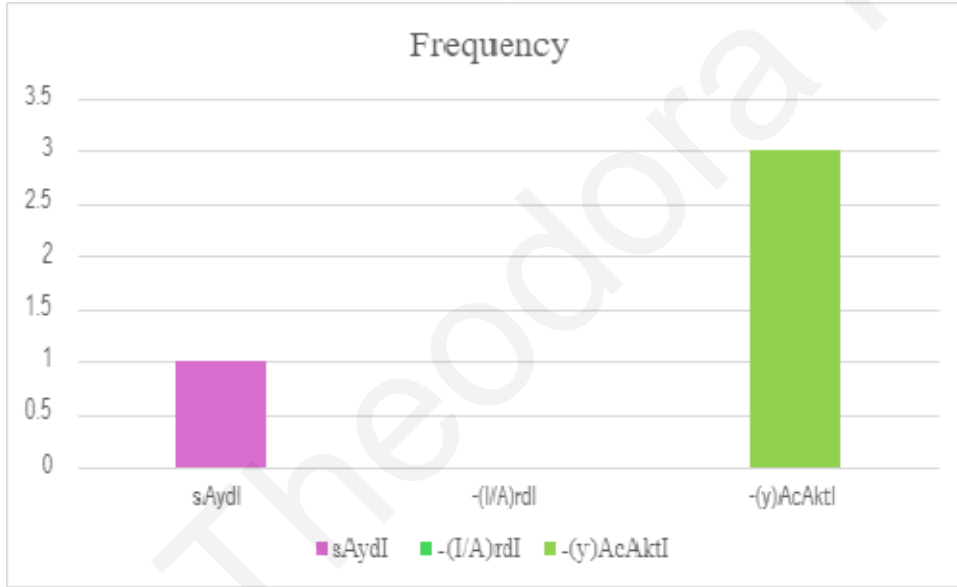
Participant 2:

Eğer 1 000 000, New York'ta yolcuğagidecektim ve bir ev alacaktım. Sehrin merkezi de Broadway gidecektim.

In the first group, first participant seen like he/she did not understand what he/she should do. She/he used only one time the marker -sAydİ, (olsaydı) and she/he combined it with the suffix -mİştİ (alırımıştım). Furthermore, she/he used the real conditional with -(y)AcAk (olacaksa), combined it with (y)AcAk. Finally, she/he used again the suffix -mİştİ(gezeremiştım) and one time the markers -(y)İyor and -(y)İyormuş (sanıyorum gerçekleşmiyormuş). Second participant did not use the marker -sAydİ and although she/he seems to understand the pragmatics and semantics of the markers she/he used only the marker -(y)AcAktİ (gidecektim, alacaktım, gidecektim).

The following graph shows how many times Group 1 used the three markers:

Graph 1:



Group 2:

Eğer 200 Yuronuz olsaydı, neler yapardınız?

Örneğin: Eğer .....

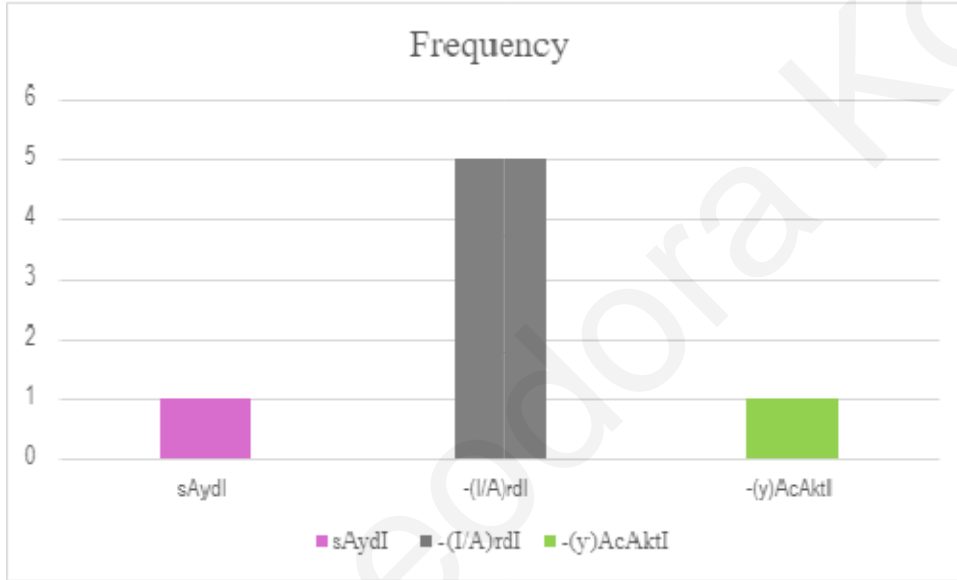
Participant 1:

Eğer 200 yurom **olsaydı**, çok elbise **alırdım**. Bazı para ekonomik sebepleri tasaraf **edirdim**. Başka kitap **alırdım**, çünkü okumaktan çok **sevirdim**. Kedimi dikkat **ederdi**, bir masaj **edecektim**.

This participant used one time the marker -sAydİ. The whole time she/he used the marker -(I/A)rdİ (alırdım, tasaraf edirdim, alırdım, sevirdim, dikkat ederdi) and only one time the marker -(y)AcAktİ (masaj edecektim). She/he seem to inderstand too, the pragmatics and semantics of the three markers. But in the place of sevirdim, should have been seviyorum.

The following graph shows how many times Group 2 used the three markers:

Graph 2:



Group 3:

Eğer 10 Yuronuz olsaydı, neler yapardınız?

Örneğin: Eğer .....

Participant 1:

Eğer 10 yuromuz **olsaydı**, bir ekmek, süt, yumurta, zeytin ve peyniralırdım. Eğer 10 yuromuz **olsaydı**, gazino daha çok para kazanmak için **giderdim**. Eğer 10 yuromuz **olsaydı**, arabam için benzin **koyardım**.Eğer 10 yuromuz **olsaydı**, bir sinema bileti alırp çok ilginç bir film **izlerdim**.

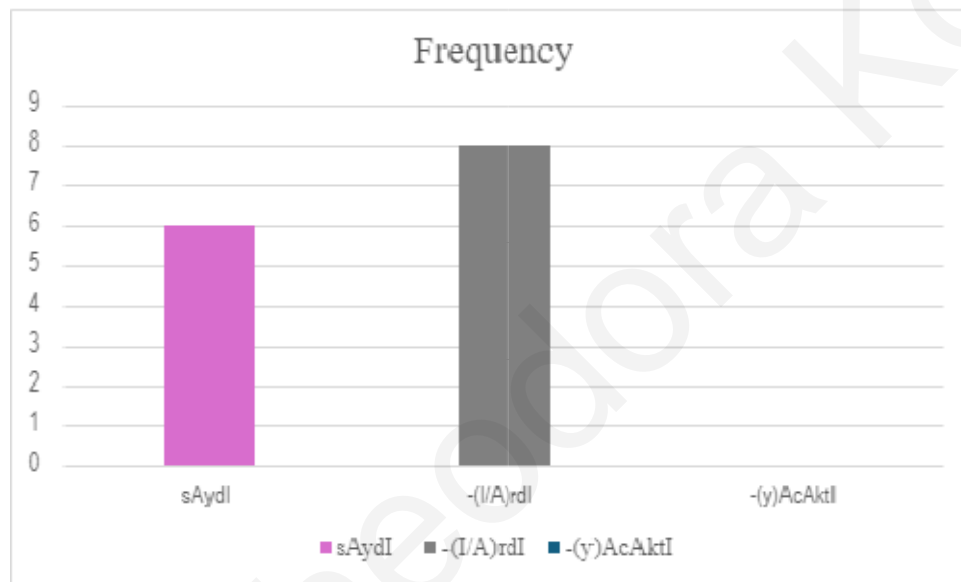
Participant 2:

Eğer 10 yurom**olsaydı**, beş paynirli **alırdım**,yeni bir çamta**alırdım**, sinamaya **giderdim**.10 yurom **olsaydı**, yorgun **olmazdı**.

The third group both participants seem to understand the semantics and pragmatics of ireal wish/conditional markers. Participant one used four times the marker -sAydİ and four times the marker -(I/A)rdİ. Participant two used two times the marker -sAydİ and four times the marker -(I/A)rdİ (alırdım (x2), giderdim, olmazdı). No one in this group used the marker -(y)AcAktİ.

The following graph shows how many times Group 3 used the three markers:

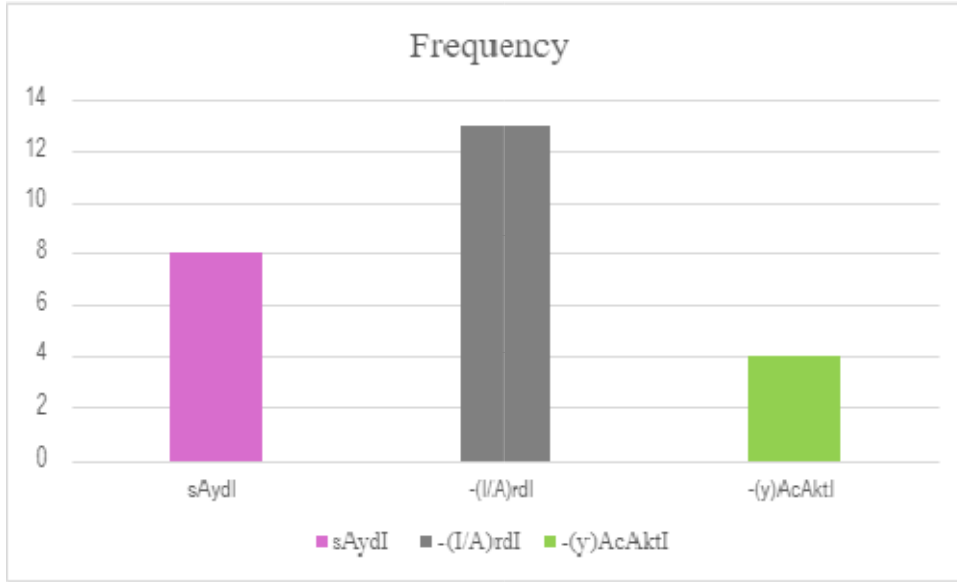
Graph 3:



In conclusion, participant one in Group one did not understand the pragmatics and semantics of the three markers and did not use them. Participant two in Group one used only the marker -(y)AcAktİ. and the participant of Group 2 used one time the marker -(y)AcAktİ (edecektim). Group two used the marker -(I/A)rdİ five times (alırdım (x2), tasaraf edirdim, sevirdim, dikkat ederdi), the third group used all the time the marker -(I/A)rdİ (alırdım, giderdim, koyardım, izlerdim and alırdım (x2), giderdim, yorgun olmazdı).

The following graph shows how many times all groups used the three markers:

Graph 4:



## 2. Task:35'

### 2.1.Bu masal bize neleri öğretiyor? (15')

Participant 1:

Bu masal hayatımızda yaptıklarımıza dikkat etmemiz ve yabacılara karşı dikkatli olmamız **gerektiğini** öğrendik. Herhangi bir şey yapmadan önce ebeveynlerimizi de dinlememiz **gerektiğini** öğrendik.

Participant 2:

Çok dikkatli **olmalıyız**. Yabancılarla konuşmamız **gerekliyor**. Eylemlerimizden biz sorumluyuz. Hata yaptığımızda şans genellikle büyük rol oynar.

Participant 3:

Dikkatli **olmalıyız** çünkü dışarıya bir çok kurt var. Bazen onları başlıca anlamıyoruz ama sonunda bize kötü bir şey **yapabiliyor**. Ayrıca, bizim akrabalarının sözlerine istemiyorsak **dinlemeliyiz**.

Participant 4:

Bu masal daha çok dikkat etmeyi öğretiyor. Hayatta çok kötü insan var. Çok kurt var. Annemizi ve babamızı dinlemek **gerekliyor**.

Participant 5:

İçgüdülerimizi takip etmek ve hayal gücümüzün ya da yalnızca bizi kendi çıkarları için etkilemek isteyen yabancılardan cazibesine **kapılmamak**.



In this part I want to attest if students understand the meanings of the fairytale, before I give the main task. In addition, I want to observe what grammatical phenomena participants used. Participants used mostly the lexica and markers of necessity. (-mAII, gerek) and the possibility marker -(y)Abil and the infinitive. A good idea for the next lesson using TBLT, is how necessity and possibility expresses in Turkish. As, it is observed from above, some students did not know how to use properly, those markers.

2.2.Bu masalı yeniden yazın. (20')

First Group:

Bu masalı yeniden yazın.

Kırmızı şapkalı kız olsaydınız neler yapardınız? Neler yapmazdınız? (10 cümleye kadar)

Örneğin: "Eğer ben Kırmızı Şapkalı Kız olsaydım..."

Eğer ben Kırmızı Şapkalı Kız **olsaydım** kıpkırmızı pelerimi giyermişim ve annemin sözlerini düşünerek dışarıya çıkarmışım. Birkaç dakka sonra, yürüyünce, oduncu ile görüşeceğim. Ona çok lezetli meyve vereceğim ama bu meyveleri zehirlidir. Oduncu bu meyveleri yiyip birçok saatleri için uyuyacakmış. Gizlice gizlice onu baldası **alacaktım**. Sonra, bazı çiçekleri koyup şarkıları söyleyince kurt benim yanıma gelecekmiş, kurtu benimle yürümeye davet edecekmişim nadir bir çiçeği bulmaya için. O zamanda, oduncunun baldasıyla kurtu **öldürecektim**. Bundan sonra, sakınca sepetim ile büyükannemin evine varmışım.

Group 1 used only one time the marker -sAydI (olsaydım) and only two times the marker -(y)AcAktI (alacaktım, öldürecektim). The other markers are the past suffixes narkers such as -(y)AcAkmIş, and -IarmIş. Probably this happened because the task asks to rewrite a story, that's why maybe Group 1 thought to use past markers, although then, the sentence it is start with an ireal conditional. It is seem that Group 1 did not understand the pragmatics of the ireal markers fully. Furthermore, the use of only -(y)AcAktI, it shows that probably it is more easier to understand and use it than -(I/A)rdI.

Second Group:

Bu masalı yeniden yazın.

Kurt olsaydınız daha neler yapardınız? Neler yapmazdınız? (10 cümleye kadar)

Örneğin: "Eğer ben kurt olsaydım..."

Eğer ben kurt **olsaydım**kırmızı şapkalı kıza **konuşmazdım**. Ona **takip ederdim**.Onun sebetini**tuturdu** ve bütün meyve, bal **yerdim**. Büyükannesi'nin evine**gelirdim**, daha çok **dikkat ederdim**. Büyükannesini yemekten önce, ve kırmızı şapkalı kıızı yemekten önce, annesinin evini bulmaya **çalışırdım**.

Onlarasorardı.Sonra koşarak annesinin evine **giderdim**. Ona da **yardım**. Oduncuyu **dikkat ederdim**, ve ona **tahmin ederdim**.

Group 2 used only one time the marker -sAydI (olsaydım) and only used the marker -(I/A)rdI. It is objerve that the Group understood the use of the ireal markers. However, the Group seen to follow the task, because except the ireal conditional that gives in the example and the word Eğer, the task ask with the use of the marker -(I/A)rdI. Due to that, probably Group 2 used only the marker r -(I/A)rdI (konuşmazdım, takip ederdim, tuturdu, yerdim, gelirdim, dikkat ederdim, çalışırdım, sorardı, giderdim, yerdim, dikkat ederdim, tahmin ederdim).

