



The Impact of Turkish TV Series and Films on Learning Turkish as a Foreign Language: The Case of Kazakhstan

Yılmaz YAMAN

International Burch University, Bosnia and Herzegovina

Mustafa ARSLAN

International Black Sea University, Georgia

Abstract: The learning environment plays a crucial role in the development of the target language. It is necessary to create alternative learning spaces where foreign language learners feel more comfortable than the classroom environment, which is delineated by specific rules. Factors such as the teacher's attitude and experience, the adequacy of the practice environment, the number of lessons, the quality of the materials taught, and the interest in the target language can hinder the success aimed at in teaching Turkish as a foreign language. The purpose of this research is to understand and determine the impact of Turkish TV series and films on learning Turkish as a foreign language. In this case study, data were obtained through the interview technique. The collected data were evaluated through descriptive and content analysis. According to the research results, Turkish TV series and films positively contribute to speaking (46%), listening (40%), writing (10%), and reading (4%) skills. It was found that they have a positive impact on encouraging the learning of Turkish as a foreign language (60%) and serve as a significant resource in introducing and promoting Turkey and Turkish culture (90.6%). Additionally, it was observed that note-taking (25%) and grammar (3%) were less preferred by participants in foreign language learning.

Keywords: *Language skills and culture, Turkish TV series and movies, Turkish as a foreign language*

Introduction

The most fundamental tool that enables communication, socialization, and understanding among people is language. It is one of the elements that represent the existence and permanence of the individual. Language encompasses the culture, civilization, literature, customs, behaviors, reactions, emotions, and thoughts specific to a nation. Therefore, the most significant material and spiritual value of a society is its language.

The innate curiosity and the desire to meet one's needs in humans have necessitated the exploration of different worlds. Evolving factors such as technology, trade, and warfare have intentionally and unintentionally influenced and developed relationships among people. After fulfilling basic physical needs like nourishment and shelter for individuals spread across different geographies, the need for communication has gained significance. This situation makes learning a foreign language a necessity.

Due to its strategic location, Turkey is a country that is influenced by events and developments worldwide. Since the beginning of the 2000s, it has been receiving migration not only from its neighbors but also from countries with historical and cultural proximity. State institutions and private organizations continue their activities to ensure the adaptation of those forced to migrate to the environment.

Resources and materials are being prepared, and courses are organized for the teaching of Turkish as a foreign language. These courses and resources are carried out in a planned, programmed, and systematic manner. When examining the data from the Ministry of National Education (MEB) Monitoring and Evaluation Reports, in 2020,

among the top 10 courses attended by foreign learners in Turkey according to their citizenship, the Turkish Level A1 course for Foreigners ranked first (7,898 participants). In 2021, it ranked second (16,938 participants), and in 2022, it again ranked second (16,169 participants) among the top 20 courses attended by foreign learners in Turkey (MEB, 2020:46, 2021:121, and 2022:56).

In the teaching of Turkish as a foreign language, there are four fundamental skills: reading, writing, listening, and speaking. While sources emphasize the need for these skills to be presented equally and in a balanced manner, the purpose of learning a foreign language indicates which skill will take precedence. An individual learning a language solely for communication tends to focus more on listening and speaking skills. Speaking skill is considered more essential compared to other skills (Uçak & Gökçü, 2015).

The learning environment is a crucial factor in language learning and development. Indeed, there will be differences in the learning levels of individuals learning Turkish as a foreign language in Turkey and those learning Turkish in a place where Turkish is not used outside of Turkey. This is because the learning environment signifies the exposure to the language, and it is natural for an individual exposed to a language frequently to learn it more quickly.

Turkish TV series and films, representing Turkey and the Turkish language, carrying Turkish culture to distant places, and described as Turkey's soft power, also contribute to the learning of Turkish as a foreign language (Arbatlı and Kurar, 2015). Other recent studies support this as well. İscan (2011), Okumuş and Demir (2014), Boylu and Başar (2015), Zeytinkaya (2018), and Mansour (2021) state in their studies that Turkish TV series and films positively impact the four basic language skills and the recognition of Turkey and Turkish culture. In addition, Ülker (2020) applies Turkish TV series and films as a language learning model, while Demirezen (1990) emphasizes the improvement in the quality of instruction through video.

This emphasis will be explained with an example. For example, in the scene where a child riding a horse falls while crossing the river, before he falls, the answer to the question "What do you think will happen to the child?" can be given that he will fall, to the question "What's happening now?" the answer can be given to him that he falls, and finally to the question "What happened?" the answer can be given that he fell. In other words, even in a simple scene, the future, present and past tense forms of a verb can be shown concretely. Such activities are visual and auditory ensures effectiveness and permanence in teaching.

Individuals learning Turkish as a foreign language focusing on films, exposing themselves to the target language with great attention, can contribute to both motivation and the continuity principle of language due to their entertaining nature. The frequent repetition of the same words and language structures in films serves the richness and permanence of vocabulary. In the context of creating a natural language learning environment through conveying living language, Turkish TV series and films are important and effective sources. When selecting films or TV series for foreign language teaching, it is necessary to consider the age and proficiency level of the students.

