



**Common mistakes made by Georgians when
learning Turkish as a second foreign language, and
ways to eliminate them**

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Abstract

Following English as the first foreign language among optional subjects, the study of a second foreign language has become more common. If until now, when choosing a second foreign language, preference was given to European languages, then in recent years, based on the established relations between Turkey and Georgia, the choice of Turkish as a second language has taken a priority place.

Learning a language is a complex and multifaceted process. Making mistakes in language learning is an integral and natural part of this process. The reasons for the errors may vary; this can be caused by the influence of the native or any foreign language, as well as the wrong direction of the learning process. As the survey has shown, despite the modern possibilities of learning a language, which is a serious alternative to the old grammatical-translational approach to language learning, a number of problems remain unresolved, which seem to be an obstacle to communication in a foreign language.

The subject of the research is a discussion of the most common mistakes made by Georgians when learning Turkish as a second

language among optional subjects, and focusing on possible ways to eliminate them based on a questionnaire, in the light of modern opportunities for learning the language and the practical application of the acquired knowledge. A2, i.e. elementary level, has been chosen as the target level of the study, and it involved 26 university students, who do not specialize in Turkish language and literature, but study Turkish as a second language in optional subjects. A clear picture of common mistakes revealed by a questionnaire survey poses the following task for us: when learning a language, first of all, along with other environmental learning factors, it is necessary to oppose and contrast native and foreign languages. Language learning should take place on the basis of a comparison between the native and target languages, with special attention and emphasis on grammatical and lexical factors and expected errors, which are associated with the influence of the native language, deeply imprinted in the mind.

Keywords: Learning a second language; common mistakes; influence of other languages; factors hindering communication; contrastive learning.

Introduction

The recognition of English as the most in-demand language is no longer a subject of debate, and today, in the field of ever-growing international trade and tourism, against the backdrop of increasing competition in the labor market, it is becoming increasingly necessary and important to know languages other than English. The strategic growth of bilateral relations between Georgia and Turkey, which affected absolutely all areas, gave many young people the impetus to choose Turkish as a second foreign language.

Learning a language is a complex and multifaceted process, and this process requires great willpower and hard work from the learner. The concepts of language "acquisition" and language "learning" are

often considered synonymous, but they differ from each other. When we talk about language acquisition, we mean its involuntary, unconscious acquisition, and learning a language implies conscious, volitional processes of language acquisition (Shaverdashvili, Fitzkhelauri, Ramishvili, Gvasalia, 2014:21).

In the first case, learning a second language is carried out without understanding it, for example, due to moving to another country, a child involuntarily masters the language in the form of communication with peers, which is a relatively simple and “painless” process. In the second case, when we are dealing with the process of receiving education in the form of a lesson at certain intervals of time, as the student understands, in accordance with a specific goal, this process itself is self-evident, it requires great effort, and the course of the process, in addition to general social and psychological factors depends on the linguistic structures of the dominant native language, deeply imprinted in the consciousness of the nation, that is, on the national factors of language learning.

There is no longer any dispute that positive environments, activities, fun games, student-tailored curricula, audio materials, oral communication and modern approaches to teaching add serious energy to the learning process and represent a serious alternative to the old grammar-translation approach to language. An echo of this approach is precisely modern textbooks, where grammar no longer appears as a separate topic; moreover, the chapters of the textbook serve to reflect topics happening in society in a foreign language, and grammar is presented “disguisedly”. For the most part, the exercises are a discussion of given texts, and grammar is presented only in the form of syntactic-morphological structures.

Listening, speaking, reading, writing - the development of these four skills through language learning serves one general direction, this is the path to communication, which is a necessary condition for a person’s career advancement. Establishing oneself in society, striving

for any field, any measures taken to achieve a goal are directly proportional to the development of communication skills. A particularly difficult task is communication in a foreign language, based on the ability to express and interpret the “inner essence” in another language. A prerequisite for the development of the ability to interpret in a foreign language is the most difficult path of language learning, which a student goes through based on a comparison of his own and the target language and culture.

