

Computer-Assisted Turkish Learning By Using Internet Technologies

Osman Solmaz

Student, Department of English Language Teaching, Dicle University, Turkey

osmansolmaz@gmail.com

Abstract

This study aims to determine the demographic features of online Turkish Language Learners aged between 18-26, the motives of learning Turkish and the difficulties learners face during their studies. For this reason, a questionnaire has been administered to Turkish learners from different countries. The data obtained from this study has been statistically analyzed. The results indicate that the demographic features of the learners are quite different and Turkish learners have different motives for learning Turkish including cultural, historical and individual reasons. The study also reveals that Turkish learners have some difficulties in the acquisition of certain sounds and grammatical structures.

Keywords: Turkish as a foreign language, Computer-assisted language learning (CALL), Agglutinative language

1. Introduction

Languages are like bridges connecting people and nations to each other. Being one of the symbols of a culture, languages are directly affected by history, culture, traditions and social life styles of a region. When the number of living languages ^[1] is considered, the diversity of cultures and the importance of the languages are clearly seen. "Language is the most direct expression of culture; it is what makes us human and what gives each of us a sense of identity." says the adopted Action Plan for the promotion of language learning and linguistic diversity by the European Commission. (The European Commission, 2005, p. 2)

Turkish is a language which has a considerable number of native speakers ^[2] in the world. Being a member of the Altaic language family, Turkish is written in Latin alphabet. Without 'q', 'w' and 'x' letters of the English alphabet and different letters from the English alphabet such as 'ç', 'ğ', 'ı', 'ö', 'ş', 'ü', Turkish is composed of 29 letters. Vowel harmony, agglutination and free word order can be presented as some of the major characteristics of the

Turkish Language. The agglutinative structure of Turkish is like Korean and Finnish. This structure system has its productive inflectional and derivational suffixations (Oflazer, 2003) which cause thousands of new words to be formed from a single stem by the addition of suffixes one after another (Arisoy, 2006). The other characteristic of Turkish is that it has considerably freer word order than English (Hoffman, 1994). Despite being described as a SOV (subject + object + verb) language, a sentence in Turkish can be formed in different ways. In addition, the conveyed meaning of the sentence depends on some other factors such as intonation. Another remarkable specialty of Turkish is its' vowel harmony which is a significant subject in Turkish grammar.

There was a dramatic development in recent years thanks to the internet (World Wide Web – www) and computer technologies. The innovations coming through these technologies have affected many fields including techniques and methods in language learning. As one of the results of this process, computer-assisted language learning (aka CALL) has been very popular in language learning and teaching. Although there are a significant number of studies related to CALL, there are not enough studies evaluating the roles of computers in Turkish Language teaching. The present study aims to determine demographic features and motives of online Turkish learners, as well as investigate the difficulties that online Turkish learners face.

This study is organized as follows; in the following section, past studies related to computer-assisted Turkish learning are reviewed. In the third section, information is given on the research methodology and the research questions. In section 4, results are presented and discussed in detail. The last section is the conclusion part.

2. Review of Literature

There have not been many studies which are directly related to Computer Assisted Turkish Learning. The chief aim in many of the past studies is to teach Turkish as a foreign language or to give information on Turkish Language. But there are some studies which could be related to this study.

One of these studies is by a Turkish researcher (Bayraktar, 2002). In “The Historical Progress of Teaching Turkish to Foreigners”, the history of Turkish Language from past to today’s Turkish spoken in Turkey is given. Besides, the resources which are used to teach Turkish to foreigners in the past by not only Turkish people but also others have been evaluated in the

study. *Kitabü'l Idrak Li Lisanü'l-Etrak* - Esirü'd-din Ebu Hayan of 1312 (*The Book of Understanding the Language of the Turks*) has been given as an example. One of the other examples which are written by foreigners is Codex Cumanicus. It is written at the end of 13rd century and start of 14th century. It can be said that the books which are written to teach Turkish Language were not the same and not written by only Turkish people or foreigners.

There was another related study (Yüce, 2005). The main interest of the study is to research teaching Turkish as a foreign language and European Language Criteria together. The study gives information about the History of Language Teaching and Methods, and then the study goes on with language criteria in Europe. After these parts, the study deals with teaching Turkish to foreigners and then mentions TÖMER (Turkish Teaching Center) which are the language centers for teaching Turkish. TÖMER's history, function and importance have been shared in the following parts of the study.

