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EVALUATION OF TURKISH LANGUAGE PRE-SERVICE TEACHERS' OPINIONS ON THE VOCABULARY OF OLD ANATOLIAN TURKISH AND INTERLINEAR TRANSLATION

Research article

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Abstract

The purpose of this study is to identify the opinions of Turkish language pre-service teachers on the vocabulary of Old Anatolian Turkish and interlinear translations, to determine the place of interlinear translations among types of translation, and to give students the point of view that they should be more careful when using interlinear translations in one-to-one translations depending on the originality of the text. In the study, phenomenology design, a qualitative research method, was used to examine in depth the opinions of Turkish language pre-service teachers on the subject. NVivo R1 qualitative data analysis program was used for grouping and coding the data obtained in the research into categories. Using NVivo R1 program, contents with very extensive coverage were easily coded, complicated information were simply organized, and it was ensured that the entire data were commanded. According to the findings of the research, it was found out that the history of language, the history of literature and the use of language are important in interlinear translations, the concept area of Old Anatolian Turkish needs to be analyzed, grammar teaching is beneficial, the selection of texts from simple to complex contributes to the language teaching process, and it is necessary to know the historical development process of the language. It is believed that the study will help pre-service teachers comprehend the historical periods of Turkish language and the place of translation types in the vocabulary of Turkish, increase their academic performance, and acquire knowledge and competence.

Keywords: Turkish language, Turkish teaching, vocabulary, translation types, interlinear translations.

1. Introduction

Old Anatolian Turkish covers the period between 13th and 15th centuries when Turkish language showed development. In this period several copyrighted and translated works were produced, but translated works are more numerous. Majority of translated works are Qur'an translations. The most important feature of the translations produced in Old Anatolian Turkish period is that they are mostly translated from Persian or Arabic. In terms of content, majority of the works are religious texts; from this aspect, the first examples have religious and didactic characteristics (Küçük, 2020).

With the adoption of Islam by Turks, Islamic works began to take their place in the field of Turkish language. These works are Kutadgu Bilig, Divân-ı Lügati't-Türk, Atabetü'l-Hakayık and Divân-ı Hikmet, in chronological order. Tafsirs (interpretations with explanation) surah tafsirs and interlinear translations, which constitute Qur'an translations, are among these works. The fact that the language of the text is Arabic and it is difficult to understand made it necessary to translate it into Turkish (Ünlü, 2019). This sacred text was first translated into Persian by a committee of scholars from Transoxania during the time of Emir Mansur B. Noah



(Hijri 350-365 / 961-976 A.D.) of the Samanids. The first Persian translation was prepared based on the 40-volume work of Muhammad B. Cerir-i Et-Taberi. This tafsir was reduced while being translated into Persian, and interlinear translation was made into Persian based on the original text (Kara, 1987). Unfortunately, this and similar opinions do not go beyond conjecture, as we do not have a definitive record of the first translation into Turkish or the date and nature of the translations (Topaloğlu, 2018).

An examination of the translations shows that translation types are interlinear word-by-word translations, tafsir translations, and tafsirs. The method called interlinear translation is based on giving the identical meanings of words. These are extremely important texts for Turkish vocabulary studies, placed just below the original Arabic text, in which Turkish syntax features are not observed; however, both the Turkish equivalents of Islamic terms and the historical course of Islamic terms in Turkish are traceable.

Interlinear word translations are also important for vocabulary. Translations made in Old Anatolian Turkish in the Anatolian field have been added to these translations since the 14th century, the first examples of which were produced in Karakhanid-Khorezm Turkish. The authors and copyists of few of these works are known, but most of them remain anonymous (Akpınar, 2021).

Although many studies have been conducted on translations, some translations remain unstudied. Zeki Velidi Togan (1959) states that the first Turkish translation was made at the same time as the Persian translation. As evidence for this, he cites the Turk from Ispicab in the translation team. According to Abdülkadir İnan (1961), its translation into Turkish took place about a century after its translation into Persian, that is, in the first half of the 11th century. Both Fuat Köprülü and Abdülkadir İnan claim that the first Turkish translation was made in the first half of the 11th century (Köprülü, 2004).

According to the available knowledge, there are no Qur'an translations in the period of the Seljuks, which is the first phase of Old Anatolian Turkish. The translation of the Qur'an into Old Anatolian Turkish took place in the period of the Principalities after the Seljuks (Özkan, 2010). To these translations, the first examples of which were made in Karakhanid-Khorezm Turkish, translations, tafsir, surah tafsirs and interlinear translations, which were written in Old Anatolian Turkish in the Anatolian field since the 14th century, have been added (Usta, 2011; Gül, 2019; Argunşah, 2019).

The method preferred in early Turkish translations of Qur'an is interlinear translation, which are based on explanation of Arabic words with Turkish words on an individual basis. With this method, Turkish or Persian equivalents are given to each of the Arabic words. Turkish words are written in smaller and thinner letters just below the Arabic text. There are many copies of this type in libraries in Istanbul and Anatolia and in various libraries outside Turkey. Since Turkish sentence construction is often not followed in such translations, the Turkish translation is sometimes incomprehensible without checking it with the Arabic text. Giving a Turkish equivalent to each word is a good method for deriving Turkish words and making suffixes active (Uyanık, 2016).

In interlinear translations, effort was paid to explain each Arabic word with a Turkish word between the lines, and in this way, the semantic features and vocabulary of Turkish in the relevant century were revealed. In these translations, the text is adhered to and the verses are translated meticulously. Therefore, it is important for us to observe the semantic development, phonetic changes, and historical developments in the language. Turkish translations are of great importance for language studies, and especially essential for semantic studies and lexicography. In this respect, translations are the most critical sources in terms of illuminating

the various periods of the Turkish language and showing the line of development and change, especially as they shed light on several phonetic and semantic issues that we have difficulty in solving even today. They are valuable resources for the Turkish language, especially in terms of lexicography, and are substantial resources for the atlas and historical dictionary of the Turkish language (Sökmen, 2016).

The first interlinear translated copy is Süleymaniye Copy, the mixed language translation at Donations Section of Süleymaniye Library registered with no 3966. The work was discovered for the scientific community by Nuri Yüce (Yüce, 1990). This copy, translated by Gülten Sağol Yüksekaya (1993) as a doctoral study, is complete, but the copyist and the place where it was written are unknown. This translation, dated 1363 Gregorian, has 583 leaves. Under the direction of Nuri Yüce, Osman Toker did his master's work on the 109b-144a leaves of the manuscript (Toker, 2000). Nuri Yüce distributed the remaining parts of the work as a master's thesis to his 4 students between 2005 and 2007, and thus the manuscript was studied completely (Müfettişoğlu, 2006).

Turkish translations of Qur'an produced in various geographical regions and periods in the history of Turkish language have a critical place. Literature reviews show that limited studies have been conducted on Turkish interlinear translations. Although these studies are few, they were completed more meticulously compared to other works in the form of verse and prose. For this reason, one of the objectives of this study is to determine the place of interlinear translations among translation types. Another objective of the paper is to make sure that students gain the point of view that they should be more careful when using interlinear translations in one-to-one translations, adhering to the originality of the text. In addition, in this study, which was conducted to determine the opinions of Turkish teacher candidates on the vocabulary of Old Anatolian Turkish and interlinear translations, answers were sought to the following questions:

1. What are the opinions of Turkish language pre-service teachers about Old Anatolian Turkish?
2. What are the points that attract the attention of Turkish language pre-service teachers in the translation of Old Anatolian Turkish texts?
3. What are the situations that Turkish language pre-service teachers have the most difficulty in reading, writing and grammar in the Old Anatolian Turkish course?
4. What are the opinions of Turkish language pre-service teachers about the reference books and sample interlinear texts given by the lecturer in the Old Anatolian Turkish course?
5. What are the suggestions of Turkish language pre-service teachers that they think will be useful for teaching reading, writing, grammar, and translation in the Old Anatolian Turkish course?
6. What are the expectations of Turkish language pre-service teachers from faculty members regarding the teaching of reading, writing, grammar, and translation in Old Anatolian Turkish?
7. What are the opinions of Turkish language pre-service teachers about the necessity of teaching Old Anatolian Turkish?