Mistakes are an inevitable part of learning a language. Both the causes and types of errors can vary in different ways. The error can be caused by the influence of the mother tongue or any foreign language, as well as the wrong direction of the learning process. In addition, the language learner needs to know that the teacher and the textbook represent only the direction of the learning process, i.e. beginning, and it is necessary that the language learner not limit himself to the lesson taught, but study literature, music, films, and television programs in this language as well.

According to linguistics, language errors are divided into two groups: intralingual and interlingual. Cross-language errors occur when the learner transfers rules used in the native language to the target language. Intralingual errors are caused by the student's lack of knowledge about the structural features of the language: morphological, phonemic, syntactic, lexical and semantic aspects (Gökçebağ, 2018:5).

Morphological errors, related to the structural features of the language along with constructional affixes, inflectional affixes, case marks, vowel-consonant harmonies, are called “good errors” because they do not directly affect communication. Such errors are an integral part of the learning process and indicate that students are still in the learning process and have not yet completed acquiring knowledge. Syntactic-semantic errors, on the other hand, are the ones related to the syntactic and semantic structure of the language. In addition to

syntactic and semantic errors, this group also includes lexical errors. Errors of this type most often violate the essence of the sentence, which impedes the development of communication. Therefore, from the point of view of linguistic communication, errors included in this group are classified as “bad errors” (Gökçebağ, 2018:7).

As we can see, learning a foreign language is a complex process and the fact that a language learner may face many difficulties during this process is not a controversial topic. The roots of these problems are the difficulties of the language being studied, the influence of the native language, the environment and the educational process. Despite the fact that to simplify the process of learning a language, many works have been written to describe and suggest the use of various methods and techniques, problems in learning a language still arise. However, identifying these problems and using appropriate methods and techniques will make the learning process and the student's efforts easier. Therefore, first of all, it is necessary to identify problems, find causes and take corrective measures.

The given article deals with the discussion and analysis of mistakes made by Georgians when learning Turkish as a second foreign language, searching for possible causes of the most common mistakes and working on measures to eliminate them. Our interest in this issue was sparked by observing common mistakes made by Georgian university students in a test exam while studying a facultative (optional) Turkish language. Ensuring visibility and recording the most frequent and widespread types of errors was carried out on the basis of a questionnaire survey.

The study involved 26 students of Shota Rustaveli State University, whose specialty is not Turkish and, after compulsory English, they chose Turkish as a second foreign language as a facultative subject; A2 was chosen as the target level. This choice was due to: 1. the fact that the focus is only on those language students whose language learning process is limited to 3-4 hours a week, 2.

elective language study covers 4 semesters and all language students take the basic A2 level.

It should be emphasized that the survey does not include students of Turkish Language and Literature, for whom Turkish is their main language and, therefore, they study Turkish in various subjects and with a busy daily schedule.

Accordingly, the survey presents the learning outcomes of students who chose Turkish as a second foreign language within the program, and allows to analyze and discuss frequently made, common errors, the essence of existing errors and possible ways to eliminate them.

Purpose of the study

1. Focusing on the most common spelling, morphological and syntactic errors made by Georgian students at the basic level of the Turkish language;
2. Discussion of the causes of existing errors;
3. Discussion of ways and measures to eliminate errors.

Method

Written, questionnaire survey. The questionnaire contains:

1. inserting sentences (from grammatical material of levels A1-A2), allowing to correct grammatical errors made by language learners;
2. small topics that allow language learners to formulate thoughts in a foreign language and evaluate the capabilities of writing skills; filling in the blanks; composing a short text.

N	Fill in the gaps	Write a short text
1.	1. Ben okulda değil...	hobim
2.	Siz kaç kişi.....?	

