

Characteristics of General Language Teaching and Academic Language Teaching as a Foreign Language: Learner's Views

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Abstract

Foreign language teaching is divided into general and special purpose language teaching. Foreign language education offers general language courses at five levels starting from A1 to C1. In addition to the four core language skills, grammar and vocabulary are also taught. Special-purpose language teaching is divided into two categories: professional and academic language. Academic language courses are also provided within a specific program and duration. This study compares general language teaching and academic language teaching based on learner views. Phenomenology, one of the qualitative research designs, was used in the study. In this context, the study data consists of the opinions of 64 learners in the Academic Turkish class at Sakarya University TÖMER. The learners were asked about the similarities and differences as well as the main features of these courses using a semi-structured interview form. The answers to the questions were analyzed by content analysis. This study identified 8 themes and 106 sub-themes. Although the themes occur at different frequencies in general language and academic language courses, the eight common themes are as follows: quality in teaching, purpose in teaching, subject in teaching, utilization of activities in teaching, language use in teaching, content in teaching, utilization of texts in teaching and process in teaching.

Keywords

Foreign language teaching, general language, academic language.

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INTRODUCTION

Foreign language teaching is divided into basic and special-purpose language teaching (Dudley-Evans & St. John, 1998). General language teaching emphasizes communication, while specific-purpose language teaching is divided into professional and academic language (Vergili & Haykır, 2023, p. 361). General language teaching aims to teach the language used for communication in daily life, while academic language teaching refers to the language used in university and graduate education or formal contexts (Tüfekçioğlu, 2018). While general language teaching mainly aims to develop listening, speaking, reading, and writing skills, the most notable aim of this teaching is to meet individuals' communication needs in their daily lives.

While there are similarities between general language teaching and academic language teaching in terms of teaching the language, its usage, and individuals expressing themselves and communicating with others, there are also some differences in their aims and focal points (Konyar, 2019, p. 31). General language teaching involves language teaching based on simple and direct communication skills used in social life. Therefore, general language teaching aims to meet basic communication needs, while academic language teaching aims to communicate successfully in more specialized and scholarly contexts. Academic language can go beyond general language and include more complex structures and terms (Çiftler & Aytan, 2019, p. 77). Additionally, academic language is significantly less common than general language. Academic language may include technical expressions specific to a particular field. (Sarıkaya, 2021). For this reason, it may be necessary to acquire the terminological words and concepts required by a specific field of study or discipline. In addition, academic language may differ from general language not only in terms of structural features at the sentence level but also in terms of other features relevant to academic language, conceptual requirements, paragraph and text-level integrity, and text-level references (Özdemir, 2021, p. 9).

In general language teaching, narrative texts can be used for social dialogues and descriptions. On the other hand in academic language teaching texts that focus on comprehension and production skills are applied in areas that are mostly associated with written language such as research papers, theses, dissertations, presentations, reports, lecture notes, research articles, scientific discussions, papers, posters, textbooks, scientific congresses, symposiums, conference presentations, seminars (Kurudayıoğlu & Çimen, 2020, p. 3901). In this context, academic language is considered a particular type of language used in professional fields.

The difference between academic language and general language can be expressed as follows:

1. Academic language differs from general language not only in its complexity in terms of sentence structure and elaboration but also in its specific terms and field-specific terminology (Zwiers, 2014; Özdemir, 2021).
2. Academic language is more formal than general language. Thoughts are considered more carefully, and a more formal and serious tone is used when expressing ideas (Richards & Schmidt, 2010).
3. Academic language is objective (Aydın, 2015; Karagöl, 2018). Therefore, in academic language, objective expression is necessary by avoiding emotional expressions.
4. Academic texts have a specific structure and standard sections. However, it is necessary to know certain rules and apply them (Demirtaş Toloman & Karakaş, 2021).

5. Academic language is very critical to verify knowledge, which is why academic expressions include documentation and referencing. This is also critical to support knowledge and strengthen credibility.

Academic language facilitates the effective communication of complex thoughts, ideas, and information, strengthening academic quality.

Looking at academic language studies, Wilson and Devereux (2014) focused on the importance of the scaffolding metaphor used in academic language and learning. Uccelli, Dobbs & Scott (2013) studied high school students' mastery of academic language and its use in persuasive writing.

Among the studies on academic language development, Hirai, Borrego, Garza, and Kloock (2009) researched adolescents' academic language development. Uccelli, Barr, Dobbs, Galloway, Meneses, & Sánchez (2015) studied school-related academic language proficiency in pre-adolescent and adolescent students. Schleppegrell (2013) conducted studies on the Role of Higher Language in Supporting Academic Language Development. Read (2008) conducted studies on determining academic language needs through diagnostic assessment.

Guadalupe (2004) studied the development of academic language in minority children and Menken (2013) studied the academic language and literacy process of bilingual students. Schleppegrell and O'Hallaron (2011) conducted a study on the academic language levels of adolescents learning a second language.