Third Group:

Bu masalı yeniden yazın.

Kırmızı şapkalı kızın annesi olsaydınız neler yapardınız? (10 cümleye kadar)

Örneğin: "Eğer ben Kırmızı Şapkalı kızın annesi olsaydım...

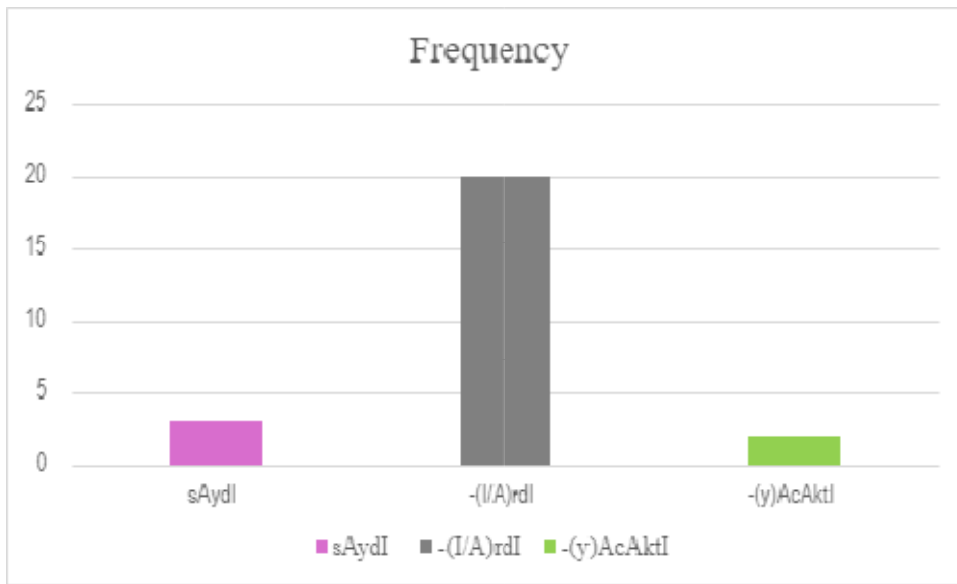
Eğer ben Kırmızı Şapkalı kızın annesi **olsaydım**, ona kendini korumak için yanına bir balta almasını **söylerdim**. Daha iyi görmesi için ona günlüğüne gitmesini **söylerdim**.Ona yabancılarla konuşmamasını **söylerdim**. Ayrıca onu korumak için köpeği de yanına almasını **söylerdim**. Ona en güvenli yolu bulmasına **söylerdim**. Ormanda yoğun görünmemesi için yeşil kıyafetler giymesini **söylerdim**. Yürürken şarkı söylememesini **söylerdim**. Böylece ses **çıkarmazdı**, yabancıların ilgisi çekmesin.

In Group 3, again the marker -sAydI is used one time(olsaydım). Group 3 did not use the marker -(y)AcAktI, but only the marker -(I/A)rdI. Probably, due to the reason it is mentioned above, for Group 2. The problem with the Group 2 is the lack of vocabulary. The group used eight times the marker -(I/A)rdI, but it is only used with the verb söylemek and one time with the verb çıkarmak.

According to all the data, from all the groups, the marker -sAydI is used three times, one time each group. The marker -(y)AcAktI, is used only two times in Grop's 1 story. The marker -(I/A)rdI, is used only in Group's 2 and 3, twenty times. Group 1 seen like did not understood the pragmatics of the three ireal markers. Group 2 and Group 3 understood the pragmatics and semantics of the markers.

The following graph shows how many times participants used the three markers during the task:

Graph 5:



The problem of the three groups is the lack of vocabulary, although all groups could use dictionaries it is seen that all participants had issues with the lexica. Especially, Group 3, which did not use other verb than söylemek.

### 3. Suggestions for the improvement of the lesson:

Maybe if in the pre-task the language instructor explains more the pragmatics and semantics of the irreal markers would understand better. Moreover, in the task maybe the title Bu masalı yeniden yazın should not exist, because it seems it confuses the participants. Furthermore, except the dictionaries maybe during the task a lexica could be given, especially some synonyms for some words such as: dikkat etmek, söylemek etc.

#### **D. Observations according to motivation questionnaire:**

After both the lessons, (traditional lesson and TBLT lesson) a motivation questionnaire distributed to assess which of the two lesson approaches was more productive for the learners; text production.

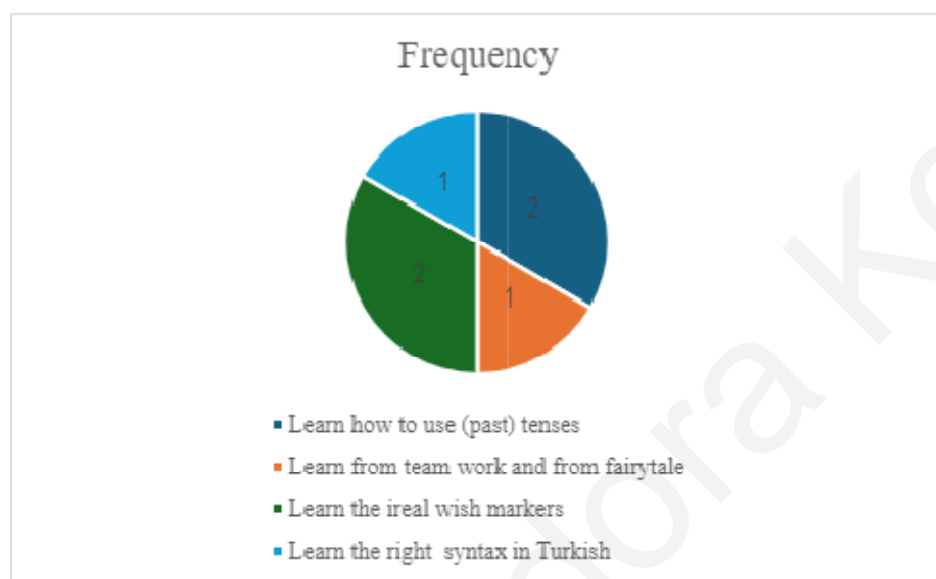
The questionnaire has two parts, one is just to answer questions about lesson in 31 of January 2024, in the second part there is a table which attests to show which approach, according to the participants, was more productive.

#### 1. What have you learned today? (31/1/24)

The objectives for this lesson is participant learn how ired wish is expresses in Turkish wuth the markers: -sAyđI,-(I/A)rđI, -(y)AcAktI and use them in their writings.

Two participants of the five mention that they learn how to use the tenses/ the past tenses. Two participants comment that they learn how to use the past suffixes and ired wish in Turkish. There is one participant who mentions that she/he learn the right syntax in Turkish and one she/he mentions how important is the team work and how much you can learn from a fairytale. It is seen that two of the five participants get the aim of the lesson. The following graph shows what participants learned in the lesson:

Graph 6:



2. Wich part(s) tasks did you like more than other parts? Why?

In this question all the participants answered that they liked the task part, the creative writing part where they should rewrite the fairytale and be a character in the story (the Little Red Ridding Hood, the Woolf or the Little Red Ridding Hood's mother).

Three of the five participants mentions that they like this part the nost, because they have to use their fantasy and imagination, and that they like to be creative (teir artistic side). One participant mentions that it is reminder her/him, her/his childhood, and it makes her/him child again, also, it helps him/her understand the meaning of the fairytale. Finally, one participant mentions that she/he likes the team work.

3. Share with us your experience, expression, opinion, comments, and thoughts regarding today's lesson?

All participants mention that the lesson was fun and interesting. The language instructor was helpful and the lesson was understandable. One participant mentions that the lesson, although it was fun, it was tiring. In addition someone comments that she/he learned something new, and that she/he liked the use of the book and the fact that they worked in teams. Other participant mentions that she/he liked the pre-task (finding the suffixes in the book) and the question: Bu masal bize neleri öğretiyor?.

The second part includes three questions:

1. What part(s) did you like the most in the lessons?

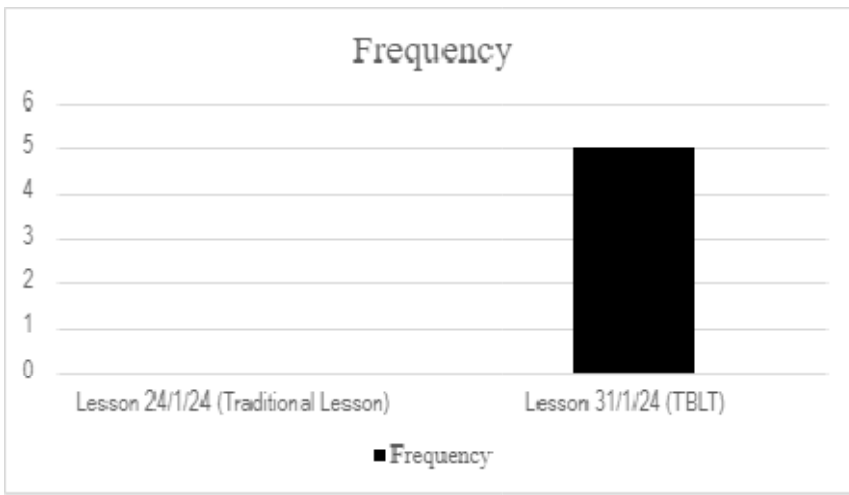
Comparing the two lessons (Lesson 24/1/24 (Traditional) and Lesson 31/1/24 (TBLT)), it is seen that for the Lesson 24/1/24 (Traditional), all participants mention that they like the teaching part, the tables, because they learned something new, it was interesting and that they help them remind the suffixes and their uses. Two participants mention that they liked the part where they have to translate the sentences and the exercises.

For the Lesson of 31/1/24, participants mention that they liked the task part, where they should rewrite the fairytale because they have to use their fantasy and imagination and due to the fact they should work in teams. Only one participant mentions that she/he liked the part where they should read the book and find the suffixes.

2. In which lesson did you have more fun?

All participants answered that they had fun in the second lesson (Lesson 31/1/24 (TBLT)). Some of the reasons according to the participants are, the team work and that they had to communicate and discuss and share ideas and opinions, also, because they had to use their imagination to rewrite the fairytale, as well as they were more active during this lesson. The following graph shows which lesson participants found more fun:

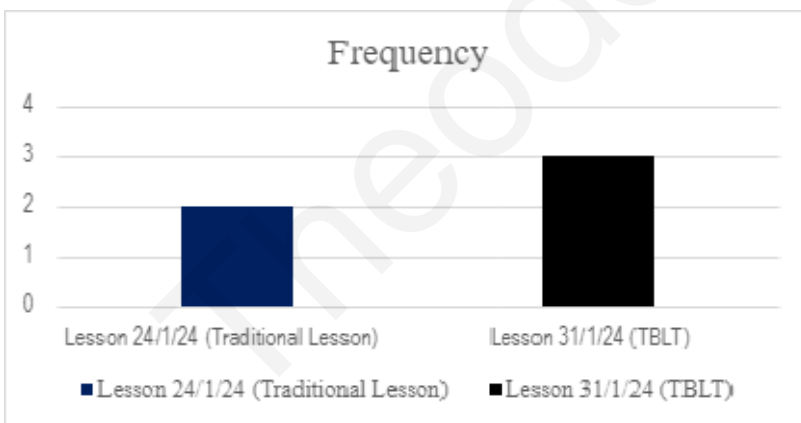
Graph 7:



### 3. In which lesson did you learn more easily?

Three of the five participants answered that they learned more easily in the second lesson (Lesson 31/1/24 (TBLT)). According to them, the team work helped them to learn more easily. Two participants comment that they have learned more easily in the first lesson (Lesson 24/1/24 (Traditional)), due to the fact that the language instructor in the beginning explained the grammar (tables) and there was a reminder for things that are almost forgotten. The following graph shows which lesson participants learned more easily:

Graph 8:



### Design of the lesson 2(part 1)-Plan 3: Traditional Lesson:

**Theme:** Necessity in Turkish

**Objectives:** 1. Introducing grammatical markers and lexica to express ‘necessity’ (-*(y)AcAk*, -*mAlİ*, -*sIn*, *gerek*, *lazım*)

2. Ability of learners to use these markers and lexica in Greek when translating into the Greek

**Participants:** Students of the Department of Middle and Eastern Studies of University of Cyprus, around 19 -24 years old, with different level of Turkish (6 participants)

**Level:**A1- A2

**Lesson:** Traditional Method/Individualy

**Lesson Materials:** Grammars (Ioannou (2004), Korkmaz (2009), Dafnopatides &Sanlioğlu (2018), Van Schaaik (2020)) and dictionaries (Tuncay &Καρατζάς 2000, 2009).

#### **A. Description of the steps of the language instructor:**

1. On the beginning, I will introduce the grammatical markers and lexica to express ‘necessity’ (-*(y)AcAk*, -*mAlİ*, -*sIn*, *gerek*, *lazım*), using a table witch I make, explaining how these markers and lexica (-*(y)AcAk*, -*mAlİ*, -*sIn*, *gerek*, *lazım*) are used, their meanings and how to translate them into the Greek. Except the formula (use), and the semantics/pragmatics I give to this table, I give two examples for each grammatical marker and lexica and their translation into the Greek. The sources I used to make this table (Table 1) are some Turkish grammars in English, Turkish and Greek(a combination of those): Van Schaaik (2020), Korkmaz (2009) and Dafnopatides &Sanlioğlu (2018). For the examples and their translation the only source is used is Dafnopatides &Sanlioğlu (2018), a Turkish grammar into Greek, in order the translation be the most closer can to Greek language. All the examples are the same as the book, the only example differs is ‘Evi temizlemen gerek.’ In the book the exact example is ‘Evi temizlemeliysen, annen gelmeden önce yap!’ (Dafnopatides &Sanlioğlu, 2018, p. 166). (30’)

Table 1:

Necessity: Αναγκαιότητα

1. **-(y)AcAk**

It shows a wish, an obligation, a commitment

Ex.:1. Şimdi bizi de dinleyeceksiniz!

Greek: Τώρα θα ακούσετε και εμάς!

Ex.:2. Bu kızla evlenmeyeceksin! İzin vermem!

Greek: Δεν θα παντρευτείς με αυτό το κορίτσι! Δεν το επιτρέπω!

2. Stem +(negation) + **-mAII** + copular markers

It is one of the ways to show necessity

Ex:1. Biz yaşlılara yardım etmeliyiz.

Greek: Πρέπει να βοηθάμε τους ηλικιωμένους.

Ex: 2. Çocuklar her gün süt içmeli.

Greek: Τα παιδιά πρέπει να πίνουν γάλα κάθε μέρα.

3. **-sIn**

It is the 3<sup>rd</sup> person singular and plural of Imperative – it can show a necessity- wish

Ex.: 1. Bağırma! Çocuklar duymasınlar!

Greek: Μην φωνάζεις! Να μην ακούσουν τα παιδιά!

Ex:2. Misafir bugün gelmesin, yarın gelsin!

Greek: Να μην έρθει σήμερα καλεσμένος, να/αζέρθει αύριο!