2. Method

2.1. Research Design

In accordance with the purpose of the study, qualitative research was preferred as the method, and phenomenology was chosen as the design. Qualitative research can be defined as studies in which the qualities of materials, situations, activities or relationships are investigated



(Freankel, 2006). It includes features that will bring flexibility to research, such as perceiving and revealing events with a holistic perspective in its natural environment, and making an inductive analysis (Demirli, 2007). This study was conducted using phenomenology design, which is a case study pattern of qualitative research models. In case studies, factors related to a situation or phenomenon are examined in detail. Phenomenology is a qualitative research method that allows people to express their understanding, feelings, perspectives and perceptions about a particular phenomenon or concept and is used to describe how they experience this phenomenon (Rose, Beeby, & Parker, 1995). Here, effort is paid to determine how the factors discussed in the research affect a situation and how they are affected by the same. As a result, the situation is evaluated and the analysis is concluded (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, Demirel, 2012; Glesne, 2012; Yıldırım & Şimşek, 2011). The phenomenological pattern has been widely used in the field of social science recently to examine and explain events, situations, experiences, and concepts. Seggie and Bayyurt (2017) argued that in phenomenological studies, facts are shaped according to the perceptions of people who experience them, experiences are the source of all knowledge, and it is necessary to understand how they are realized.

2.2. Participants

Patton (2014) emphasizes the importance of the participants in the study group being individuals who have experience with the phenomenon under investigation. The research was conducted in the fall semester of the 2023-2024 academic year. The study group of the research is undergraduate students at the Department of Turkish Language Teaching, Faculty of Education, of a private university in the Turkish Republic of Northern Cyprus. The study group of the research was formed by the criterion sampling method (Table 1). It is the study of all situations that meet a set of predetermined criteria (Büyüköztürk, 2018). The researcher creates the criteria, or a previously prepared list of criteria can be used (Marshall & Rossman, 2014). Criterion sampling is not done only with the time variable; any situation that is the subject of the research can be determined as a criterion (Grix, 2010).

Table 1. Demographic information about the participants

	Variable	Distribution
Gender	Male	25
	Woman	29
Age range	17	5
	18	8
	20	11
	21	16
	23	5
	26	9
Monthly Income	0-10.000 TL	1
	10.000-20.000 TL	7
	20.000- 30.000 TL	18
	30.000- 40.000 TL	20
	40.0 +	8

2.3. Data Collection Process

The interview form with which data were collected was developed by the researcher. Semi-structured interview form provides an advantage in terms of asking detailed questions about the subject studied, making queries about points that are not understood and questions not adequately answered, and providing explanations (Yıldırım and Şimşek, 2018). In phenomenological studies, interview is the primary data collection instrument. The aim here is to determine the feelings and opinions of the contacted individual about the researched subject. According to Köprülü (2018), empathy is a powerful method that people use when perceiving and defining reality. The socio-demographic information section of the interview form, which is the first part, includes questions posed in order to determine the gender, age and economic status of Turkish language teaching undergraduate students included in the research.

The interview questions in the second part of the interview form were prepared as a draft following a comprehensive field survey. When developing the interview form, similar studies conducted in the field or other fields were examined, and semi-structured open-ended questions were determined after organizing according to the subject, importance, and purpose of the study. A pilot application was made by obtaining the opinions of 3 field experts and 3 department students with the questions determined. Then, necessary arrangements were made in line with the opinions of the experts, and the data collection process was initiated through Google forms. The questions in the interview form are as follows:

1. What are the opinions of Turkish language pre-service teachers about Old Anatolian Turkish?
2. What are the points that attract the attention of Turkish language pre-service teachers in the translation of Old Anatolian Turkish texts?
3. What are the situations that Turkish language pre-service teachers have the most difficulty in reading, writing and grammar in the Old Anatolian Turkish course?
4. What are the opinions of Turkish language pre-service teachers about the reference books and sample interlinear texts given by the lecturer in the Old Anatolian Turkish course?
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7. What are the opinions of Turkish language pre-service teachers about the necessity of teaching Old Anatolian Turkish?

After obtaining the necessary information and permissions from the institution where the research would be conducted, the participants were allowed to participate in the study on a voluntary basis. Karataş (2019) states that it is very important to examine the subject in depth in qualitative research, because this situation determines the role of the participant and clarifies the problem. Therefore, when analyzing the data, we obtained from the participants, we should not add our own prejudices and comments; we should only add our comments while writing the results and suggestions.

2.4. Analysis of Data

Qualitative data analysis reveals the richness and complexities of social life through different viewpoints. This situation ensures that differences and diversities are formed in the analysis of qualitative data. There is no single accurate way and standard formula in qualitative



data analysis. There are guidelines, but they are not a recipe. Different analysis can be made based on the same dataset.

Qualitative data analysis is shaped in the research process. It is influenced by the researcher's point of view of the data, his/her purpose, research questions, and the data he/she collects. The analysis process is a systematic process that includes organizing the obtained data, bringing the data together in a meaningful way in accordance with the purpose of the research, creating the general structure or framework, revealing the important points, and presenting them to the reader in a meaningful way. The collected data is exposed to content analysis and shared contents are discovered. The process of defining, coding, and categorizing the data is defined as content analysis (Patton, 1990, Bell, 1999). Separating the data into groups in categories and identifying the similarities and differences between the answers given by the participants is carried out through analysis. Categories are limited for each concept obtained, and analysis is conducted in this way (Didis, Özcan, & Abak, 2008). Finally, the findings are coded, and these codes help in the analysis of the data.

NVivo R1 qualitative data analysis program was used for grouping and coding the data obtained in the research into categories. With the NVivo R1 program, very comprehensive contents could be easily encoded, and complex information was organized simply, thus ensuring complete control of the data. The NVivo R1 program allows quick recall and post-facto analysis while coding. This software made it very easy to find common expressions among answers to the same question. The obtained data were digitized and interpreted. Qualitative data were quantified and data that passed through certain processes were digitized. According to Yıldırım and Şimşek (2008), similar to the case with quantitative research types, data can be reduced to numbers at a certain level in qualitative research. Simple percentage calculations and frequency analysis are used when digitizing the data. With this method, the reliability of the qualitative data is increased, possible bias is reduced, and the data can be compared (Yıldırım & Şimşek, 2018). In this study, the digitization of qualitative data was achieved by making statistical calculations with NVivo R1 qualitative data analysis software.

3. Findings and Discussion

The findings of the study are presented using figures and tables as in the following.

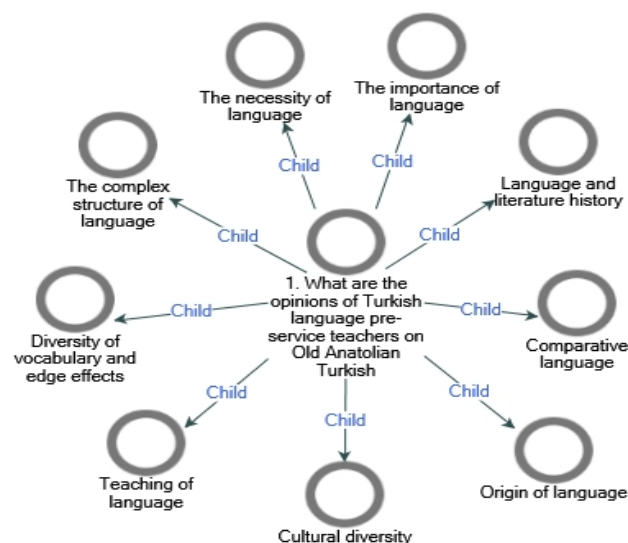


Figure 1. Theme and Sub-Themes Distribution Map (Maps Project) NVivo R1 Data as regards the question “What are the opinions of Turkish language pre-service teachers about Old Anatolian Turkish?”

The themes and sub-themes (also stated in the research model in Figure 1) that emerged according to the participants' opinions in the qualitative research as a result of the analysis of the data for the problem sentence and sub-problems "What are the opinions of Turkish language pre-service teachers about Old Anatolian Turkish?" are indicated as above. Opinions about the question "What are the opinions of Turkish language pre-service teachers about Old Anatolian Turkish?" are given together with their sub-themes. Sub-themes and detailed findings in the light of these themes are presented in the following figures and tables.