In another study which was interested in Computer-Assisted Learning of Turkish Morphology (Pembeci, 2001) Pembeci, Bozsahin and Zeyrek used a computational tool which has been designed to aid the learning of Turkish morphology. This tool is called TUWPA which means Turkish Word Production and Analysis. In the study, characteristics of Turkish morphology have been shared and then TUWPA has been introduced. This process has been followed with computational features of the tool and the practical usage of this tool in an Introductory Linguistic Class. The study can be accepted as an 'original' work since there is not enough study on Turkish Language and CALL at the same time.

3. Research Methodology and Questions

3.1 Research Methodology

The instruments used in this study include; 'an online questionnaire survey' and 'online Turkish learning forums'. While the first one includes an online survey which has been designed to collect data from Turkish Language learners aged between 18-26, the second one comprises answers of participants to the research questions on the related threads.

The online questionnaire survey (see Appendix A) was administered by means of a professional survey software, [QuestionPro](#). Sixty seven people (male=13, female=54) responded to the survey. The respondents were aged between 18-26 years and from thirty one different countries in the world including the United Kingdom (n=11), the United States of

America (n=11), Spain (n=4), Australia (n=4), Canada (n=3) and Romania (n=3). The data collection period continued for almost three weeks, from March 8, to 26, 2007. The survey included likert-type, open-ended and multiple choice questions.

The second group of instruments used to collect data was online Turkish learning forums (see [here](#) and [here](#)). In order to find out the opinions of online Turkish learners about the research questions, a new thread has been created on one of these forums. Turkish learners have been asked to share their reasons of learning Turkish in this thread (see [here](#)^[3]). In the other forum (see [here](#)^[4]), they have been asked to write the difficulties they encounter during their studies by means of the internal message services on the site. The last one also included the questions regarding the difficulties they faced when they tried to learn Turkish grammar, pronunciation, vocabulary and word order by Turkish learners. The answers given on both sites have been noted and evaluated.

3.2 Research Questions

The main research question of this study is as follows: “What are the difficulties that online Turkish language learners face during their studies?”

In addition to the primary research question, the present study has two secondary research questions.

1. What are the demographic features of online Turkish learners?
2. What are the motives and reasons of learners for learning Turkish?

4. Results and Discussion

The following part of the study includes results and analysis of the research questions. The results are based on the ‘online questionnaire survey’ and the answers given on the Turkish learning bulletin board. Firstly, the demographic features of the learners are presented. The next section contains internet usage frequencies and habits of online Turkish learners. These sections are followed by the analysis and discussion of Turkish learning motives and the difficulties faced by the students during their studies.

4.1 Demographic Features of Learners

Based on the results of the online survey, 54 out of the 67 participants were female and 13 of them were male. The respondents have taken the survey from 31 different countries of the

world. Most of them were from the United Kingdom (11), the United States of America (11). These countries are followed by Australia (4), Spain (4), Canada (3) and Romania (3). The number of the Europeans who have responded to the survey was 33 while there were 19 respondents from America. (see Fig. 1)

Today, most of the Turkish people living outside of Turkey live in different parts of Europe (Manco, 2000), Western Europe and Ex-Ottoman-Ruled countries in particular. Perhaps, the high number of European respondents may be a result of this fact. Because Turkish people living in these countries have relationships with local people in all phases of their daily lives. Thus, a desire may arise among local people for learning Turkish. But, this can be only one of the reasons in the countries where the significant number of Turkish minorities live in. For example, although there is not a remarkable Turkish community in Spain, there were four respondents from Spain.