4. stem + (negation) + **-me/ -ma** + possessive suffix + **gerek/ lazım/ gerekiyor/ icap ediyor**



Ex.: 1. Sizin beklemeniz lazım.

Greek: Πρέπει να περιμένετε.

Ex.: 2. Evi temizlemen gerek.

Greek: Χρειάζεται/ Πρέπει να καθαρίσεις το σπίτι!

2. After explaining the markers and lexica expressing necessity (the table) and answer all the questions that students will have. I will give two exercises. The first exercise is to translate five sentences from Turkish into the Greek, to see if students understand how the grammatical markers and lexica are translated into Greek. The five sentences are made by me, taking ideas from Dafnopatides & Sanlioğlu (2018) and Ioannou (2004). Students will have dictionaries or they can ask if they have any questions about the vocabulary. (Exercise 1 will take 10'-15')

The second exercise will be to write a small paragraph (5-7 sentences) about characteristics which a good friend should have and use the markers and lexica: (y)AcAk, -mAlI, -sIn, gerek, lazım. (Exercise 2 will take 15')

Another table with lexica of human characteristics, adverbs, manners etc, will be given as a secondary material to help the students. Students can use dictionaries, too. In this exercise I want to observe if they understand the use of those markers, and if they can use them in their writings.

Table 2:

Lexica	Adverbs(time, manner)
erkek/kadın	her gün/ hafta/ ay
Türk/ İtalyan...	hep
yaşlı/ genç	bazen
sarı saçlı...	ara sıra
yeşil gözlü...	asla
uzun/ kısa/ orta boylu	erken geç
sakallı	genellikle
çalışkan	hemen
akıllı	nadir
sadık	sık sık
yanlızsız	yine

net	sabah /sabahleyin
deli	ögle/ öğleyin
neşeli	öğleden sonra
kibar	geçe
düzenli	

Exercise 1: Translate the following sentences from Turkish to Greek:

- Ateşim var. Doktora gitmem lazım.
- Fırına gitsin! Ekmek alsın!
- Bu şeyleri yememelisiniz! Sağlığa çok zararlı.
- Onu dinlemeyecek, kötü bir insan çünkü.
- Nineni onun sıkça ziyaret etmesi gerekiyor.

Exercise 2:

Write a small paragraph (5-7 sentences) about characteristics which a good friend should have and use the markers and lexica:

-(y)AcAk, -mAll, -sIn, gerek, lazım.

Use also lexica from the table below.

Table 2:

Lexica	Adverbs(time, manner)
erkek/kadın	her gün/ hafta/ ay
Türk/ İtalyan...	hep
yaşlı/ genç	bazen
sarı saçlı...	ara sıra
yeşil gözlü...	asla
uzun/ kısa/ orta boylu	erken geç
sakallı	genellikle
çalışkan	hemen
akıllı	nadir
sadık	sık sık
yanlızsız	yine
net	sabah /sabahleyin
deli	öğle/ öğleyin
neşeli	öğleden sonra
kibar	geçe
düzenli	

### 3. Monitoring:

I will evaluate the students' written text production of the lesson with the aim to attest if students have used the markers as given in the objectives.

#### **B. Description during the lesson/Learners' Work:**

The second lesson (part one) took place on 28th of February at 15:30 at the Lab of Glossology (Department of Middle Eastern Studies – University of Cyprus). Six participants came. The participants are students of the Department of Middle and Eastern Studies of University of Cyprus, around 19 -24 years old, who have different level in Turkish. The objectives of the lesson were to introduce grammatical markers and lexica to express 'necessity' (-(y)AcAk, -mAİİ, -sIn, gerek, lazım) and to teach how to use these markers and lexica in Greek when translating into the Greek, in writing.

To begin with I introduced the markers and give examples for how to use, translate and formulate these markers using a table (Table 1). Students could make questions. There were not any questions. This part took 30'.

After introducing the necessity markers I gave two exercises. The first one was five sentences translate them from Turkish to the Greek. Students had dictionaries if they wanted to use them, or they could ask me for the vocabulary. This exercise last for 10' - 15' and the aim was to observe if participants understood how to translate the necessity markers and lexica.

Exercise 1: Translate the following sentences from Turkish to Greek:

- f. Ateşim var. Doktora gitmem lazım.
- g. Fırına gitsin! Ekmek alsın!
- h. Bu şeyleri yememelisiniz! Sağlığa çok zararlı.
- i. Onu dinlemeyecek, kötü bir insan çünkü.
- j. Nineni onun sıkça ziyaret etmesi gerekiyor.

Table 1:

Necessity: Αναγκαιότητα

1. **-(y)AcAk**

It shows a wish, an obligation, a commitment

Ex.:1. Şimdi bizi de dinleyeceksiniz!

Greek: Τώρα θα ακούσετε και εμάς!

Ex.:2. Bu kızla evlenmeyeceksin! İzin vermem!

Greek: Δεν θα παντρευτείς με αυτό το κορίτσι! Δεν το επιτρέπω!

2. Stem +(negation) + **-mAII** + copular markers

It is one of the ways to show necessity

Ex.:1. Biz yaşlılara yardım etmeliyiz.

Greek: Πρέπει να βοηθάμε τους ηλικιωμένους.

Ex: 2. Çocuklar her gün süt içmeli.

Greek: Τα παιδιά πρέπει να πίνουν γάλα κάθε μέρα.

### 3. -sIn

It is the 3<sup>rd</sup> person singular and plural of Imperative – it can show a necessity- wish

Ex.: 1. Bağırma! Çocuklar duymasınlar!

Greek: Μην φωνάζεις! Να μην ακούσουν τα παιδιά!

Ex:2. Misafir bugün gelmesin, yarın gelsin!

Greek: Να μην έρθει σήμερα καλεσμένος, να/αξέρθει αύριο!

### 4. stem + (negation) + -me/ -ma + possessive suffix + **gerek/ lazım/ gerekiyor/ icap ediyor**

Ex.: 1. Sizin beklemeniz lazım.

Greek: Πρέπει να περιμένετε.

Ex.: 2. Evi temizlemen gerek.

Greek: Χρειάζεται/ Πρέπει να καθαρίσεις το σπίτι!

The second exercise's aim was to observe if students could use and formulate the markers and lexica in their writings. A secondary material for help had been given (Table 2). The participants could use also the dictionaries during this exercise to. The exercise was:

#### Exercise 2:

Write a small paragraph (5-7 sentences) about characteristics which a good friend should have and use the markers and lexica:

-(y)AcAk, -mAll, -sIn, gerek, lazım.

Use also lexica from the table below.

It last 15'. The lesson ended around 16:00.

Table 2:

Lexica	Adverbs(time, manner)
erkek/kadın	her gün/ hafta/ ay
Türk/ İtalyan...	hep
yaşlı/ genç	bazen
sarı saçlı...	ara sıra
yeşil gözlü...	asla
uzun/ kısa/ orta boylu	erken geç
sakallı	genellikle
çalışkan	hemen
akıllı	nadir
sadık	sık sık
yanlışsız	yine
net	sabah /sabahleyin
deli	öğle/ öğleyin
neşeli	öğleden sonra
kibar	geçe
düzenli	

Durring the lesson students had no many questions.

### C. Observations according to the exercises:

1. Objervations for exersice 1:

Exercise 1: Translate the following sentences from Turkish to Greek:

- Ateşim var. Doktora gitmem lazım.
- Fırına gitsin! Ekmek alsın!

- c. Bu şeyleri yememelisiniz! Sağlığa çok zararlı.
- d. Onu dinlemeyecek, kötü bir insan çünkü.
- e. Nineni onun şıkça ziyaret etmesi gerekiyor.

The aim of this exercise is to attest how students will translate those necessity markers and lexica.

- a. Ateşim var. Doktora gitmem lazım.

The six participants translated this sentence:

Participant 1: Έχω πυρετό. Πρέπει να πάω γιατρό.

Participant 2: Έχω πυρετό. Πρέπει να πάω στη γιατρό.

Participant 3: Έχω πυρετό, χρειάζεται/ πρέπει να πάω στον γιατρό.

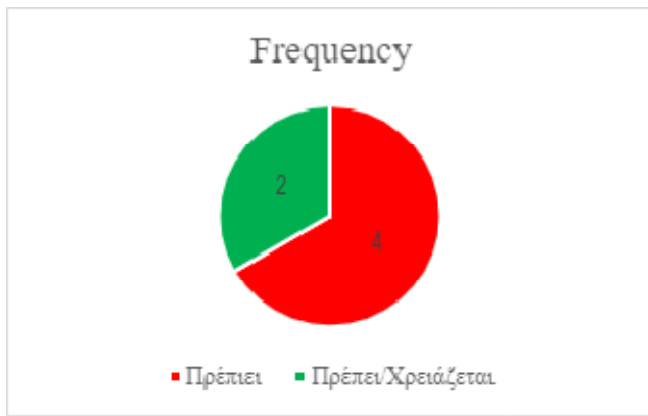
Participant 4: Πρέπει/Χρειάζεται να πάω στον γιατρό. Έχω πυρετό.

Participant 5: Έχω πυρετό. Πρέπει να πάω στον γιατρό.

Participant 6: Έχω πυρετό. Πρέπει να πάω στον γιατρό.

For the first sentence all participants translated as "Έχω πυρετό, χρειάζεται/ πρέπει να πάω στον γιατρό." All the participants translated the phrase "Ateşim var" as "Έχω πυρετό", and the phrase "Doktora gitmem lazım.", participants translated it as "χρειάζεται/ πρέπει να πάω (στον/στην γιατρό)". Some differences are, that: one participant start the sentence opposite (Participant 4: Πρέπει/Χρειάζεται να πάω στον γιατρό. Έχω πυρετό.). Another difference is with the translation of "Doktora", four participants translated it as "στον γιατρό", one participant translated it as "στη γιατρό", (Participant 2) and one as "πάω γιατρό". The difference is not only the articles, but also how the participants understood or knew whether the word "Doktora" is a general or categorical object. Five of the participants used a dot/full stop, one (Participant 3) used comma to combine the two sentences. As for how participants translated "lazım", all participants used "Πρέπει", except two who used both "Πρέπει" and "Χρειάζεται". The following graph shows how participants translated "lazım":

Graph 1:



b. Fırına gitsin! Ekmek alsın!

The six participants translated this sentence:

Participant 1: Να πάει στο φούρνο! Να πάρει ψωμί!

Participant 2: Πήγαινε στο φούρνο! Πάρε ψωμί!

Participant 3: Να πάει στο φούρνο! Να φέρει ψωμί!

Participant 4: Να πάει στον φούρνο! Να πάρει ψωμί.

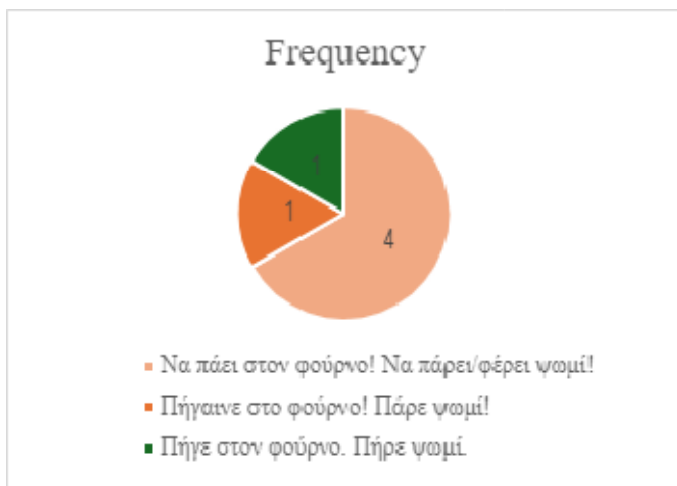
Participant 5: Πήγε στον φούρνο. Πήρε ψωμί.

Participant 6: Να πάει στον φούρνο! Να πάρει ψωμί!

The participants seem to have an issue with the translation of the suffix -sIn. Four of the six participants translated it as "Να πάει στο φούρνο! Να πάρει/φέρει ψωμί!". One participant translated this suffix as a Second person singular of the Imperative: "Πήγαινε στο φούρνο! Πάρε ψωμί!" (Participant 2) and one translated it as past tense marker: "Πήγε στον φούρνο. Πήρε ψωμί." (Participant 5). The following graph shows how participants have translated the marker -sIn:

Graph 2:





c. Bu şeyleri yememelisiniz! Sağlığa çok zararlı.

The six participants translated this sentence:

Participant 1: Δεν πρέπει να τα τρώτε αυτά. Δεν κάνει για την υγεία.

Participant 2: ..αυτά τα πράγματα!

Participant 3: Δεν πρέπει να τρώτε τέτοια πράγματα! Είναι βλαβερά για την υγεία.

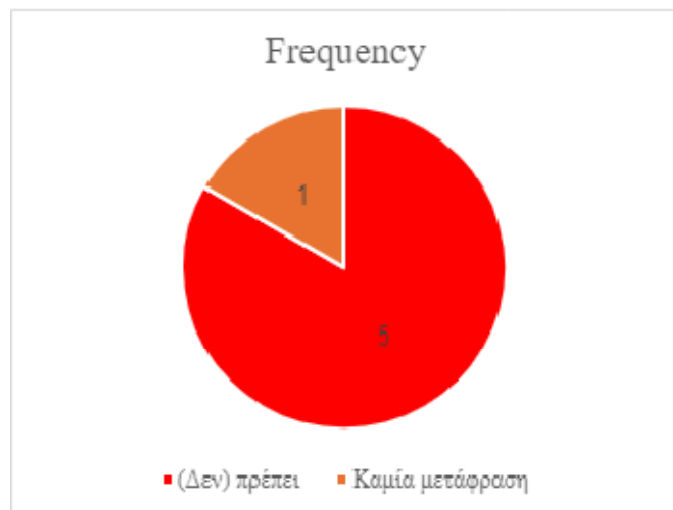
Participant 4: Δεν πρέπει να τρώτε αυτά τα πράγματα! Είναι πολύ βλαβερά για την υγεία.

Participant 5: Δεν πρέπει να τρώτε αυτά τα πράγματα. Είναι πολύ επιβλαβή για την υγεία.

Participant 6: Δεν πρέπει να τρώτε από αυτά τα πράγματα. Είναι πολύ βλαβερά για την υγεία.

Firstly, for the phrase "Sağlığa çok zararlı." Participants gave different translations. Three participants translated it as "Είναι (πολύ) βλαβερά για την υγεία." (Participant 3, Participant 4 and Participant 6). Participant 5, translated this phrase similar with the other three: "Είναι πολύ επιβλαβή για την υγεία." Participant 1, translated it as: "Δεν κάνει για την υγεία.". The phrase "Bu şeyleri yememelisiniz!", it is translated as ":Δεν πρέπει να τρώτε αυτά τα πράγματα." (Participant 4 and Participant 5), Participant 1 translated it as "Δεν πρέπει να τα τρώτε αυτά.", Participant 3 translated it as "Δεν πρέπει να τρώτε τέτοια πράγματα!" and Participant 6 translated it as "Δεν πρέπει να τρώτε από αυτά τα πράγματα.". It is observed that participants although in Turkish the word (Bu) şeyleri has the accusative suffix (αυτά τα πράγματα), in Greek language it can be translated with many ways. As for the verb "yememelisiniz!" five of the six participants translated it as "Δεν πρέπει να τρώτε". Participant 2 did not translate this sentence at all. The following graph shows that all participants translated with the same way the marker -mAll and one did not translate at all:

Graph 3:



d. Onu dinlemeyecek, kötü bir insan çünkü.

