The Example of Teaching False Equivalent Words in Teaching Turkish to Kyrgyz

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Abstract

Frequent use of common words in teaching Turkish to Kyrgyz helps to increase students' attention to the lesson. However, some words may cause translation problems because their spelling and pronunciation are the same but their meanings are different. In this framework, it is important to take into consideration the false equivalents between dialects when teaching Turkish to Kyrgyz students. In this study, activities for teaching false equivalents are proposed. In line with this purpose, the research was designed with a qualitative approach and it was aimed to make students recognize false equivalents at A1 basic level by interacting in the classroom. When selecting false equivalents, the frequency of use in the target language was carefully considered and it was planned to teach the related words by role-playing them. As a result of the study, it is expected that students will recognize false equivalent words and show interest in dialogue activities. In addition, it is also thought that it will provide interaction among students. It is thought that the study will contribute to the teaching of false equivalent words.

Keywords: teaching Turkish to Turkish descendants, teaching Turkish to Kyrgyz students, false equivalents, change of meaning

1. Introduction

In teaching Turkish to Kyrgyz, frequent use of common words referring to the unity of heart helps students to increase their interest in the lesson. Students can easily learn different words thanks to common words. However, the fact that some words have the same spelling and pronunciation in both Kyrgyz Turkish and the target language, but different meanings may cause translation problems. In this context, while teaching Turkish to Kyrgyz students, making them realize the false equivalents between dialects can facilitate teaching.

The process of teaching Turkish to Kyrgyz students may be easier than the other target group. However, as Yıldız (2009) states, it can also be seen that related languages sometimes make communication harder due to the words and affixes they contain rather than facilitating it. False equivalent words, which are one of the reasons for these difficulties and which are found in Turkish language as in almost all of the world languages, are among the most common problems in inter-dialectal translations. As Büke (2014) states, in cases such as the teaching/learning of Turkish dialects, the identification of false equivalent words will provide great convenience to the field. In the literature, such words have been referred to by researchers as "false equivalents", "fake equivalents", "pseudo equivalents", "exact false equivalents", "false equivalence" and "deceptive words" (Ersoy, 2007). In order to make a successful translation in inter-dialect studies, first of all, the false equivalents in dialects should be known. In other words, knowing the correct equivalent of a word in the source language in the target language is the most important step of a healthy translation (Direkci & Gülmez, 2012).

When the literature is examined, it is seen that there are many studies on false equivalents. In this regard, It was determined that research was conducted by Karadoğan (2004), Tokatlı (2004), Uğurlu (2004), Kirişçioğlu (2006), Ergönenç Akbaba (2007), Ersoy (2007), Arnazarov (2008), Alkayış (2009), Kara (2009), Yıldız (2009), Zal (2009), Adıgüzel (2012), Alkan (2012), Direkci and Gülmez (2012), Yazıcı Ersoy (2012), Beşen Delice (2013), Amanova (2014), Büke (2014), Çolak (2014), Özeren (2014), Aktaş (2015), Başar & Coşgun (2015), Kartalcık (2015), Akca (2017), Güngör (2017), Aydoğmuş (2018), Şenol (2020). Furthermore, when examining foreign language instruction worldwide, Otwinowska and Szewczyk (2019) asked Polish students learning English to translate English non-cognate words, cognates, and false-cognates into Polish.

There are also studies on false equivalent words between Turkish and Kyrgyz Turkish. Among the studies on this

subject, Abdıkulova (2013) and Dıykanbayeva (2017) draw attention. Based on the literature review, since there is no research on the teaching of false equivalent words in teaching Turkish to Kyrgyz students, it is deemed essential to conduct a research in this regard. In this framework, the study proposes activities for teaching false equivalents. For this purpose, it is aimed to make students realize the false equivalents at A1 basic level by interacting in the classroom and to reveal how to easily teach the false equivalents between Kyrgyz Turkish and Turkish at A1 basic level. In this way, students will be able to learn the language more effectively.