Method

Research Method

In this study, the qualitative research design of a case study was employed. A case study is an empirical research method used when examining a current phenomenon within its real-life context, where the boundaries between the phenomenon and its context are not clearly defined, and multiple sources of evidence or data are available (Yin, 1984:23; cited in Yıldırım & Şimşek, 2021:301). In this research, a holistic multiple-case design was used since there were similar interviewees (32 individuals) and the same form was used for all individuals in the interviews. The data were analyzed through descriptive and content analysis.

Population and Sample of the Research

The population of the study consists of individuals learning Turkish as a foreign language in Kazakhstan. The sample is comprised of 32 individuals (29 females, 3 males) from Kazakhstan who learn Turkish as a foreign language solely by watching TV series and films. These individuals reside in different regions of Kazakhstan, and neither of their parents is of Turkish descent. The researcher has been working in Kazakhstan since 2004. The sample was reached with the assistance of parents, students, social media, and teachers working in educational institutions. The sample size varies depending on the data collection tool used, but approximately 30 individuals are recommended for in-depth interviews (Başkale, 2016).

Data Collection in Research

In this study, the qualitative data collection method of interview technique was employed. The interview form is a developed method to ensure the coverage of all dimensions and questions related to the research problem.

The prepared form was sent to individuals who are experts in both foreign language education and teaching Turkish as a foreign language. In fact, this interview form was translated into English and sent to experts who advocate second language acquisition theories, such as Stephen Krashen. As a result, the form was revised based on the evaluations received from 10 experts. Opinions were gathered through semi-structured individual interviews.

Before starting the interview, the researcher arranged a suitable place (with appropriate sound, lighting, temperature, table, and chair), introduced Himself/Herself, explained the purpose of the research, specified the expected duration of the interview, informed the interviewees that the interview would be used solely for scientific purposes and their names would be kept confidential by assigning codes in the research, obtained permission from the interviewees for audio and video recording, asked if they had any questions, and thanked them for voluntarily participating in and contributing to this study.

All questions from the interview form were asked to the participants, and data were collected in this manner as much as possible. The interviews conducted according to the interview form were recorded with an audio recording device. After transcribing the recorded data, it was sent back to the participants for confirmation. In fact, for questions that were forgotten during the interview, a request for a follow-up interview was made, and participants voluntarily agreed

to this. After the interviews, the participants expressed their readiness to contribute to this research at any time, establishing a positive interaction process with them. The data obtained from the participants are presented in the findings section in the form of quotations without interpretation. In this study, participants were asked to provide candid answers to the questions in the interview form, and based on these responses, in-depth analysis was conducted by creating codes from the data, categories from the codes, and themes from the categories.

The interviews were conducted between April and July of the 2021-2022 academic year. The data collection process lasted for 4 months. 20 interviews were conducted face-to-face, and 12 interviews were conducted using the Zoom program (audio and video). The reason for conducting interviews with the Zoom program was the large geographical size of Kazakhstan.

Table 1

Findings Regarding the Reasons for Watching Turkish TV Series and Films

Reasons to watch	f	%
Liking/Enjoying Turkish TV Series and Films	9	14,8
Liking Turkish music	1	1,6
Turkish culture	5	8,2
Actor performance	4	6,6
Popularity of TV series and movies	4	6,6
Curiosity about Turkey and the desire to visit Turkey	5	8,2
Learning-Speaking Turkish	12	19,7
Addiction to TV series and films	1	1,6
Relaxing	2	3,3
Spending leisure time	3	4,9
Interesting TV series and movies	7	11,5
TV series scenario	1	1,6
Just watching	2	3,3
Turkish TV channels at home	2	3,3
Love of Turkish	3	4,9
Totall	61	100

*The percentage figures corresponding to frequencies have been rounded and written

P10: *Because I love Turkish. It was very interesting to learn the Turkish language, so that's why..*

As seen in Table 1, firstly, the table title (category) was created using a question from the interview form. After the category, codes were assigned based on the responses given by the participants. On the right side of the codes, frequencies and their corresponding percentage values are provided. Under the tables, a coding technique was used instead of the participants' names and surnames. In the K10 coding, 'K' represents the participant, and '10' indicates the order. Participant expressions are italicized.

Findings and Interpretation

Table 2
Findings on the Contribution of Turkish TV Series and Films to the Four Basic Skills

Skills	f	%
Listening	20	40
Reading	2	4
Writing	5	10
Speaking	23	46
Total	50	100

When Table 2 is examined, it can be observed that Turkish TV series and films actually contribute to all four basic skills. According to the data in the table, Turkish TV series and films contribute the most to the speaking skill, with 46%, followed by the listening skill with 40%, and then, in order, to the writing and reading skills. The reason for the similarity in the percentages of speaking and listening skills is that participants express that Turkish TV series and films contribute to both skills. In other words, the listening skill supports the speaking skill. Some participants also stated that Turkish TV series and films positively enhance all four basic skills. In a study conducted by Kırbaş (2022), all participants (48 people) mentioned that Turkish TV series and films especially contribute to listening and speaking skills.