Two of the questions in the online survey were about the marital status and occupations of the respondents. 59 out of 67 respondents were single only 8 of them were married. When the

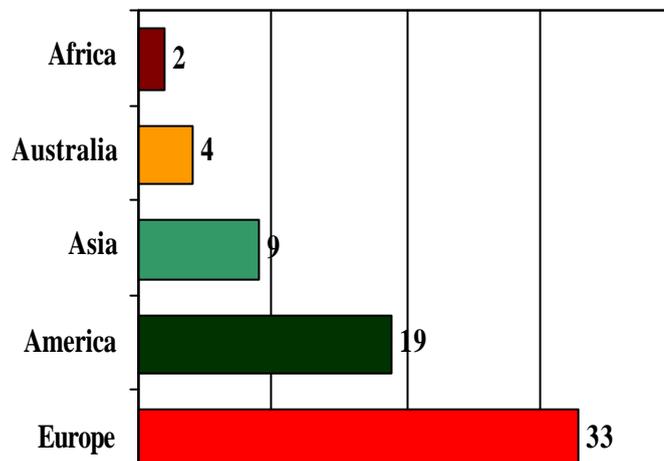


Fig. 1. Participants by continents.

occupations of the participants were asked, it resulted in 33 ‘student’ answers. There were no other notable answers except teacher (3), housewife (3), doctor (2) and secretary (2). Since all of the respondents were aged between 18-26 years old, it is normal that 59 of them were single and 33 of them were students. The participants of the online questionnaire survey were aged between 18-26 years and this may explain the high rates in the number of ‘single’ participants as well as ‘student’ respondents. It can be claimed that students and singles may have relatively freer time than married people who are probably working during the daytime. This can be a reason for them to connect to the internet more than the others and have direct access to computers during their studies. Relatively older people may not find much chance to connect to the internet if their occupation is not directly related to using the internet.

The participants were also asked about their level of Turkish Language, 77.61% of them have been found to be ‘beginner’ or ‘elementary’ (see Fig. 2). There were also respondents whose levels were pre-intermediate, intermediate, upper-intermediate and advanced. Learning Turkish through online technologies is not common enough yet. So, most of the Turkish learners probably attend a language center far from the cyber world. Besides, the different structure and characteristics of Turkish may also be a factor which makes language learners prefers language courses. But it can be added that Turkish is not being studied as a foreign language for a long time. It can be said that the number of Turkish learners is relatively less when compared with some of the Indo-European Languages (i.e. English, Spanish, German,

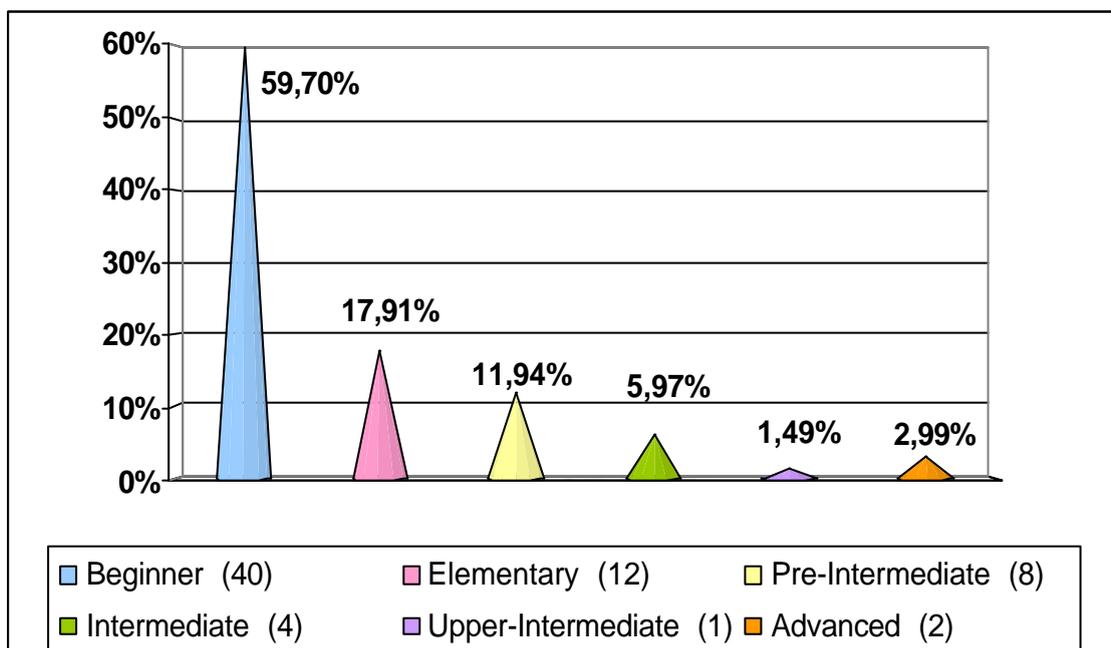


Fig. 2. Turkish Language levels of survey respondents.

and French).