2. Method

2.1 Research Design

The research was conducted according to the qualitative research model. In this research, the case study method, which is one of the qualitative research methods, has been employed. Yıldırım & Şimşek (2018) define the case study as a research method that is based on 'how and why' questions, allowing the in-depth examination of an uncontrollable phenomenon or event by the researcher.

2.2 Data Collection

For the teaching of false equivalents at A1 level, the Common European Framework of Reference was taken as a basis and the research was designed on the basis of the words in Dıykanbayeva's (2017) research titled "False equivalents between Kyrgyz Turkish and Turkish". This study is based on its treatment of false equivalent words extracted from various texts in the forms of verbs and nouns. In this context, the words that students will use as soon as they leave the learning environment were selected for the lesson plan example of teaching false equivalents in teaching Turkish to Kyrgyz. In addition, while selecting false equivalent words, the frequency of use in the target language was taken into consideration and it was planned to teach the related words by animating them in the teaching environment.

2.3 Analyzing of Data

The sample words selected according to the A1 proficiency level for the research were first converted into a table format. Subsequently, four sample lesson plans were created. The lesson plans include the topic, objectives, and methods used. The communicative language teaching method was adopted as the approach. Within this scope, speaking activities suitable for the lesson plan were designed. Conclusions have been drawn by interpreting the lesson plans. At the end of the research, similar studies related to the topic have been evaluated.

3. Results

In this part of the study, examples of false equivalents in teaching Turkish to Kyrgyz and examples of lesson plans for teaching these words are presented. In this regard, Dıykanbayeva's (2017) research on the meaning of words in Kyrgyz was utilized. Examples of false equivalent words are shown in Table 1.

Table 1. Examples of false equivalent words

Number	Word	Meaning in Turkish	meaning in Kyrgyz Turkish
1	very	number, quantity, value, power, degree	red ash, embers left by the burning of the fire
2	rose	rose	Flowering wildflower or garden plant
3	guest	visitor	poor, pitiful
4	money	money	bribery
5	garbage	garbage	greenery, grass
6	floor	The whole of the apartments or rooms in a building	letter
7	bank	mostly benches to sit on in gardens and parks	bank
8	hand	hand	arm
9	yesterday	the day before today	night
10	Friday	Friday	1. Week; 2. fifth day of week
11	magazine	a publication that will be of interest to the majority of the public, that talks about a variety of topics, with plenty of pictures	market, shop
12	summer	summer	spring
13	bank	bank	jar, glass bottle

In the table above, the meanings of 13 words in Kyrgyz Turkish and Turkish are shown. The different usage

contexts of false cognates between Turkish and Kyrgyz can make it difficult for students to distinguish the meanings of these words. Therefore, it is necessary to explain false cognates by providing examples within context.

3.1 Lesson Plan Examples

In this section, there are lesson plans and examples of activities for teaching 13 words. In the sample activities, the language structures taught at A1 level of the target language were preferred. In this framework, activity suggestions were prepared on the basis of the communicative language teaching method in order to enable students to communicate in the target language. Choosing the right method in vocabulary teaching is extremely important. Lesson plan example for teaching false equivalents is shown in Table 2.

Table 2. Lesson plan example for teaching false equivalents

Course: Turkish
Level: A1
Topic: Teaching the words "very, rose, guest, money"
Objective: Knowledge, understanding and application of false equivalents
Teaching Methods Used: Drama
Student is motivated with preparation for the lesson.
Process:
The teacher shows the words on a slide and then vocalizes them.
Students repeat.
After the teacher uses the words in context, the students use them in sentences.
Events:
What Do We Do for Visiting?
Aygerim: We're Sanam's guests tonight. What are we buying her?
Diana: Sanam likes flowers.
Aygerim: Which flower does she like?
Diana: I know. She likes pink roses the best.
Aygerim: It's very good.
Diana: I know an online florist. Where's my cell phone?
Aygerim: It's here.
Diana: Yes, a pink rose costs twenty and a half liras. What do you think?
Aygerim: I think it's expensive. Shall we make a cake? Let's not show up empty-handed.
Diana: Of course, it's not difficult for us. Let's make a cake.
Aygerim: Okay.