There are also studies on learners' perceptions in the literature. A study was conducted on the difficulties perceived by undergraduate and graduate students in English academic language skills (Berman & Cheng, 2010). In addition, Christison and Krahnke (1986) investigated student perceptions of academic language study. When the literature is examined in terms of teaching Turkish as a foreign language, different studies are encountered, albeit in small numbers. In his study, Yılmaz (2017) revealed the views of learners who learn Turkish as a foreign language. They have started learning scholarly Turkish at university. Demir and Genç (2018) also examined students' and instructors' views on scholarly Turkish activities. Yavuz and Zengin (2022), on the other hand, investigated the views of Turkish as a foreign language learners on academic Turkish teaching and revealed the needs of learners regarding educational Turkish lessons.

As can be seen above, there are many studies on academic language and learners' views on this subject. There is only one study on the characteristics of general language and academic language, however. Daller (1999) conducted an empirical study of Turkish returnees' academic and general language proficiency. Apart from this study, no similar study was found in Turkish and English sources. The fact that no research looks at general language and academic language in Turkey from students' perspective makes this study valuable. In addition, the study is relevant because learners' views on general language and academic language are also relevant. This is due to the fact that students, who are the most vital part of education, are able to express their opinions directly. This gives teachers, curriculum writers, and educational institutions a serious understanding of how educational activities should be organized. Therefore, this study is very significant. In this context, starting from the research problem question "What are the characteristics of general language and academic language teaching as a foreign language?" the study aimed to reveal the characteristics of foreign language general language teaching and academic language teaching by comparing the characteristics of both according to learners' views. The research sub-objectives are as follows:

1. Under which themes can foreign language general language teaching and academic language teaching be categorized?
2. Under which sub-themes can the characteristics of foreign language general language teaching and academic language teaching be categorized?

METHOD

Research and Design

Phenomenology, a qualitative research method, was used to design the study. Phenomenology is used to determine the common experiences of a group of individuals (van Manen, 2007; Tekindal & Uğuz Arsu, 2020). In the study, the thoughts of 64 individuals learning both general and academic languages were determined. For this, the traditional/descriptive phenomenology approach to phenomenological research was preferred. In this approach, the researcher analyzes the data obtained from people who have experienced the subject in question, putting aside their own biases and thoughts. The researcher combines the data under themes (Yalçın, 2022).

Study Group

Ethics committee approval for this study was obtained from FSM Foundation University, Scientific Research, and Publication Ethics Committee on 02.10.2023. The study group consisted of 64 learners who learned Turkish as a foreign language following the study purpose. They received academic language education and general language education. Between September 05, 2021, and June 30, 2022, the learners received 175 hours of general Turkish lessons at each of the A1, A2, B1, B2, and C1 levels. This totaled 825 hours and 140 hours of academic Turkish lessons between July 3, 2022, and July 30, 2022. Since all participants came to Turkey as YTB scholarship holders, they have the same duration of stay in Turkey, which is approximately 10 months.

Table 1 shows the distribution of learners in the study according to age and gender:

Table 1

Distribution Of Learners Based On Age And Gender

Age	Gender		Total
	Boy	Girl	
17-20	14	24	38
21-25	10	6	16
26-30	4	3	7
30+		3	3
Total	28	36	64

As seen in Table 1, the majority of learners participating in the research are in the 17-20 age group, with 38 participants. There are 16 participants between the ages of 21-25, 7 participants between the ages of 26-30, and 3 participants over 30. Additionally, female learners are more than male learners. The number of female participants is 36, while the number of male participants is 28.

The distribution of learners who participated in the study based on their countries and the number of foreign languages they know is given in Table 2:

Table 2

Distribution Of Learners By Their Country And Number Of Foreign Languages They Know

Country	Number of Foreign Languages					Total
	1	2	3	4	5	
Afghanistan		2	2	2		6
Angola		1				1
Albania			1			1
Azerbaijan			2			2
Bangladesh		1				1
Chad			1	1		2
Chechnya		1				1
Indonesia		2	1	1		4
Ethiopia			2			2
Palestine		1	1	1		3
Ghana		1				1
Guinea			2			2
Iraq		2	1			3
Iran			1	1		2
Cameroon			1			1
Kazakhstan		3		1		4
Kenya			1			1
Kyrgyzstan					1	1
Kosovo		2				2
Macedonia				1		1
Lebanon			1			1
Egypt			1			1
Mongolia			1	1		2
Moldova				1		1
Uzbekistan			3			3
Pakistan			1			1
Russia	1	2				3
Serbia		1		2		3
Somalia		1				1
Sudan		1				1
Ukraine		1	1	1		3
Yemen		1	1			2
Zimbabwe		1				1
Total	1	24	25	13	1	64

Table 2 shows that the participants came from 33 different countries. In addition, the majority of participants are proficient in 2 or 3 foreign languages. Within the scope of the research, it is found that there is 1 participant who speaks one foreign language, 24 participants who know two foreign languages, 25 participants who know three foreign languages, 13 participants who know four foreign languages, and 1 who speaks five foreign languages.

