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<http://www.ijoks.com>**Analyzing teachers' perception for teaching Kurdish language\****Azize Koksun Ölmez\*\****Received:** Sep 17, 2016 **Reviewed:** Sep 29, 2016 **Accepted:** Oct 10, 2016**Abstract**

The aim of this research is to analyze teachers' perception for teaching Kurdish language in terms of different variances. This studying is made in general survey model. 60 teachers – working at Diyarbakır's central districts and teaching Kurdish language at 2014-2015 educational year – constitute the working group of research. 10 itemed "Scale of Perception for Teaching Kurdish Language" is used as a tool of collecting data. As a result of study about construct validity of scale, it is defined that ten items explain the 35 % of total variance. Factor loads of scale take values changing between .32 and .750 Cronbach Alpha reliability parameter of scale is defined as .82. As a result of study, it is defined that teachers' perception for teaching Kurdish language is at low-level(disagree). Also, among the teachers' perception for teaching Kurdish language, it is found that there is no meaningful relationship according to variances of gender, seniority, branch and the location of school.

**Keywords:** Kurdish, Teaching Kurdish, Teaching Language, Perception**Recommended citation:**

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## INTRODUCTION

Language is the most important means of communication. If we leave non-verbal communication aside, using and speaking a language is indispensable for everybody. Because it is said that the language, used as the most important means of communication, plays a significant role in sharing people's feeling, ideas, knowledge and background with each other (Büyükkız, 2013).

Language is a system of rules consisting of words. (Kırmızı, 2010:199). Every language has unique rules even though we don't realize while speaking. For instance, while we are asking for something, we use language. It's not just that, we must use language in important areas such as speaking, writing, listening and reading. However, how we say something and transferring it to someone correctly, is as important as what we ask for. Because of this, it is essential to know a language exactly and use it properly without assigning a different meaning.

It is said that the person who has improved his/her understanding and telling abilities, is successful in business, career and even during all his life. (Arıcı, 2005). It's possible for people to share their ideas correctly and understand each other by means of language even when we look from this perspective. Thus it is essential to comprehend and use a language. Therefore, the rules of language which is used, should be known correctly.

Language which is a living organism, improves only by being used. (Çelebi, 2006:287). Everything begins and ends with a language. (Argunşah, 2010:11). This confirms that development process of a language continues lifelong. (Güleryüz, 2008). For keeping the language alive, it is critical to use it properly. Because a language lives as long as it is used properly. The language which has been used incorrectly, can't live longer.

The language, learned in parents and friends' environment, improves at school. (Güleryüz, 2008:327) Because language, used out of the schools, is informal. This occasion generally causes wrong learning. It is said that sometimes it isn't possible to cause a person to forget wrong language skills which become a habit in childhood and it is very hard to teach correct instead. (Demir, Yapıcı:2007:179). When viewed from this aspect, we can understand the significance of language teaching studies at the right place and right time in terms of using a language correctly and clearly. In spite of the fact that language teaching is started to be

given by parents at young ages, learning the language rules correctly and systematically is carried out by competent teachers at school. This is possible with a well organized educational environment. It is accepted that the more various and high quality educational life children have, the more efficiently they learn. It can be said that if education and training are well organized in accordance with nature life and students take part in listening, reading, writing and speaking activities, they can use language more efficiently. (Güteryüz, 2008:326) In order that all these activities can be efficient and productive, course materials and especially teaching programs should be well organized according to subject. Besides all these, the teacher, having a role in teaching at school, must have some qualities apart from occupational knowledge. Having exact knowledge about rules of language ,which is taught, is the most important one. Also the ability of teaching language has importance at this point. Knowing a language isn't enough to teach it. It is essential to know how to teach and manage to use educational environment.

