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EVALUATING THE TURKISH LANGUAGE CURRICULUM AT JAGIELLONIAN UNIVERSITY IN POLAND: A CASE STUDY

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Summary: Turkish is becoming more essential in education as well as in daily life due to the vital role it plays in communication chains throughout the world. As the prevalence of the Turkish language grows, Teaching Turkish as a Foreign Language also grows as a field of education. The Turkish language curriculum needs to meet the demands of the changing world and teach Turkish effectively.

This study aims to evaluate the curriculum of Turkish language courses at Jagiellonian University in Krakow by examining the students' views about it. Evaluation means the systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum and to assess the effectiveness and weakness of foreign language teaching. Students' expectations and needs are a central consideration in designing the course, so the curriculum should be developed according to the needs and the expectations of the learners. If teachers do not know their students' needs, developing a curriculum becomes challenging, causing many problems in learning and teaching foreign languages. The term "curriculum" denotes the principles and procedures for the planning, implementation, evaluation, and management of an educational program. In this study, the term "curriculum" refers specifically to the Turkish Language course.

In this case study, a Likert-scale questionnaire with four options was administered to 33 Polish university students learning Turkish as a foreign language. In analyzing the data, the Statistical Package for Social Sciences (SPSS 11.5) was used. The data was analyzed using descriptive statistical techniques, including frequencies and percentages. The study concludes with recommendations for the instructors at Jagiellonian University regarding designing their curriculum and syllabi and choosing their course materials. The recommendations of this study will also help Turkish language program designers assess the effectiveness of the current Turkish language curriculum.

Key words: education, learning foreign language, curriculum, Turkish language.

Introduction

The subjects of curriculum and curriculum development for Turkish as a foreign language have not yet received sufficient attention from the researchers and language-teaching professionals. As a result, Turkish language curriculum has never been evaluated. This study attempts to assess the teaching of the Turkish language from the perspective of the students examining the program, skills, methods, and materials.

Firstly, I will give a brief theoretical introduction about the concept of curriculum and curriculum development. Secondly, I will present the methodology of the study. Thirdly, the results of the study will be discussed. In conclusion, I will analyze the data and make some recommendations in order to promote successful Turkish language teaching.

Curriculum and Curriculum Development

There has been a great deal of evaluative studies in literature aiming at improving the quality of educational programs. However, the studies related to the evaluation vary significantly in terms of their purpose, their methodology and their emphasis. In some studies related to evaluation, the focus is placed only on some of the components of the curriculum, rather than the curriculum as a whole. In some studies parts of curriculum have been evaluated such as the methodology of teaching foreign languages and the materials of foreign languages. Research has shown that evaluation is an important part of curriculum development and student perception is an important source for evaluation. Also, many researches have focused on student needs and determined the effectiveness or success of the program depending on how much those needs are met. With the similar aim, but from a slightly different perspective, this study is related to evaluation of the whole Turkish language curriculum through emphasizing the needs analysis as a tool for evaluation.

The twentieth century has seen the emergence of many approaches to language teaching. The focus in foreign language teaching has changed from the nature of the language to the learner and, consequently, the learner has become the centre of the learning and teaching process. Learners have different needs and interests. These influence their motivation to learn and the effectiveness of their learning (Hutchingson & Waters, 1987). Studies indicate that curriculum developers need to know about learners' needs, such as their objectives, language attitudes, expectations from the course, and learning habits, in order to design an efficient curriculum (Brindley, 1984; Kaur, 2007; Nunan, 1988; Nunan, 1990; Xenodohidis, 2002). These studies are helpful in providing a procedure for using information about learners to inform and guide the course design, syllabus design, or curriculum development.

Developing a curriculum is a complex task due to the rich variety of learners' needs and the number of people who play a role in the decision-making process. Before explaining its complexity, I will define what is meant by the terms "curriculum" and "curriculum development" in this study.

Curriculum means the "principles and procedures for the planning, implementation, evaluation, and management of an educational programme" (Nunan, 1988, p. 159). In this study, the term "curriculum" specifically refers to Turkish as a Foreign Language (TFL). Consequently, in our context, curriculum development means a practical activity which aims to improve the quality of foreign language teaching through the use of systematic planning, development, and review practices in all aspects of a foreign language teaching. (Richards, 2001).