Table 3 shows the distribution of learners who participated in the study according to their departments and educational status:

Table 3

Distribution of Learners Based on Their Department And Education Level

Department	Education Status			Total
	Bachelor's	Degree Master's	Degree Doctorate	
Computer Engineering	6		1	7
International Relations	6			6
Information Systems Engineering	3	2		5
Public Relations and Advertising	2	3		5
Dentistry	4			4
Economics	2	2		4
Environmental Engineering	3			3
Electrical and Electronics Engineering	1	2		3
Medicine	3			3
Journalism	2			2
Civil Engineering	2			2
Chemistry		2		2
Mechanical Engineering	2			2
Political Science and Public Administration	1	1		2
History		1	1	2
Biology	1			1
Food Engineering	1			1
Law		1		1
Islamic Law		1		1
Theology	1			1
Islamic Economics and Finance		1		1
Islamic Economics	1			1
Business	1			1
Middle East Studies			1	1
Sociology		1		1
International Trade and Finance	1			1
Renewable Energy Systems		1		1
Total	43	18	3	64

Table 3 shows participants studying in 27 different departments. 43 of the participants are undergraduates, 18 are masters and 3 are doctoral students.

Data Collection Tools and Data Collection Process

The data were collected on the last day of academic language training in about 40 minutes. The course was designed for learners who had completed their education at the A1, A2, B1, B2, and C1 levels. To collect data, a "personal information form" and an "interview form for comparing general language teaching and academic language teaching courses" developed by the researchers were used. The data were obtained in written form through these forms. In line with the aims of the study, the study question was: "Please evaluate the characteristics of general language teaching courses (A1-A2-B1-B2-C1) and academic language teaching courses in general (in terms of listening, speaking, reading and writing skills, grammar and vocabulary teaching)".

Data Analysis

"Content analysis" was used to analyze the data obtained. Within the scope of the research, themes, and sub-themes were not planned in advance; themes and sub-themes were identified through coding based on the views of the participants. After the answers to the research questions were read one by one, certain headings were created. Through further reading, themes and sub-themes were determined. The texts were read over and over again and themes were formed by combining headings with similar headings. After creating the themes, sub-themes were determined, and these sub-themes were placed under the pre-defined themes to form theme and sub-theme structures.

Validity And Reliability of the Data

To ensure the reliability and validity of the data analysis, the coding was examined and coded separately by two researchers and then the themes and sub-themes were decided by comparing them. Unlike quantitative studies, validity and reliability in qualitative research should be explained by the credibility, accuracy of results, and expertise of the researcher (Krefting, 1991). For this reason, to test the credibility and accuracy of the data analysis and the expertise of the researcher, the data were sent to two more experts and coding reliability and validity were measured by the experts. Different opinions may emerge from qualitative data analyses. In such cases, participants are expected to agree on themes (Miles & Huberman, 1994). Experts provided consensus on the sub-themes. The final version of the data obtained within the research scope was decided in this way.

Ethical Principles

The ethics committee approval for this study was granted by Fatih Sultan Mehmet Vakıf University scientific research and publication ethics committee with decision number 29/07 on 02.11.2023.

FINDINGS

When the data obtained according to the opinions of the learners in the study were analyzed, the characteristics of general language teaching and academic language teaching as a foreign language can be grouped under the following themes, as shown in Table 4:

Table 4

Distribution of the Characteristics of General Language Teaching and Academic Language Teaching as Foreign Language into Themes

Theme	<i>f</i>
Quality in Teaching	100
Teaching Objective	54
Subjects in Teaching	44
Utilizing Activities in Teaching	40
Language Use in Teaching	28
Content in Teaching	28
Utilizing Texts in Teaching	24
Process in Teaching	19
Total	337

When Table 4 is analyzed, it is determined that the participants expressed 337 opinions on the subject. According to the learners' views, the characteristics of general language teaching and academic language as a foreign language teaching were categorized into 8 different themes. Learners expressed more opinions on general language teaching and academic language teaching as a foreign language. This was done in the themes titled "Quality in Teaching", "Purpose in Teaching" and "Subject in Teaching" respectively.

The distribution of the themes obtained for the characteristics of general language teaching and academic language as a foreign language teaching according to the views of the learners in terms of general language teaching and academic language teaching can be shown in Table 5 as follows:

Table 5

Distribution of the Themes in Terms of General Language Teaching and Academic Language Teaching

Theme	<i>f</i>
General Language Teaching	144
Quality in Teaching	53
Teaching Objective	27
Utilizing Activities in Teaching	19
Language Use in Teaching	16
Subjects in Teaching	14
Process in Teaching	11
Utilizing Texts in Teaching	2
Content in Teaching	2
Academic Language Teaching	193
Quality in Teaching	47
Subjects in Teaching	30
Teaching Objective	27
Content in Teaching	26

Utilizing Texts in Teaching	22
Utilizing Activities in Teaching	21
Language Use in Teaching	12
Process in Teaching	8
Total	337

Table 5 shows learners expressed more opinions about academic language teaching. When the distribution of the themes created according to the learner views within the scope of the research is analyzed in terms of general language teaching and academic language teaching, it is seen that there are 8 themes in total, the same number in both general language teaching and academic language teaching.