The six participants translated this sentence:

Participant 1: Δεν θα τον ακούσει, γιατί είναι κακός άνθρωπος.

Participant 2: Δεν θα τον ακούσει, κακός είναι άνθρωπος.

Participant 3: Δενθα τον ακούς αυτόν, γιατί είναι κακός άνθρωπος.

Participant 4: Δεν θα τον ακούσει επειδή είναι κακός άνθρωπος.

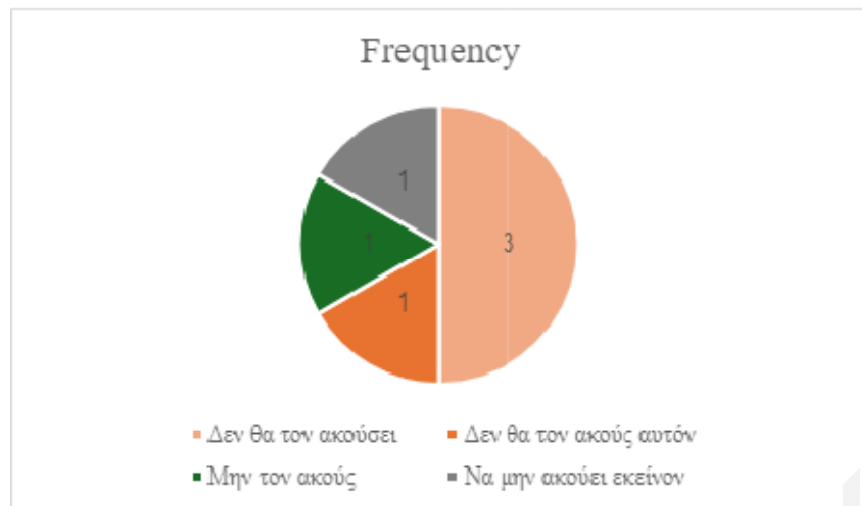
Participant 5: Μην τον ακούς, επειδή είναι κακός άνθρωπος.

Participant 6: Να μην ακούει εκείνον, επειδή είναι ένας άσχημος άνθρωπος.

In this sentence, for the first phrase "Onu dinlemeyecek", there are different translations. Three participants have translated it as "Δεν θα τον ακούσει" (Participants 1,2,4). Participant three translated with same words, but he/she made a mistake with the personal suffix: "Δεν θα τον ακούς αυτόν". Participants five and six, translated it as "(Να) μην ακούει", however Participant five did a mistake with the personal suffix: "Μην τον ακούς". Two of the six participants have made a mistake with the personal suffix (Participant 3,5). Participants used different tenses and moods (declarative, subjunctive and imperative mood).For the phrase "kötü bir insan çünkü", there are also various translations. Two participants translated it as "γιατί είναι κακός άνθρωπος"

(Participants 1,3). Three participants translated it as "επειδή είναι κακός/ άσχημος άνθρωπος" (Participants 4,5,6). Participant two translated this phrase without translating "ζünkü": "κακός είναι άνθρωπος". The following graph shows how participants translated the verb: dinlemeyecek marker -(y)AcAk with the negation and Onu:

Graph 4:



e. Nineni onun sıkça ziyaret etmesi gerekiyor.

The six participants translated this sentence:

Participant 1: Πρέπει να επισκέπτεσαι συχνά την γιαγιά σου.

Participant 2: Η γιαγιά συνάντησε..

Participant 3: Αυτός χρειάζεται να επισκέπτεται συχνά την γιαγιά.

Participant 4: Δεν πρέπει να επισκέπτεται την γιαγιά του.

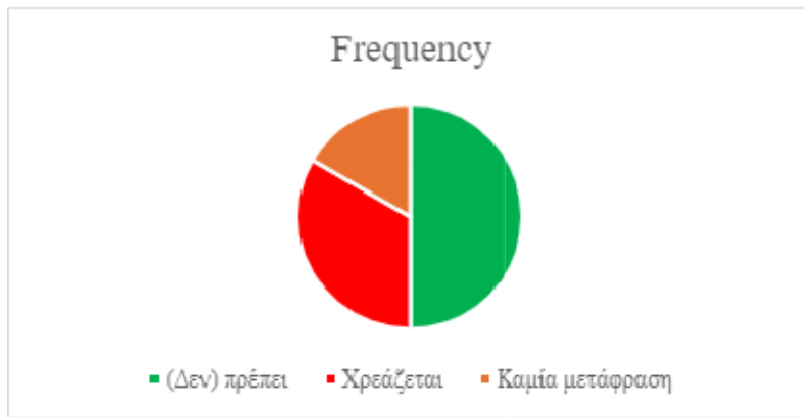
Participant 5: Πρέπει να επισκέπτεται την γιαγιά του συχνά.

Participant 6: Χρειάζεται να επισκέπτεται συχνά την γιαγιά του.

Except, Participant two who did not translate the sentence, Participant one, translated the sentence as: "Πρέπει να επισκέπτεσαι συχνά την γιαγιά σου." Participant one, have translated correctly "gerekiyor", and all the sentence, but she/he did a mistake with the possessive marker in the word: "etmesi" or she/he did not remember that the subject of "ziyaret etmesi" should be in genitive. (onun). Participant three, translated the sentence as ":

Αυτός χρειάζεται να επισκέπτεται συχνά την γιαγιά.", she/he translated correctly the sentence but she/he missed the possessive marker in the word: "Nineni". Participant four, she/he did three mistakes, she/he added negation in "gerekiyor", used third singular possessive suffix and not second: "Nineni", and not translated "sıkça". Participants five and six translated correctly the sentence, but they used third singular possessive suffix and not second: "Nineni". The following graph shows how participants translated the verb "gerekiyor":

Graph 5:



Participants translated lexica "lazım" as "πρέπει/χρειάζεται" and the marker -mAll as "πρέπει", except Participant one who did not translate at all. The word gerekiyor, is translated as "πρέπει/χρειάζεται". The problems, participants faced is with the marker -sIn and -(y)AcAk. There were different translations, in these sentences. Participants seen to have issues with the expression of tenses and moods in Greek. Furthermore, they missed suffixes such as this of negation and possessive suffixes. In some causes, participants seen to not understand the pragmatics of a marker/lexica and how it is formulated. There are different translations in the causes' suffixes, too. All that is due to the fact that participants did not only lack knowledge in Turkish, but in their mother language, also (Greek).

## 2. Observations for exercise 2:

### Exercise 2:

Write a small paragraph (5-7 sentences) about characteristics which a good friend should have and use the markers and lexica:

-(y)AcAk, -mAll, -sIn, gerek, lazım.

Use also lexica from the table below.

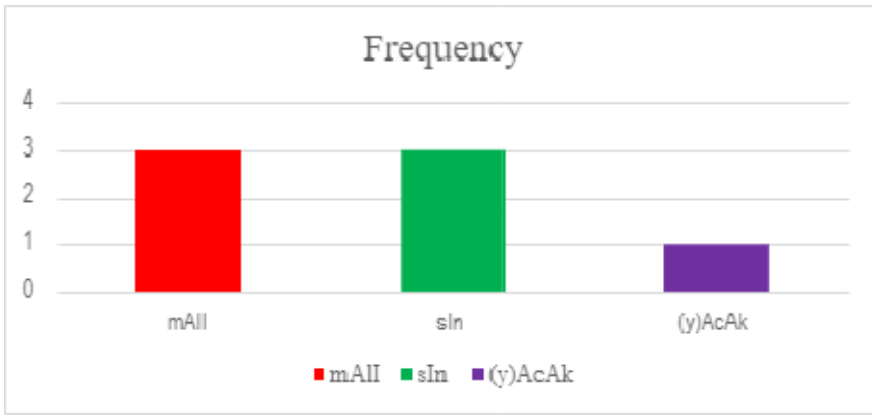
Table 2:

Lexica	Adverbs(time, manner)
erkek/kadın	her gün/ hafta/ ay
Türk/ İtalyan...	hep
yaşlı/ genç	bazen
sarı saçlı...	ara sıra
yeşil gözlü...	asla
uzun/ kısa/ orta boylu	erken geç
sakallı	genellikle
çalışkan	hemen
akıllı	nadir
sadık	sık sık
yanlızsız	yine
net	sabah /sabahleyin
deli	öğle/ öğleyin
neşeli	öğleden sonra
kibar	geçe
düzenli	

Participant 1:

Bence her arkadaş neşeli **olmalı**, net **olmalı**, ve biraz da deli **olmalı**. Kibar **olsun** ve en önemlisi de akıllı **olsunki**, arkadaşlarına tavsiye **versin**, herhangi bir konuda. Asla iyi günde, kötü günde beni **brakmayacak**.

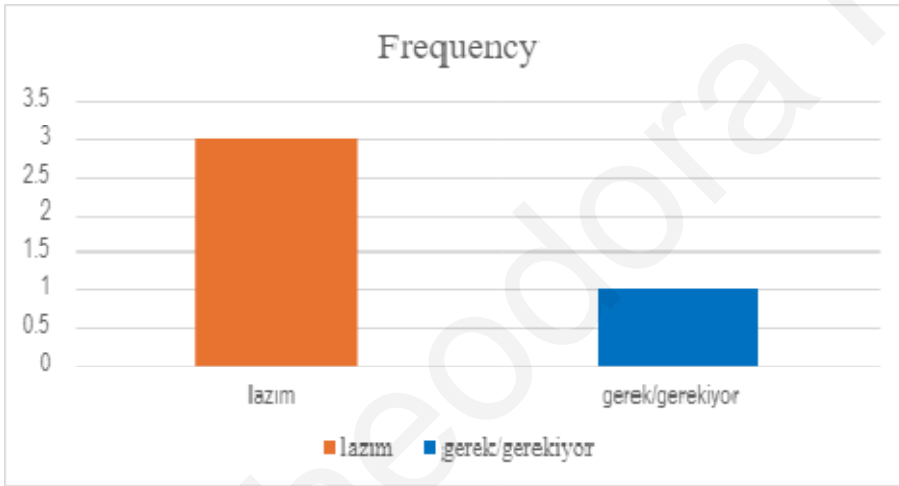
Graph 6:



Participant 2:

Erkek arkadaş akıllı **lazım**. Kadın arkadaş Türk ve sadık **lazım**. Kadın arkadaş sık sık deli. Arkadaş erkek ve kadın sabah kibar **lazım**. Erken geç neşeli **gerek**.

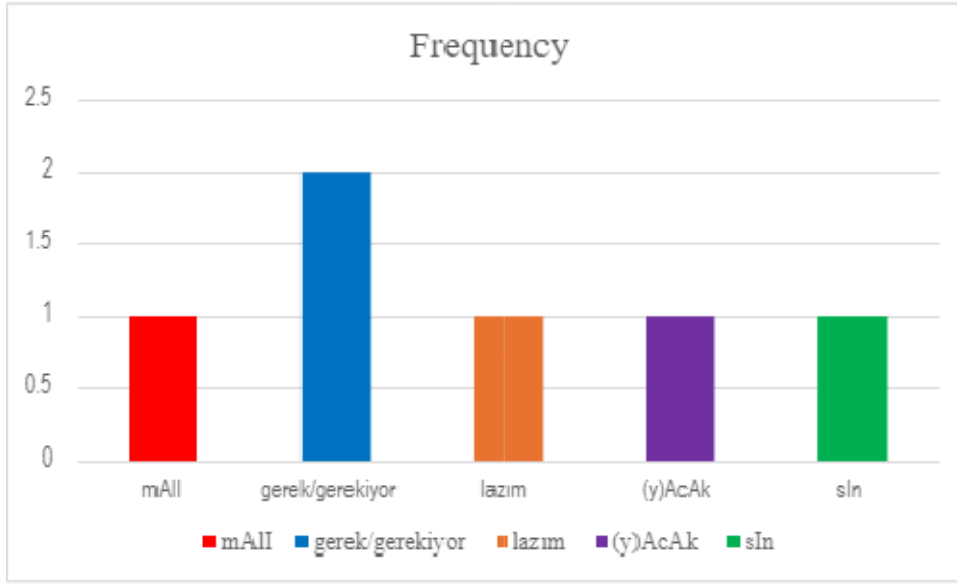
Graph 7:



Participant 3:

İyi bir arkadaş kibar **olmalı**. Onun ara sıra neşeli olması **gerekıyor**. Çalışkan ve akıllı **olsun**, ama onun deli olmaması **gerekıyor**. Yakın bir dostumun saçlarının sarı olması **lazım**. O de orta boylu **olacak**.

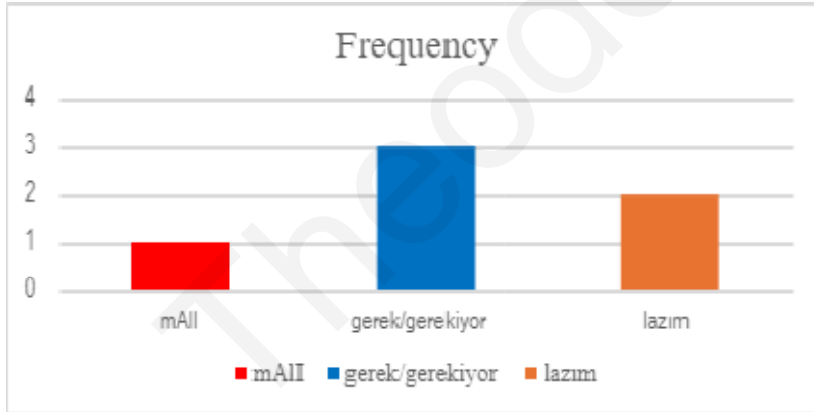
Graph 8:



Participant 4:

İyi arkadaşın her gün bana konuşması **gerek**. Beni **dinlemeli**. Dans gitmemiz **lazım** ve sık sık eğlenmemiz **gerekıyor**. Beni desteklemesi **gerek** ve birbirlerine yardım etmemiz **lazım**.

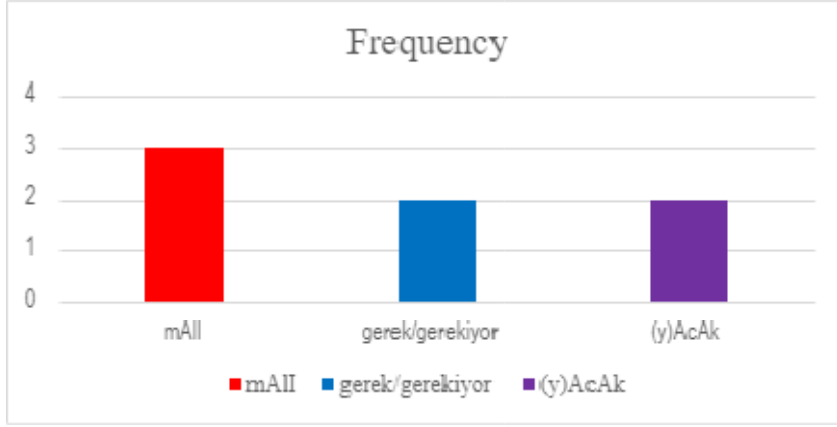
Graph 9:



Participant 5:

Bir kişi iyi arkadaş olmak için erkek veya kadın olmasına **gerek yok**. O kişi, seninle yalnızsız olması **gerek**. Herkes yalan söylemiyor başka insanlara, iyidir. Ayrıca, iyi bir arkadaş seninle sık sık **buluşmalıy**, çünkü birbirinize en güçlü bir ilişki **yaratacak**. Biraz deli **olmalı** çünkü iyi hissetmiyorsan o seni neşeli **yapabilecek**. Genellikle, iyi bir arkadaş düzenli ve sadık **olmalıdır**.