Today, Kurdish is spoken by 35 million people who were divided into four countries (Iraq, Iran, Syria and Turkey). Kurdish language, belonging to Indo- European languages, is a part of Iranian branch that includes languages such as Ossetic, Beluchi, Persian and Tajiki. Kurdish has developed as a multidialectal language because of being deprived of national foundations. It's dialects are Kurmanji, Sorani, Gorani and Dimili (Zazaki ). Over time these dialects have divided into several local dialects within themselves. Two basic dialects of Kurdish, very close to each other, are Kurmanji ( it is spoken by Kurds in Turkey, Syria, some regions of Iran and Iraq and in some Republic of former Soviet union) and Sorani ( it's spoken by Iranian and Iraqi Kurds). Kurmanji, spoken by 65% of Kurds, is seen to be the earliest one with its phonetics and morphologic structure. However, Kurmanji and Sorani share much more common linguistic characteristic. The characteristics that are distinguishing these dialects from each other morphologically, are nominative case ,bare pronoun, oblique case and gender of nouns and pronoun and usage of active transitive verbs in past tense. Also gender and declension has disappered in Sorani dialect. In Sorani, suffixes of reflective pronouns, absent in Kurmanji, substitute for oblique cases. Probably, Kurdish is the only language which is written with three different alphabets. It was used by adding some diacritic symbols into Arabic alphabet at the begining. Kurdish language has to adapt itself according to languages belonging to countries where Kurdish is forbidden. It is written with Latin alphabet in Turkey, with Arabic in Iran, Iraq, Syria and with Cyrillic in former Soviet union. (Akın, tr: Alev Güneş, 2007:86-87).

The Ministry of National Education has appointed more than 30 teachers since 2013, after approval of elective course at schools in this period when democratic reforms increased in Turkey after 20002. Being accepted in education for the first time in Turkish Republic, Kurdish or in the words of Kemal İnal ‘ being used in public sector’(2012:1) leaves a possitive impression on society. The purpose of this study is to analyze the teachers’ perception for teaching Kurdish language in terms of different variances. In line with this purpose, we search for an answer for the questions below.

It is tried to define the Kurdish language teachers’ perception for teaching Kurdish language. Teachers’ perception is important for identifying the success of practice and problems about it. So, it is considered that this study will guide teachers on increasing success of teaching Kurdish language. At the same time, it is expected that it contributes to identify the problems teachers have and to overcome these problems. When literature is reviewed, a limited number of studies were found about teaching Kurdish language. It is considered that this study will contribute to related litarature.

1. What is the level of perception of teachers for teaching kurdish language?
2. Is there a signficiant difference according to gender among the perception of teachers for teaching kurdish?
3. Is there a signficiant difference according to seniority among the perception of teachers for teaching kurdish language?
4. Is there a signficiant difference according to branch among the perception of teachers for teaching kurdish language?
5. Is there a signficiant difference according to location of school among the perception of teachers for teaching kurdish language?

## **METHOD**

Research model

This studying is made in general survey model. "General survey models" are survey configurations on a whole population or a group of paradigm or sample which is taken from it with the aim of forming a general judgement about population in a system that has a lot of elements. (Karasar, 2009:79).

#### Studying group

60 teachers- working at diyarbakır's central districts and teaching Kurdish language at 2014-2015 school year- constitute the studying group of research .In studying group, there are 44 (73.3%) men and 16 (26.7%) women.

#### Data collection tool

'Scale of perception for teaching kurdish language with 10 items '-developed by researcher- is used as a tool of data collection. Firstly a repository with 17 items, is formed by reviewing literature for developing the scale. (Arıcı,2005;Kırmızı,2010; Karacan,2012) The repository with 17 items, is sent to two experts in the field. 3 items are taken out from repository as a result of expert's feedback. After getting necessary permission, the repository with 14 items, is applied by adding instruction. First of all ,study of construct validity is made with data obtained as a result of application. Exploratory factor analysis is made as a part of construct validity. In consequence of Exploratory factor analysis , it is seen that 14 items can be assembled under one factor and 4. , 7., 11. and 13. items are taken out because of not having enough factor load. Afterwards Exploratory factor analysis is made again, it is defined that 10 items explain the 35% of total variance. Factor loads of scale take values changing between .32 and .750

Cronbach Alpha reliability parameter is calculated for the reliability study. Cronbach Alpha reliability parameter of scale is defined as .82. With reference to this, it can be said that the scale has enough reliability.