3.1. Theme 1. What are the opinions of Turkish language pre-service teachers about Old Anatolian Turkish?

Table 2. Participants' opinion regarding Old Anatolian Turkish

	N
Vocabulary and phonetics	7
Origin of language	8
Cultural diversity	5
History of language and literature	12
The importance of language	9
Comparative language	4
The complicated structure of language	6
The necessity of language	2
Language teaching	1

As can be seen in Figure 1 and Table 2, according to the participant opinions, in the theme of "the opinions of Turkish language pre-service teachers about Old Anatolian Turkish", word diversity and phonetics, origin of language, cultural diversity, history of language and literature, importance of language, comparative language, complicated structure of language, and necessity of language and language teaching have been reported. When we analyze the answers given by the researchers in depth due to the nature of qualitative analysis, it can be said that the majority of them expressed their views on the history of language and literature and the importance of language. The opinions of the participants on this issue are given below:

P1: "Today, different words are used from the spoken language. These words have gone through many sound events until today." P24: "Old Anatolian Turkish has undergone many changes in terms of grammatical features and has completed its development. Although the development of Turkish language has gone through difficult processes, it has taken its place in our history as a period of formation and establishment." P2: "Old Anatolian Turkish is the source of the Turkish we speak now; it has undergone many changes and gained a rich structure over time." P29: "We see that there are Arabic and Persian words and phrases besides Turkish words in Old Anatolian Turkish. This shows that the language used by the people of that period was heavier than today's language. Due to the presence of multiple cultures in Anatolia, Old Anatolian Turkish contains many linguistic structures." P8: "Old Anatolian Turkish represents a linguistic period that has been formed by the Turks since their arrival in Anatolia, which has certain grammatical rules and vocabulary. This language was used extensively in Turkish literature until the second half of the 15th century". P41: "In Old Anatolian Turkish, we can see how our Turkish developed, how it changed in certain periods and transformed into Turkey Turkish. In this period, which developed between the 13th and 15th centuries, great artists such as Hoca Dehhani, Aşık Paşa and Yunus Emre made important contributions to our language with their works." P11: "In the last periods of Anatolian Seljuks,

the period of principalities and the pre-imperial period of the Ottoman Empire, a plain Turkish was used, in which there were not many foreign elements. There were Arabic and Persian elements in the works produced in this period. The proportion of foreign words increased from the 13th century to the 15th century. After the 15th century, the simplicity of the language disappeared. Written language moved away from spoken language and started to become a language of intellectuals.” P25: “It is important to use plain Turkish, where foreign elements are not seen much in Old Anatolian Turkish, and to use Arabic and Persian words very little in the written works. It is a period of time that I see as increasingly negative from the 13th to the 15th centuries, in terms of the increasing heavy use of Persian and Arabic words and phrases, the loss of simplicity in the language, and the language becoming a literary language rather than a spoken one.” P32: “Old Anatolian Turkish was formed in Northern and Southern Azerbaijan, Northern Iraq, Northern Syria, Anatolia, Cyprus, Aegean Islands, Balkans, Crimean Khanate and North Africa from the beginning of the 13th century to the end of the 15th century. This language also has the feature of being the first written language of the Oghuz language group, therefore it is important for the Turkish language.” P38: “In terms of origin, Turkish is among the Altaic languages among the world languages. Apart from Turkish, Mongolian and Manchu-Tungusian are also included in this group. We realize that our language, which has its roots in the past, is actually not well understood by some groups. Because Old Anatolian Turkish is a difficult language to understand and is not sufficiently included in the education curriculum, it is not well known by the students.” P36: “Old Anatolian Turkish is the continuation of Karakhanid Turkish, it includes several works written in this Turkish language such as Kutadgu Bilig, Divan-ı Hikmet, Atabetül Hakayık, and Dîvânu Lügâti’t-Türk. Old Anatolian Turkish is quite simple compared to Ottoman Turkish. Over time, the influence of Arabic and Persian words increased.” P34: “As a senior Turkish teaching student, I am very happy to take this course.”

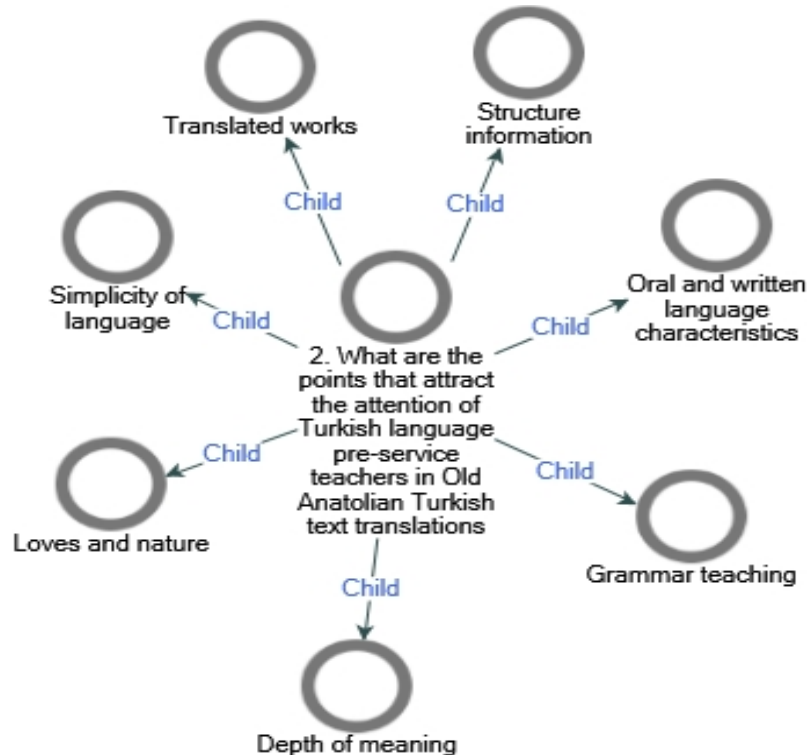


Figure 2. Theme and Sub-Themes Distribution Map (Maps Project) NVivo R1 Data as regards the question “What are the points that attract the attention of Turkish language pre-service teachers in Old Anatolian Turkish text translations?”

The themes and sub-themes (also stated in the research model in Figure 2) that emerged according to the participants' opinions in the qualitative research as a result of the analysis of the data for the problem sentence and sub-problems "What are the points that attract the attention of Turkish language pre-service teachers in Old Anatolian Turkish text translations?" are indicated as above. Opinions about the question "What are the points that attract the attention of Turkish language pre-service teachers in Old Anatolian Turkish text translations?" are given together with their sub-themes. Sub-themes and detailed findings in the light of these themes are presented in the following figures and tables.

3.2. Theme 2: What are the points that attract the attention of Turkish language pre-service teachers in the translation of Old Anatolian Turkish texts?

Table 3. Participants' opinion regarding the translation of Old Anatolian Turkish

Theme	N
Semantic depth	12
Loves and nature	4
Oral and written language features	17
Simplicity of language	5
Grammar teaching	5
Translated works	7
Knowledge of structure	4

As seen in Figure 2 and Table 3, in the theme "the points that attract the attention of Turkish language pre-service teachers in the translation of Old Anatolian Turkish texts", participants expressed their views as semantic depth, loves and nature, oral and written language features, simplicity of language, grammar teaching, translated works and knowledge of structure. When we analyze the answers given by the researchers in depth due to the nature of the qualitative analysis, it can be said that they mostly expressed their opinions about oral and written language features and semantic depth. The opinions of the participants on this subject are given below:

P11: *"The translations made in the Old Anatolian Turkish period were created in a very simple style. In annotated translations and commentaries, after the information to be given to the reader in the source language has been thoroughly assimilated and digested, this information has been tried to be given in accordance with the syntax of the translated language. Therefore, it is observed that a significant level of fluency is achieved in the sentence structure of the language. In addition, comprehensive information on the subject is included in these tafsir, and the reader is tried to be enlightened in all aspects."* P41: *"There are very different and difficult words in the texts. They are as difficult to make people think as they are written and pronounced. It's a great job to translate and adapt them into current Turkish."* P2: *"The riches, figures, loves and nature mentioned in Anatolia in the texts are the subjects that draw the most attention."* P34: *"In the translations of the text, it is seen that as a result of the semantic and phonetic changes of some words in the historical process, there is no similarity or connection in any way between some words belonging to that period and some words we use today, which is sad."* P8: *"The most remarkable point in the translations of Old Anatolian Turkish is that some word patterns have different uses in this historical language, which is still in a period of transition and change. This is an important issue for the history of language."* P26: *"Texts in Old Anatolian Turkish convey the conditions, lifestyles, and events of that period to us. Each work is a resource in itself. They are works that use the language well"*

according to the time and they touch on several subjects. It is remarkable that these works give us a lot of information.” P36: “The features that draw my attention in the Old Anatolian Turkish text translations are as follows: when the important features of the translations produced in this period are examined, we see that almost all of them were translated from Arabic and Persian. Some of these translations are aimed at writing Turkish works and supporting their cultural activities at the request of the sultans and administrators. That’s why it caught my attention.” P33: “Compared to now, we see that there are more different words. Therefore, it is more difficult for us to understand the words whose meaning in a given text is foreign to us. But we can make sense of these words with the help of a dictionary; using a dictionary helps us understand the texts.” P14: “The fact that Old Anatolian Turkish represents a historical period of the Turkish language and teaches new words is the thing that draws my attention the most. It helps us learn new words and increase our vocabulary as we look up unknown words from the dictionary.” P22: “The most important thing that draws my attention in the translations of Old Anatolian Turkish texts is that most translated works have a religious content. In addition to religious translations, medical translations, mathematical translations, and many translations in the field of health attract attention.” P24: “Many works of copyright and translation were written in this period, but translated works are more numerous. Most of these translations have religious content. Translations of the Qur’an have a great place among religious works. One thing that caught my attention personally is that it has a religious content. I think people have translated many works in order to learn religion better.” P31: “It is seen that they are far from Turkey Turkish and contain a lot of Arabic and Persian words. Many translated works in the field of religion and health draw attention.” P29: “I found that the sentence structures in the Old Anatolian Turkish translations are closer to the Arabic structure. In addition, the place of Persian words in the vocabulary of the works we translated is one of the structural features that caught my attention.”