Findings under which sub-themes the characteristics of general language teaching and academic language teaching as a foreign language are grouped

When the data obtained according to the opinions of the learners in the study are analyzed, the characteristics of general language teaching and academic language as a foreign language teaching can be grouped under the following sub-themes as shown in Table 6:

Table 6

Distribution of the Characteristics of General Language Teaching as a Foreign Language and Academic Language Teaching into Sub-Themes

Themes and Subthemes	<i>f</i>
Teaching Objective	54
Development of language skills	9
Developing academic language skills	8
Development of communication skills	7
Preparing for university	6
Development of professional language skills	5
Improve grammar	4
Learning language rules	3
Producing academic texts	2
Improving comprehension skills	2
Involves scientific work	2
Developing narrative skills	2
Preparation for general life	1
Conducting a study on Turkey	1
Improving vocabulary knowledge	1
Generating complex text	1
Language Use in Teaching	28
Inclusion of general language use	9
Use of academic language	4
Focus on practical language use	3

Use at the university	3
Use in general life	2
Includes literary language	1
Inclusion of touristic language use	1
Professional use	1
Contains errors in language usage	1
Inclusion of aesthetic language use	1
Inclusion of cultural language use	1
Involves the use of intellectual language	1
Utilizing Activities in Teaching	40
Few grammar activities	11
Having many grammar activities	8
Lots of speaking activities	5
Lack of listening activities	2
Having many vocabulary activities	2
Having many writing activities	2
Having many presentation activities	1
The obligation to practice	1
Inclusion of game activities	1
Including homework activities related to the department	1
Activities are energetic	1
Competition events taking place	1
Including excursion activities	1
Having many listening activities	1
Few reading activities	1
Lots of reading activities	1
Content in Teaching	28
Inclusion of terminology	7
Includes academic writing	5
Including punctuation marks	4
Includes academic reading	3
Including academic vocabulary	3
Inclusion of academic speech	2
Contains pattern expressions	1
Involves conducting research	1
Contains spelling rules	1
Contains expression disorders	1
Subject in Teaching	44
Including topics related to the department	12
Covering familiar topics	8
Contains basic language rules	6
Covering general topics	4
Developing the topics learned	4
Learning new topics	3
Including scientific topics	2

Covering academic subjects	2
Including information outside the department	1
Repetition of learned topics	1
Different themes	1
Utilizing Texts in Teaching	24
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Making a presentation	6
Writing an article	4
Writing a thesis	3
Writing official letters	2
Reading long texts	1
Listening to a song	1
Listening to the conference	1
Reading scientific texts	1
Watching a movie	1
Reading academic texts	1
Reading high-level texts	1
Listening to the seminar	1
Writing a petition	1
Quality in Teaching	100
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Being difficult	19
Significance	19
Easy to use	15
Usefulness	9
Necessary	8
It's fun	4
Not necessary	3
Planned	2
Having a busy schedule	2
Being boring	2
Lack of efficiency	2
Being beautiful	2
Not useful	2
Confusing	1
Lack of stress	1
Systematic	1
Comfortable	1
Efficiency	1
Complexity	1
Being systematic	1
Being tiring	1
Being logical	1
Irregularity	1
Not panicking while learning	1
Process in Teaching	19
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Following the book	9

Long duration of the teaching process	4
Utilizing additional materials (thesis, articles, etc.)	4
Long duration of the course	1
Easy course follow-up	1
Total	337

When Table 6 is analyzed, learners' views of the characteristics of general language teaching and academic language as a foreign language teaching are divided into 8 different themes and 106 sub-themes in total. Learners expressed more opinions on "Being difficult", "Being significant" and "Being easy".

The sub-themes that emerged from the opinions of the learners within the scope of the theme of "Purpose in Teaching" can be found in Table 7 as follows:

Table 7

Distribution of the Theme of Purpose in Teaching into Sub-Themes in Terms of General Language Teaching and Academic Language Teaching

Teaching Objective	<i>f</i>
General Language Teaching	27
Development of language skills	8
Development of communication skills	7
Improving grammar	4
Learning language rules	3
Developing narrative skills	2
Improving vocabulary knowledge	1
Improving comprehension skills	1
Preparation for general life	1
Academic Language Teaching	27
Developing academic language skills	8
Preparing for university	6
Development of professional language skills	5
Producing academic texts	2
Involves doing scientific work	2
Generating complex text	1
Conducting a study on Turkey	1
Improving comprehension skills	1
Development of language skills	1
General Total	54

When Table 7 is examined, it is seen that 8 sub-themes emerged within the scope of general language teaching as a foreign language and 9 sub-themes emerged within the scope of academic language teaching. The sub-themes with the highest frequency within the scope of general language teaching

as a foreign language are "Developing language skills", "Developing communication skills", and "Developing language knowledge", respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "Developing academic language skills", "Preparing for university", and "Developing professional language skills", respectively.

Within the scope of the theme of "Language Use in Teaching", the sub-themes that emerged from the opinions of the learners can be found in Table 8 as follows:

Table 8

Distribution of the Theme of Language Use in Teaching into Sub-Themes in Terms of General Language Teaching and Academic Language Teaching

Language Use in Teaching	<i>f</i>
General Language Teaching	16
Inclusion of general language use	9
Focus on practical language use	3
Use in general life	2
Inclusion of touristic language use	1
Inclusion of cultural language use	1
Academic Language Teaching	12
Use of academic language	4
Use at the university	3
Professional use	1
Inclusion of aesthetic language use	1
Contains errors in language usage	1
Includes the use of literary language	1
Involves the use of intellectual language	1
General Total	28

When Table 8 is examined, it is seen that 5 sub-themes emerged within the scope of general language teaching as a foreign language and 7 sub-themes emerged within the scope of academic language teaching based on the learner's views on the theme of "Language Use in Teaching". Within the scope of general language teaching as a foreign language, the sub-themes with the highest frequency are "Including general language use", "Focusing on practical language use", and "Use in daily life", respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "Involving academic language", "Use at university", and "Use professionally", respectively.