Numerous models for curriculum development have been proposed in the language teaching literature. In this study I will use Brown's model on curriculum development (1995). In his model, the curriculum development process includes five elements: (a) needs analysis, (b) goals and objectives, (c) testing, (d) materials, and (e) teaching (Brown, 1995). Each element is evaluated to provide a continuing process of curriculum development. The efficiency of a language program depends on how well these phases of curriculum development have been implemented.

The primary purpose of curriculum development and evaluation is to strengthen educational programs so that students will have improved learning opportunities. At its most basic level, the curriculum refers to a plan of learning activities and experiences that the students will encounter in the classroom (Erden, 1998; Olivia, 2005). Since it provides framework for education, curriculum development, also known as curriculum planning, is one of the most important aspects of successful learning and teaching situations.

While developing a curriculum all people related to the curriculum should take part in the process. Numerous models for curriculum development have been proposed in the language teaching literature but most curriculum theorists agree that the curriculum development process starts with the planning and diagnosis of needs, and follows with determining goals and objectives, testing, goals and objectives, developing materials, teaching and evaluation of all the components in the curriculum (Bellon & Handler, 1982; Breen, 2001; Brown, 1995; Galton as cited in Moyles & Hargreaves, 1998; Graves, 1996; Johnson, 1989; Nunan, 1988; Richards, 1984; White, 1988).

In recent years, the fields of Turkish Studies and Teaching Turkish as a Foreign Language have received increased attention throughout the world (Bayraktar, 2007; Barın, 2003). However, an adequate background of Turkish language instruction does not exist in the literature of foreign language teaching and learning. As the importance of Turkish language grows, Teaching Turkish as a Foreign Language also grows as a profession and as a field of education. New methods and techniques must be developed to meet the

demands of the changing world and to enable language teachers teach Turkish more effectively. According to Daloglu (1996), the most central prerequisites of effective and quality teaching is having a clearly defined curriculum in terms of its teaching goals and objectives. Thus, having a good curriculum is a vital step toward achieving successful language teaching.

Since there have been developments in the literature on curriculum evaluation and design that focus on learners' needs, this study aims to identify the language needs of students and evaluate the teaching of the Turkish language at Jagiellonian University in order to develop successful teaching. During an informal survey, the researcher has observed dissatisfaction expressed on several occasions both by the teachers and by the students regarding the materials, the methods, and the effectiveness of the Turkish language program. Despite the allocation of a considerable amount of time as a five-year program, the goals and objectives of the program do not seem to reach the desired level. Through a needs analysis, the researcher plans to highlight the discrepancies between the current situation and the desired outcomes of the Turkish instruction and recommend some modifications.

Methodology

The study was conducted in the Turkish Studies Department at Jagiellonian University, Krakow, Poland. Thirty-three students participated in the study (Tables 1 and 2).

A questionnaire containing 53 questions was prepared to find the students' views about the Turkish language curriculum. The questions are grouped into four categories: (a) programs, (b) skills, (c) methods, and (d) materials. The Likert-scale questions in this part of the questionnaire list four different response options: (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. Means were calculated using these values. A mean value over 2.5 indicates agreement, while a mean value below 2.5 indicates disagreement. The data is analyzed using descriptive statistical techniques, including frequencies and percentages. Frequencies and means are calculated to provide a general view about the participants of the study.

	F	P (%)
Male	5	15.2
Female	28	84.8
Total	33	100.0

Note: F = Frequency, P = Percentage.

Table 1: The Number of Participants

	F	P (%)
First Year	7	21.2
Second Year	8	24.2
Third Year	8	24.2
Fourth Year	6	18.2
Fifth Year	4	12.1
Total	33	100.0

Note: F = Frequency, P = Percentage.

Table 2: The Level of Participants

Results and Discussion

The 53 questions in the questionnaire were divided into four categories and one open-ended question asking whether students have any further comments and/or suggestions related to the Turkish courses.

In Table 3, the ten questions related to the program are analyzed according to the perceptions of the participants. The frequencies and means are shown.