3.	Senin kaç kardeş..... ?	
4.	Sizin telefon..... mu?	
5.	Eviniz katta?	
6. yaşındasın?	
7.	O benim çocukluk arkadaş....	
8.	Onun hala.... İstanbulda yaşıyor.	
9.	Senin dolap..... ne var?	
10.	Ablam bir klinikte veteriner... yapıyor.	
11.	Şehrinizde kira.... ev arıyorum	
12.	Ben her sabah okula git.....	
13.	Dersin ne zaman başla.....?	
14.	En çok kim..... özlediyorsun?	
15.	kendi araba... binip yola çıktı	Gelecek planlarınız ne?
16.	Balkon..... çiçekler çok güzel.	
17.	Bu sınıf..... öğrenciler farklı ülkelerden geliyor	
18.	Televizyon kumanda.... bozuk.	

19.	Biz arkadaşım..... ev..... gidiyoruz	
20.	Seza kardeş..... oda..... girdi.	
21.	Arkadaşım... hiç akrabaları	
22.	(siz) Arkadaşlarınızla kavga et.....!	
23.	(Biz) Haydi, hep birlikte bir dünya turuna çık.....	
24.	Lütfen, odamızı temiz tut....	
25.	Geçen hafta sinemaya git.....mi?	
26.	Dün hava soğuk?	
27.	Dün hava soğuk?	
28.	Haberlerde duydum, dün Türkiyede deprem ol.....	Hayatınızdaki en önemli gün
29.	Gelecek yıl yeni ev al.....	
30.	Ben akşamları hiç dışarı çık.....	
31.	Ahmet asla sigara iç.....	
32.	Uyu..... önce mutlaka kitap okuyorum	
33.	biraz televizyon izle..... sonra uyudum.	
34.	Ayşe çok çalıştı ama sınavı geç.....	
35.	Hasta olduğum için gel.....	

36.	Çok sıcak, pencere aç..... misiniz?	
37.	Size nasıl yardımcı?	
38.	Ablam hemşire ol..... çalışıyor	
39.	Şapkasını çıkar..... masanın üzerine koydu.	
40.	Yarın yurt dışına git..... için çok heyecanlıyım	
41.	Üniversiteye ilk gel..... gün onu bahçede görmüştüm	
42.	Doğ..... ve büyü..... ülke Gürcistandır.	

Result

1. The weakest point of Georgian students was case endings. As we know, in the Georgian language direction and location are expressed by the particles “-ჰო” and “-ზე” (in or on), the influence of which was clearly reflected in the questionnaires. The vast majority of participants, under the influence of their own language, made errors such as: “**kendi arabasın-da binip yola kızı**”, while the particle “da” in Turkish is only a case ending expressing location. To indicate direction, in Turkish they use the case ending “-a”, for example: “**kendi arabasın-a binip yola çıktı**”. Georgians, as survey data has shown, based on their own linguistic constructions, use the case ending of location instead of a direction particle. According to the survey, the simultaneous use of possessive particle and case ending causes

confusion among Georgian students: instead of **araba-sı-na**, where **-sı** represents the third person possessive ending, a significant number of students wrote as follows: **kendi arabada binip...** The error is again related to native grammatical constructions; the absence of a possessive particle in the Georgian language was also reflected in the sentences written by a large number of survey participants.

The same kind of error was observed in the following sentence: “**Biz arkadaşımızın evin-de gidiyoruz**”, and here the influence of native language is undeniable.

2. According to the questionnaire, for Georgian students it is also difficult to understand the concept of the connection between the determinant and the determined in the formation of *izafets*. For example, instead of the correct option **Seza kardeşinin odasına girdi**, the following errors are observed in the questionnaire data: **Seza kardeşin odada girdi**. The influence of the Georgian language was again recorded, the Turkish equivalent of the Georgian ending *-oḡ* (-is) of the genitive case was used, while a possessive particle was not used for either the determinant and the determined. The case sign was also chosen incorrectly. The lack of use of the possessive particle was also often observed: **Senin dolapta ne var?** The same explanation can be found for these errors, although in the Georgian language there is a genitive case, but a particle denoting belonging is not added to the object.