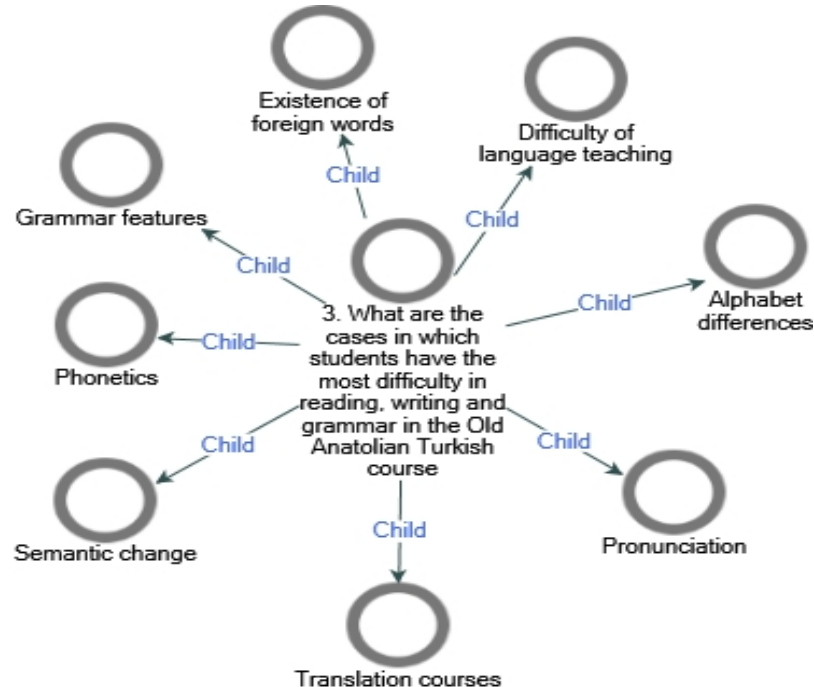


Figure 3. Theme and Sub-Themes Distribution Map (Maps Project) NVivo R1 Data as regards the question “What are the cases in which students have the most difficulty in reading, writing and grammar in the Old Anatolian Turkish course?”

The themes and sub-themes (also stated in the research model in Figure 3) that emerged according to the participants’ opinions in the qualitative research as a result of the analysis of

the data for the problem sentence and sub-problems “What are the cases in which students have the most difficulty in reading, writing and grammar in the Old Anatolian Turkish course?” are indicated as above. Opinions about the question “What are the cases in which students have the most difficulty in reading, writing and grammar in the Old Anatolian Turkish course?” are given together with their sub-themes. Sub-themes and detailed findings in the light of these themes are presented in the following figures and tables.

3.3. Theme 3: What are the situations that Turkish language pre-service teachers have the most difficulty in reading, writing and grammar in the Old Anatolian Turkish course?

Table 4. Participants’ opinion regarding the the difficulty in reading, writing and grammar in the Old Anatolian Turkish course

Theme	N
Sound knowledge	5
Semantic change	5
Grammar features	12
Difficulty of language teaching	10
Pronunciation	4
Presence of foreign words	8
Alphabet differences	6
Translation courses	4

As seen in Figure 3 and Table 4, in the theme “situations that Turkish language pre-service teachers have the most difficulty in reading, writing and grammar in the Old Anatolian Turkish course”, participants reported their opinions as knowledge of sounds, semantic change, grammatical features, difficulty of language teaching, pronunciation, presence of foreign words, alphabet differences and translation courses. When we analyze the answers given by the researchers in depth due to the nature of the qualitative analysis, they mostly expressed their opinions about the grammatical features and the difficulty of language teaching. The opinions of the participants on this subject are given below:

P34: “As it is Old Anatolian Turkish, it is obvious that there are problems in reading and writing. When the necessary work is done on grammar, we can handle and overcome the parts that we have difficulty with. If the necessary information and studies are conducted, we can handle these difficulties.” P2: “Because the language has changed a lot, I have some difficulty in translating the texts. One of the reasons why we have difficulty in making sense of it is that the texts are mostly read as facsimiles.” P36: “Since the words and sentences in the works written in the Old Anatolian Turkish period are different from the writing and words of the current period, there are of course some difficulties in reading. The language and writing of that period were heavier than today, and changes in meaning and sound have occurred in the historical process.” P4: “It is very difficult to read in manuscripts, besides, the grammatical structure and the analysis of words require a great knowledge and unfortunately it presents some difficulties to the students in this case. Due to the great differences between Old Anatolian Turkish and Turkey Turkish, Old Anatolian Turkish is among the courses that students have difficulty with.” P45: “Combining or not combining some letters with other letters in Old Anatolian Turkish causes confusion. In some words, the letters “a, e” are omitted and not written, so students have difficulty in reading or writing Old Anatolian Turkish.” P11: “Due to the insufficient knowledge of Arabic and Persian grammar in Old Anatolian Turkish, and insufficient spelling and spelling, Arabic and Persian words cannot be distinguished. Another

issue is that text reading and writing activities are not done at an adequate level.” P20: “Problems such as not being able to know and write the patterns of Arabic words, not being able to read and write the texts, getting acquainted with new grammatical forms, increasing number of foreign words, and the fact that there are many differences between the language phases create difficulties.” P27: “The most difficult part is translation. The stereotyped sentences in the Turkish of that period are the parts that we have the most difficulty with. Depending on the time, Turkish language has changed and assumed a certain form. But we have some difficulty in reading and interpreting it.” P39: “The words in the works are more redundant than the current ones, which makes it difficult to understand. When we look at it from a grammatical point of view, since there are Arabic and Persian words, there may be discrepancies in terms of grammar in translating.” P3: “There are difficulties in the Old Anatolian Turkish course mostly because of the words that are not found in today’s Turkish. The fact that there are many words whose meaning we do not know makes it difficult for us to interpret and translate them.” P25: “Since the Arabic alphabet is used, it is a much more redundant language than Turkey Turkish, and the spelling rules are different, so it forces us to adapt. Another reason is that the Oghuz language, which uses the Arabic alphabet but is written with the Uyghur spelling, is a bit heavy for us and we have difficulties.” P40: “As there are foreign words in Old Anatolian Turkish, it may not be understandable to us today. The thing I have the most difficulty with is translating these words in order to fully comprehend them.”

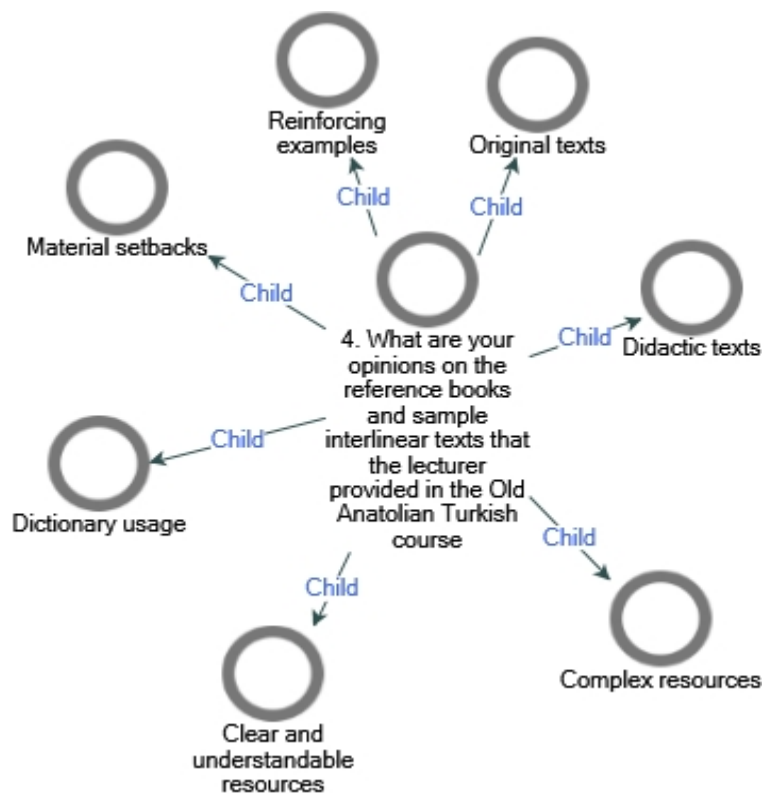


Figure 4. Theme and Sub-Themes Distribution Map (Maps Project) NVivo R1 Data as regards the question “What are your opinions on the reference books and sample interlinear texts that the lecturer provided in the Old Anatolian Turkish course?”