Questions/Items	N	SD	D	A	SA	M
Q1. The program is successful	33	1	12	19	1	2.60
Q2. The courses are sufficient to meet the students' future needs.	33	2	17	14	0	2.36
Q3. Students' opinions should be taken into consideration for the curriculum.	33	0	1	9	23	3.66
Q4. The main objective of the program is to teach the Turkish language and culture.	33	2	8	15	8	2.87
Q5. Teachers should tell the content of the courses.	33	0	0	11	22	3.66
Q6. I know the goals and objectives of the program.	33	1	16	14	2	2.51
Q7. Turkish courses in the program are helpful in developing reading skills.	33	0	0	24	9	3.27
Q8. Turkish courses in the program are helpful in developing listening skills.	33	1	10	17	5	2.78
Q9. Turkish courses in the program are helpful in developing speaking skills.	33	0	12	18	3	2.72
Q10. Turkish courses in the program helpful in developing writing skills.	33	1	2	23	7	3.09

Note: Q = Question, N = Number of participant group, SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree, M = Mean.

Table 3: Perceptions of the Participants Towards the Program

Evaluation helps determine the weak and the strong points of a program so that programmers can make it more effective. Concerning the respondents' perceptions on the program in terms of it being successful in teaching Turkish (Q1), the results reveal that the program is successful with a mean value of 2.60.

Most of the participants are aware of the importance of considering students' opinion for the curriculum (Q3) with the mean value of 3.66. The learner is significant in foreign language programs. In many programs, students are expected to take an active part in the learning process. Students should share responsibilities, make decisions, evaluate their own progress, and develop individual preferences. Learners should take part in all of the processes of curriculum issues so that a learner-centered curriculum can be achieved.

Another issue that emerged from the results of the respondents' perceptions concerned the goals and objectives of the program. Question 6 was included in the questionnaire to determine if the students know the goals and objectives of the program. The participants ($M = 2.51$) stated that they know the goals and objectives of the program. In the discussion of curriculum, the term "goals" refers to a description of the general purposes of a curriculum and "objectives" refers to a more specific and concrete description of purposes (Richards, 2001).

Concerning the respondents' perceptions on the program in terms of achieving the desired proficiency level, the findings of the study revealed that the Turkish language courses in the program help students develop their reading skills (Q7) with the highest mean value being 3.27, but that the courses do not help them develop their speaking and listening skills.

As far as the most and the least agreement regarding the Turkish language program is concerned, the most agreement is on Q3 and Q5. These questions had mean values of 3.66 (the highest agreement). Students' opinions should be taken into consideration for the curriculum (Q3) and teachers should tell the content of the courses to the learners (Q5). The least agreement is on Q2, the courses are sufficient to meet the students' future needs ($M = 2.36$).

The data gathered from the open-ended question revealed that the strengths of the program is employing native speakers in the program, having opportunities to attend summer courses at TÖMER, studying at Turkish universities with bilateral Erasmus agreements, and having research scholarships in Turkey. These are the strengths of the Turkish studies program. The students perceived the lack of well-designed curriculum and the lack of Turkish teaching materials as the weakest points in the program.

Questions/Items	N	SD	D	A	SA	M
Q11 Developing reading skills is important.	33	0	0	12	21	3.63
Q12 Developing listening skills is important.	33	0	0	4	29	3.87
Q13 Developing speaking skills is important.	33	0	0	4	29	3.87

Q14 Developing writing skills is important.	33	0	1	8	24	3.69
Q15 Developing grammar knowledge is important.	33	0	0	12	21	3.63
Q16 Developing translation skills is important.	33	0	0	10	23	3.69
Q17 Enriching vocabulary is important.	33	0	0	6	27	3.81
Q18 Acquiring correct pronunciation is important.	33	0	0	11	22	3.66
Q19 I have difficulty in listening in Turkish.	33	4	12	14	3	2.48
Q20 I have difficulty in understanding Turkish texts.	33	5	20	8	0	2.09
Q21 I have difficulty in speaking Turkish.	33	3	7	15	8	2.84
Q22 I have difficulty in writing in Turkish.	33	2	17	13	1	2.39
Q23 I have difficulty in pronouncing Turkish words.	33	9	19	4	1	1.90
Q24 I have difficulty in learning Turkish grammar.	33	14	18	1	0	1.60
Q25 I have difficulty in learning new words.	33	10	20	3	0	1.78
Q26 The Turkish language is difficult to learn.	33	5	14	12	2	2.33

Note: Q = Question, N = Number of participant group, SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree, M = Mean.