The sub-themes that emerged from the opinions of the learners within the scope of the theme of "Utilizing Activities in Teaching" can be shown in Table 9 as follows:

Table 9

The Distribution of the Theme of Utilizing Activities in Teaching into Sub-Themes in Terms of General Language Teaching and Academic Language Teaching

Utilizing Activities in Teaching	<i>f</i>
General Language Teaching	19
Having many grammar activities	8
Lots of speaking activities	3
Having many vocabulary activities	2
Inclusion of game activities	1
The obligation to practice	1
Competition events are taking place	1
Including excursion activities	1
Activities are energetic	1
Lots of reading activities	1
Academic Language Teaching	21
Few grammar activities	11
Having many writing activities	2
Lots of speaking activities	2
Lack of listening activities	2
Few reading activities	1
Having many presentation activities	1
Including homework activities related to the department	1
Having many listening activities	1
General Total	40

When Table 9 is examined, it is seen that 9 sub-themes emerged within the scope of general language teaching as a foreign language and 8 sub-themes emerged within the scope of academic language teaching based on the learner's views on the theme of "Utilizing Activities in Teaching".

Within the scope of general language teaching as a foreign language, the sub-themes with the highest frequency are "Having a lot of grammar activities", "Having a lot of speaking activities", and "Having a lot of vocabulary activities", respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "Few grammar activities", "More writing activities", and "More speaking activities", respectively.

The sub-themes that emerged from the opinions of learners within the scope of the theme of "Content in Teaching" can be found in Table 10 as follows:

Table 10

Distribution of the Theme of Content in Teaching into Sub-Themes in Terms of General Language Teaching and Academic Language Teaching

Content in Teaching	<i>f</i>
General Language Teaching	2
Contains pattern expressions	1
Involved in conducting research	1
Academic Language Teaching	26
Inclusion of terminology	7
Includes academic writing	5
Including punctuation marks	4
Includes academic reading	3
Including academic vocabulary	3
Academic speech inclusion	2
Contains spelling rules	1
Containing expression disorders	1
General Total	28

When Table 10 is examined, it is seen that 2 sub-themes emerged within the scope of general language teaching as a foreign language and 8 sub-themes emerged within the scope of academic language teaching based on the learner's views on the theme of "Content in Teaching". The sub-themes with the highest frequency within general language teaching as a foreign language are "Including pattern expressions" and "Including research", respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "Including terminology", "Including scholarly writing", and "Including punctuation", respectively.

The sub-themes that emerged from the opinions of learners within the scope of the "Subject in Teaching" theme can be found in Table 11 as follows:

Table 11

Distribution of the theme of the subject in teaching into sub-themes in terms of general language teaching and academic language teaching

Subject in Teaching	<i>f</i>
General Language Teaching	14
Contains basic language rules	6
Covering general topics	4
Learning about different topics	3
Different themes	1
Academic Language Teaching	30
Including topics related to the department	12
Covering familiar topics	8
Developing the topics learned	4

Including scientific topics	2
Covering academic subjects	2
Repetition of learned topics	1
Including information from outside the department	1
General Total	44

When Table 11 is examined, it is seen that 4 sub-themes emerged within the scope of general language teaching as a foreign language and 7 sub-themes emerged within the scope of academic language teaching. The sub-themes with the highest frequency within the scope of general language teaching as a foreign language are "Including basic language rules", "Including various topics", and "Learning various topics", respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "Including subjects related to the department", "Including known subjects", and "Improving the subjects learned", respectively.

The sub-themes that emerged from learners' opinions within the scope of the theme of "Utilizing Texts in Teaching" can be found in Table 12 as follows:

Table 12

The distribution of the theme of utilizing texts in teaching into sub-themes in terms of general language teaching and academic language teaching

Utilizing Texts in Teaching	<i>f</i>
General Language Teaching	2
Listening to a song	1
Watching a movie	1
Academic Language Teaching	22
Making a presentation	6
Writing an article	4
Writing a thesis	3
Writing official letters	2
Reading scientific texts	1
Reading long texts	1
Listening to the conference	1
Reading academic texts	1
Reading high-level texts	1
Listening to the seminar	1
Writing a petition	1
General Total	24

When Table 12 is examined, it is seen that 2 sub-themes emerged within the scope of general language teaching as a foreign language and 11 sub-themes emerged within the scope of academic language teaching based on the learner's views on the theme of "Utilizing Texts in Teaching". The sub-themes with the highest frequency within the scope of general language teaching as a foreign language are

"Listening to songs" and "Watching movies" respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "Making presentations", "Writing articles", and "Writing thesis", respectively.