P23: *Speaking and listening, in my opinion. I learned reading and writing later because I had an interest in them. Because At the beginning, I didn't know how to read and write at all. I only knew the English alphabet. Then, when I saw things like Selena in a new episode of a series being written, since I knew the English alphabet, I would come up with my own way of doing it. Then, I learned the letters like that. But I never had any Turkish books or Turkish things, like alphabet books, at all.*

P6: *Speaking and reading. But I learned to read, There were subtitles there, as I mentioned, At the same time, you're also reading, so you have to read very quickly. Like, you know, to catch up. At the same time, because I read, I know how it's written, you know. They don't go separately, you know what I mean. At the same time, they all go together.*

P27: *Listening and speaking.*

P28: *Of course, it was most beneficial to listen and then talking.*

P24: *Speaking. And writing too. Because very beautiful things are said in these films. There are monologues, beautiful and such. And I really love writing myself. And it had a great impact on my Turkish writing as well.*

According to Table 3, it can be observed that participants have tried different ways to speak Turkish. According to the data in the table, it is understood that the participants practiced more, talked to themselves, watched TV series, listened to songs and read books, respectively. Participants mentioned that they practiced with those who speak Turkish, with Turkish friends, and, if possible, with relatives who speak Turkish at home. According to these findings, just as watching TV series and films is crucial for acquiring speaking skills, practicing is equally important.

Table 3

Findings on What Participants Do to Speak Turkish

Made works	f	%
Watching TV series	11	15,3
Practicing	24	33,3
Listening songs	6	8,3
Singing	3	4,2
Watching Turkish videos on social media	2	2,8
Self-talking	14	19,4
Reading books	5	6,9
Storytelling	1	1,4
Taking course	1	1,4
Translating	1	1,4
Watching short videos	1	1,4
Learning the alphabet and grammar	1	1,4
Learning new words	1	1,4
Chatting on social media	1	1,4
Total	72	100

P12: *To speak Turkish, I watched TV series and listened to Turkish music. We can say that I learned by singing them. Yes (I was talking to myself - confirmed). I also did this, I watched TV series and said the words or sentences from there. That was very useful for me too.*

P14: *I also watched series. I listened to songs. I saw everything in Turkish on YouTube, watched them. I practiced (with Turkish friends studying in the same university).*

P26: *In the beginning, I talked to myself. Well, I always talked to myself while walking. What am I doing, what am I going to do now, something like that happened while cooking.*

Table 4

Findings on Whether Participants Take Notes While Watching TV Series and Movies

Taking note status	f	%
I took it.	8	25
Initially, I took it, then I stopped.	3	9,4
I didnt take it.	21	65,6
Total	32	100

According to the research data, the majority of participants (65.6%) do not take notes while watching Turkish TV series and films. According to the data in the table, 21 participants did not take notes, 8 participants took notes, and 3 participants, despite taking notes at the beginning of the TV series and film process, stopped taking notes shortly afterward. Participants who took notes mentioned that they did so to use idioms correctly, speak nicely, and learn the meanings of some words. Participants who did not take notes mentioned various reasons such as wanting to learn only to speak, enjoying, having fun, spending time, and relaxing. Some mentioned that they did not take notes because they wanted to keep it in their minds, just wanted to watch, started understanding the series, did not learn Turkish, asked those who knew Turkish for things they didn't know, and did not feel like it was a Turkish lesson.

P32: *No. I just eat while watching TV series. I'm not doing anything else (laughs).*

P27: *I didn't (smiles), not at all. I don't know.*

P9: *I took notes at first, but then I didn't do that. I mean, I said I wanted to write after a month, I wrote down some words, But then I didn't do that. Because, I love myself, I speak to myself, I didn't find it necessary.*

P23: *When I watched Turkish series, I never took notes. Because, I was watching the series not to learn the language, but just for entertainment and passing the time. That's why I never had to take notes.*

Table 5

Findings on Language Skills Participants Struggle with While Watching TV Series and Films

Skills	f	%
Reading	6	15,8
Writing	18	47,4
Listening	7	18,4
Speak	6	15,8
I didnt struggle	1	2,6
Totall	38	100

According to Table 5, participants struggle the most with the writing skill during the process of watching Turkish TV series and films. Some participants mentioned difficulties in multiple skills. According to the data in the table, the rates of difficulty in reading, listening, and speaking skills are close to each other. While some participants stated that they struggled only at the beginning of the process of watching TV series and films in some skills, others mentioned that they still face challenges in certain skills. According to the expressions of some participants, rapid dialogues pose difficulties in the listening skill, the lack of opportunity for practice affects the speaking skill, and the difficulty in pronouncing some letters in the Turkish alphabet (such as ç, ş, ğ) is a challenge. Only one participant had stated no difficulty in four basic skills. It is stated that writing skills are more difficult to develop than other skills in teaching Turkish both as a foreign language and as a foreign language. The lesser emphasis on the writing skill compared to other language skills, the difficulty in pronouncing certain letters in Turkish, and a weak vocabulary hinder the development of the writing skill (Çakır, 2010; Arslan & Klicic, 2015).