Table 4: Perceptions of Students Towards the Skills

Although all language skills are important in learning Turkish, the students revealed that speaking and listening are the most important (Q12 and Q13) with mean values of 3.87. The result can be interpreted as the students' need for a more communicative teaching approach. In this respect, Schulz (1999) acknowledges that, in the past two decades, foreign language curriculum has moved from a focus on grammar and vocabulary to a focus on communicative proficiency in the real life context.

One implication of these results is that language teachers should not insist on students' using correct grammar structure and pronunciation, but should rather expect them to convey the message while speaking/answering questions in class. The idea of encouraging students to convey the message can be supported and may highly motivate the learners.

As for difficulties, the participants revealed that speaking (M: 2.84) and listening (M: 2.48) are the skills that they experience more difficulty learning. Brown (2001) underlines the importance of teaching listening and speaking skills and acknowledges that these skills have not always drawn enough attention from teachers. Several linguists and researchers in the literature mention that these two skills are more difficult to attain and have special characteristics that need to be taken into consideration by language learners and teachers since they influence the process of learning and teaching. Reading and grammar are reported to be the least important skills with the mean value of 3.63. According to students, the Turkish language is not difficult to learn

with the mean value of difficulty being 2.33. Turkish is extremely regular compared to other languages and does not have many exceptions.

Questions/Items	N	SD	D	A	SA	M
Q27 The courses satisfy my needs.	33	4	20	9	0	2.15
Q28 It is appropriate to have a native speaker.	33	0	0	3	30	3.90
Q29 During our Turkish classes, we work in groups.	33	6	17	10	0	2.12
Q30 During our Turkish classes, we perform role plays.	33	7	13	13	0	2.18
Q31 Turkish language teachers speak Polish during the classes.	33	0	1	22	10	3.27
Q32 The number of the students is appropriate for the promotion of learning.	33	0	0	16	17	3.51
Q33 It is important to practice a lot.	33	0	0	1	32	3.96
Q34 The Turkish courses are boring.	33	9	19	5	0	1.87
Q35 We are given homework for each class.	33	2	20	9	2	2.33
Q36 The information on Turkish culture has been integrated into the courses.	33	0	2	22	9	3.21
Q37 Turkish language cannot be learned well without integrating Turkish culture.	33	1	4	11	17	3.33

Note: Q = Question, N = Number of participant group, SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree, M = Mean.

Table 5: Perceptions of Students Towards the Method

The results of the study revealed the respondents' perceptions regarding dissatisfaction of their needs by the courses on learning Turkish. In order to meet students' expectations and needs with the current courses, the course syllabus and curriculum need to be redesigned. Moreover, it needs to be pointed out that a course syllabus should be given to the students.

Findings of the study on methods revealed that the highest agreement is on the necessity of having a native speaker as a course teacher (Q28) with the mean value of 3.90. Communication with native speakers during the classes can provide good language practice. As noted by Schulz (1999), foreign language learning is enhanced by the large amount of meaningful input that can be obtained through interaction with native speakers. Most of the students agreed that native speakers help them, especially with developing listening and speaking skills.

The participants' responses revealed that they would like to develop language skills such as speaking and listening. Therefore, pair or group work activities should be covered more frequently in Turkish classes. The students revealed that they lack group work activities in classes with the mean value of 2.12. (Q30) and that role-plays are neglected in the classes with the mean value of 2.18. Role-plays represent a fast way of improving listening and speaking

skills for real life situations. Role-playing is also an effective technique to animate the teaching and learning atmosphere, arouse the interests of the learners, and make the language acquisition impressive.