The sub-themes that emerged from the opinions of the learners within the scope of the theme of "Quality in Teaching" can be seen in Table 13 as follows:

Table 13

Distribution of the theme of quality in teaching into sub-themes in terms of general language teaching and academic language teaching

Quality in Teaching	<i>f</i>
General Language Teaching	53
Being difficult	16
Significance	10
Necessary	7
Usefulness	7
Easy to use	4
Having a busy schedule	2
Planned	2
Being tiring	1
Being beautiful	1
Confusing	1
It's fun	1
Being systematic	1
Academic Language Teaching	47
Easy to use	11
Significance	9
It's fun	3
Not necessary	3
Being difficult	3
Being boring	2
Not useful	2
Lack of efficiency	2
Usefulness	2
Comfortable	1
Systematic	1
Efficiency	1
Being beautiful	1
Lack of stress	1
Complexity	1
Necessary	1
Not panicking while learning	1
Irregularity	1
Being logical	1

General Total	100
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When Table 13 is examined, it is seen that 12 sub-themes emerged within the scope of general language teaching as a foreign language and 19 sub-themes emerged within the scope of academic language teaching based on the learner's views on the theme of "Quality in Teaching". The sub-themes with the highest frequency within the scope of general language teaching as a foreign language are "Being difficult", "Being significant" and "Being necessary", respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "It is easy", "It is significant" and "It is fun", respectively.

The sub-themes that emerged from the opinions of learners within the scope of the "Process in Teaching" theme can be seen in Table 14 as follows:

Table 14

Distribution of the process of teaching theme into sub-themes in terms of general language teaching and academic language teaching

Process in Teaching	<i>f</i>
General Language Teaching	11
Following the book	9
Long duration of the teaching process	1
Easy course follow-up	1
Academic Language Teaching	8
Utilizing additional materials (thesis, articles, etc.)	4
Long duration of the teaching process	3
Long course duration	1
General Total	19

When Table 14 is examined, it is seen that 3 sub-themes emerged within the scope of general language teaching as a foreign language and academic language teaching based on the learner's views on the theme of "Process in Teaching". The sub-themes with the highest frequency within the scope of general language teaching as a foreign language are "Following the book", "The teaching process is long" and "It is easy to follow the lesson", respectively. Within the scope of academic language teaching as a foreign language, the sub-themes with the highest frequency are "Utilizing additional materials" (thesis, article, etc.) "The teaching process is lengthy" and "The lesson duration is long" respectively.

DISCUSSION AND CONCLUSION

In this study, which aims to reveal the characteristics of general language teaching and academic language teaching as a foreign language by comparing the characteristics of general language teaching and academic language teaching as a foreign language according to learners' views, the characteristics of general language teaching and academic language teaching as a foreign language teaching according to learners' views were divided into 8 different themes and a total of 106 sub-themes.

Learners revealed the characteristics of general and academic language teaching as a foreign language under 8 different themes. These themes are as follows: Quality in Teaching; Purpose in Teaching; Subject in Teaching; Utilization of Activities in Teaching; Language Use in Teaching; Content in Teaching; Utilization of Texts in Teaching; and Process in Teaching. Within the scope of general language teaching, learners expressed more opinions on the themes of "Quality in Teaching", "Purpose in Teaching" and "Utilization of Activities in Teaching". When the literature is examined, it is seen that researchers indicate features such as topic selection, content, language use, text structure, verbal/auditory activities as the features that distinguish academic language use from daily language (Cook Hirai, Borrego, Garza, & Kloock, 2010; Aydın, & Baysal, 2018; Azizoğlu, Demirtaş Tolaman, & İdi Tulumcu, 2019; Çiftler, & Aytan, 2019). Within the scope of academic language teaching, learners expressed more opinions on the themes of "Quality in Teaching", "Subject in Teaching" and "Purpose in Teaching". Learners in this context tend to focus more on general language teaching as a foreign language and on academic language topics. In this context, "activities" and "subject matter" are seen as the distinguishing features of general language and academic language teaching as a foreign language.

Based on the learner views on the theme of "Purpose in Teaching", it is seen that 8 sub-themes emerged within the scope of general language teaching as a foreign language and 9 sub-themes emerged within the scope of academic language teaching. In the scope of what teaching is for, learners expressed more opinions about academic language teaching.

The sub-themes that emerged within the scope of general language teaching as a foreign language for the theme of "Purpose in teaching" are "Developing language skills", "Developing communication skills", "Developing grammar", "Learning language rules", "Developing expression skills", "Developing vocabulary", "Developing comprehension skills", "Preparing for general life". The sub-themes that emerged within the scope of academic language teaching as a foreign language for the theme of "Purpose in Teaching" are "Developing academic language skills", "Preparing for university", "Developing professional language skills", "Producing academic texts", "Including scientific studies", "Producing complex texts", "Conducting studies about Turkey", "Developing comprehension skills", "Developing language skills". Academic language teaching aims to improve students' academic language skills and enable them to acquire comprehension and expression skills (Hasırcı Aksoy, 2021; Karagöl, & Korkmaz, 2021). In general, the aim of academic language teaching as a foreign language is to provide learners with advanced communicative skills (Schlepppegrell & Colombi, 2002). As Seyedi (2020) states, the aim is to improve university students' ability to create and read academic texts at the paragraph and text levels, along with the skills to express their emotions and thoughts accurately, fluently, and cohesively. The learners who participated in the study also stated that general language teaching aims to develop language and communication skills; academic language teaching aims to develop technical and professional language skills and to write scholarly and scientific texts. Learners have expressed that general language teaching prepares them for life, while academic language teaching prepares them for university.