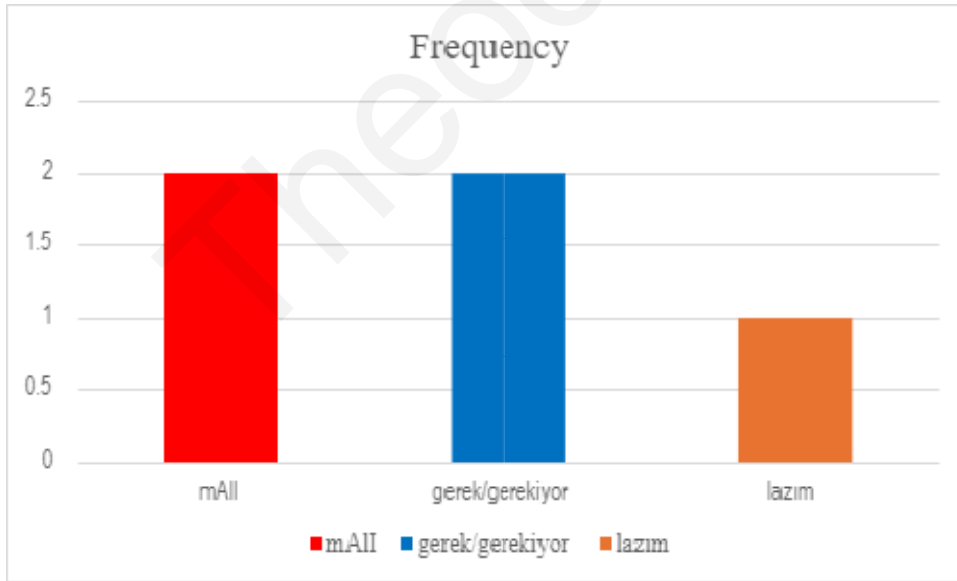
Graph 10:



Participant 6:

İyi bir arkadaş sadık **gerek**. Benim için yanlışsız ve deli **olmalı**. Erkek yoksa kadın olmak fark etmez. Her gün beraber sohbet **etmeliyiz**, hem de telefonda hem de yüz yüze. Daha iyi aynı dil konuşmak **lazım**. Hep neşeli olması istiyorum. Genellikle net olması ve benim sevmesi **gerek**.

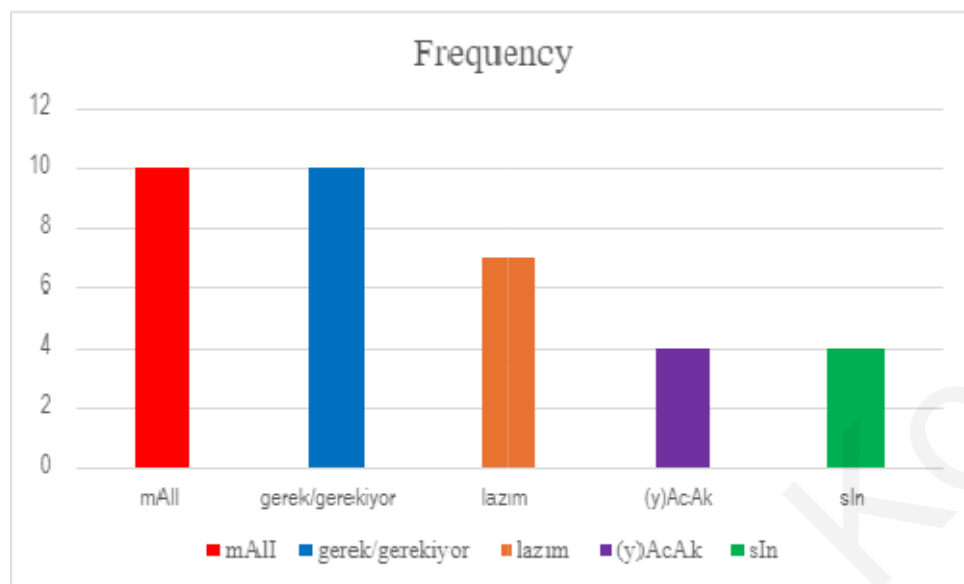
Graph 11:





All participants used the vocabulary/lexica given. That means this vocabulary table was helpful. Participants used all the marker and lexica. The problem is that some participants did not understand the pragmatics of lazım and gerek/ gerekiyor. Those participants are Participant two and six. The following graph shows how many times participants used the five markers in Exercise 2:

Graph 12:



From the graph above, it is concluded that participants used most the marker -mAll and the lexica gerek/ gerekiyor. (ten times each). Then, the next one in order is, lazım (seven times), -(y)AcAk (four times) and -sIn (four times). The marker -sIn used only from two participants (Participant 1 and 3), The marker -(y)AcAk was used from three participants. (Participants one, three and five). All participants used -mAll except Participant two. All participants except one, the Participant one, used the lexica gerek/ gerekiyor, however Participant two and six did not use it proper. (formula). Participants one and five did not use the lexica lazım. Some participants chose to use the marker -mAll and the lexica gerek/ gerekiyor, and lazım, because they probably already knew about them and their semantics, however two of them did not formulate them properly. And other used -(y)AcAk and -sIn, maybe due to the fact that they found more easier their formulation. In general, all participants understood the semantics and pragmatics of the five markers.

### 3. Suggestions for the improvement of the lesson:

Maybe participants could have more explanation of the markers, in order to understand better the pragmatics of the lexica and markers, in order to use more times the markers -(y)AcAk and -sIn. It is seen like that these two

markers are not be used, not because it is hard to understand their pragmatics and their semantics, but probably due to the fact that students learn from the beginning that these two markers use for different reasons to express Subjunctive mood and Future tense, that the reason, participants afraid to use these markers.

### **Design of the lesson 2(part 2): Plan 4: TBLT:**

**Theme:** To write an advertisement about the search for a roommate

*Ev arkadaşı arıyorum*

**Objectives:** Students learn how to use the grammatical markers and lexica to express ‘necessity’ by the markers -(y)AcAk, -mAll, -sIn and the lexica *gerek, lazım*, and the possibility marker -(y)Abil when writing an advertisement.

**Participants:** Students of the Department of Middle and Eastern Studies of University of Cyprus, around 19 -24 years old, with different level of Turkish (6 participants )

**Level:**A2-B1

**Social Working/Lerning:** Group Working

**Lesson Material:**Pictures, Advertisements, Dictionaries

**Duration/Hours:** 1 hour and 30’

#### **A Descriptions of the steps of the language instructor:**

1. Pre-task: 45’

1.1. On the beginning, I will use 6 pictures to introduce some of the vocabulary(see below in Table) of what should the behaviour of a good roommate be. The students then will write 4-5 sentences what they expect from a roommate s(h)e should do. Dictionaries will be given to help students with the vocabulary. (Tuncay & Καρατζιάς (2000, 2009). For this part I plan 15 minutes.



Kapıyı açık bırakmaması ve kapatması gerekir.



Temizlik beraber yapılacak.



Saygılı ve anlayışlı olmalı.



Bazen beraber eğlenbiliriz.



Birbirimize destek olmamız lazım. /Birbirimizi destekleyelim.



Tabii, ev masrafları paylaşılacak.

1.2. Then, I will give six advertisements in Turkish, and introduce the vocabulary and grammar using in each of the advertisements below. Students will read the texts:

a. Write what is the structure of the advertisements. (15 minutes)

b. According to the texts what are the (possible) characteristics a roommate must have. (15 minutes)

## Ev arkadaşı arıyorum:

Advertisement 1:

İlan Bilgileri	Açıklama	Konumu
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3+2 dubleks evime ev arkadaşı arıyorum. Kişisel ve ortak kullanım alanlarının temizliğine önem veren, evde sigara alkol tüketilmesinden rahatsız olmayacak, eğlenmeyi seven ve bilen ama dozunu kaçırmayacak kadar donanımlı ev arkadaşı arıyorum. Ev dubleks çift salonlu full+full eşyalı. Çok iyi konumda, çarşıya ve Sekapark'a yürüme mesafesinde. Evde aklınıza gelebilecek, ihtiyacınız olan tüm eşyalar mevcut.

Advertisement 2:

İlan Bilgileri	Açıklama	Konumu
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Merhabalar başlığın yanlış anlaşılması öncelikli talebim ve ricamdır. Cinsiyet ayrımına karşıyım fakat daha düzenli ve temiz oldukları için bayan ev arkadaşı arıyorum. Uzun süredir tek başıma yaşadığım evde hem benden başka birisinin olması hemde sessizliğin giderilmesi için ev arkadaşı arıyorum. Öncelikle mesleğim yazarlık fakat ara ara geçici işlerde çalışıyorum bir siyasetçimizin sponsorluğu vasıtasıyla daha çok yazarlık üzerinde çalışıyorum. Evde olma sıklığım değişkenlik göstermektedir. Bazı zaman şehir dışına çıkıyorum bazı zamanlarda da geçici işlerin peşinde yoğun templerle sürüklenip gidiyorum bazı zamanlarda da haftalarca aylarca evde kalıyorum. Sosyal iççilikten ziyade alkolle çok iyi dostluk bağlarım var. Fakat gayet uysal anlayışlı ve kibar biriyim. Evcil hayvanlara karşı değilim sorumluluk alınması dahilinde konuşulur ve çocuk bebek karşıtı da değilim yine bunlar konuşulur. Temizlik konusunda katıyım benim temizliğimde yapılacak demiyorum fakat herkes kendi temizliğini kesinlikle yapmalı zira aslanın dişisi erkeği yoktur. Aslan, aslandır ve aslan yattığı yerden belli olur. Başkaca kültürlü olması lazım gerçekten kültürsüz dar görüşlü biriyle selamlaşmam bile. Kira konusu görüşülür. Ev boğa heykeline, iskeleye, yürüme mesafesindedir. Marmaray, metrobüs, metro ve hızlı tren ayağının dibinde. Başka sormak istediğiniz bir şey varsa iletişim kurabilirsiniz.

Advertisement 3:

dairede toplam 4 bayan kalınacak.  
kalan bayanlar özbek ve türkmendir.  
750 tl kirası vardır  
faturalar ortak ödenecektir.  
işinde gücünde olan iletişime geçebilir.  
not:sadece türkmen veya özbek bayanlar için uygundur.

#### Advertisement 4:

İlan Bilgileri	Açıklama	Konumu
	<p>Merhaba ben ev sahibiyim ismim [REDACTED] evde şu anda yabancı öğrenci erkek bir arkadaşım ve Türk mühendis bir arkadaş yaşıyor yabancı İngilizce konuşabiliyor türkçesi biraz az ancak anlaşılabilir seviyede İngilizce pratiği için çok iyi bir fırsat olacaktır sizler için yurtdışım da olduğum için yatak odasını kiraya vereceğiz (ebeveyn banyo ve tuvaletli)</p> <p>Mutfak salon balkon ortak kullanım alanı evde tüm temel yaşam ihtiyaçları mevcuttur balkonu oldukça büyüktür yazın balkonda bile çok rahat uyuyabilirsiniz otobüs durağına yürüme mesafesi 4 dakika pazara çok yakın markete ve çarşıya yakın..</p>	

#### 2. Task (30’):

I will give big papers with picture of a house in each paper.

#### 2.1 For the group 1 the following task will be given: (30’)

Siz öğrencisiniz ve kiralayabileceğiniz ek bir odanız var. Bunun için bir ilan hazırlayın. İlanda aradığınız kişiden beklentilerinizi dile getirin ve onda varolması gereken özellikleri tam olarak açıklayın. Bunları ifade etmek için şu işaretleyicileri

-(y)AcAk, -mAlI -sIn ve *gerek, lazım* kelimelerini kullanın.

#### 2.2 For the group 2 the following task will be given: (30’)

Siz öğrencisiniz ve kiralayabileceğiniz ek bir odanız var. Bunun için bir ilan hazırlayın. İlanda aradığınız kişiden beklentilerinizi dile getirin ve onda varolması gereken özellikleri tam olarak açıklayın. Bunları ifade etmek için şu işaretleyicileri **-(y)AcAk**, **-mAlI**, **-sIn** ve *gerek*, *lazım* kelimelerini kullanın.

2.3 For the group 3 the following task will be given: (30')

Siz öğrencisiniz ve kiralayabileceğiniz ek bir odanız var. Bunun için bir ilan hazırlayın. İlanda aradığınız oda/ev arkadaşlığı için bir kız öğrenci istediğinizi ve ona karşı olan beklentilerinizi dile getirin ve onda varolması gereken özellikleri tam olarak açıklayın. Bunları ifade etmek için şu işaretleyicileri **-(y)AcAk**, **-mAlI**, **-sIn** ve *gerek*, *lazım* kelimelerini kullanın.

Lexica will be given:

The image shows two light blue rounded rectangular boxes. The first box on the left has the word 'ilan' at the top, followed by two smaller blue rounded rectangular buttons containing the words 'vermek' and 'okumak'. The second box on the right has the word 'ilan' at the top, followed by two smaller blue rounded rectangular buttons containing the words 'sahibi' and 'tarihi'. A large, faint watermark 'Theodor' is visible across the bottom of the page.

## Evin özellikleri

- apartman
- daire
- aylık kirası
- korum
- evi alanı
- kat
- mobilyalı
- mobilyasız

## Evin özellikleri

- depozito
- salon
- oda
- internet
- buzdolabı
- ocak
- mikrodalga fırın
- şofben
- çamaşır makinesi
- kurutma makinesi
- TV
- bahçe

Theodora Konisi



## Sahibin/Ev arkadaşının özelliklerini

- vegan vb.
- Türk, Alman vb.
- Müslüman vb.
- hayvanı var/yok
- net
- temizli
- sadık
- saygılı
- anlayışlı
- neşeli
- avukat vb.
- Türkçe , Yunanca vb.

## Fiiil

- desteklemek
- paylaşmak
- temizlemek
- ev işleri yapmak
- yardım etmek
- pişirmek
- toplamak

### 3. Post task: (15')

Each group presents their advertisements as an exhibition. (15')

### 4. Monitoring

I will evaluate the students' written text production of the two lessons (the first as a traditional lesson and the second as a TBLT lesson) with the aim to attest if students have used the markers and lexis as given in the objectives

After the lesson, a motivation questionnaire also distributed to assess which of the two lesson approaches was most productive for the learners' text production.

## B. Description during the lesson/Learners' work:

The second lesson (part 2) took place on 27 of March 2024, at 15:30, at the Lab of Glossology (Department of Turkish and Middle Eastern Studies –University of Cyprus). Five learners of the Turkish as SL/FL of the Department of Turkish and Middle Eastern Studies participated in this lesson. The participants are students of the Department of Turkish and Middle Eastern Studies of University of Cyprus, around 19 -24 years old, who have different level in Turkish. The objectives of the lesson were to introduce grammatical markers to express necessity (markers –sIn, -(y)AcAk, -mAll and lexica gerek and lazım, in creative writing for writing an advertisement.