Nearly all of the students ($M = 3.27$) think that the Polish instructors speak Polish while teaching the Turkish language. However, the Turkish instructor who is a native speaker only speaks Turkish during classes. Speaking the target language in classrooms promotes language learning but the Polish teachers expect that the native speaker fulfills this requirement. Since the number of students is small, it is appropriate to promote learning the Turkish language. Students do not think that the Turkish courses are boring; they think the courses are enjoyable.

Since culture is the most motivating factor for learning Turkish, the responses of the study (Q36 and Q37) reveal that students think that the language cannot be learned well without integrating Turkish culture ($M = 3.33$). Most of the students agreed that the ‘target language culture’ should be taught along with Turkish. Culture and language teaching cannot be separated, thus culture has to be integrated into the target language teaching. If languages are taught without their cultures, students become the strangers who are not familiar with the target language (Thanasoulas, 2001).

Questions/Items	N	SD	D	A	SA	M
Q38 Teachers use course books.	33	0	1	15	17	3.48
Q39 The subjects of the course books are interesting and relevant.	33	0	10	17	6	2.87
Q40 Books improve my reading skills in Turkish.	33	0	8	17	8	3.00
Q41 Books improve my listening skills in Turkish.	33	8	17	7	1	2.03
Q42 Books improve my speaking skills in Turkish.	33	4	23	5	1	2.09
Q43 Books improve my writing skills in Turkish.	33	2	11	18	2	2.60
Q44 Books improve my Turkish grammar knowledge.	33	3	13	15	2	2.48
Q45 Books describe real life situations where possible.	33	1	5	21	6	2.96
Q46 The Turkish course books are sufficient for my needs.	33	2	16	12	3	2.48
Q47 The topics in the books are interesting and motivating.	33	3	10	19	1	2.54
Q48 The teachers provide additional materials.	33	1	3	23	6	3.03
Q49 Audio-visual materials are used in the courses.	33	5	14	12	2	2.33
Q50 We only use course books in the Turkish courses.	33	3	22	8	0	2.15
Q51 Additional materials should be used with the textbook.	33	0	0	7	26	3.78

Q52 Books provide information about Turkish culture.	33	5	11	15	2	2.42
Q53 I learn Turkish culture from the course books.	33	4	10	17	2	2.51

= Disagree, A = Agree, SA = Strongly Agree Note: Q = Question, N = Number of participant group, SD = Strongly Disagree, D, M = Mean.

Table 6: Perceptions of Students Towards the Materials

In respect to language course books, Brown (2001) states that "the most obvious and most common form of material support for language instruction comes through coursebooks" (p. 136). There are serious limitations in the variety, richness, and volume of resources available to students in Turkish as a Foreign Language programs. Turkish language teachers at the department at Jagiellonian University use the *Hitit New Hitit Turkish for Foreigners* education pack which was renewed in 2009 by TÖMER. The subjects of the books are interesting and relevant for the students.

The study participants think that the course books develop their writing skills (M = 2.60). However, they do not think that the course books develop their listening skills, speaking skills, or grammar. Although the books have CDs, listening activities are not included in the classes by teachers. Since the course books do not teach the grammar directly, students think that the course books do not support the grammar. Additional grammar materials should be used to support the course books.

According to students, the course books describe real life situations (M = 2.96). The course books include real life situation dialogues and texts. These course books have been prepared based on the criteria in the Common European Framework established by the European Council, which requires that language materials should reflect the outside world. In other words, they should have a degree of authenticity.

The study participants report that the course books do not provide information about target culture (M = 2.42). Cultural elements need to be integrated into the courses. Although the students mentioned that culture has been integrated into the classroom, students do not learn culture through course books but through films, CDs, authentic materials, and web pages, and through explicit instruction by the native speaker.

According to the students, audiovisual materials are neglected. The course books are not satisfactory for the students. Most of the students hoped that the course books would help them gain communicative competency and develop speaking and listening skills. Students revealed that teachers bring additional materials to the classes, which support the course books and make them more useful. Course books also need to be supplemented with audiovisual materials.