P28: *Writing is very difficult for me.*

P15: *Listening. Initially, yes, listening. Because, I don't know, I don't understand. I think they speak too fast.*

P11: *I can't say I struggled with any of them, I guess. But, I mean, if we talk about watching series, then it might be speaking. Because, yes, I understand, yes, I listen, yes, I can write. But speaking, um, I needed to really talk with friends to improve that. It was really harder to bring that out by speaking with friends, recording voice, or talking on the phone compared to the others. But I can't say it was too difficult,*

P8: *I haven't struggled much, but I find a bit struggle. Hmm, because I speak Kazakh every day and haven't practiced Turkish at all, I never speak Turkish with anyone, hmm, I often find myself thinking in Kazakh and struggling a bit with Turkish.*

P16: *Writing. Now, it's difficult for me. Writing..*

P20: *Hmm, maybe writing while learning..*

P1: *What I struggled with... what I struggled with... Maybe it's writing.*

Table 6

Findings on the Concepts Participants Acquired About Turkish Culture While Watching TV Series and Movies

Cultural elements	f	%
Tea	5	5,7
Coffe	4	4,5
Baklava	3	3,4
Henna night	14	15,9
Halay	7	8
Weddings	11	12,5
Rice pudding	2	2,3
Breakfast	4	4,5
Groom	1	1,1
Bridal gown	1	1,1
Hospitality	1	1,1
Religion	1	1,1
Turkish cuisine	11	12,5
Neighbourhood Relationships	1	1,1
Funeral ceremonies	1	1,1
Paternal authority	1	1,1
Wish words	1	1,1
Putting salt in coffee	1	1,1
Olive	1	1,1
Regional clothes	2	2,3
Slang words	1	1,1
Ways to react	1	1,1
Regional accents	1	1,1
Songs	2	2,3
Zeybek dance	1	1,1
Bread with fish	1	1,1
Engagement	1	1,1
Kissing Hand	1	1,1
Feasts	6	6,8
Totall	88	100

According to the findings of the research, it is understood that participants acquire both material and spiritual elements related to Turkish culture while watching TV series and movies. Among these elements, the most prominent ones are henna night, weddings, Turkish cuisine, Halay, Feasts, Tea, Coffee, Breakfast, and Baklava, in that order. The fact that the majority of the participants are women makes the henna night stand out. It is evident that TV series and movies serve as a helpful resource for both learning Turkish as a foreign language and acquiring elements of Turkish culture. Because language cannot be isolated from culture. Turkish TV series and movies are effective tools in reflecting and understanding Turkish culture, fostering a sense of familiarity with Turkish culture (Canbulat & Koparan, 2020).

P23: *Hmm, yes, when you asked, the first thing that came to my mind is the henna night. The girls put henna on their hands and walk towards the bride's side, wearing wedding dresses, singing songs. I also remember the song. Then there's the thing asking for the girl's hand, It happens in most TV. Then they do the halay dance together. Tea times, for example. Their breakfast. Turkish breakfast is very different when we look at it compared to many other nations. For example, they always eat cheese, olives, those things all the time. We also try to do the same at home. Because*

we really love them as a family. So, when we say, 'Let's have a Turkish breakfast,' first we make olives ... (unclear), you know, bread, we make those. Like toast."

P13: *In my mind, weddings stood out. That henna night, what was it? They were giving coffee to the groom. Feasts... Eid, Ramadan month... Only these.*

P11: *I really a lot hmm, I can say that I'm really familiar with them Because I've watched a lot of. For example, in Gaziantep, they speak differently. Well, you know, um, talking by using 'eee' instead of some words. Or, you know, black sea, by the way, I really love the Black Sea accent. I had watched a series called 'Kuzey Yıldızı' (Northern Star). There, um, the lead actress was so beautiful, um, I think her name was Aslihan Güner, she played the main role there. Um, she generally doesn't speak with that accent. But for her role there, she did the accent really well. That stuck in my mind a lot. And I really love those accents. Like, I was trying to imitate the Black Sea accent. I listened to a lot of Black Sea songs and tried to speak with that accent with a friend. It was really beautiful. And, you know, I already love Turkish culture. Whether it's the food, um, hmmm, those things like henna night, everything, each region has its own culture, yes, looking at them separately, looking at different series, um, they really fascinated me. For example, I was watching a series called 'Karagül.' That's in Şanlıurfa, Gaziantep, and the culture there was very interesting. I was also watching Aegean turkish series. Their accent is different, and their things are completely different. Like, they dance the zeybek dance, and I was into that, hmm, it attracted my interest. and In the Black Sea region, they have a completely different accent, a completely different, um, well, their thing is, um, the mountains and, um, their nature is just different, and it's really beautiful in Şanlıurfa, yes. Istanbul is completely different. You know, um, they all have their own characteristics, and I really liked that. Especially the accent.*

Table 7

Findings on Whether Participants' Music of TV Series and Movies Attract Their Attention While Watching TV Series and Movies

The situation of attracting attention	f	%
It caught my attention.	29	90,6
It didn't catch my attention.	3	9,4
Totall	32	100

*The percentage figures corresponding to frequencies have been rounded.