4.2 Internet Usage Habits

Some of the questions asked in the survey were prepared to learn more about the internet usage habits and frequencies of online Turkish learners. At first, they were asked from where they accessed the internet. 32 out of 67 respondents said that they accessed the internet from home. Except ‘Home’, there were other answers like Home + School (13), Home + Work (10) and Work (9). There were no respondents accessing the internet from cyber cafés. The next question was related to their internet usage frequencies. 42 of the respondents (62.65%) said that they spent 11 and/or more hours, while 15 of them spent 6 to 10 hours to use the internet in a week. Also, 52% of the respondents use the internet for the purpose of e-mail and

research for studies. 29.60% of the participants said that the purpose of their internet usage included chat and downloading music/film/image.

The results revealed that most of the online Turkish learners have internet connection at their houses since 55 out of 67 respondents chose one of the three options which included 'home'. The number of the learners accessing the internet from their work was not remarkable. It may be because of the fact that a significant number of the respondents were students. The results show that the learners prefer to access the internet from their home, school and office instead of a cyber café which is less comfortable when compared with the other options. The results also indicate that the participants use the internet for communicative and educational purposes. These purposes are followed by entertainment-based activities.

Because of the present study's relation with CALL, the students are asked whether they have ever used computer or web technologies during their studies. 55 out of 67 respondents gave a positive answer while there were 12 students who haven't used internet technologies together with their studies. 43 of the 67 respondents use instant message services to learn and/or improve their Turkish. More than half of the respondents (64.17%) use MSN / Windows Live Messenger and Skype while they are studying Turkish on the internet. The other instant messengers used are Yahoo!, Google Talk, ICQ and AOL with a total of 26.85 %. The number of online Turkish learners, who are a member of any language site which helps with their Turkish, is 49 and 18 respondents are not members of any of the language sites.

It is crucial to find out about the situation/place of web technologies in the 'Turkish Language learning process' of the learners and the results show that most of the online Turkish learners use computer or internet technologies during their studies. With the appearance of instant messenger services in the cyber world, it has started to be widely used for different purposes. Today, it is possible to come across 'learning Turkish' among these purposes. Thanks to the audio-visual communication opportunities on the internet, Turkish learners can find many Turkish native speakers to practice their Turkish with. Since MSN / Windows Live and Skype are arguably the most popular instant messenger services, it is easier to use these services than any others. Together with the mentioned services, Turkish language learning forums and sites are also popular and a good way for a learner to meet with other learners and find answers to their questions. Today, sites like Turkishclass.com, Turkishinterpreter.co.uk/forum and Turkishlanguage.co.uk are just dedicated to Turkish culture and language.

4.3 Motives of Turkish Learners

One of the aims of the present study is to determine the reasons of online Turkish learners for learning Turkish. The answers given in the survey can be categorized in five main groups; loving the country (28.30%), personal motives (22.65%), loving the language (18.87%), friends and environment (17.93%) and other factors (12.25%).

4.3.1 Loving the Country

The most popular motive of learning Turkish has been found as ‘the love for Turkey’ (28.30%). 15.09% of the respondents said that they had loved the country itself and this was one of their main reasons for learning Turkish. 13.21% of the participants have been found to learn Turkish because of the culture, history and the people of Turkey.

Turkey is a touristy country with beautiful natural and historical places as well as ideal sunny coasts. Being a host to a remarkable number of civilizations, the country has its special cuisine, traditions and culture. The characteristics of the country attract people from other countries. Thus, the tourists visiting Turkey may like to learn the Turkish language. The love for Turkey makes them want to learn the language, too. The culture and history associated with Turkey can also be interesting for foreigners and could be among the reasons to learn Turkish. About Turkey, one of the participants in the forum said: “It is a cultural link to the Islamic/Arabic world. Especially in these times, I find it should be important to maintain or institute progressive relations with this part of the world, in the future.”

4.3.2 Personal Motives

When the results of the survey have been evaluated, it has been noted that there are people who learn Turkish for personal reasons (22.65%). 10.38% of the respondents said that they were learning Turkish since it is their girlfriend/boyfriend or spouses’ native language. While 7.55% of them learn Turkish to listen to music, watch television/movie and read newspapers/novel in this language, 4.72% of the participants’ families/ancestors are from Turkey by origin and they want to learn their own mother language.