### 1. Pre –task: 45 minutes

Firstly, participants divided into three groups, each group had two participants. They looked the six pictures and wrote sentences about what a good housemate should do? (the pictures are above)

Bir ev arkadaşı neler yapmalı? Neler yapmamalı? (4-5 cümleye kadar) (15')

Then, participants have some minutes to study the advertisements in Turkish (see above) and observe the structure of an advertisement. (15')

Then, participants according to the advertisements wrote what a good room-mate should have. Each participant chose his/her advertisement

İlana göre, ev arkadaşının neler yapması gerekiyor? (3-4 cümleye kadar) (15')

### 2. Task (30'):

Big papers were given, with picture of a house in each paper.

2.1 For the group 1 the following task was given: (30')

Siz öğrencisiniz ve kiralayabileceğiniz ek bir odanız var. Bunun için bir ilan hazırlayın. İlanda aradığınız kişiden beklentilerinizi dile getirin ve onda varolması gereken özellikleri tam olarak açıklayın. Bunları ifade etmek için şu işaretleyicileri

-(y)AcAk, -mAll -sIn ve *gerek, lazım* kelimelerini kullanın.

2.2 For the group 2 the following task was given: (30')

Siz öğrencisiniz ve kiralayabileceğiniz ek bir odanız var. Bunun için bir ilan hazırlayın. İlanda aradığınız kişiden beklentilerinizi dile getirin ve onda varolması gereken özellikleri tam olarak açıklayın. Bunları ifade etmek için şu işaretleyicileri **-(y)AcAk**, **-mAII**, **-sIn** ve *gerek, lazım* kelimelerini kullanın.

2.3 For the group 3 the following task was given: (30')

Siz öğrencisiniz ve kiralayabileceğiniz ek bir odanız var. Bunun için bir ilan hazırlayın. İlanda aradığınız oda/ev arkadaşlığı için bir kız öğrenci istediğinizi ve ona karşı olan beklentilerinizi dile getirin ve onda varolması gereken özellikleri tam olarak açıklayın. Bunları ifade etmek için şu işaretleyicileri **-(y)AcAk**, **-mAII**, **-sIn** ve *gerek, lazım* kelimelerini kullanın.

Participants could use dictionaries and lexica (see above). There were not many questions all the participants seen to understand the structure of the advertisement, the deeper analysis of pre-task and task will follow.

3. Post task: (15')

Each group presents their advertisements as an exhibition. (15')

4. Monitoring

I evaluated the students' written text production of the two lessons (the first as a traditional lesson and the second as a TBLT lesson) with the aim to attest if students have used the markers and lexica as given in the objectives.

After the lesson, a motivation questioner is also distributed to assess which of the two lesson approaches was most productive for the learners' text production.

### C. Observations according the pre-task, task, post task:

1. Pre-task:

Bir ev arkadaşı neler yapmalı? Neler yapmamalı? (4-5 cümleye kadar) (15')





Those are the pictures that were given to inspire participants with a phrase (see above).

Participant 1 :

İyi bir ev arkadaşı olmak için saygı **olmalı**. Mesela, diğer kişi uyumak istiyor gütültü **yapmamalı**. Veya diğer kişinin odasına izinsizle **girmemeli**. Ayrıca, onun arkadaşlarını davet etmeyi istiyor, diğer kişi **sormalıyor**. Her ayın sonunda ev masrafları **paylaşılmalı**, ve birbirleri destekleyerler. Ev arkadaşı bir kişinin en yakın insan gibidir çünkü aynı evde yaşıyor.

Participant 2 :

Bir ev arkadaşı kesinlikle temiz **olmalı**, ev işlerine bana **yardım etmeli**. Saygılı olması gerekiyor. Okuduğum zaman gürültü **yapmamalıdır**. Kötü ve iyi günlerde birbirimize destek **vermeliyiz**. Bağırıp **çağırmamalı**. Eşyalarını her tarafa **dökmemeli**. Özelliklere gelsek ev arkadaşım neşeli, temizli **olmalı** ve önemlisi iyi insan **olmalı**.

Participant 3 :

Bir ev arkadaşı **pişirmeli**. Onun şeyleri paylaşılması **gerekiyor**. Beraber dışarıya gitmemiz **lazım**. Benimle/yanıma **olsun**.

Participant 4 :

Bir ev arkadaşı temizlik **yapmalı** ve başkalarına saygı **duymalı**. Saygılı ve anlayışlı **olmalı**. Ev masrafları **paylaşılmalı** ve kapıyı kapatması **olmalı**.

Participant 5 :

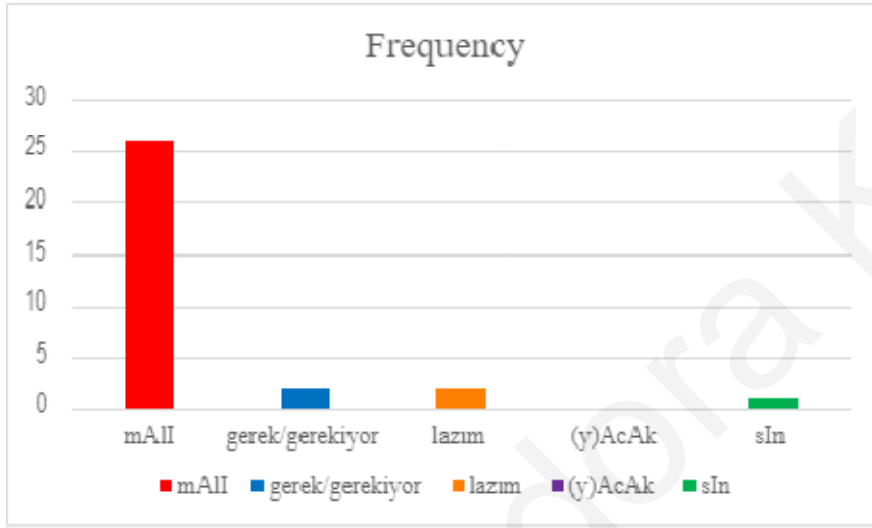
Bir ev arkadaşı **desteklemeli**, bana. Evin şeyleri **paylaşılmalı**. İyi bir insan **olmalı**. Temizlik **yapmalı**.

Participant 6:

Ev arkadaşım saygılı ve neşeli bir insan **olmalı**. Müslüman veya Hıristiyan olmak fark etmez. Ancak beraber ev işleri **paylaşmalıyız** ve yemek **pişirmeliyiz**. Evin masraflarını paylaşmak **lazım**. Elbette beraber odaları toplamamız **gerek**.

In this part, it can be concluded that pictures and vocabulary helped participants to think and imagine. Some vocabulary they used is: saygı, masraflar, paylaşmak, desteklemek, anlayışlı etc. As for the use of the markers, the marker -mAll was used twenty six times ( olmalı (x8), yap(ma)malı (x4), yardım etmeli, vermeliyiz, girmemeli, sormalıyor, paylaşmalı(x4), çağırmmalı, dökmemeli, duymalı, pişirmeli (x2), desteklemeli), gerek was used two times (only from Participant 3 and Participant 6), lazım was used two times (Participant 3 and Participant 6) and -sIn one time, only from Participant 3. (olsun). The markers are used properly. The following graph shows how many times each marker was used:

Graph 1:



İlana göre, ev arkadaşının neler yapması gerekiyor? (3-4 cümleye kadar) (15')

Advertisement 1:

İlan Bilgileri	Açıklama	Konumu
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3+2 dubleks evime ev arkadaşı arıyorum. Kişisel ve ortak kullanım alanlarının temizliğine önem veren, evde sigara alkol tüketilmesinden rahatsız olmayacak, eğlenmeyi seven ve bilen ama dozunu kaçırmayacak kadar donanımlı ev arkadaşı arıyorum. Ev dubleks çift salonlu full+full eşyalı. Çok iyi konumda, çarşıya ve Sekapark'a yürüme mesafesinde. Evde aklınıza gelebilecek, ihtiyacınız olan tüm eşyalar mevcut.

Advertisement 2:

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### Advertisement 3:

### Advertisement 4:

İlan Bilgileri	Açıklama	Konumu
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dairede toplam 4 bayan kalınacak.  
kalan bayanlar özbek ve türkmendir.  
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İlan Bilgileri	Açıklama	Konumu
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Merhaba ben ev sahibiyim ismim [redacted] evde şu anda yabancı öğrenci erkek bir arkadaşım ve Türk mühendis bir arkadaş yaşıyor yabancı İngilizce konuşabiliyor türkçesi biraz az ancak anlaşılabilir seviyede İngilizce pratiği için çok iyi bir fırsat olacaktır sizler için yurtdışın da olduğum için yatak odasını kiraya vereceğiz (ebeveyn banyo ve tuvaletli)  
Mutfak salon balkon ortak kullanım alanı  
evde tüm temel yaşam ihtiyaçları mevcuttur balkonu oldukça büyüktür yazın balkonda bile çok rahat uyuyabilirsiniz otobüs durağına yürüme mesafesi 4 dakika pazara çok yakın markete ve çarşıya yakın..

### Participant 1:

İlana göre eve gelecek olan arkadaş ingilizcesini **pratik yapabilir**, çünkü evde kalanlar Türkçe' yi konuşmıyorlar.

This is the advertisement that he/she used: (Advertisement 4):

İlan Bilgileri	Açıklama	Konumu
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Merhaba ben ev sahibiyim ismim [redacted] evde şu anda yabancı öğrenci erkek bir arkadaşım ve Türk mühendis bir arkadaş yaşıyor yabancı İngilizce konuşabiliyor türkçesi biraz az ancak anlaşılabilir seviyede İngilizce pratiği için çok iyi bir fırsat olacaktır sizler için yurtdışın da olduğum için yatak odasını kiraya vereceğiz (ebeveyn banyo ve tuvaletli)  
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### Participant 2:

İlana göre, kültürlü olması **gerekiyor**. Onun evcil hayvanları ve çocukları **olabilir**. Onun kendi temizliğini yapması **gerekiyor**.

This is the advertisement that he/she used: (Advertisement 2):

İlan Bilgileri	Açıklama	Konumu
	<p>Merhabalar başlığın yanlış anlaşılması öncelikli talebim ve ricamdır. Cinsiyet ayrımına karşıyım fakat daha düzenli ve temiz oldukları için bayan ev arkadaşı arıyorum. Uzun süredir tek başıma yaşadığım evde hem benden başka birisinin olması hemde sessizliğin giderilmesi için ev arkadaşı arıyorum. Öncelikle mesleğim yazarlık fakat ara geçici işlerde çalışıyorum bir siyasetçimizin sponsorluğu vasıtasıyla daha çok yazarlık üzerinde çalışıyorum. Evde olma sıklığım değişkenlik göstermektedir. Bazı zaman şehir dışına çıkıyorum bazı zamanlarda da geçici işlerin peşinde yoğun templerle sürüklenip gidiyorum bazı zamanlarda da haftalarca aylarca evde kalıyorum. Sosyal iççilikten ziyade alkolle çok iyi dostluk bağlarım var. Fakat gayet uysal anlayışlı ve kibar biriyim. Evcil hayvanlara karşı değilim sorumluluk alınması dahilinde konuşulur ve çocuk bebek karşıtı da değilim yine bunlar konuşulur. Temizlik konusunda katıyım benim temizliğimde yapılıcak demiyorum fakat herkes kendi temizliğini kesinlikle yapmalı zira aslanın dişisi erkeği yoktur. Aslan, aslandır ve uslan yattığı yerden belli olur. Başkaca kültürlü olması lazım gerçekten kültürsüz dar görüşlü biriyle selamlaşmam bile. Kira konusu görüşülür. Ev boğa heykeline, iskeleye, yürüme mesafesindedir. Marmaray, metrobüs, metro ve hızlı tren ağının dibinde. Başka sormak istediğiniz bir şey varsa iletişime kurabilirsiniz.</p>	

### Participant 3:

Temizli **olmalı**. Temizlemesi **gerekliyor**. Sigara ve alkol kullandığım zaman, rahat olması **lazım**. **Eğlenmesin!**

This is the advertisement that he/she used: (Advertisement 1):

İlan Bilgileri	Açıklama	Konumu
	<p>3+2 dubleks evime ev arkadaşı arıyorum. Kişisel ve ortak kullanım alanlarının temizliğine önem veren, evde sigara alkol tüketilmesinden rahatsız olmayacak, eğlenmeyi seven ve bilen ama dozunu kaçırmayacak kadar donanımlı ev arkadaşı arıyorum. Ev dubleks çift salonlu full+full eşyalı. Çok iyi konumda, çarşıya ve Sekapark'a yürüme mesafesinde. Evde aklınıza gelebilecek, ihtiyacınız olan tüm eşyalar mevcut.</p>	

### Participant 4:

Bayan **olmalı**. Kira **ödemeli**. Türkmen veya Üzbek **kalmıyacak**. Faturalar ortak **ödemeli**.

This is the advertisement that he/she used: (Advertisement 3):

İlan Bilgileri	Açıklama	Konumu
	<p>dairede toplam 4 bayan kalınacak. kalan bayanlar özbek ve türkmendir. 750 tl kirası vardır faturalar ortak ödenecektir. işinde gücünde olan iletişime geçebilir. not:sadece türkmen veya özbek bayanlar için uygundur.</p>	

### Participant 5:

İzgilizce **konuşabiliyor**. Pratiği için çok iyi bir **fırsat olabilir**. Yatak odasının kiraya **verebilir**, rahat **uyuyabilir**.

This is the advertisement that he/she used: (Advertisement 4):

İlan Bilgileri	Açıklama	Konumu
	Merhaba ben ev sahibiyim ismim [redacted] evde şu anda yabancı öğrenci erkek bir arkadaşım ve Türk mühendis bir arkadaş yaşıyor yabancı İngilizce konuşabiliyor türkçesi biraz az ancak anlaşılabilir seviyede İngilizce pratiği için çok iyi bir fırsat olacaktır sizler için yurtdışın da olduğum için yatak odasını kiraya vereceğiz (ebeveyn banyo ve tuvaletli) Mutfak salon balkon ortak kullanım alanı evde tüm temel yaşam ihtiyaçları mevcuttur balkonu oldukça büyüktür yazın balkonda bile çok rahat uyuyabilirsiniz otobüs durağına yürütme mesafesi 4 dakika pazara çok yakın markete ve çarşıya yakın..	