"According to Table 7, TV series and movie music attracts the attention of 29 participants, while it does not attract the attention of only 3 participants. The majority of participants' attention being drawn to TV series and movie music is effective in learning Turkish as a foreign language. As seen in the table of findings regarding the reasons for participants to learn Turkish, both the fact that 24.4% comes as loving the Turkish language and the fact that songs are so appealing emphasize the need to focus on songs as a matter in Turkish language learning and teaching. According to the data, a language that sounds pleasant and songs in that language being appealing should be considered as a good opportunity for experts working in the field of teaching Turkish as a foreign language. Songs serve as a source of motivation in foreign language teaching, contribute to listening skills, and break the monotony of the lesson (Kahraman, 2019)."

P4: *Song (laughs), yes, it was catchy. Song, hmm, Now I really love Turkish songs and actually sing them every day.*

P3: *Ohh, do you know? I've been listening to Turkish music for 5 years. Yes, I sing along with my friends too.*

P21: *No, I mean, they didn't catch my attention. Just conversations (caughts attention).*

Table 8

Findings on Participants' Attempts to Learn Turkish Speaking by Watching TV Series and Movies, as well as Whether They Learn Grammar

Grammar learning situations	f	%
No, I didn't learn.	31	97
Yes, I learned.	1	3
Total	32	100

*The percentage figures corresponding to frequencies have been rounded.

When Table 8 is examined, the majority of participants (97%) expressed that they did not learn grammar while watching TV shows and movies, while one person mentioned that they did learn. Eight participants stated that they did not learn grammar because Kazakh and Turkish grammar are similar, while one participant mentioned that your purpose of learning Turkish will determine whether you need grammar or not. However, some participants mentioned that they were exposed to grammar due to their learning situations.

P12: *I didn't really try to learn grammar. But I translated the words I didn't understand.*

P29: *Hmm, I don't think so, no.*

P5: *None, none, zero, I didn't learn at all. They were quite similar to Kazakh. That's why I didn't struggle at all..*

Table 9

Findings on Participants' Use of Dictionaries During the Process of Learning Turkish Speaking by Watching TV Series and Movies

Dictionary usage situations	f	%
Yes, I used it.	12	37,5
I used it sometimes.	8	25
I asked my friends.	2	6,3
I didn't use it.	10	31,3
Total	32	100

Looking at Table 9, it can be understood that out of the participants, 12 people used dictionaries, 8 people used them occasionally, 2 people consult their friends instead of dictionaries, and 10 people do not use dictionaries. It should be noted that participants who use dictionaries or use them less indicate that they learn the meanings of words through online translation and subtitle work. According to the information in the table, 56.3% of the participants either have not done or have done very little dictionary work.

P17: *Hmm no. I've never used it, but hmm, If there were words I didn't understand, I used to ask my friends.*

P19: *Yes, yes I used it.*

P25: *I used it a few times.*

Table 10

Findings on Whether the Participants Know How to Read and Write Turkish

Reading and writing situations in Turkish	f	%
I know how to read and write.	30	93,75
I know how to read, but I know little about writing.	2	6,25
Total	32	100

According to the data in Table 10, it is observed that the vast majority of participants (93.75%) have listening and speaking skills as well as reading and writing skills.. It is mentioned that learners with speaking skills benefit from high motivation sources, and this simultaneously contributes to the development of other skills.

Participants have expressed that they learn reading and writing by reading books, corresponding with friends, utilizing subtitles in TV series, using social media and Telegram channels and comments, translating the language on their phones into Turkish, downloading applications, listening to songs, taking notes, and attending school and courses. Some participants mentioned that they developed their reading and writing skills at university.

P11: *I know how to read and write. I learned it, as I said, from social media.*

P8: *Yes, (laughs) from TV series. I guess I learned writing from the news. They have subtitles, right? Probably by watching that, looking at it every day, I might have learned from it. Reading too, probably from there. I haven't hmm never been (She mentions not attending a course to learn).*

Yes. (Confirms that she learned reading and writing only from TV series and television.)