3. The survey data also showed existing difficulties in the issue of perception and use of **geniş zaman**. Obviously, language learners seem to understand the area of use of “extensive tense” during the lesson (everyday activities, polite form), the Georgian equivalent of which is only the present tense, but in the questionnaires this tense was used only by few students. Most survey participants preferred to use the present tense instead of the “extensive” one both when filling out grammar tests and when writing narratives on free topics.

4. Among the common errors, a special place was occupied by the erroneous use of the suffixal form (category of names of actions (masdars)) -dik, -acak, and in more frequent cases - the fact of its non-use. Most survey participants either used the question incorrectly or were unable to use it at all, either in the inserted examples or in the written narrative. The suffixes -dik, -acak are suffixal masdars expressing belonging to Georgian unions: რომ, რათა, ვინც, რაც, რომელიც, რო გორიც, სადაც, საიდანაც (who, what, which, how, whence, whence, whither, when), etc., which are appropriate equivalents for the Turkish language. In Georgian complex sentences, the subordinate clause is the main determiner, and in many cases the idea is expressed in two sentences by means of conjunctions, whereas in the Turkish variant, in many cases it is represented by one sentence, where masdars are the possessive suffixes dik and -acak. As an example, let's look at the Turkish sentences constructed by the survey participants based on filling in the missing gaps, and discuss the probable reasons for the existing errors:

1. Based on filling in the blanks, a very small number of participants managed to create the correct sentence: „DOĞDUĞUM VE BÜYÜDÜĞÜM ÜLKE GÜRCİSTANDIR“ (The country where I was born and raised is Georgia). Only a very small number of participants wrote it correctly. The sentences compiled by the vast majority are as follows:

ÜLKE, NEREDE DOĞDUM VE BÜYÜDÜM GÜRCİSTANDIR.

Georgians who know Turkish will assure me that the Turkish sentence is built on the basis of an exact copy of the structure of the Georgian sentence;

2. The correct version: **YARIN YURT DIŞINA GIDECEĞİM İÇİN ÇOK HEYECANLIYIM**" (I'm excited because I'm going abroad tomorrow) was also written without mistakes by a very small

number of people. The suggestions made by the vast majority of the survey participants are as follows:

- a. **YARIN YURT DIŞINA GIDIYORUM İÇİN ÇOK HEYECANLIYIM** - the masdar form was not used, and the connection and linkage of sentences were carried out incorrectly;
- b. **YARIN YURT DIŞINA GIDIYORUM VE ÇOK HEYECANLIYIM**
- c. **YARIN YURT DIŞINA GIDIYORUM, ONUN İÇİN ÇOK H EYECANLIYIM.**

As we see, in most cases, Georgians still prefer to use the masdar form, influenced by their own language, to compose complex sentences based on the use of conjunctions.

A similar problem is observed in the following sentence: **“Televizyon izledikten sonra uyudum** (I watched TV for a while and then went to bed), where is the conjunction replaced by the masdar suffix -dık-. The vast majority of survey participants represented this sentence as follows: **Biraz televizyon izledim, sonra uyudum.**

In fact, this sentence cannot be considered erroneous, but again, under the influence of the Georgian language, the composition of the sentence with the conjunction takes place. Only a very small part of the students was able to correctly construct the Turkish construction, that is, use masdar -dık-.

5. Comparatively less, but still common, is the non-use of the suffix -lik, which forms abstract nouns: in the sentence **“Ablam bir klinikte veterinerlik yapıyor”** (My sister works as a veterinarian in a clinic) very erroneous Turkish variants were presented, for example, **“Ablam bir klinikte veterinerden yapıyor; Ablam bir klinikte veteriner yapıyor”**, etc. However, it should be noted here, that the sentence with the same grammatical load **“şehrinizde kiralık ev arıyorum”** (I am looking for a house for rent in your city), surprisingly, the vast majority wrote correctly, there were only a few errors, which

can be explained by the fact that many houses have signs with similar content, both in Georgian and Turkish, which led to the correct use of the above-mentioned particle by the participants in the questionnaire, based on the imprinting in memory.