Conclusion

In recent years, the importance of the learner in the curriculum process has become more apparent. If language learning is to be successful, the learners' needs, rather than the structure of the language, must be the basic instrument of curriculum and instruction. Everyone related to the curriculum should take part in the curriculum development process. Curriculum development aims to make better programs and meet the needs of students (Brown, 1995; Galton as cited in Moyles & Hargreaves, 1998; Graves, 1996; 1989; Nunan, 1988; Richards, 1990; White, 1988).

Foreign language curriculum should move from a focus on grammar and vocabulary to a focus on communicative proficiency in real life context. Therefore, language teachers should not insist on the students' using correct grammar structures and pronunciation but, rather, should encourage them to practice and communicate the meaning in class. The idea of encouraging students to convey the message may encourage them to become highly motivated learners.

It can be deduced that, in order to meet students' expectations and needs with the Turkish studies program, the general and specific goals and objectives need to be stated clearly.

Firstly, a great importance has been attached to the development of students' four basic language skills in foreign language teaching: (a) listening, (b) speaking, (c) reading, and (d) writing. Some of the teaching syllabuses share such priorities, focusing on student's test-taking skills and neglecting their communicative ability. Therefore, students often find it hard to apply what they have learned in the classroom to real-life encounters with their target community. In most cases, student's communicative frustration can be attributed to their insufficient knowledge of the target culture. Therefore, foreign language teachers should not only help students learn pronunciation, vocabulary, and grammar, but also, perhaps more importantly, inform them about the culture and society of target language. The topic of teaching and learning culture has been a matter of considerable interest to language educators and much has been written about the role of culture in foreign language instruction over the past four decades (Morain, 1983; Byram & Morgan, 1994).

Secondly, since group work activities are neglected in the Turkish language courses at Jagiellonian University, teachers should apply group work activities and role-plays in classes. It is well known that group work activities increase students' ability to cooperate and learn from others, thus enabling them to take responsibility for their own learning and reducing their reliance on the teacher. Cooperative learning has been shown to improve student achievement, increase the participation of reluctant learners, and promote positive social relationships among students. Group work also enables students

to share their thinking, brainstorm ideas, learn to consolidate, evaluate and edit the contributions of group members, and take pride in their work as individuals and as members of a team.

Thirdly, since Turkish is one of the less commonly taught languages, there are various problems regarding teaching Turkish as a foreign language. One of the biggest problems is the shortage of instructional materials. There are serious limitations in the variety, richness, and volume of resources available to Turkish language learners. Up-to-date course books, which focus on all language skills equally and include daily life situations, would meet the needs of the students, motivate them to study Turkish, and provide an environment for studying. The materials should be used effectively to supply the learners' communicative demands on a large scale. The materials should present authentic language opportunities to as many as possible because one of the major problems that Turkish language learners face is the lack of chances to use the target language communicatively.

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OCJENA PLANA I PROGRAMA NASTAVE TURSKOGA JEZIKA NA
SVEUČILIŠTU JAGIELLONIAN U POLJSKOJ:
ANALIZA SLUČAJA

Sažetak: Zahvaljujući svojoj ključnoj ulozi u komunikacijskom lancu diljem svijeta turski jezik dobiva sve više na važnosti kako u obrazovanju tako i u svakodnevnom životu. Budući da je učestalost korištenja turskoga jezika sve veća, nastava turskoga kao stranoga jezika kao obrazovnoga područja također se sve više proširuje. Plan i program nastave turskoga jezika mora učinkovito odgovoriti potrebama svijeta promjena.

Ovim se istraživanjem putem ispitivanja mišljenja studenata nastojao ocijeniti plan i program nastave turskoga jezika na Sveučilištu Jagellonian u Krakowu. Pod ocjenom

se podrazumijeva sustavno prikupljanje i analiza svih relevantnih podataka potrebnih za poboljšanje nastavnoga plana i programa i vrednovanje učinkovitosti, ali i manjkavosti poučavanja stranoga jezika. Očekivanja i potrebe studenata ključni su za izradu kolegija, stoga i nastavni plan i program valja razvijati u skladu s tim potrebama i očekivanjima. Ukoliko nastavnici nisu upoznati s potrebama svojih učenika, izrada nastavnoga plana i programa je otežana, stvarajući tako mnoštvo problema u učenju i poučavanju stranoga jezika. Pojam «nastavni plan i program» označava načela i postupke planiranja, provedbe, ocjene i upravljanja obrazovnim programom. U ovom se istraživanju pojam «nastavni plan i program» odnosi konkretno na nastavu turskoga jezika.