When examining the above information, the instructor first presents the words through slides. This way, it can be easier to capture the attention of students with visual memory. Then, the instructor pronounces the words, thereby engaging students with auditory memory. Additionally, the use of drama allows individuals with social intelligence to actively participate. Furthermore, while teaching foreign equivalent words to the students, the instructor's use of body language can facilitate the comprehension of individuals with kinesthetic memory. Lesson plan example for teaching false equivalents is shown in Table 3.

Table 3. Lesson plan example for teaching false equivalents

Course: Turkish
Level: A1
Subject: Teaching the words "garbage, garbage bin, floor, bank, hand"
Objective: Knowledge, understanding and application of false equivalents
Teaching Methods Used: Drama
Student is motivated with preparation for the lesson.
Process: The teacher shows the words on a slide and then vocalizes them. Students repeat. After the teacher uses the words in context, the students use them in sentences.
Events:
Phone Call

Aydana: Alo

Bekbol: Alo, Aydana, what are you eating? Bon appetit.

Aydana: I'm eating tangerines. Thank you.

Bekbol: You're welcome. How are you?

Aydana: Thank you, I'm fine, how are you?

Bekbol: Thank you. I'm fine. What's that noise?

Aydana: Sorry, I threw the tangerine peel in the garbage can. Did you go to the bank?

Bekbol: Yes, I'm at the bank now.

Aydana: Aaaa, Okay. When are you coming to university?

Bekbol: I'll be back in an hour. Where are you now?

Aydana: I'm going to the library now.

Bekbol: Okay, where was the library?

Aydana: On the 1st floor. I have a book in my hand now. Shall I see you in an hour?

Bekbol: Aaaa, Okay. I've got my hands full. See you soon.

Aydana: See you soon.

Based on the information provided above, the student not only learns false equivalent words but also gains practical skills related to daily life. Furthermore, they also reinforce the use of language structures. Lesson plan example for teaching false equivalents is shown in Table 4.

Table 4. Lesson Plan Example for Teaching False Equivalents

Course: Turkish

Level: A1

Topic: Teaching the words "yesterday, Friday"

Objective: Knowledge, understanding and application of false equivalents

Teaching Methods Used: Drama

Student is motivated with preparation for the lesson.

Process: The teacher shows the words on a slide and then vocalizes them. Students repeat. After the teacher uses the words in context, the students use them in sentences.

Events:

On the phone

Alsu: Alo

Secretary: Alo

Alsu: Hello, is there a doctor's appointment today?

Secretary: No, there's room on Friday.

Alsu: Okay, I'll come Friday.

At the hospital

Doctor: What is your complaint?

Alsu: My head hurts. My nose is running.

Doctor: Did your headache start today?

Alsu: No, yesterday morning I woke up with a headache.

Doctor: Breathe in and out deeply.

Alsu: Sure.

Doctor: I'm prescribing you medicine. Take it for a week.

Alsu: So, am I taking these pills today?

Doctor: Yeah, is tomorrow Friday?

Alsu: Yes, tomorrow is Friday.

Doctor: Get well soon.

Alsu: Thank you.

Doctor: Have a good day.

Alsu: Thank you very much. Have a good day.

According to this information, the student can learn false equivalent words as well as words related to the hospital environment. Along with role-playing, they can learn to use the vocabulary associated with the hospital setting in

real-life situations. Lesson plan example for teaching false equivalents is shown in Table 5.

Table 5. Lesson plan example for teaching false equivalents

Course: Turkish
Level: A1
Topic: Teaching the words "magazine, summer, bank"
Objective: Knowledge, understanding and application of false equivalents
Teaching Methods Used: Drama
Student is motivated with preparation for the lesson.
Process: The teacher shows the words on a slide and then vocalizes them. Students repeat. After the teacher uses the words in context, the students use them in sentences.
Events:
On the bank
Canıl: Begimay, shall we go to the market? We don't have any tomatoes at home.
Begimay: Uh, is there tomato paste?
Canıl: No, we don't have that either. My mom makes tomato paste every summer. Soon she will send us tomato paste.
Begimay: Oh, that's great. Do you have pasta at home?
Canıl: Yes, I do. Shall we cook pasta?
Begimay: Sure. Let's buy a kilo of tomatoes from the market and make tomato paste.
Canıl: Should we get a magazine from the supermarket? Where is Burak Özçivit heading this month, I wonder?
Begimay: Okay, let's go to the market.