P14: *I know how to read, I know less, less, about writing. I listen to readable songs, I listen to. from youtube from there.*

Table 11

Findings on Participants' Desire to Learn Turkish Before/After Watching TV Series

The state of the desire to learn Turkish	f	%
Existed before TV series.	12	40
It happened after the TV series.	18	60
I did not have desire to learn Turkish.	2	-
Total	32	100

According to the research data, 60% of the participants developed the desire to learn Turkish after starting to watch TV series, while 40% already had this desire before. Two participants did not have such a desire as they started watching when they were young. According to these findings, Turkish series have a positive impact on the desire of participants in Kazakhstan to learn Turkish as a foreign language. Turkish series contribute to both learning and improving Turkish as a foreign language.

P17: *It was there before the TV series. Yes, it happened afterward as well. That's why I am learning Turkish now.*

P4: *It happened after the TV series, yes. I didn't actually start to learn.*

P31: *After TV series, let's say. Yes, after TV series. No, it's just that Turkish seemed like a very beautiful language to me.hmm, for example, for example I can't watch Korean dramas only in Korean. I mean, I can't watch them with subtitles either. But I really liked Turkish, it sounded very good to my ears.*

According to the data in Table 12, Turkish TV series have positively influenced participants by 90.6%. The percentage of those who have been influenced both positively and negatively is 9.4%. This indicates that Turkish TV series and films contribute significantly in a positive way to the perception of Turkey and Turkish culture.

Table 12

Findings on the Impact of Turkish TV Series and Movies on Participants Regarding Turkey and Turkish Culture

Impacts status	f	%
Only positive	29	90,6
Only negative	0	0
Both positive and negative	3	9,4
Total	32	100

Participants expressed positive perceptions such as getting to know and explore Turkey closely, understanding Turkish cuisine, experiencing love for homeland and family, respecting elders, participating in weddings and feasts, showing interest in historical heroes, liking or admiring Turkish culture, race closeness, Turks being a warm-hearted nation, their warm and soft-spoken way of addressing each other, generosity, hospitality, contribution to developing listening skills, cultural proximity or similarity, henna nights, a sense of belonging to Turkish culture, Turks' love and respect for history, affection for the Turkish language, respect shown to different nationalities, hand-kissing, religious commitment, the opportunity provided by TV series to learn about different cultures, warm-heartedness, the value given to children during feasts, TV series actors, the richness of Turkish culture, and expressing themselves through songs. On the negative side, they also mentioned issues such as women murders in Turkey, changes in religious and political views, forced marriages of girls, child brides, and different customs. Learning a foreign language means getting to know a new culture. In this context, Turkish TV series play an effective role in learning Turkish as a foreign language, recognizing, and loving Turkish culture.

P25: *Of course, it has been positive. For example, when you see an elder... how to say? kissing their hand when you see an elder, expressing respect by kissing their hand. Now, I've learned a few, but I can't recall them. I watched series about the homeland, where I saw love for the homeland and their services to the country. The first series I watched was 'Kurtlar Vadisi' (Valley of the Wolves). In that, I saw love for the homeland and family love. I picked up a few things from there.*

P11: *Yes, as I mentioned, I really love the culture, and I have a curiosity about them. And that curiosity really started from watching TV series, and I still love that culture a lot – whether it's their songs, like I said, TV series, movies, their customs, or their food.*

P21: *It has been positive. Because there are similar things in Kazakh culture. They resemble each other. For example, weddings. They cover a girl's head there. It's the same in Kazakh culture. The dances...*

Table 13

Findings on Whether Participants Consider Themselves Proficient in Their Native Languages

Native language proficiency status	f	%
Yes, I consider myself sufficient.	29	90,6
No, I don't consider myself as sufficient.	2	6,3
Now, I am struggling.	1	3,1
Total	32	100

According to Table 13, 90.6% of the participants consider themselves proficient in their native languages, while the remaining 9.4% mentioned that they struggle only with speaking skills. The reasons for the difficulty include the educational language being English and the use of Russian and Turkish. According to this data, proficiency in the native language facilitates the learning of a foreign language.

P2: *Yes, I'm very good. I'm pretty good at speaking. In writing, yes.*

P21: *Yes.*

P4: *Yes, I'm very good. Yes, of course.*

Table 14

Findings on Whether Participants Repeat the Lines Spoken in Turkish TV Series and Movies While Watching

Repetition situations	f	%
Yes, I was repeating.	25	78,1
No, I wasn't repeating.	6	18,8
Sometimes I was repeating	1	3,1
Total	32	100

When Table 14 is examined, it is observed that the majority of participants (78.1%) repeat the lines spoken in Turkish TV series and movies while watching. While 6 participants do not repeat the lines, 1 participant mentioned that they sometimes repeat and sometimes do not. As understood from the data in the table, repetition exercises are effective and beneficial in foreign language learning. Some participants also mentioned that repetition exercises are especially helpful in learning Turkish.

It has been observed that TV series and films, particularly, enhance the listening and speaking skills among the four fundamental language skills. They contribute to the recognition of Turkish culture in different geographies and have a positive impact on learning Turkish as a foreign language. Additionally, according to the data in this research, proficiency in the native language, Turkish songs, and repetitions are considered important factors in learning Turkish as a foreign language.