Based on the learner views on the theme of "Language Use in Teaching", it is seen that 5 sub-themes emerged within the scope of general language teaching as a foreign language and 7 sub-themes emerged within the scope of academic language teaching. Learners expressed more opinions about academic language teaching within the scope of language use in teaching.

The sub-themes that emerged within the scope of general language teaching as a foreign language for the theme of "Language Use in Teaching" are "Including general language use", "Focusing on practical language use", "Use in general life", "Including touristic language use", "Including cultural language use". The sub-themes that emerged within the scope of academic language teaching as a foreign language for the theme of "Language Use in Teaching" are "Involves academic language use", "Used at university", "Used professionally", "Involves aesthetic language use", "Involves language use errors", "Involves literary language use", "Involves intellectual language use". Konyar (2019) defines academic language as the language necessary for learners to understand and succeed in their courses. Çiftler and Aytan (2019) stated that the difference between general language and academic language use is that academic language is used in school or work environments; it includes terms, concepts, and formal expressions, and academic language use can vary according to different disciplines. In this context, it is seen that the learners participating in the study, according to the literature, stated that general language as a foreign language is used in general life, for cultural or touristic purposes, in a practical way, while academic language as a foreign language is utilized in university life in a scientific, professional, aesthetic, literary or intellectual way.

Based on the learner views on the theme of "Utilizing Activities in Teaching", it is seen that 9 sub-themes emerged within the scope of general language teaching as a foreign language and 8 sub-themes emerged within the scope of academic language teaching. Learners expressed more opinions about general language teaching within the scope of incorporating activities into teaching.

The sub-themes that emerged within the scope of general language teaching as a foreign language for the theme of "Utilizing Activities in Teaching" are "There are several grammar activities", "There are many speaking activities", "There are a number of vocabulary activities", "There are game activities", "There is an obligation to practice", "There are competition activities", "There are excursion activities", "The activities are energetic", "There are a lot of reading activities". The sub-themes that emerged within the scope of academic language teaching as a foreign language for the theme of "Utilizing Activities in Teaching" are "There are few grammar activities", "There are many writing activities", "There are many speaking activities", "There are few listening activities", "There are few reading activities", "There are several presentation activities", "It includes homework activities related to the department", "There are several listening activities". When the opinions of the learners who participated in the study were analyzed, the learners indicated that grammar, vocabulary, and speaking activities were emphasized more in general language teaching as a foreign language. On the other hand in academic language teaching as a foreign language, learners stated that grammar activities are fewer. In contrast, the number of scholarly writing, speaking, and presentation activities is increasing. The learners stated that activities related to all skills are carried out in academic language teaching as a foreign language, albeit in small numbers. In Yavuz and Zengin's (2022) study, learners also indicated that activities for all language skills were conducted in academic language teaching courses.

Based on the learner opinions on the theme of "Content in Teaching", it is seen that 2 sub-themes emerged within the scope of general language teaching as a foreign language and 8 sub-themes emerged within the scope of academic language teaching. Learners expressed more opinions about academic language teaching within teaching content.

The sub-themes that emerged within the scope of general language teaching as a foreign language for the theme of "Content in teaching" are "Including pattern expressions" and "Including research",

respectively. The sub-themes that emerged within the scope of academic language teaching as a foreign language for the theme of "Content in teaching" are "It involves terminology", "It involves scholarly writing", "It includes punctuation", "It includes scholarly reading", "It encompasses academic vocabulary", "It encompasses scholarly speaking", "It incorporates spelling rules", "It incorporates expression disorders". Hyland (2008) states that academic language teaching focuses on grammatical structures but also aims to gain field-specific communicative skills. Based on the literature, we can see that learners participating in this study on academic language teaching view grammar rules, academic vocabulary, and field-specific terminology. According to Coleman and Goldenberg (2010), learners need perceptual language skills to understand the lessons and productive language skills to ask questions and join in discussions. To provide learners with academic language features functionally, it is necessary to provide content for comprehension and expression skills in a scholarly context (Karagöl ve Korkmaz, 2021). In this context, the learners participating in the study characterized academic language teaching as the scholarly use of perceptual and productive language skills.

Based on the learner views on the theme of "Subject in Teaching", it is seen that 4 sub-themes emerged within the scope of general language teaching as a foreign language and 7 sub-themes emerged within the scope of academic language teaching. Learners expressed more positive opinions regarding the teaching of academic language within the subject matter scope.