It should also be noted that the particle of the past resultative tense **-miş** was rarely used by Georgian respondents.

“Haberlerde duydum, dün Türkiyede deprem olmuş” (I heard on the news that there was an earthquake in Turkey yesterday) - this sentence in the questionnaire was filled out by many participants as follows:

“Haberlerde duydum, dün Türkiyede deprem oldu” (I heard on the news that there was an earthquake in Turkey yesterday). A form of **-miş** that refers to the narration of an event seen by other people, i.e. it is used to reflect the situation without being attended seems to cause misunderstanding among Georgians. This fact may be due to a gap in the educational process, insufficient coverage of the topic, or a lack of examples of use in the textbook.

To a lesser extent, however, the use of absolutes is also a common problem: one part of the participants does not understand the use of the situational absolute **“ip”**, the Georgian equivalent of which is the conjunction **“და”** (and).

The correct form is: **“Şapkasını çıkarıp masanın üzerine koydu”** (He took off his hat and put it on the table) in the survey options the following version was promoted: **“Şapkasını çıkardı, masanın üzerine koydu.”**

As we can see, a syntactic problem also arises here. Replacing the conjunction **“ve”** by adding the particle **“ip”** to the base of the verb is either an incomprehensible topic for some of the Georgian participants, or based on the dominance of native grammar in memory, there is a place for oblivion or superficial knowledge of the issue.

As for the lexical part, presented in the form of topics, we encounter all four types of language errors: spelling, syntactic, morphological and stylistic.

Among the spelling errors, there were recorded a lot of mistakes: **arkadaşım, kardeşim, yürüyorum, kırtasie**, etc. As we see, the rules of harmony of Turkish vowels (selection of a suffix according to the vowel in the last syllable) are absolutely violated. Due to their absence in Georgian, English and other languages, the existence of some vowels peculiar only to the Turkish language, a Georgian student when writing in Turkish often ignores these vowels.

From lexical-morphological errors: **Hobim şarkıyı söylemek** - there is an inappropriate use of case ending;

.... **bol bol gülüyoruz, tatlı tatlı konuşuyoruz, bayramını çok seviyorum** - inappropriate use of the particle of belonging, such a sentence is syntactically and stylistically incorrect;

.....**iyi bir öğretmen olacağım düşünüyorum** - the case ending for the masdar form -dık is not used;

her hafta sonu arkadaşça topluyoruz (instead of the word: **toplanıyoruz** - we are gathering); **topluyoruz** - we are collecting; using a word with the wrong meaning results in an absurd sentence;

Değiştik yemekler yapıyoruz - distorted use of the word based on ignorance;

fotoğraf çekiliyorum ve müzik dinleniyorum - instead of the correct using of the words “çekiliyorum” ve “dinleniyorum” and many others, which, as we said, lead to uncertainty in the content of the sentence.

Among the syntactic errors - ... „**önceden kitap çok okudum, şimdi başka şeyleri ilgileneceğim**” - there is a mismatch of tenses when connecting two sentences, i.e. incorrect use of tenses; In addition, in the second sentence the case ending of the verb **ilgilenmek** is used incorrectly

"Benim en mutlu günüm üniversite sınavını kazandığımı öğrendiğim gün, çünkü hem kendimin hemde anne-babamın hayalini gerçekleştirecektim. Incorrect use of the verb leads to a violation of the harmony of the sentence structure, excessive use of accessories and izafets.

The above examined errors are a consequence of the language learning process and indicate the incompleteness of the process, however, such an excess of errors indicates the need to take action. It should also be noted that although level A2 reflects almost all spheres of social life and therefore includes a fairly wide vocabulary, the topics of the participants in general are very meager, we can say that they are limited to the vocabulary of level A1. In addition to the paucity of vocabulary, there was the use of words with the wrong meaning, often a special place in errors was occupied by case endings, incorrect use of possessive particles, incorrect formulation of opinions in terms of grammar and content, etc.