Each year, a significant number of tourists visit different parts of Turkey and some of them fall in love with Turkish men and women. This causes an ‘increase’ in the rate of learning Turkish. The other factor could be the Turkish people living abroad. Since there are Turkish

communities outside of Turkey, it is possible that they meet with the local people and their relationships result in the marriage. Therefore boyfriends/girlfriends/spouses want to learn their couples' native language and impress them by this way. Thanks to the world wide popular Turkish names (i.e. Tarkan, Orhan Pamuk), there can be an increase in the number of people who love Turkish music, literature and cinema. Besides, Turkish immigrants in the other countries wish to learn their mother tongues. Some of them may not be even the immigrants. One of the respondents in the forum said that he was a 4th generation Turk and this is why he was learning Turkish. Another one said: "I'd never known where Turkey is situated in the world, so I didn't know how difficult Turkish language is. Your language has started attracting my attention because I found the nice guy on the internet and he becomes my boyfriend now and husband in the near future."

4.3.3 Loving the Language

18.87% of the respondents said that they found the Turkish fascinating in itself, the way it sounds and it has some interesting linguistic features.

As an Altaic language, Turkish has some different characteristics especially from the widely spoken languages such as English, Spanish, and Chinese. Vowel Harmony, having no gender, pronouncing every single letter and free word order can be named for these differences. These specialties could be the reason for Turkish learners to prefer Turkish. But since most of them may not be related or interested in its linguistic features, they may have sympathy with Turkish. One of the respondents in the forum said: "It represents a new way of thought, in comparison to Indo-European languages. It's almost like backwards for us or something..." Another respondent said that she loved the accent of the language.

4.3.4 Friends and Environment

It has been found that the percentage of the 'friends and environment' factor was 17.93%. The respondents (13.21%) have friends who speak this language. Some of them need it in their everyday life as a new resident in Turkey and few of them learn Turkish in order to communicate with immigrants in their countries.

Today, thanks to the people living out of Turkey, there are people who want to learn Turkish. Since foreigners are in contact with Turkish people and make friends with them, they may want to speak the language of their friends. Besides, it is possible to make online friends

through internet technologies and this could be another place to meet with Turkish language speakers. Some other people learn Turkish since there are big Turkish communities out of Turkey. Possibly, Europeans and Americans may have desire for learning Turkish because of their Turkish friends living in their countries. Tourists visiting Turkey and making Turkish friends could be another reason. In the forum, it has been noticed that almost all of the respondents have Turkish speaking friends.

4.3.5 Other Motives

There were some other motives of online survey participants for learning Turkish. It has been found that some people learn Turkish because they think it will be very beneficial in business situations. While some of the participants' interest in Islam leads them to learn the language, one of the participants learns just for fun and another one with the aim of becoming polyglot.

With the development of Turkish economy, it can be acclaimed that there was an increase in the number of Turkish companies. Some of these companies are working in international level and have relationship with the companies of other countries. Knowing Turkish could be beneficial in such cases. Because Turkish people generally have sympathy with Turkish learners. Thus, a business man who speaks Turkish may be preferred to the others who don't know this language. But it should be known that this may not work in professional companies since they have must-to-follow principals.

Most of the people in Turkey are Muslim and Turkey is one of the well-known Muslim countries. People who are interested in Islam may like to know more about the Islam in Turkey and they may come across the religious diversity in the country. This can lead them to learn Turkish.

4.4 Difficulties They Encounter During Their Studies

One of the most important parts of this study was to determine the difficulties online Turkish learners face during their studies. According to the data obtained from online questionnaire and forum, the difficulties included Word Order, Grammar, Vocabulary and Pronunciation. Besides, there were some technical difficulties, too. For example some students think that it is not always possible to learn Turkish online since there may be technical problems regarding communication such as webcam, sound, connection problems etc. The participants are asked about four basic language skills of Turkish, too. The results indicate that Listening (n=26) and

Speaking (n=20) are the most difficult to learners while they are studying Turkish. Reading (n=9) and Writing (n=12) are less difficult to them during their studies. The results have direct relationship with online learning. Today, although there are enough opportunities to improve one's listening and speaking abilities, reading and writing are more common. During the conversations on forums or cyber chat rooms, participants may generally communicate by writing and having interaction by just reading. This could be a reason for the numbers above.