Based on the above information, practicing by showing similarly meaningful words to students in teaching false equivalents can contribute to students' comprehension. In addition, students' continuous practice contributes positively to the reinforcement of the words they learn and the development of their vocabulary. This way, students' comprehension and usage skills improve.

When looking at dialogues and role-playing activities from the context-based teaching approach, providing real-life examples to students while teaching the words will support their understanding of the usage context of the words. Lesson plan example for teaching false equivalents is shown in Table 6.

Table 6. Lesson plan example for teaching false equivalents

Course: Turkish
Level: A1
Topic: Teaching the words "very, rose, guest, money, garbage, garbage bin, floor, bank, hand, yesterday, Friday, magazine, summer, bank"
Objective: Knowledge, understanding and application of false equivalents
Teaching Methods Used: Flashcard
Student is motivated with preparation for the lesson.
Process: The teacher selects false cognate words. Creates flashcard templates. Writes the word on the front side of the card. Writes the Turkish meaning of the word on the back side of the card. Can add visuals next to the meaning of the word. Uses the cards during the teaching process.
Events:
The teacher shows the front side of the cards to the students and waits for them to make a guess. Then, the teacher shows the back side of the card.

Based on the above events, using flashcards can make the teaching process more enjoyable and effective, while also encouraging active participation from students with different intelligence domains. Lesson plan example for teaching false equivalents is shown in Table 7.

Table 7. Lesson plan example for teaching false equivalents

Course: Turkish
Level: A1
Topic: Teaching the words "rose, money, bank, Friday, magazine, summer"
Objective: Knowledge, understanding and application of false equivalents
Teaching Methods Used: Visual Story
Student is motivated with preparation for the lesson.
Process: The teacher selects target words. Determines the main idea of the story. Creates the story using language structures suitable for the level. Narrates the story to the students.
Events:
Merve and the Rose
Merve is reading magazines during the hot days of summer. There is a red rose in the magazine. The rose is a very beautiful flower. Merve's mother is working at the bank. Her mother is giving her money every Friday. With this week's money, Merve is buying a red rose for her mother."

The above events can be given at the end of the A1 level. Visual storytelling can help students better understand the topic. After the visual story, exercises can be done with the students. Students can continue the story. This way, active participation can be ensured, and the lesson can become more enjoyable for the students.

4. Discussion

In the literature, Başar and Coşgun's (2015) study also found a result that students may make negative translations from their mother tongue in vocabulary teaching while learning Turkish. Başar and Coşgun's study titled "False Equıvalent: An Important Problem in Teaching Turkish To Iranian As Foreign Language", Başar and Coşgun reached the following conclusion about the false equivalence that the target audience may encounter in vocabulary teaching: "Most of the time, the target audience translates from their mother tongue and uses common words in Persian. Such words, which can be considered as false equivalence according to Turkish, cause expression disorder. Identifying such words and preventing the target audience from translating from their mother tongue will increase the quality of Turkish teaching." In a similar way, in the study conducted by Arslan (2015), it is stated that when a person encounters a word in their native language and a foreign language with the same written form and even pronunciation, they tend to interpret it based on the meaning in their native language, especially when they do not know the meaning in the foreign language. This is because their mental image is oriented towards the meaning in their native language.

In order for Turkic communities to understand each other and for inter-dialect translations to be made correctly, learning these words that have undergone a loss of meaning, i.e. false equivalents, is of great importance in terms of preventing misunderstandings and disagreements and making correct translations (Ergönenç Akbaba, 2007).