The themes and sub-themes (also stated in the research model in Figure 4) that emerged according to the participants’ opinions in the qualitative research as a result of the analysis of the data for the problem sentence and sub-problems “What are your opinions on the reference books and sample interlinear texts that the lecturer provided in the Old Anatolian Turkish

course?” are indicated as above. Opinions about the question “What are your opinions on the reference books and sample interlinear texts that the lecturer provided in the Old Anatolian Turkish course?” are given together with their sub-themes. Sub-themes and detailed findings in the light of these themes are presented in the following figures and tables.

3.4. Theme 4: What are the opinions of Turkish language pre-service teachers about the reference books and sample interlinear texts given by the lecturer in the Old Anatolian Turkish course?

Table 5. Participants’ opinion regarding the reference books and sample interlinear texts given by the lecturer in the Old Anatolian Turkish course

Theme	N
Complex resources	8
Reinforcing examples	8
Tutorials	10
Clear and understandable resources	12
Original texts	6
Usage of dictionary	4
Material shortages	6

As seen in Figure 4 and Table 5, in the theme “the opinions of Turkish language pre-service teachers about the reference books and sample interlinear texts given by the lecturer in the Old Anatolian Turkish course”, participants reported their opinions as complex sources, reinforcing examples, tutorials, clear and understandable sources, use of dictionaries, original texts and material shortages. When we analyze the answers given by the researchers in depth due to the nature of qualitative analysis, they mostly expressed their opinions on clear and understandable sources and instructive texts. The opinions of the participants on this subject are given below:

P3: “As the texts given are usually very long, students may have difficulty in reading. It is difficult for me to have words that are not found in today’s Turkish, but I find it very useful in terms of vocabulary to research these words and learn their meanings.” P1: “The lecturer helped me understand the class much better by recommending the resources that were explained in detail about this class. At first we had a difficult time, but then when the sound events started to settle in our minds, we solved it more easily. However, we are still struggling.” P4: “The resources given in the Old Anatolian Turkish course are explanatory. If it is carefully examined and explained to the students by the faculty members, it may become more understandable for the students.” P24: “The fact that the reference books support the Old Anatolian Turkish class and the interlinear sample texts help us learn our lesson in the best way possible.” P39: “Sources are understandable. Examples are given in a way that students can comprehend. It allows a history to be handled from all aspects, because it constitutes one of the important time periods of Turkish. But the resources available are insufficient.” P8: “It is suitable for the level of the student with the resource given on grammar learning and text analysis. However, diversifying and comparing the source texts will make learning more effective.” P25: “I find it sufficient to have exemplification studies done by referring to different subjects and themes, both with quotes from a poem or by making a text analysis, and I think it contributes to my development.” P27: “As of our department, the most important material of every class is books. The books and texts recommended by our teacher helped us to remember many words we did not know in Old Anatolian Turkish. Every word we do and will learn represents a big step towards keeping the Old Anatolian Turkish alive.” P34: “The

resources and sample interlinear texts that our teacher presented to us in the Old Anatolian Turkish class, together with the conditions he provided for us, were very successful under the conditions of that day. With the flow of the course and the auxiliary items given, I gained sufficient and satisfactory information about the subject.” P36: “I think it is a very good idea in terms of obtaining the most accurate information about Old Anatolian Turkish, and it is a good idea because it is a method open to more detailed learning.” P39: “Sources are understandable. Examples are given in a way that students can understand. It allows history to be dealt with in every aspect, because it constitutes one of the important time periods of Turkish. However, resources are not enough.” P37: “Old Anatolian Turkish reference books on this subject can be prepared in more detail and by giving various examples. These examples should become more permanent in the mind of the student. Even if time passes, there should be resources that will not be forgotten and the necessary value should be given.”

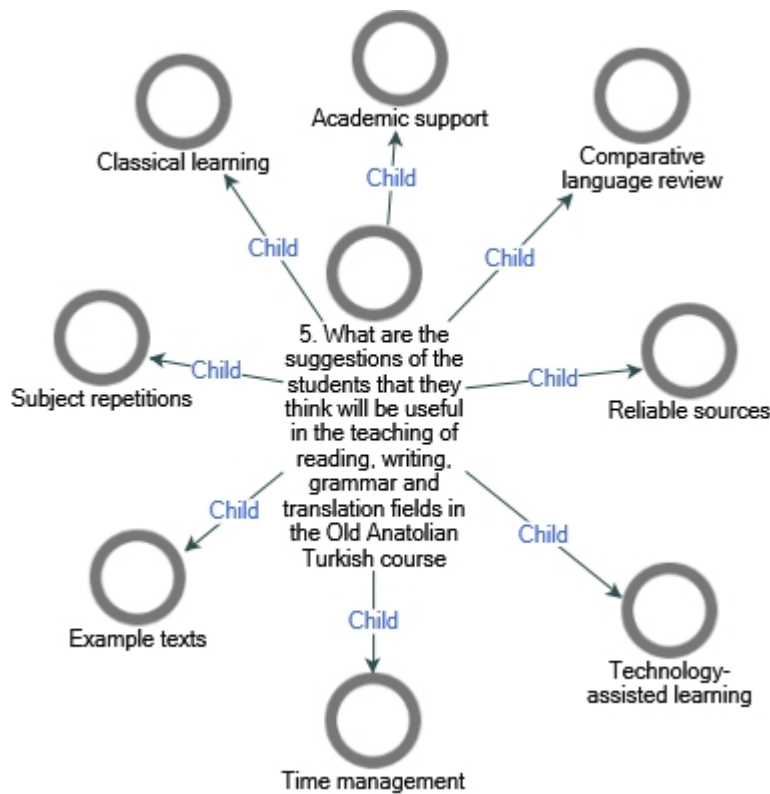


Figure 5. Theme and Sub-Themes Distribution Map (Maps Project) NVivo R1 Data as regards the question “What are the suggestions of the students that they think will be useful in the teaching of reading, writing, grammar and translation fields in the Old Anatolian Turkish course?”

The themes and sub-themes (also stated in the research model in Figure 5) that emerged according to the participants’ opinions in the qualitative research as a result of the analysis of the data for the problem sentence and sub-problems “What are the suggestions of the students that they think will be useful in the teaching of reading, writing, grammar and translation fields in the Old Anatolian Turkish course?” are indicated as above. Opinions about the question “What are the suggestions of the students that they think will be useful in the teaching of reading, writing, grammar and translation fields in the Old Anatolian Turkish course?” are given together with their sub-themes. Sub-themes and detailed findings in the light of these themes are presented in the following figures and tables.

3.5. Theme 5: What are the suggestions of Turkish language pre-service teachers that they think will be useful for teaching reading, writing, grammar, and translation in the Old Anatolian Turkish course?

Table 6. Participants' opinion regarding the usefulness of teaching reading, writing, grammar, and translation in the Old Anatolian Turkish course

Theme	N
Comparative language examination	10
Sample texts	6
Subject repetitions	6
Technology-assisted learning	8
Time management	4
Conventional learning	8
Reliable resource	6
Academic support	6

As seen in Figure 5 and Table 6, in the theme “the suggestions of Turkish language pre-service teachers that they think will be useful for teaching reading, writing, grammar, and translation in the Old Anatolian Turkish course”, participants reported their opinions as comparative language analysis, sample texts, subject repetitions, technology-assisted learning, time management, conventional learning, reliable source and academic support. Due to the nature of qualitative analysis, when we analyzed the answers given by the researchers in depth, they mostly expressed their opinions on comparative language analysis. The opinions of the participants on this subject are given below:

P1: “They should read both texts at the same time by comparing them. It is useful to examine the texts related to the subject, to take notes of unknown words and to look them up in the dictionary. It is necessary to know where the origin of Old Anatolian Turkish comes from.” P22: “After learning the alphabet, first the words, then the sentences, and finally texts should be read. You should start with short sentences and then move on to longer texts. A path from the simple to the complex must be followed.” P8: “In terms of improving the student’s literacy skills, it is often possible to practice on this subject. Thus, it can be ensured that the student becomes more familiar with the texts of the language period he/she is learning. In addition, the harmony and differences between the vocabulary of Old Anatolian Turkish and today’s Turkey Turkish should be shown. In this way, more permanent teaching of grammar studies can be provided. The student who starts to learn the dialect by comparison can become more competent in grammar study and translation.” P26: “Students generally understand better when they are asked or solve a question. Reading, writing and grammar can only produce results when done by the student. The teacher cannot do this alone. Our teacher both dictates writing on this subject and he also makes us solve questions. When we make a mistake, he allows us to see that mistake. In this respect, we can say that we are lucky.” P22: “After learning the alphabet, first the words, then the sentences, and finally the texts should be read. Start with short sentences and move on to longer texts. It may be suggested to proceed through examples that we can use in our daily lives.” P35: “There are many videos on the internet about Old Anatolian Turkish. When students watch these videos, I am sure they will benefit greatly from this information. At the same time, there are books adapted to today’s works on this subject. Students who try to read these books will gradually gain more knowledge and those words will no longer be foreign to them.” P11: “The suggestions that I think will be

beneficial for the students in teaching reading, writing, grammar and translation in the Old Anatolian Turkish class are as follows: doing extracurricular exercises, doing repetitions outside the class, increasing reading and writing activities, and always doing reading and writing exercises.” P34: “I have a suggestion for reading, writing, grammar and translation in this course. In a study on the texts, the words of the text can be translated because it is written in Old Anatolian Turkish. Later, a paper with today’s adaptation can be given to us after that class and we can look at the places we wondered and stuck in our work. This way we can find the meaning of more words and it can be useful for the development of our vocabulary.” P25: “It will be beneficial for us to conduct new studies by examining the previous studies and taking into account the articles written and the comments made.” P38: “Language is the most important factor that unites a society. Students should also be aware of this factor. Students can learn Old Anatolian Turkish well and have information about our past culture, language structure and grammar. This may be beneficial in passing this knowledge on to future generations.” P17: “Training should be provided with the support and assistance of faculty members, and the texts used should be the simplest. It is necessary to visit libraries and obtain the texts and dictionaries written in old Anatolian Turkish, do research on them and read them thoroughly.” P40: “It can be beneficial to teach the meanings of foreign words so that the student can comprehend Old Anatolian Turkish and understand its content. Lots of repetitions should be made and the topics should be supported by practical studies.”

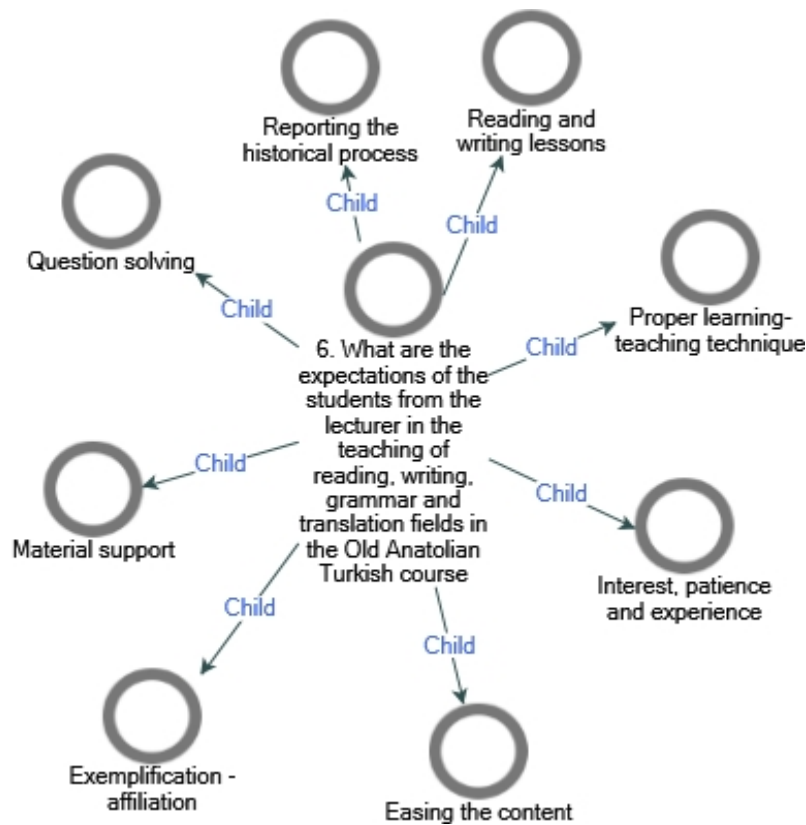


Figure 6. Theme and Sub-Themes Distribution Map (Maps Project) NVivo R1 Data as regards the question “What are the expectations of the students from the lecturer in the teaching of reading, writing, grammar and translation fields in the Old Anatolian Turkish course?”

The themes and sub-themes (also stated in the research model in Figure 6) that emerged according to the participants’ opinions in the qualitative research as a result of the analysis of the data for the problem sentence and sub-problems “What are the expectations of the students from the lecturer in the teaching of reading, writing, grammar and translation fields in the Old

Anatolian Turkish course?” are indicated as above. Opinions about the question “What are the expectations of the students from the lecturer in the teaching of reading, writing, grammar and translation fields in the Old Anatolian Turkish course?” are given together with their sub-themes. Sub-themes and detailed findings in the light of these themes are presented in the following figures and tables.

3.6. Theme 6: What are the expectations of Turkish language pre-service teachers regarding the teaching of reading, writing, grammar, and translation in Old Anatolian Turkish by faculty members?

Table 7. Participants’ opinion regarding the teaching of reading, writing, grammar, and translation in Old Anatolian Turkish by faculty members

Theme	N
Question solving	4
Reading-writing classes	5
Sampling– relating	6
Reporting the historical process	8
Lightening the content	10
Interest, patience and experience	8
Appropriate learning- teaching technique	8
Material support	5

As seen in Figure 6 and Table 7, in the theme “the expectations of Turkish language pre-service teachers from faculty members the teaching of reading, writing, regarding grammar, and translation in Old Anatolian Turkish”, participants expressed their opinions as question solving, reading-writing classes, exemplification-association, reporting the historical process, lightening the content, interest, patience and experience, appropriate learning-teaching technique and material support. Due to the nature of the qualitative analysis, when we analyzed the answers of the researchers in depth, they mostly expressed their opinion about the lightening of the content. The opinions of the participants on this subject are given below:

P26: “I expect my teacher to include me in the class and ask me questions. If he just comes and tells the subject and dictates some writing, I can’t get the benefit of that class. I expect him to involve me in the class, to ensure that the subject is kept in my mind by asking questions, and to help me find out my mistake when I make one.” P4: “My expectation from the lecturer is this: to be aware of the difficulty of the class for the students, to make the class more understandable and explanatory, and to give the students time to correct the mistakes made in this difficult class.” P1: “I expect them to prepare us slowly and better for that Old Turkish language by going from texts written more recently to texts written in older times and to help us learn patiently by conveying the characteristics of the period”. P30: “There are too many foreign words and phrases in the texts in the Old Anatolian Turkish class. I would like the lecturers to know the current meanings of these words and convey them to the students.” P34: “My expectation in this regard is that the education given to us should be sufficient and in a way that can keep us in this education. I mean, the topics should be given in a fluent language and with a clearer expression to us as there are words, grammar and rules in Old Anatolian Turkish that we do not know and need to learn.” P24: “I would love to have a class where there are lots of activities and active students, and a lecturer who has a command of the class, rather than delivering a straight lecture.” P38: “Our expectation from faculty members is that they have sufficient equipment as the first issue. Faculty members who lecture on the Old

Anatolian Turkish, which has a heavy language structure, should have sufficient equipment and skills. Another important expectation is that the necessary materials are presented to the students.” P17: “Easy texts should be read and translated. People who want to become experts in that field should concentrate on this area and increase the level of difficulty.” P20: “We want to be given time to learn translations and taught just as much as we need instead of teaching everything in detail while making a learning plan. We ask our teachers to convey the information in a unique way, not without changing it.” P11: “My expectations are as follows: The classes should be delivered by experts in the field, the teaching process should be continued gradually from easy to difficult, weekly writing assignments should be given, exercises should be done frequently, and a lot of texts should be read.” P8: “Classes should be taught with a teaching method that is suitable for the quality and seriousness of the topics learned, but also for the level of the student. The content of the course can be further developed according to the increase in the student’s learning status. In short, as in every learning area, teaching should be done from easy to difficult - from simple to complex, and the learning situation must be checked before transitions.” P22: “Because the course is difficult, it is necessary to teach students the alphabet, reading and writing by solving new examples. It is necessary to proceed clearly through examples, for example, from easy texts to difficult texts.” P25: “I think that learning will be easier if it is taught by reinforcing with more examples. I think we can make our knowledge permanent with question-answer and retrospective repetitions.”