The sub-themes that emerged within the scope of "Subject in Teaching" in general language teaching as a foreign language are "Containing basic language rules", "Containing general topics", "Learning various topics", and "Containing different themes", respectively. The sub-themes that emerged within the scope of "Subject in Teaching" in academic language teaching as a foreign language are "Including subjects related to the department", "Including known subjects", "Improving the subjects learned", "Including scientific subjects", "Including scholarly subjects", "Repeating the subjects learned" and "Including information outside the department", respectively. Tompkins (2009) asserts that academic language consists of unfamiliar, complex, and in-depth topics. The learners who participated in the study stated that general language teaching as a foreign language includes general subjects. In contrast, academic language teaching includes scholarly, scientific, and undergraduate subjects. Learners also stated that academic language teaching courses cover subjects related to different branches other than their undergraduate departments.

Based on the learner views on the theme of "Utilizing Texts in Teaching", it is seen that 2 sub-themes emerged within the scope of general language teaching as a foreign language and 11 sub-themes emerged within the scope of academic language teaching. Within the context of texts in teaching, learners expressed more opinions.

The sub-themes that emerged within the scope of general language teaching as a foreign language for the theme of "Utilizing Texts in Teaching" are "Listening to songs" and "Watching movies" respectively. The sub-themes that emerged within the scope of academic language teaching as a foreign language for the theme of "Utilizing Texts in Teaching" are "Making presentations", "Writing articles", "Writing thesis", "Writing official letters", "Reading scientific texts", "Reading long texts", "Listening to the conference", "Reading academic texts", "Reading high-level texts", "Listening to the seminar", "Writing petitions". When the sub-themes created based on the opinions of the learners are examined, it is seen that the learners stated that written texts such as articles, theses, official writings, scientific texts, academic texts, high-level texts, petitions, and oral texts such as presentations, conferences, and seminars, in which the language is shaped differently from the general language, are

appropriate in academic language teaching. Demir (2020) states that academic language is a written sub-variant of standard writing intended for special purposes and that it is distinguished from standard spoken language by the use of terms and specialized vocabulary in situations where verbal expression predominates such as presentations, conferences, and lectures. However, academic texts use abstract language and include terms, and academic texts are structured with long and compound sentences consisting of multi-syllabic words (Tompkins, 2009). In this context, learners also recognize texts used in general and academic language teaching as foreign languages.

Based on the learner views on the theme of "Quality in Teaching", it is seen that 12 sub-themes emerged within the scope of general language teaching as a foreign language and 19 sub-themes emerged within the scope of academic language teaching. Learners expressed more opinions about academic language teaching quality.

The sub-themes that emerged within the scope of general language teaching as a foreign language for the theme of "Quality in Teaching" are "It is difficult", "It is important", "It is necessary", "It is useful", "It is easy", "It has an intensive program", "It is planned", "It is tiring", "It is beautiful", "It is confusing", "It is fun", "It is systematic". The sub-themes that emerged within the scope of academic language teaching as a foreign language for the theme of "Quality in Teaching" are "It is easy", "It is simple", "It is fun", "It is not necessary", "It is difficult", "It is boring", "It is not useful". The sub-themes are "It is not efficient", "It is logical", "It is comfortable", "It is systematic", "It is efficient", "It is impressive", "It is not stressful", "It is complicated", "It is necessary", "There is no panic while learning", "It is irregular", "It is logical". When the opinions of the learners participating in the study are analyzed, it is understood that the learners find general language teaching and academic language teaching extremely valuable, useful, and essential. In Yavuz and Zengin's (2022) study, learners also stated that they found academic language teaching courses necessary. On the other hand, learners also say they do not find academic language teaching useful and efficient, and that the teaching is irregular and boring. As Özkan and Başkan (2020) pointed out, the reasons for these views include the fact that learners from different branches and disciplines are in the same classroom environment. In such cases, topics that attract the interest of one group and meet their academic needs may be too distant for learners from other departments in the classroom. This causes learners to get bored in the teaching process or is inefficient.

Based on the learner views on the theme of "Process in Teaching", it is seen that 3 sub-themes emerged within the scope of general language teaching as a foreign language and academic language teaching. Learners expressed the same number of opinions about general and academic language teaching within the scope of teaching.

The sub-themes that emerged within the scope of general language teaching as a foreign language for the theme of "Process in Teaching" are "Following the book", "The teaching process is lengthy" and "It is easy to follow the lesson", respectively. The sub-themes that emerged within the scope of academic language teaching as a foreign language for the theme of "Process in Teaching" are "Utilizing additional materials (thesis, article, etc.)", "The teaching process is lengthy" and "The lesson duration is lengthy". In general language teaching as a foreign language, the learners involved in the study follow a textbook. Because it provides different skills in the academic language teaching process, it facilitates the follow-up of teaching and utilizing additional materials. However, general language teaching as a foreign language involves a long process. In addition to participating in academic language teaching after this long process and thinking they had learned a lot, learners also expressed their opinion that

academic language teaching was lengthy. In contrast to these views of the learners participating in the study, in Yavuz and Zengin's (2022) study, learners of Turkish as a foreign language stated that they found the teaching time of academic Turkish courses sufficient.

The study shows that learners who experienced general language and academic language as foreign language teaching processes presented the characteristics of general language and academic language differently. It is understood that the views of the learners are related to the literature, but the learners present the characteristics of general teaching as a foreign language and academic language teaching under a much larger number of subheadings different from the literature based on their idioms.

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Author Contributions

All authors contributed equally to the article.

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