In a likert-type scale question, the students are asked to tell the most important difficulty to them while studying Turkish and the percentage of students who told 'Word Order' and 'Grammar' were either 'difficult' or 'very difficult' were same, 41.79%. They are followed by Vocabulary (28.36%) and Pronunciation (23.89%). When they are asked to choose the one which is 'easy' or 'very easy', they have chosen Pronunciation, Vocabulary, Grammar and Word Order respectively. This result increases the reliability of the study since both answers complete each other.

The most difficult thing the participants come across during their studies is Turkish Grammar. According to the information obtained from forum and online questionnaire, the students tend to tell that Turkish Grammar is regular but complex and difficult to understand. One of the reasons for that is shown as Vowel Harmony which can be a nightmare for especially beginners. Verb Conjugation (Suffixation) is another subject that makes students spend more efforts. The students are complaining about mixing the nouns and negative forms of imperative statements. For example; 'Okumak' is 'to read' in Turkish. While 'Okuma' means 'Reading', 'Okuma!' (stress at the end) means 'Don't Read!' and this can be quite confusing for students if they are not well acquainted with Turkish pronunciation or suffixation process.

Syntax of Turkish is another difficult area for online Turkish students according to the data collected. Some students think that 'free word order' is advantage for them while some of them think that it is not a real advantage for their studies. But the common idea is that relatively free word order sometimes makes things harder. Because students accept that they can put the word wherever they want but then they don't know where to put the stress in the sentence. There is a good example for that. In Turkcell's (one of the GSM operators of Turkey) one of the television advertisements, there are repeated lines as follows:

Turkcell'le Baglan Hayata (With Turkcell connect to life)

Baglan Hayata Turkcell'le (Connect to life with Turkcell)

Hayata Turkcell'le Baglan (To life with Turkcell connect)

The sentence is always same but the word orders of the three sentences are different from each other. Each time the stress is on a different word and this makes students a bit scared about word order.

Vocabulary and Pronunciation are less difficult parts of Turkish according to the participants but they still face problems while they are trying to learn new words by heart. They express the difficulty of memorization of some Turkish words and making sentences with Turkish words which are made from a single stem. Foreign words in the language sometimes are the exceptions in grammatical rules and this can be another confusing part for students. For example; when they want to make the word 'hayal' (dream) plural, they may fail. Since 'hayal' is not a Turkish word by origin, it doesn't necessarily follow Turkish rules of making plural. It should take a 'lar' since the word ends with 'a' but it takes 'ler' in this case. So, the correct version of plural 'hayal' is 'hayaller' not 'hayallar' as some students may think. When the topic is pronunciation, the participants think that it is easier than vocabulary, grammar and word order. They express that they can pronounce the words well after some studies. But, the mispronunciation of some words can cause communication problems in the society as mispronunciation of the words can easily change the meaning. For example;

Kar (snow) – Kâr (Profit)

Kârin nasıl? (How is your profit?)

Karin nasıl? (How is your wife?)

The problems of online Turkish learners may be different depending on their different backgrounds, level of Turkish, studying styles, native languages etc. But these are generally among the difficulties they come across during their studies.

5. Conclusion

Today, Turkish Language is becoming one of the most popular languages in the world. The reasons of learning Turkish can be different for each person. Some students love Turkey, some students love Turkish language while some others have personal motives, or they have been affected by their friends or environment. Whatever the reason to be named, the difficult parts of learning Turkish can be said as grammar, word order, vocabulary and pronunciation as well as some online problems. As the time goes by, the habits of the participants may change or their way of learning languages can be different from their styles now. This may lead a change in the results. So, as a further study, more detailed research on CALL and

Turkish Language can be recommended. Besides, relationship or role of instant messenger systems such as MSN, Windows Live, Yahoo, Skype, Google Talk on learning Turkish language can be examined in details.

Notes

[1] The number of living languages is shown as 6.912 on Ethnologue.com's [related page](#). Ethnologue.com is a website owned by [SIL International](#), a service organization that works with people who speak the world's lesser-known languages.