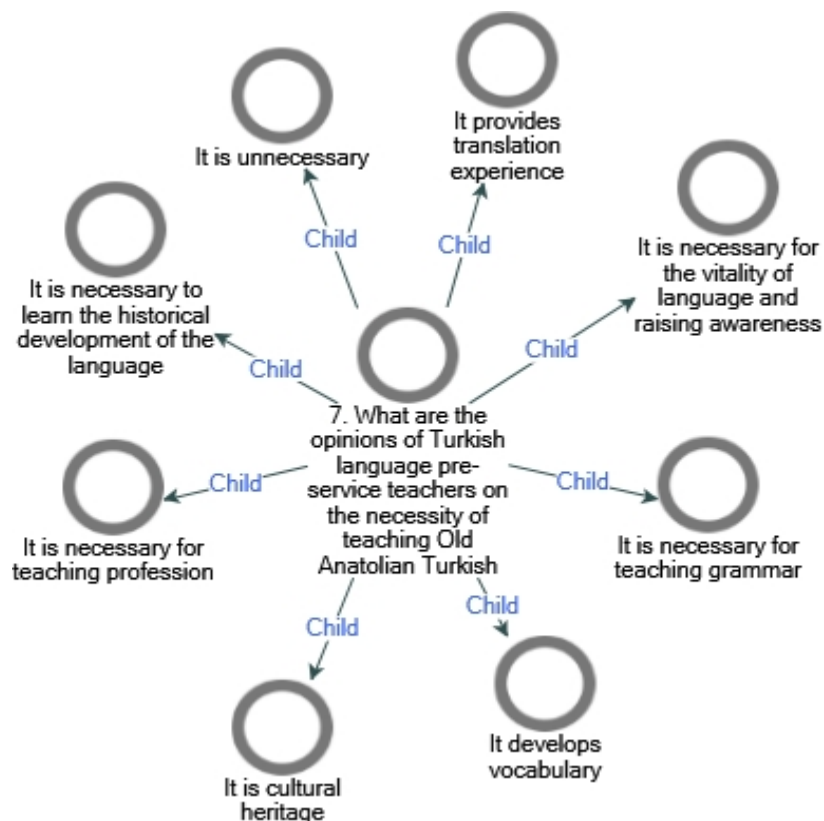


Figure 7. Theme and Sub-Themes Distribution Map (Maps Project) NVivo R1 Data as regards the question “What are the opinions of Turkish language pre-service teachers on the necessity of teaching Old Anatolian Turkish?”

The themes and sub-themes (also stated in the research model in Figure 7) that emerged according to the participants’ opinions in the qualitative research as a result of the analysis of the data for the problem sentence and sub-problems “What are the opinions of Turkish language pre-service teachers on the necessity of teaching Old Anatolian Turkish?” are

indicated as above. Opinions about the question “What are the opinions of Turkish language pre-service teachers on the necessity of teaching Old Anatolian Turkish?” are given together with their sub-themes. Sub-themes and detailed findings in the light of these themes are presented in the following figures and tables.

3.7. Theme 7: What are the opinions of Turkish language pre-service teachers about the necessity of teaching Old Anatolian Turkish?

Table 8. Participants’ opinion regarding the necessity of teaching Old Anatolian Turkish

Theme	N
It is unnecessary	5
Provides translation experience	4
It is cultural heritage	4
Improves vocabulary	4
It is necessary to learn the historical development of the language	15
Required for grammar teaching	8
It is necessary for the vitality of language and awareness.	9
It is necessary for teaching	5

As seen in Figure 7 and Table 8, in the theme “the opinions of Turkish language pre-service teachers about the necessity of teaching Old Anatolian Turkish”, participants expressed their opinions as “course is unnecessary”, “provides translation experience”, “it is a cultural heritage”, “it improves vocabulary”, “necessary for learning the historical development of language”, “necessary for grammar teaching”, “necessary for vitality of language and awareness” and “necessary for teaching”. When we analyze the answers given by the researchers in depth due to the nature of qualitative analysis, they expressed mostly expressed the opinion that learning the historical development of the language is necessary for the vitality of the language and awareness. The opinions of the participants on this subject are given below:

P1: *“The fact that we have to learn it due to our branch puts us in a somewhat tiring process and causes us to ask, “Where are we going to use this Turkish?” In order for this to be necessary for us, our target group student must also take this course. As Turkish teachers, we only take this course at the university; we do not transfer it later, so I think it is unnecessary.”*
 P33: *“The fact that Old Anatolian Turkish has become a necessity is very beneficial for the student. For example, if a student doing research on a historical subject has learned old Turkish and the sources are written in old Turkish, he/she will not have any problems in the research process.”*
 P39: *“Teaching is important in terms of learning the formations from the past to the future. The awareness of people who know the past increases. Old Anatolian Turkish is important for us to learn our history. I think it is necessary in terms of understanding historical texts.”*
 P3: *“As Old Anatolian Turkish forms the basis of today’s Turkish, its teaching is very important and necessary. We can draw attention to the value of the class in terms of protecting this language heritage of the old Turkish culture and transferring it to future generations.”*
 P41: *“I can say in all sincerity, I wish we could take this course for four years because I love history. Everything has a past. Our Turkish is very beautiful and special. Knowing the history of our language is very precious and sacred to us.”*
 P20: *“I think that when the Old Anatolian Turkish is learned, it will be easier for the pre-service teacher to read the old historical books and interpret them. Since Old Anatolian Turkish is learned, it will be easier to read old books, so it will be faster for him to learn history.”*
 P35: *“It is necessary to know where the roots of words come from and how they are shaped over time. Because,*

because of our field, we need to master them and avoid mistakes in pronunciation. At the same time, when our student asks us the meaning of a word, we need to be able to easily answer that question.” P8: “Old Anatolian Turkish is a subject that must be in the memory of students. Knowing the structure and simplicity of the language of that period and the phases of the language characteristics of the Turks who had just arrived in Anatolia, while undergoing changes, will make a great contribution to the disappearance of the fanatical thoughts on some issues related to the Turkish language, and to reveal its important role in the development of today’s Turkey Turkish.” P11: “In this course, the differences between Old Anatolian Turkish and Turkey Turkish are discussed. Considerable information is given in terms of phonological, phonological, morphological, syntactic and semantic features and usage of Turkish language. It is one of our most important courses in order to achieve the competence to use Turkish clearly and effectively. In addition, literary texts from the beginning of the Turkish language to the present are evaluated both in terms of philology and in the light of contemporary literary and linguistic theories. Also, comparisons are made with Eastern and Western literatures and criticisms are provided. In line with the necessity of teaching, students are given the awareness of the necessity of lifelong learning and they are provided with the skills to realize this.” P38: “Old Anatolian Turkish can have very important advantages for us, pre-service teachers, especially in finding a job. In addition, Old Anatolian Turkish is an important subject in education so that we can understand our cultural transfer and past origins.” P34: “Definitely, it must be learned for these two different teaching departments, and it must be present somewhere in our lives. Because when a person has an idea and knowledge about a subject, it will be more beneficial in terms of looking at the topic from different dimensions.” P25: “The stages that Turkey Turkish has gone through until it gets the name “Turkey Turkish” should definitely be taught from an early age. Considering that Old Anatolian Turkish is one of these phases, I think that it is an education that should be given not only in universities but also in secondary and high schools. I am of the opinion that every Turkish citizen, even everyone who uses our language, should learn and teach this.”

4. Conclusion, Discussion and Recommendations

The purpose of this study is to determine the opinions of Turkish language pre-service teachers on Old Anatolian Turkish and vocabulary of interlinear translations, to identify the place of interlinear translations among translation types, and to give students the point of view that they should be more careful when using interlinear translations in one-to-one translations depending on the originality of the text. The study was conducted at a private university in Turkish Republic of Northern Cyprus in the fall semester of 2023-2024 academic year. The study group of the research consisted of undergraduate students of the Department of Turkish Language Teaching studying at the Faculty of Education at a private university in the TRNC. In this study, in which data were collected with a semi-structured interview form, the digitization of qualitative data was achieved by making statistical calculations with NVİVO R1 qualitative data analysis software. As a result of the interviews, 7 themes and 55 related sub-themes were determined.