Conclusion

The questionnaire research conducted confronted us with the following tasks: a study in which 6 students of the initial stage of level B1 and 20 students who completed level A2, for whom Turkish is an optional subject, took part, presented us with the following reality - the most common mistakes of language learners are:

1. Incorrect and inappropriate use of case endings. The influence of the cases of the native language is clearly felt in the case endings used by the majority of survey participants in the Turkish sentence: instead of the indicative-dative case, that the survey participants used the case ending similar to the content of a Georgian sentence;
2. Among the frequently made mistakes, a large place in this shortcoming is occupied by the incorrect use of the possessive particle. The same can be said about the formation of izafets; here, the influence of the Georgian language is clearly felt as

well. The Turkish equivalent of the Georgian genitive case ending -ობ is -in in Turkish, so most students formed izafets correctly, but the absence of suffixes indicating ownership in Georgian, was observed in the Turkish sentences written by the participants in the questionnaire;

3. In a sentence depicting everyday life that explicitly requires the use of extended tense (geniz zaman), the vast majority of participants also seem to prefer to use the present tense, influenced by Georgian;

4. The Georgian language is a language of conjunctions; the construction of a complex sentence in the Georgian language is unthinkable without conjunctions. The structure of the Georgian sentence was clearly reflected in both the grammatical and lexical parts of the questionnaire. Most of the participants, instead of masdar -dik, -acak, which in Turkish correspond to Georgian conjunctions, prefer to connect clauses through conjunctions.

Discussion

As it is known, level A2, which is the elementary level of language learning, provides language learners with a sufficient supply of vocabulary related to areas of social life, and the grammatical material being studied allows us to use the existing vocabulary in practice and freely form opinions on everyday topics. However, the topics represented by a significant portion of the survey participants are characterized by limited use of grammatical forms and vocabulary. In sentences, the idea is formulated in an understandable but limited grammatical form, which gives grounds to conclude that the acquired material remains in a passive state and its implementation in practice is a problem.

As we can see, the picture clearly drawn by the survey data is not so favorable; it confronts us with the need for serious reflection, searching for solutions and taking the necessary measures.

Recommendations

The questionnaire study has clearly shown us the role of the structural features of the dominant native language, deeply imprinted in the student's memory, in the process of language learning and their influence on the implementation of the target language. Both the grammatical and lexical parts of the study showed that the process of learning Turkish as an optional second language, the course of which is limited to a few hours a week, cannot ensure language proficiency in accordance with the level, and this fact confronts us with the need to carry out the following activities:

- 1. In the learning process, the teaching of grammatical topics, the provision of widely discussed examples of use related to this issue, should be carried out on the basis of a comparison of the target language and the native language. It is advisable to emphasize and pay special attention to the description of the features of the Georgian and Turkish languages, the implementation of teaching a particular topic based on a discussion of similarities and differences;

- 2. In addition to focusing on the above issues in the educational process, it is desirable to develop a textbook on the Turkish language, the purpose of which will be:

- 2.1. the emphasis on ways to eliminate common mistakes made by Georgians: as research has shown, most of the common mistakes are related to the influence of the linguistic structure of the native language, so the purpose of the book should be to solve this problem;

- 2.2. The textbook should provide an extensive supply of ready-made examples of use and accompanying texts on a problematic topic, and also, to avoid misunderstandings, provide the student with contrasting examples in both Turkish and Georgian.

The book will be valuable for any language learner, but it should especially serve as a reference for students for whom Turkish is not their primary language and therefore their study time as an elective subject is limited to a few hours per week. It will be especially valuable

for those who study Turkish on their own, outside of school and without a teacher.

Any learning goal is a productive result. We hope that this article, the purpose of which is to focus on typical mistakes made by Georgians and work out ways to eliminate them, will make some contribution to the issue of preventing expected mistakes in the learning process and, as a result, simplifying the educational process.

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