U ovoj su analizi slučaja ispitana 33 poljska studenta turskoga kao stranoga jezika i to putem upitnika s Likertovom ljestvicom, u kojem su bila ponuđena četiri odgovora. Pri analizi podataka korišten je statistički paket za analizu podataka u području društvenih znanosti (SPSS 11.5). Podaci su analizirani tehnikama deskriptivne statistike, uključujući učestalost i postotke. U zaključku istraživanja predavačima na Sveučilištu Jagellonian daju se preporuke vezane uz izradu nastavnoga plana i programa, sadržaja samog kolegija i odabira nastavnoga materijala. Preporuke iz ovoga istraživanja također će pomoći izrađivačima programa poučavanja turskoga jezika pri ocjeni učinkovitosti postojećega plana i programa nastave toga jezika.

Ključne riječi: obrazovanje, učenje stranog jezika, kurikulum, turski jezik.

DIE BEWERTUNG DES CURRICULUMS DER TÜRKISCHEN SPRACHE AN DER UNIVERSITÄT JAGIELLONIAN IN POLEN: EINE FALLSTUDIE

Zusammenfassung: Die türkische Sprache wird immer wichtiger, sowohl in der Bildung als auch im alltäglichen Leben, dank ihrer zentralen Rolle in der Kommunikationskette in der Welt. Da Türkisch immer mehr gebraucht wird, verbreitet sich auch das Unterrichten des Türkischen als Fremdsprache als ein wachsender Bildungsbereich. Das Curriculum des Türkischen muss den Bedürfnissen der sich ständig verändernden Welt effektiv entsprechen.

Mit Hilfe der Meinungsforschung an Studenten hat diese Arbeit zum Ziel das Curriculum des Türkischen an der Universität Jagiellonian in Krakow zu bewerten. Die Bewertung schließt folgende Faktoren ein: systematisches Einsammeln und Analyse aller relevanten Daten, die für die Verbesserung des Curriculums sowie die Bewertung der Wirksamkeit erforderlich sind, aber auch die Nachteile der Fremdsprachendidaktik. Die Erwartungen und Bedürfnisse der Studenten spielen bei der Kursgestaltung eine zentrale Rolle und das Curriculum sollte deshalb so entwickelt werden, dass es den Bedürfnissen und Erwartungen der Studierenden entspricht. Falls die Lehrer jedoch die Bedürfnisse ihrer Studierenden nicht kennen, wird die Entwicklung des Curriculums eine Herausforderung sein, sowie die Ursache vieler Probleme beim Fremdsprachenlernen und Unterrichten. Der Begriff "Curriculum" bezeichnet Grundsätze und Vorgehensweisen für die Planung, Durchführung, Bewertung und Leitung eines Bildungsprogramms. In dieser

Untersuchung bezieht sich der Begriff "Curriculum" ausdrücklich auf den Türkischkurs.

In dieser Fallstudie wurden 33 polnische Universitätsstudenten untersucht, die Türkisch als Fremdsprache lernen, anhand von einem Fragebogen mit einer vierstufigen Likert-Skala. Bei der Datenanalyse wurde der Statistical Package for Social Sciences (SPSS 11.5) gebraucht. Die Datenanalyse erfolgte mit Hilfe von Techniken der deskriptiven Statistik, einschließlich Frequenzen und Prozentsätze. Die Schlussfolgerung der Untersuchung enthält Empfehlungen für die Lehrkräfte der Jagiellonian Universität bezüglich der Curriculum- und Syllabusgestaltung und der Wahl der Kursmaterialien. Die Empfehlungen dieser Untersuchung werden auch den Gestaltern der türkischen Sprachprogramme helfen die Wirksamkeit des gegenwärtigen Curriculums dieser Sprache zu bewerten.

Schlüsselwörter: Ausbildung, Fremdsprachenlernen, Curriculum, türkische Sprache.