As a result of this study, when the opinions of Turkish teacher candidates about Old Anatolian Turkish were evaluated, it was concluded that first of all, the majority of the participants believed that understanding the history of language and literature and the importance of language is necessary for interlinear translations. In addition, few participants reported that word diversity and sound events, origin of language, cultural richness, comparative language, complicated structure of language, necessity of language and language teaching are also necessary. In line with the opinions of participants, it was found out that regarding the history of language and literature, the changes and developments in the social, political, economic and intellectual faculties of a society throughout the ages can be revealed

through literary works. History of literature is an important element of the science of literature. Şener (2012) argued that there is a strong relationship between history of literature and history of civilization. If we draw the lines of Old Anatolian Turkish according to this attitude and evaluate usage of language in this context, we can claim that it makes fundamental contributions to the field of history of literature and usage of language. It is an art made with literature, and the man/woman of letters makes use of all the possibilities of the language; thus, people also use the language effectively for their daily needs. However, the language used for daily needs and the language used in literary works are different from each other. As can be understood from the conclusion of this study, it is determined that history of language and literature and usage of language are important in interlinear translations. When the opinions of Turkish language pre-service teachers regarding Old Anatolian Turkish text translations are evaluated, it has been found out that knowledge of dialect and writing language characteristics is essential in learning Old Anatolian Turkish and interlinear translations. In addition, the majority of the participants stated that semantic depth is also important in interlinear translations. Few participants stated that loves and nature, simplicity of language, grammar teaching, translated works, and knowledge of structure are important in Old Anatolian Turkish text translations. They noticed the words through phonetic features of Turkish, palatal harmony, sharing the same geography, and the clarity in the written language. Semantic development is a worldwide phenomenon that is present in all languages. Opinions of pre-service teachers show that the formation conditions and styles of literary languages show similarities. Accordingly, the geographies where literary languages developed have always been centers of politics and culture. Each literary language is built on a dialect; this means that it is a dialect of a lingo in the beginning. It is different from other dialects in that it gained a status as it is used by the people living in centers of culture and politics, or that it has a privileged position for some reason. As a result, comprehending the language of the texts, which are commonly known as Old Anatolian Turkish, dated between the 13th to 15th centuries and constitute the first phase of Western Turkish, is necessary for the analysis of the concept area of Old Anatolian Turkish, and comprehension of the language features and interpretation, as Öztekten (2018) states. It has been determined that it is important for undergraduate students to comprehend the language and dialect characteristics of this period.

In addition, another finding of the study is that the participants stated that grammatical features and language teaching were the parts they had the most difficulty in reading, writing and grammar in the Old Anatolian Turkish course. Few participants reported that they found presence of foreign words, alphabetical differences, phonetics, semantic change and translation classes challenging. In another study (Taş, 2021), the difficulty of comprehending the language features of Old Anatolian Turkish and teaching grammar was mentioned. Besides, sound events take place in every stage of Turkish for various reasons. We also encounter this situation in Old Anatolian Turkish period. The sentence structure of Old Anatolian Turkish is not incompatible with the normal sentence structure of Turkish, which has always remained the same from the beginning to the present. The Turkish sentence, both in prose and in poetry, remained as a normal, plain, understandable and correct sentence in this period. Except for the places where it was rarely broken due to translation loyalty, it entered the Ottoman period by keeping its solid structure in general. Although Old Anatolian Turkish is partially dependent on Old Turkish in terms of grammatical forms, it has shown a rapid development compared to Northern and Eastern Turkish. Therefore, new grammatical forms started to emerge in this period, which is the issue that undergraduate students have the most difficulty in learning Old Anatolian Turkish. In our research, it was determined that the most difficult thing for Turkish teacher candidates is to understand and make sense of the grammatical features of Old Anatolian Turkish.



Another subject examined in the study is the opinions of Turkish language pre-service teachers regarding the reference books and sample interlinear texts given by the lecturer in the Old Anatolian Turkish class. In terms of sample reference books, the majority of the participants stated that the sources are clear and understandable and that they are instructive texts. In addition, few of the participants expressed their opinions as complex sources, reinforcing examples, original texts, lack of materials, and use of dictionaries. As can be understood from these findings, it can be asserted that participants are satisfied with sample texts and the content of reference books. Due to the fact that Old Anatolian Turkish, as one of the historical Turkish dialects, is taught in all Turkology departments and it is difficult to understand the language and texts of the period, Turkology scholars have written textbooks in which Old Anatolian Turkish grammar is explained for this field. In a paper (Tokmak, 2021) which evaluated the sample texts in studies in the field of Old Anatolian Turkish, it was revealed that the majority of sample texts were found challenging by undergraduate students. The fact that the transcriptional reading of these texts is not included in every page and the lack of support for the use of a dictionary are the factors that make it difficult for students to understand the texts and grasp the grammatical features.

When it comes to the suggestions that students think will be useful for teaching reading, writing, grammar and translation in the Old Anatolian Turkish class, it is seen that the majority of the participants made recommendations about comparative language analysis. The first of these suggestions is that teaching should be carried out with a method from short and explicit expressions to implicit and complex expressions, that is, from simple to complicated. Some of the participants also made recommendations about traditional learning, reliable sources, academic support, subject repetitions and sample texts. Comparative language studies is a discipline that examines two languages with similarities and differences that feed, influence and direct each other, and the concept of equivalence at the intersection has served as a bridge for many years. As a result of this study, it has been determined as the common opinion of the majority of undergraduate students that their academic performance would increase if they worked on two separate texts written in different historical periods of the Turkish language. Dolunay (2020) also stated in his research on the teaching of Old Anatolian Turkish and translation studies that comparative language studies have made significant contributions to the comprehension of the historical periods of the Turkish language and the learning of language characteristics.

In the study, most students argued that the content of reading, writing, grammar and translation teaching curricula of Old Anatolian Turkish course should be moderated. They request from faculty members to use Turkish words instead of Arabic and Persian words during interpretation in interlinear translations. Few participants stated that interest, patience and experience, appropriate learning and teaching technique, reporting the historical process, sampling– relating, reading-writing classes, material support, and question solving would be useful. Since Arabic and Persian occupy a very important place in Old Anatolian Turkish, students become more and more alienated from the rules and vocabulary. In order to minimize the negative effects of this alienation and to increase the level of readiness to higher levels, Arabic and Persian courses should be given priority as a foreign language in the undergraduate departments of Turkish Language Teaching and the teaching of Old Anatolian Turkish should be expanded. When the views of the participants are evaluated, first of all, the grammatical features of Arabic and Persian languages should be mentioned in these classes, then the basic rules of Old Anatolian Turkish should be emphasized, and finally the rules related to Old Anatolian Turkish should be focused and thus vocabulary should be developed. Old Anatolian Turkish teaching should be provided in all grades from the first to the last year, and the content should progress from simple to complicated throughout grades. Another study (Baran, 2018)

emphasized that the texts to be taught in the classes should be started with Turkish texts written in plain language and that the text should be translated gradually according to the level of the student. When the opinions of Turkish language pre-service teachers are evaluated, it is determined that the content should be lightened, the selection of texts from simple to complex as a method contributed to the language teaching process, and unknown words should be emphasized in order to improve the vocabulary.

When the opinions of participants as regards the necessity of Old Anatolian Turkish teaching are evaluated, it can be seen that most of them stated that the course is necessary to learn the history and development of the language. Besides, it was found out that undergraduate students should take this class as a required course. Few participants argued that the course is necessary for the vitality of the language, awareness, grammar teaching, teaching profession, cultural heritage and translation experiences. Some undergraduate students objected to grammar teaching and argued that children learn language by being exposed to it without any instruction. Some participants, on the other hand, argued that language could not be taught without grammar teaching and mentioned that language instruction is the most important factor in language teaching. Based on the opinions of the participants, it was found out that Old Anatolian Turkish teaching is necessary for being able to examine the historical process of a language and to perform identical interpretation in interlinear translations. Another study (Zeyrek, 2020) argues that it is necessary to know the historical development process of the language to be learned and to master its grammatical features.

5. Recommendations

Pre-service teachers should be given more detailed information and materials about the historical periods of the Turkish language, and they should be supported to understand the place of translation types in Turkish vocabulary. Students must be successful in grammar classes in order to be able to take translation courses. Translation studies should be carried out with learning-oriented programs away from prejudices. In grammar teaching, which forms the basis of the Old Anatolian Turkish course, students should avoid memorizing rules, and the subtleties and taste of the Turkish language should be implied. Grammar topics should be covered concurrently with reading and writing activities. The content of the reference books used in the courses should be clear and understandable, not complicated, and a plain language should be used to increase the academic performance of the students. Text studies should start with texts written in plain language. Using dictionary should be compulsory for students in translation classes. This will contribute to both interpreting the translated text and improving their vocabulary. Language education requires acquiring more skills than gaining knowledge in areas such as reading, listening, understanding, telling and writing. Skills are learned only by doing. In this respect, students who are subjected to translation studies need to do a lot of practice. It should be known that the first thing that the instructors should achieve while teaching the Old Anatolian Turkish course is to appeal to the attention and interest of the students and to motivate them towards the class. For this reason, it is important to choose short, easy and familiar texts such as stories, poems, proverbs and anecdotes at the beginning.



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