P12: *Yes, I repeat, yes. I would pause and repeat for a bit. That's why I learned Turkish, yes.*

P8: *I wasn't doing it at all. I was listening (laughs). Just silently listening.*

P14: *I was doing it, yes. I did that to learn. I mean, how should I say it, I mean, when I saw or heard a phrase again, I mean I repeated it to learn it.*

Conclusion and Recommendations

According to participant statements, Turkish TV series and movies have positively contributed to the four fundamental language skills in the following order: speaking (46%), listening (40%), writing (10%), and reading (4%).

Practicing and repeating, watching TV series, speaking to oneself, and listening to songs stand out as prominent factors in learning to speak Turkish as a foreign language, while note-taking (25%) and learning grammar (3%) are less preferred by participants. Turkish TV series and movies are considered important resources in motivating the learning of Turkish as a foreign language (60%) and introducing and endearing Turkey and Turkish culture (90.6%).

Turkish TV series and films, serving as a means to foster love for Turkey and Turkish culture, enable the individual learning the target language to establish an emotional connection (interest and sympathy). The vast majority of participants (90.6%) consider themselves proficient in their native languages. This indicates that proficiency in the native language is effective in learning a foreign language.

All these data show that Turkish TV series and movies, accessible everywhere thanks to advancing technology, capable of presenting the target language in a real context, and appealing to multiple senses, serve as an interactive, enjoyable, visual, auditory, concrete (demonstrating abstract expressions through body language), and high-quality learning tool for enhancing the four fundamental language skills.

For this learning tool to be effectively used in teaching Turkish as a foreign language, teachers need to enhance their skills in this regard. It's crucial not to perceive it merely as opening and watching a movie.

Activities should be designed to encompass the four fundamental language skills. The success of a teacher using Turkish TV series and movies as a material affects students' perspectives on the material. The chosen TV series and movies should align with the interests and preferences of the students.

If Turkish language instruction is taking place outside of Turkey, Turkish TV series and movies should be considered as a significant opportunity, especially for accelerating the learning process in listening and speaking skills.

New resources suitable for student levels should be prepared for the use of Turkish TV series and movies in teaching Turkish as a foreign language.

References

- Arbatlı, M. S. & Kurar, İ. (2015). Türk Dizilerinin Kazak-Türk Kültürel Etkileşimine ve Türkçenin Yaygınlaşmasına Etkisi [The Effect of Turkish TV Series on Kazakh-Turkish Cultural Interaction and the Spread of Turkish Language]. *Electronic Turkish Studies*, 10(2).
- Arslan, M. & Klicic, E. (2015). Yabancı Dil Olarak Türkçe Öğretiminde Yazma Becerisinin Gelişiminde Karşılaşılan Sorunlar: Bosna Hersek Örneği [Problems Encountered in the Development of Writing Skills in Teaching

- Turkish as a Foreign Language: The Example of Bosnia and Herzegovina]. *Kırıkkale Üniversitesi Sosyal Bilimler Dergisi*, 5(2), 169-182.
- Başkale, H. (2016). Nitel araştırmalarda geçerlik, güvenilirlik ve örneklem büyüklüğünün belirlenmesi [In qualitative research, determining validity, reliability, and sample size] *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 9(1), 23-28.
- Boylu, E. & Başar, U. (2015). Televizyondan Yabancı Dil Olarak Türkçe Öğrenimine İlişkin Bir Durum Tespiti Çalışması: İran Örneği [A Situation Analysis Study on Learning Turkish as a Foreign Language from Television: The Case of Iran] *International Journal of Language Academy*, 3(4), 401-414.
- Canbulat, M. & Koparan, B. (2020). Yabancı Dil Olarak Türkçe Öğretiminde Türk Kültür Öğelerinin Aktarımına Yönelik Bir Durum Çalışması [A Situation Study on the Transfer of Turkish Cultural Elements in Teaching Turkish as a Foreign Language] *Araştırma ve Deneyim Dergisi*, 5(2), 40-57.
- Çakır, İ. (2010). Yazma becerisinin kazanılması yabancı dil öğretiminde neden zordur? [Why is the acquisition of writing skills challenging in foreign language teaching?]. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 1(28), 1-12.
- Demirezen, M. (1990). Video Kullanımının Yabancı Dil Öğrenimine Getirdikleri [The Contributions of Using Video in Foreign Language Learning] *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 5(5).
- İşcan, A. (2011). Yabancı Dil Olarak Türkçe Öğretiminde Filmlerin Yeri ve Önemi [The Place and Importance of Films in Teaching Turkish as a Foreign Language] *Turkish Studies*, 939-948.
- Kahraman, H. (2019). *Şarkı ve müziğin yabancı dil öğretiminde yeri ve önemi* (Yüksek Lisans Tezi) [The place and importance of songs and music in foreign language teaching (Master's Thesis)] Marmara Üniversitesi, Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Ana Bilim Dalı, Fransızca Öğretmenliği Bilim Dalı, İstanbul.
- Mansour, O.M.A.H (2021). *Yabancı dil olarak Türkçenin öğretiminde filmlerin dinleme/izleme ve konuşma becerisine etkisi* (Doktora tezi) [The impact of films on listening/watching and speaking skills in the teaching of Turkish as a foreign language (Doctoral thesis)]. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Türkçe ve Sosyal Bilimler Ana Bilim Dalı, Ankara.
- Okumuş, S. & Demir, H. H. (2014). Kosova'da Yabancı Dil Olarak Türkçe Öğretiminde Bir Dinleme / İzleme Etkinliği: Türkçe Dizi ve Filmleri [An Listening/Watching Activity in Teaching Turkish as a Foreign Language in Kosovo: Turkish TV Series and Films] *Uluslararası Balkan Eğitim ve Bilim Kongresi, Trakya Üniversitesi Bildiri Kitabı*, 78-85.
- Uçak, S. & Gökçü, E. (2015). Yabancı Dil Olarak Türkçe Öğrenen Öğrencilerin Konuşma Becerisini Geliştirme Stratejileri (Erbil Örneği) [Improving Speaking Skills for Students Learning Turkish as a Foreign Language (Case Study: Erbil)] *Journal of Turkish Language and Literature*, 1(2), 221-228.
- Kırbaş, G. (2022). Türk Dizi ve Filmlerinin Yabancı Dil Olarak Türkçe Öğretimine Katkısı Bakımından Değerlendirilmesi: Balkanlar Örneği [Evaluation of the Contribution of Turkish TV Series and Films to Teaching