Participant 6:

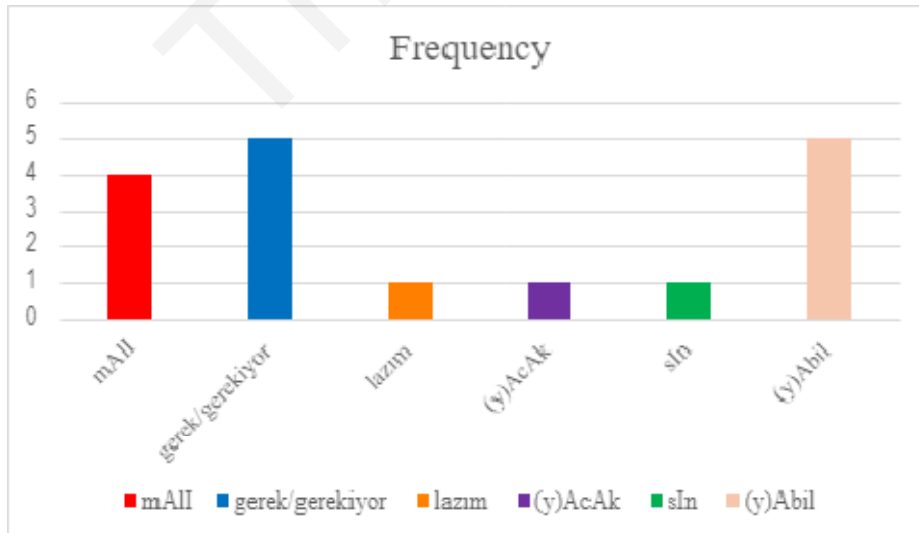
Özbek ve Türkmen olması **gerekiyor**. Faturalar ortak ödenmesi **gerekiyor**.

This is the advertisement that he/she used: (Advertisement 1):

İlan Bilgileri	Açıklama	Konumu
	3+2 dubleks evime ev arkadaşı arıyorum. Kişisel ve ortak kullanım alanlarının temizliğine önem veren, evde sigara alkol tüketilmesinden rahatsız olmayacak, eğlenmeyi seven ve bilen ama dozunu kaçırmayacak kadar donanımlı ev arkadaşı arıyorum. Ev dubleks çift salonlu full+full eşyalı. Çok iyi konumda, çarşıya ve Sekapark'a yürüme mesafesinde. Evde aklımıza gelebilecek, ihtiyacımız olan tüm eşyalar mevcut.	

In this part, it is seen that gerek/ gerekiyor was used five times. Participant 2, 3 and 6 used the lexica gerekiyor. The marker -sIn was used one time (Eğlenmesin!) from Participant 3 and -(y) AcAk was used also, one time (kalınacak) from Participant 4. Lazım was used one time from Participant 3. The marker -mAll was used four times from Participant 3 and Participant 4. (olmalı (x2), ödemeli (x2)). Participant 1 and Participant 5 used only the possibility marker -(y)Abil, five times (pratik yapabilir (Participant 1), konuşabilir, fırsat olabilir, verebilir, uyuyabilir (Participant 5) and Participant 2 used also this marker one time (olabilir). The markers are used properly. The following graph shows how many times participants used the markers:

Graph 2:





## 2. Task: (30')

Big papers were given, with picture of a house in each paper.

### 2.1 For the group 1 the following task was given: (30')

Siz öğrencisiniz ve kiralayabileceğiniz ek bir odanız var. Bunun için bir ilan hazırlayın. İlanda aradığınız kişiden beklentilerinizi dile getirin ve onda varolması gereken özellikleri tam olarak açıklayın. Bunları ifade etmek için şu işaretleyicileri

-(y)AcAk, -mAlI -sIn ve *gerek, lazım* kelimelerini kullanın.

...Merhaba. Öğrenciyim ve birlikte üniversiteye **gidebilmek** için üniversitede sınıf arkadaşım olan oda arkadaşımın erkek arıyorum. Masrafları ve işlerini paylaşmak **gerekliyoruz**. Bana saygılı ve sadık arkadaşım olması **gerekliyor**. Ayrıca evin kirasını da **paylaşmalıyız**. Oda arkadaşım olmakla ilgilenen herkesi seveceğinden emin olan, sessiz, arkadaş canlısı ve sevimli bir insanım.

First Group, understood the structure of an advertisement. The group mention the characteristics of the room, the characteristics of the room's owner and the characteristics of the roommate. The given lexica was used. For the characteristics of the room and the owner this group has chosen to use the marker -DIr. For the characteristics of the owner, group has chosen to use the lexica *gerekliyoruz*, two times and the marker -mAlI one time (*paylaşmalıyız*). The marker -(y)Abil was used one time (*gidebilmek için*).

### 2.2 For the group 2 the following task was given: (30')

Siz öğrencisiniz ve kiralayabileceğiniz ek bir odanız var. Bunun için bir ilan hazırlayın. İlanda aradığınız kişiden beklentilerinizi dile getirin ve onda varolması gereken özellikleri tam olarak açıklayın. Bunları ifade etmek için şu işaretleyicileri **-(y)AcAk, -mAlI, -sIn** ve *gerek, lazım* kelimelerini kullanın.

... Ev arkadaşımın evini temizlemesi **gerekliyor**. Birisi aradığında bilgilendirilmem **olmalı**. Bir köpek **getirebilir**. Bana haber **verecek**. O mutlu **olmalı**. Kirayı ödemek **lazım**. Ben planlamayı ve temizlik severim. Partileri severim. Çok iyi yemek yaparım. Ev arkadaşlarıma karşı mutlu ve hoşgörülüyüm.

Group 2, also understood the structure of an advertisement and used the vocabulary given. For the characteristics of the room, this group has used, -mAktAdIr and -DIr. For the characteristics of the owner this group has used the marker -I/Ar. For the characteristics of the roommate, group has used two times the marker -mAlI (*olmalı* (x2)) and one time the markers -(y)AcAk (*verecek*), -(y)Abil (*getirebilir*) and lexica *gerekliyoruz* and *lazım*.

2.3 For the group 3 the following task was given: (30')

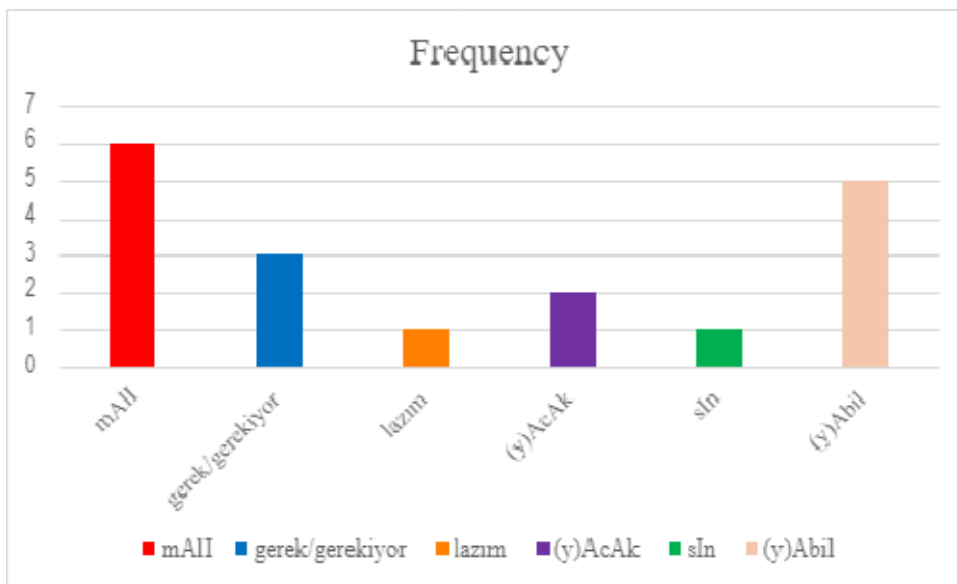
Siz öğrencisiniz ve kiralayabileceğiniz ek bir odanız var. Bunun için bir ilan hazırlayın. İlanda aradığınız oda/ev arkadaşlığı için bir kız öğrenci istediğinizi ve ona karşı olan beklentilerinizi dile getirin ve onda varolması gereken özellikleri tam olarak açıklayın. Bunları ifade etmek için şu işaretleyicileri **-(y)AcAk, -mAll, -sIn** ve *gerek, lazım* kelimelerini kullanın.

Merhabalar! Ev arkadaşı arıyorum. Özellikle kız öğrencisi **olsun**. Ona karşı olan beklentilerim şunlardır. Öncelikle, temiz **olmalı**, ev işlerine **yardım etmeli** ve en önemlisi..eşyalarının dağınık olmaması. Kendisi saygılı, anlayışlıve temiz **olmalı**. Odada banya var...Temizlik beraber **yapılacak**. Kira konusu görüşülür. İsterseniz, bazen beraber **eğlenebiliriz**. Ötobüs..**gidebilirsiniz**.. o telefonda **arabilirsiniz**..

Group 3, understood the structure of an advertisement. For the characteristics of the room the group has used the lexica var and for other information the marker **-(y)Abil**. For the characteristics of the owner the group has used the marker **-I/Ar**. For the characteristics of the roommate, it was used: the markers **-mAll, -(y)AcAk, -(y)Abil,-sIn**. The marker **-mAll** was used three times (**olmalı (x2), yardım etmeli**), the marker **-(y)AcAk** one time (**yapılacak**), the marker **-(y)Abil** three times (**eğlenebiliriz, gidebilirsiniz, arabilirsiniz**) and the marker **-sIn** one time (**olsun**).

As a conclusion, all the groups understood the structure of an advertisement and used the given vocabulary. Participants seen to understand the pragmatics and semantics of the necessity markers and lexica and the possibility marker. The marker **-mAll** was used six times from all the groups (**paylaşmalıyız,olmalı (x4), yardım etmeli**), the marker **-(y)AcAk** was used two times one from Group 2 and one from Group 3 (**verecek, yapılacak**), the marker **-(y)Abil** was used five times from all the groups (**gidebilmek için, getirebilir, eğlenebiliriz, gidebilirsiniz, arabilirsiniz**), the marker **-sIn** was used one time from the Group 3 (**olsun**), the lexica **gerekli** was used three times, only from Group 1 and 2, and the lexica **lazım** was used only one time from the Group 2. The following graph shows the total used of all the markers in Task:

Graph 3:



### 3. Suggestions for the improvement of the lesson:

The lesson goes well. For sure if it was possible to add more vocabulary it would be better. Maybe the pragmatics and semantics of some markers could be explained more. Other sources or pictures etc. Could be used to.

#### D. Observations according the motivation questionnaire:

After both the lessons, (traditional lesson and TBLT lesson) a motivation questionnaire distributed to assess which of the two lesson approaches was more productive for the learners; text production.

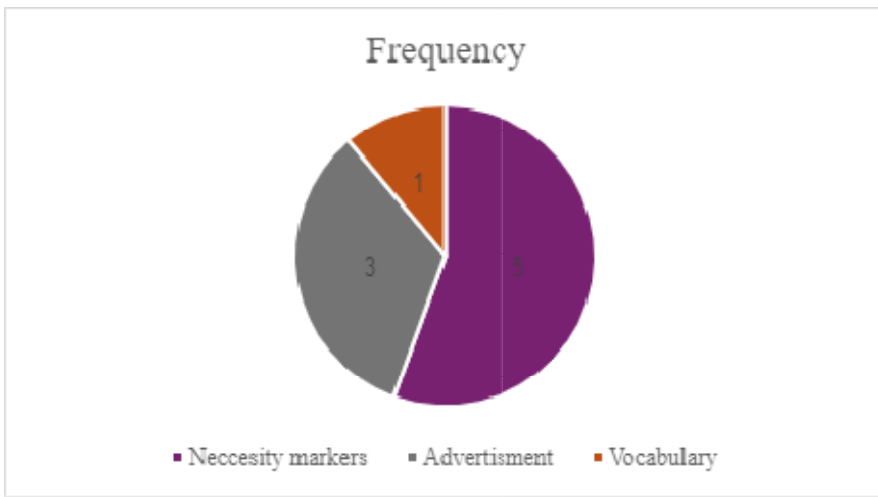
The questionnaire has two parts, one is just to answer questions about lesson in 27 of March 2024, in the second part there is a table which attests to show which approach, according to the participants, was more productive.

The first part according the lesson in 27 of March 2024 (TBLT Lesson) includes three questions.

#### 1. What have you learned today?

In this question from the six participants the three mention that they learned necessity markers. Two mention that they learned the markers –mAll, -(y)AcAk, -(y)Abil and the lexica gerek and lazım. Three participant mention that they learned how to do a good advertisement. One mention that he/she learned the vocabulary for the characteristics of a room and a roommate.

Graph 4:

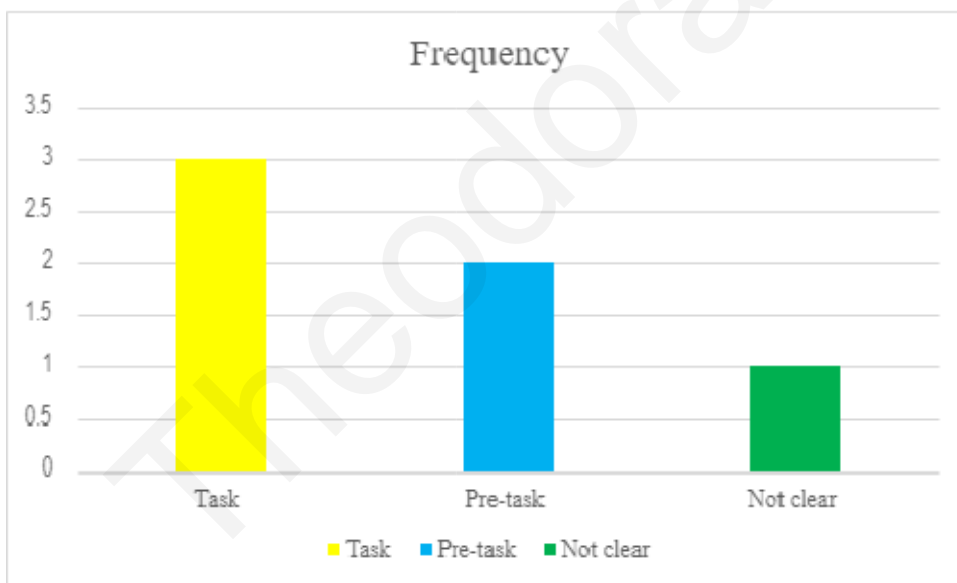


2. Which part(s) of the tasks did you like more than other parts? Why?

Three participants mention that they liked the Task (prepare an advertisement) because they used the grammar knowledge they have been taught, because they worked in teams. Two participants mention that they liked the part where they read the advertisements in order to find what markers are used in it. One participant mentions that he/she liked both the above the Pre-task and Task.

The following graph shows which part (Pre-task, Task) participants liked more:

Graph 5:



3. Share with us your experience, expression, opinion, comments and thoughts regarding today's lesson?

In this question the general conclusion is that participants had fun, they liked the fact they were used their fantasy and imagination and they do something unique (making the advertisement). In addition, one participant mentions that he/she remembered grammatical phenomena that he/she had been taught years ago. Two participants mention that they learned vocabulary and grammar.