[2] According to the Wikipedia, The Free Encyclopedia's [Turkish Language Article](#), Turkish is in a near tie with Korean and Javanese in terms of ranking. In the list of estimated ranking of widely spoken languages, the rank for Turkish is 15-16.

[3] <http://www.phrasebase.com/forum/read.php?TID=15092>

[4] <http://www.turkishinterpreter.co.uk/forum/>

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APPENDIX, A

Dear Turkish Learner,

You are invited to participate in our survey called Computer-Assisted Turkish Learning. In this survey, approximately 50 people will be asked to complete a survey that asks questions about demographic features, internet usage frequencies as well as questions regarding Turkish Language Learning. It will not take much time to complete the questionnaire.

Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important for us to learn your opinions. Your survey responses will be strictly confidential and data from this research will be reported only in the aggregate.

Your information will be coded and will remain confidential. If you have questions at any time about the survey or the procedures, you may contact Osman Solmaz by email at the email address specified below.

osman@lingulangu.org

Thank you very much for your time and support.

1. What is your gender?

Male () Female ()

2. How old are you?

3. Where are you from?

4. What is your marital status?

Single () Married ()

5. What is your occupation?

6. From where do you access to internet?

(a) Home ()

- (b) Work ()
- (c) School ()
- (d) Home + School ()
- (e) Home + Work ()
- (f) Internet/Cyber Café ()
- (g) Other ()

7. How much time do you spend using the internet in a week?

- Less than 1 hour
- (a) 1 to 5 hours ()
- (b) 6 to 10 hours ()
- (c) 11 to 15 hours ()
- (d) More than 15 hours ()

8. What do you use internet for?

- (a) E-mail ()
- (b) Research for Studies ()
- (c) Chat ()
- (d) Read News/Sports ()
- (e) Download Music/Films/Images ()
- (f) Online Shopping ()
- (g) Play Games ()
- (h) Other ()

9. What is your level of Turkish?

- (a) Beginner ()
- (b) Elementary ()
- (c) Pre-intermediate ()
- (d) Intermediate ()
- (e) Upper-intermediate ()
- (f) Advanced ()

10. What is your motive for learning Turkish?
(Please do not choose more than three options)

- (a) I love the country itself ()
- (b) I find the language fascinating in itself. ()
- (c) My ancestors are from Turkey by origin. / I want to learn my own mother language ()
- (d) I have friends who speak this language. ()
- (e) I like the way the language sounds. ()
- (f) I love the culture associated with that language. ()
- (g) I want to become polyglot ()
- (h) Just for fun ()
- (i) It has some interesting linguistic features ()
- (j) It is my girlfriend/boyfriend/spouse' native language ()
- (k) It is spoken by a large number of people. ()

- (l) It would be very beneficial in business situations / I need it for my work ()
- (m) The course of this language is obligatory in my university/high school ()
- (n) To listen to music, watch TV/movies and read newspapers/novel in this language ()
- (o) To speak with the immigrants who live in my country ()
- (p) I need it in my everyday life as a new resident. ()
- (q) I love the people of Turkey. ()
- (r) I am interested in Ottoman Empire and history of Turkey. ()
- (s) I am an Orientalist. ()
- (t) I am interested in Islam ()

11. Please choose the option which fits you best.

	Very Easy	Easy	Normal	Difficult	Very Difficult
Turkish Grammar	?	?	?	?	?
Turkish Vocabulary	?	?	?	?	?
Turkish Pronunciation	?	?	?	?	?
Turkish Word Order	?	?	?	?	?

12. Which one is the most difficult to you while you are studying Turkish?

- (a) Listening ()
- (b) Reading ()
- (c) Writing ()
- (d) Speaking ()

13. What are the difficulties you have faced/experienced while studying Turkish?

14. Do you think your native language has an adverse affect on you while studying Turkish?

- Yes () No ()

15. Have you ever used computer or web technologies during your studies?

Yes () No ()

16. Do you use any instant messengers to learn/improve your Turkish?

Yes () No ()

17. If you use instant messengers to learn/improve Turkish, which of them do you use? (You can choose more than one)

(a) AIM ()

(b) Google Talk ()

(c) ICQ ()

(d) Msn / Windows Live ()

(e) Paltalk ()

(f) Skype ()

(g) Yahoo ()

(h) Other ()

18. Are you a member of any language site which helps with your Turkish learning?

Yes () No ()