The results of Beşen Delice's (2013) study and the results of this study overlap. In this context, as Beşen Delice (2013) states, it will be useful in terms of preventing misinterpretations in inter-dialect transfer studies and misunderstandings in mutual communication situations. On the other hand, Çakmak (2014) states that this issue has emerged as a significant problematic aspect in General Turkish, particularly in inter-dialect transfer studies. In their study conducted with Turkish learners whose native language is Arabic, Çiftçi and Demirci (2019) discuss the positive impact of the abundance of cognates between the learner's native language and the target language in foreign language learning, while also highlighting some potential issues. One of the most significant problems mentioned is that over time, these cognate words undergo semantic changes due to various reasons, leading to the creation of false cognates with different meaning structures in the two languages. Indeed, 64.28 % of foreign students in the study group also share this perspective and point out that these words cause certain difficulties during the process of learning Turkish.

In teaching Turkish to Kyrgyz, the teacher's knowledge of the basic vocabulary commonality between Kyrgyz Turkish and Turkish can contribute to teaching. In this context, it is important for the teacher to know the false equivalent words. In their study, Söylemez (2021) emphasized the necessity for instructors to be knowledgeable in this regard and continued their statement as follows: 'Instructors who are aware of the similarities and differences between two languages can warn students about possible errors and prevent them from making mistakes stemming from their native language. Therefore, at the beginning of the language teaching process, it would be beneficial for instructors to provide students with information about the similarities and false cognates between the source language and the target language as much as possible.

Based on the qualitative findings in the research, utilizing common cultural elements, emphasizing shared vocabulary and language structure, and gradually progressing towards differences can help make the process of teaching Turkish to the Kyrgyz people more effective. Boylu and Işık (2020) also highlighted the significance of incorporating common words, proverbs, and idioms, as well as addressing false cognates in their study.

5. Conclusion and Recommendations

In this study, which aims to prevent Kyrgyz students' possible negative translation from their mother tongue in vocabulary teaching, an example of a lesson plan at A1 level was created. In the research, false equivalent words, which are one of the translation problems, were analyzed according to A1 level and it was aimed to provide interaction among students. In order for the students to understand the false equivalent words, it was aimed to make them feel that it is different from its meaning in Kyrgyz Turkish with sample sentences.

In the research, it is observed that context-based teaching, as well as the utilization of visual and auditory materials, is employed for the instruction of teaching false equivalent words in teaching Turkish to Kyrgyz students. This approach caters to various intelligence domains and provides an enjoyable environment for the learning process.

In the process of learning the target language, providing examples of Turkish culture along with activities for reading, listening, speaking and writing skills can make the learning process more effective and contribute to students' understanding of the link between the target language and culture. In this context, in the sample activities within the scope of the research, it was aimed to show the social behavior in Turkish culture. In this way, it was aimed to attract the attention of the students. For example, in the first activity, while teaching false equivalent words, it was mentioned to receive gifts as a symbol of respect when going to a guest in Turkish culture. Thus, culture transfer helps students both improve their language skills and strengthen cultural ties in the language learning process.

With the sample events, students were also expected to reinforce basic greeting patterns such as greetings, thank yous and goodbyes. For example, in the activity titled "Telephone Conversation", the teacher can write the text on the board. The teacher first voices it himself/herself. The purpose of this is to demonstrate correct pronunciation and emphasis and to contribute to students' listening skills. Then the students practice with each other. In this way, students can use greeting patterns in everyday life scenarios.

In the event examples in the study, attention was also given to the communicative function of language. With the hospital conversation, it was aimed to improve students' ability to communicate in a hospital environment. For this purpose, making an appointment and stating the complaint while talking to the doctor were practiced. Therefore, it was aimed to practice on topics that students could experience in real life. With this conversation, it was also aimed to provide information about hospital culture.

As a result of the findings, the recommendations are as follows:

- Since language teaching is also teaching the culture of the language, cultural elements can be utilized for the teaching of the words in question and support the easier comprehension of the subject covered.

- In language teaching, each student's learning speed is different. For this reason, teaching by taking into account the individual needs of students can contribute to achieving an effective result.

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Data sharing statement

No additional data are available.