The second part of motivation questionnaire includes three questions:

1. What part of the lessons participants liked the most and why?

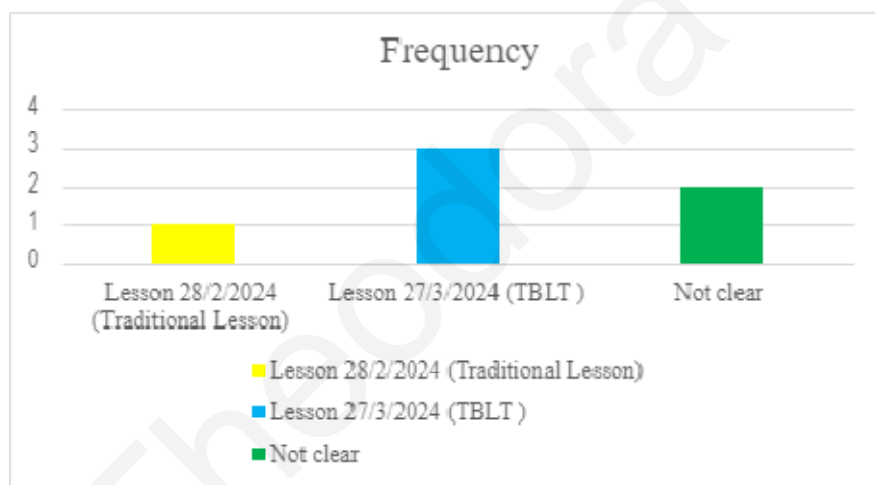
For the lesson with traditional approach, participants mention that they liked the grammatical phenomena, because they remembered them.(one participant). The other mention that they liked the exercises part because as some mention they like the to translate and they were very useful. One participant mention that he/she liked the table.

For the lesson with TBLT approach, participants mention that they liked the Task part-making the advertisement (3 participants), Twoparticipants mention that they liked the grammatical phenomena and one mentions that he/ she liked the process of the lessson.

2. In wich lesson participants had more fun and why?

Three participant were cleared that they liked TBLT approach lesson, because it was interesting, and creative, also working in teams. One participant mention that he/she liked the first lesson. Two participants were not clear wich lesson they liked more. In the next graph will beshown the findings.

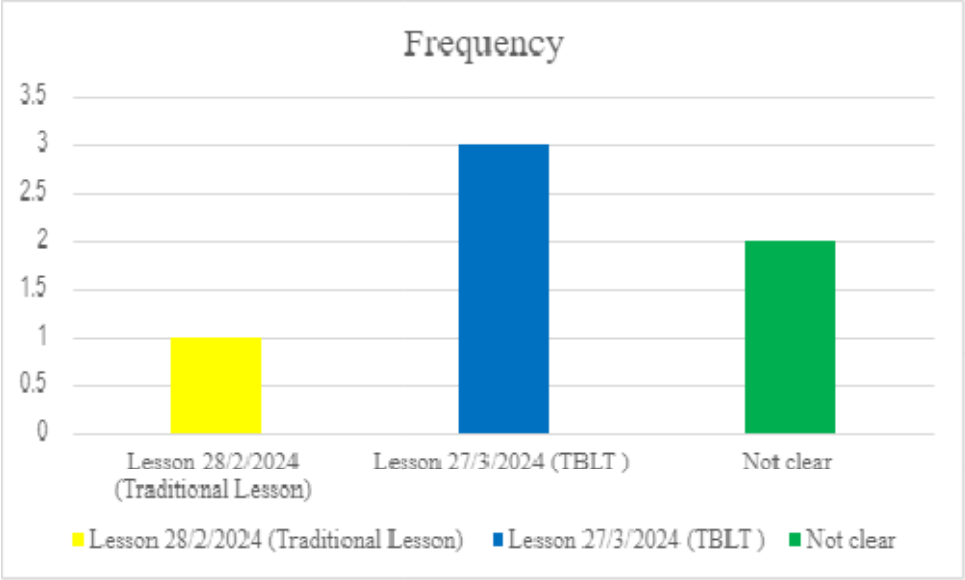
Graph 6:



3. In wich lesson participants learned more easily and why?

In this question, five of the six participants they were clear that they learned more easily in TBLT approach lesson. Some reasons they believe that, is because it was more interactive (working in groups), the vocabulary was more useful, participants have already a know;edge about those grammatical phenomena, and the reading of the advertisements was useful., these are some of the reasons participants think they have learned more in TBLT approach lesson. One participant did not clear in which lesson learned more easily. The following graph shows in wich lesson participants learned more easily.

Graph 7:



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### Chapter three: Results/ Conclusions

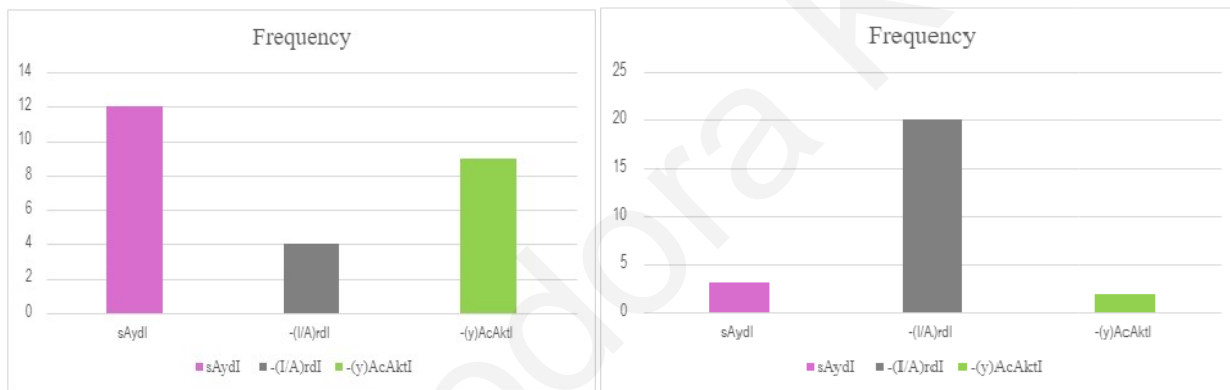
The research question, master thesis trying to answer is: "Can the TBLT tasks for creative writing facilitate the active use of grammar knowledge in Turkish as SL/FL?" The results are based on the findings from students' written text production's analysis and on the motivation questionnaires' findings.

#### 3.1.Results based on students' text production

According to the graphs from the Exercise 2 of the lesson in 24 of January 2024 (Traditional teacher-oriented approach) and the Task part of the lesson in 31 of January 2024 (TBLT- student-oriented), where the unreal wish and unreal conditional markers were taught, the findings show that:

Lesson 24 of January 2024:

Lesson 31 of January 2024:



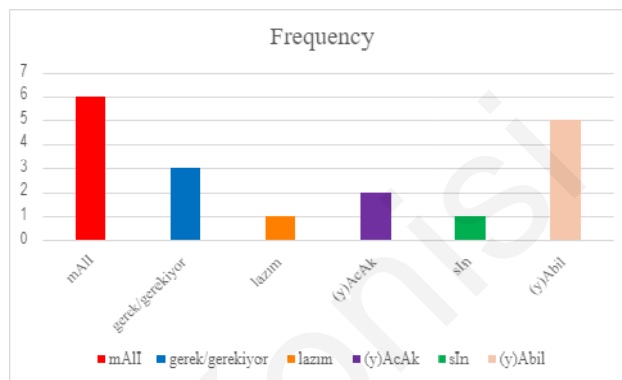
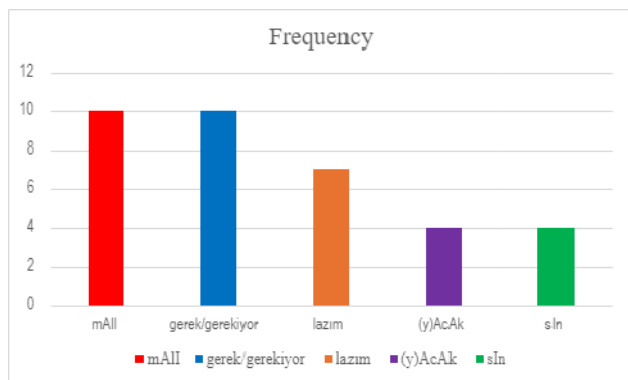
From these two graphs it is concluded that in traditional approach (teacher-oriented), participants used 12 times the marker -sAydI, in TBLT approach the marker -sAydI was used only three times. Participants used the marker -I/ArdI in the lesson with Traditional approach four times, and in TBLT lesson this marker was used twenty times. For the marker -(y)AcAktI participants used it nine times in Traditional teaching lesson and only two times in TBLT lesson.

From the findings it is seen that the use of -sAydI is four times (x4) more in traditional lesson. Furthermore the use of -I/ArdI in TBLT lesson is five times more (x5) than in the traditional lesson. As for the the marker -(y)AcAktI in traditional lesson was used nine times in traditional lesson and only three in TBLT lesson.

According to the graphs from the Exercise 2 of the lesson in 28 of February 2024 (Traditional method – teacher-oriented) and the Task part of the lesson in 27 of March 2024 (TBLT approach-student oriented approach), where the necessity markers and possibility marker were taught the findings show that:

Lesson 28 of February 2024

Lesson 27 of March 2024



From these two graphs it is concluded that participants used in Traditional approach lesson the marker -mAll ten times and in the lesson with TBLT approach six times. The lexica gerek/ gerekiyor and lazim, gerek/ gerekiyor in Traditional teaching lesson was used ten times, and lazim was used seven times. In lesson of 27 of March, gerek/ gerekiyor was used three times and lazim only one time. The marker -(y)AcAk was used four times in traditional teaching approach lesson and two times in TBLT approach lesson. Lastly, participants used -sIn four times (same as -(y)AcAk) in Traditional teaching lesson and one time same as lazim, in the TBLT approach lesson. In TBLT lesson the marker -(y)Abil was used five times.

The use of -mAll in the two lessons is similar (ten times in traditional lesson and six times in TBLT lesson). The use of gerek/ gerekiyor is more in traditional lesson than TBLT (ten times in traditional and three times in TBLT lesson). The use of lazim was also much more in traditional lesson (seven times) than in TBLT lesson, which it is used only one time. The marker -(y)AcAk was used the double times in Traditional lesson (four times) than in TBLT lesson (two times). The marker -sIn was used only one time in TBLT lesson and four times in traditional lesson.

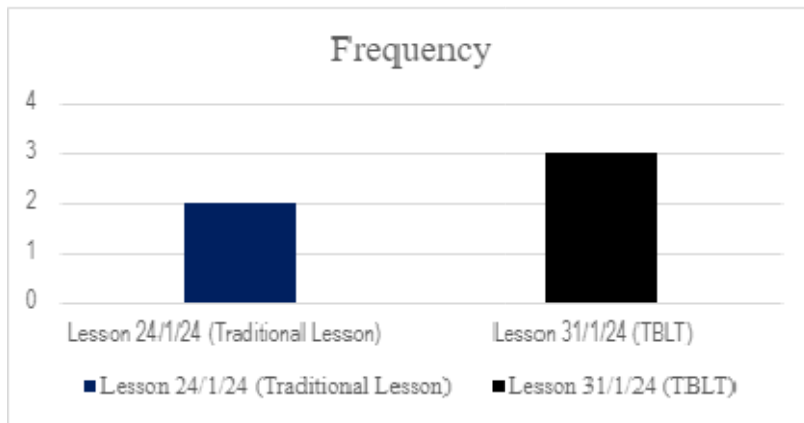
As a result, based on the students' text production Creative Writing can facilitate the active use of grammar knowledge in Turkish as SL/FL using the traditional approach as well as the TBLT principles. TBLT approach can help language instructors teach various grammatical phenomena more easily than with traditional approach, for example -I/ArdI. However, the exercises' and tasks' orders should be considered, too. For example, in the Task (Lesson one – 31 of January 2024) the order asks with the marker -I/ArdI.



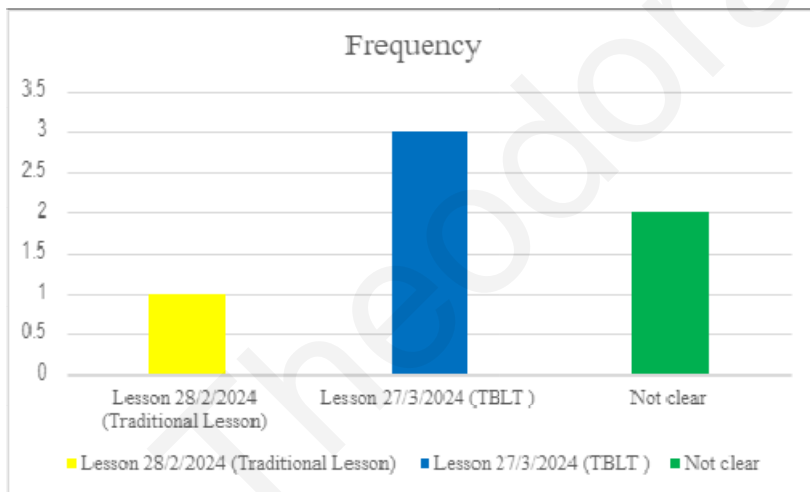
### 3.2. Results based on motivation questionnaires

The question from the motivation questionnaire that I will focus on is: In which lesson did you learn more easily?

For the lesson in 24 of January 2024 and 31 of January 2024 the graphs show that three participants mention that they learned more easily in TBLT lesson than in the traditional lesson.



For the lesson in 28 of February 2024 and 27 of March 2024 the graphs show that only one participant learned in traditional lesson. Three participants mention that they learned more easily in TBLT lesson than in the traditional lesson. And two participants were not clear in which lesson they learned more easily.



From this question, it can be concluded that Creative Writing can facilitate the active use of grammar knowledge in Turkish as SL/FL using TBLT principles.

Overall, the data (text production and the use frequency of the markers) analysed from only two lessons does not allow to arrive in a definite answer, however based on the text productions and answers in motivation questionnaires the trend is so far, that the combination of elements from traditional (teacher-oriented) and TBLT (student-oriented) tasks for Creative Writing can facilitate the active use of grammar knowledge.

## Chapter four: Discussions

During this whole research, firstly I observe that there is a gap on teaching necessity markers in Turkish as SL/FL. Furthermore, the topic about Creative Writing in Turkish as SL/FL should be analysed more. The difficulties foreign learners of Turkish language would be a good future research especially the problems with translation from Turkish to Greek, in some markers such as -sIn, possessive suffixes. Ather interesting topic is How TBLT (facilitates) improves and helps in Teaching Speaking or/ and Reading competence as well, in Turkish as a SL/FL. Finally, TBLT and how to improve translation skill or how to teach translate through TBLT approach it could be some areas that should be investigated more in the future.

## Abbreviations

CEF: Common European Framework of Reference for Languages

FL: Foreign Language

MQ: Motivation questionnaire/ motivation questionnaires

SL: Second Language

TBLT: Task –based language teaching

GZ: Geniş Zaman (-I/Ar )

TÖMER: Türkçe ve Yabancı Dil Uygulama ve Araştırma Merkezi

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## Attachments

[Lesson 1- Part 1 -Traditional Teaching -Exercises.pdf](#)

[Lesson 1-Part 2 -TBLT -Pre-Task.pdf](#)

[Lesson 1-Part 2-TBLT -Task.pdf](#)

[Lesson 1-Part 2-TBLT approach Bu masal neleri öğretiyor.pdf](#)

[Lesson 1- Motivation Questionaries.pdf](#)

[Lesson 2-Part 1 Traditional Teaching.pdf](#)

[Lesson 2-Part 2-Pre -task-Part 1.pdf](#)

[Lesson 2-Part 2 -TBLT -Pre-task -Part 2.pdf](#)

[Lesson 2 part 2-Task Group 1 .pdf](#)

[Lesson 2-Part 2-Task-Group 2.pdf](#)

[Lesson 2-Part 2- Task- Group 3.pdf](#)

[Lesson 2-Motivatiion Questionaries.pdf](#)