Turkish as a Foreign Language: The Example of the Balkans] *Uluslararası Türkçe Öğretimi Araştırmaları Dergisi*, 2(2), 201-221.

MEB. (2020). Milli Eğitim Bakanlığı, Hayat Boyu Öğrenme Genel Müdürlüğü, İzleme ve Değerlendirme Daire Başkanlığı, İzleme ve Değerlendirme Raporu [Ministry of National Education, General Directorate of Lifelong Learning, Department of Monitoring and Evaluation, Monitoring and Evaluation Report]. <https://hobgm.meb.gov.tr/www/izleme-degerlendirme-raporlari/kategori/104> adresinden edinilmiştir. (Retrieved: 07.10.2023)

MEB. (2021). Milli Eğitim Bakanlığı, Hayat Boyu Öğrenme Genel Müdürlüğü, İzleme ve Değerlendirme Daire Başkanlığı, İzleme ve Değerlendirme Raporu [Ministry of National Education, General Directorate of Lifelong Learning, Department of Monitoring and Evaluation, Monitoring and Evaluation Report]. <https://hobgm.meb.gov.tr/www/izleme-degerlendirme-raporlari/kategori/104> adresinden edinilmiştir. (Retrieved: 07.10.2023)

MEB. (2022). Milli Eğitim Bakanlığı, Hayat Boyu Öğrenme Genel Müdürlüğü, İzleme ve Değerlendirme Daire Başkanlığı, İzleme ve Değerlendirme Raporu [Ministry of National Education, General Directorate of Lifelong Learning, Department of Monitoring and Evaluation, Monitoring and Evaluation Report]. <https://hobgm.meb.gov.tr/www/izleme-degerlendirme-raporlari/kategori/104> adresinden edinilmiştir. (Retrieved: 07.10.2023)

Ülker, M. (2020). Yabancı Dil Öğretiminde Teknolojinin İşe Koşulması Sürecinin Öğrenen Özelliklerine Göre İncelenmesi [Examining the Implementation Process of Technology in Foreign Language Teaching According to Learner Characteristics]. *Electronic Turkish Studies*, 15(8), 3833-3851.

Yıldırım, A. & Şimşek, H. (2021). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri [Qualitative research methods in the social sciences]*. (Güncellenmiş 12. baskı). Ankara: Seçkin Yayıncılık.

Zeytinkaya, D. (2018). Filmler Yabancı Dil Öğretiminde Nasıl Etkin Bir Şekilde Kullanılabilir? [How Can Films Be Effectively Used in Foreign Language Teaching?]. *Turkophone*, 5(3), 30-37.

Corresponding Author Information :

Author name: Yılmaz YAMAN

Section: Department of Oriental Philology, Department of Turkish Language and Literature

Faculty: Faculty of Education and Humanities

University, Country: International Burch University, Bosnia and Herzegovina

E-mail: yaman.yilmaz@stu.ibu.edu.ba

Please quote: Yaman, Y., Arslan, M. (2023). The Impact of Turkish TV Series and Films on Learning Turkish as a Foreign Language: The Case of Kazakhstan. *Journal of Research in Turkic Languages*, 5(2), 83-98. DOI: <https://doi.org/10.34099/jrtl.525>

Received: July 30, 2023 ▪ Acceptance: November 11, 2023