#### Data analysis

In this studying, frequency, percent, average and standard deviation values are calculated. Independent samples test- t and single direction variance analysis is used for sub problems of research..05 is taken in consideration for significance level. Statistical process is made by using SPSS 20 package program in this study.

Perception score level of the scale is divided into five as given below.

Very low	1.00-1.80 very low (certainly disagree)
Low	1.81-2.60 low (disagree)
mid	2.61-3.40 mid (agree partially)
high	3.41-4.20 high (agree)
very high	4.21-5.00 very high (certainly agree)

## FINDINGS

Chart 1 Average and standard deviation values are given related to items of scale.

		$\bar{X}$	SS
1.	Number of schools-giving education in Kurdish language-should be increased.	1.65	1.27
2.	Number of teachers, at schools where teaching of Kurdish language is provided, is sufficient.	1.56	1.24
3.	Students' skills in learning Kurdish language are evaluated sufficiently.	2.21	1.05
5.	Kurdish language is taught satially.	2.15	1.23
6.	Plans, prepared in Kurdish language , carry students through target of learning kurdish language.	2.26	1.05
8.	Students reach to a level of reading newspaper, watching tv and using internet in Kurdish after Kurdish teaching.	2.93	1.19
9.	Weekly course hours in Kurdish should be increased.	1.55	.92
10.	Books and materials, prepared for Kurdish course, is sufficient.	1.86	1.26
12.	Educational plays, songs and poems are used to reinforce learning and diversify in class activities.	3.30	1.13
14.	Materials and books in Kurdish language are easily	2.46	1.38

accessible.		
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When chart 1 is analyzed, it is defined that two items , “ educational plays, songs and poems are used to reinforce learning and diversify in class activities.” and “materials and books in Kurdish language are easily accessible.” have the highest average. On the other hand, it is defined that two items ‘ weekly course hours in Kurdish should be increased’ and ‘number of teachers ,at schools where teaching of Kurdish language is provided, is sufficient’ the lowest average.

Findings of the research is listed according to questions of research. The findings, about level of teachers' perception for teaching Kurdish language, are submitted in chart 2.

Chart 2 Average and standard deviation values related to teachers' perception for teaching Kurdish language

n	$\bar{X}$	SS
60	2.20	.73

$$(1.84 < \bar{X} < 2.60)$$

When chart 2 is analyzed, it is defined that teachers' perception for teaching Kurdish language is at low-level(disagree). The findings, about whether there is a significant difference according to their gender among the teachers' perception for teaching Kurdish language or not, are submitted in chart 3.

Tablo 3 According to gender variance ,the results of independent samples test-t of teachers for teaching Kurdish language

Gender	n	$\bar{X}$	SS	t	P
Man	44	2.21	.71	1.77	.60
Woman	16	2.17	.80		

$$(t = 1.77, P > .05)$$

When chart 3 is analyzed it is found that there is no significant difference according to their gender among the teachers' perception for teaching Kurdish language. According to this, it can be said that the variance of gender doesn't have a significant influence on teachers'

perception for teaching Kurdish language. The findings, about whether there is a significant difference according to their seniority among the teachers' perception for teaching Kurdish language or not, are submitted in chart 3 and 4.

Tablo 4 According to seniority variance, average and standard deviation values related to teachers' perception for teaching Kurdish language

Seniority	n	$\bar{X}$	SS
5 years and below	24	2.38	1.00
6 -10 years	25	2.07	.42
11 years and over	11	2.10	.52

Tablo 5. According to seniority variance, the results of single direction variance analysis related to teachers' perception for teaching Kurdish language

	Sum of squares	Degree of freedom	Squares mean	F	P
İnter-group	1.280	2	.640	1.206	.307
İn-group	30.259	57	.531		
Sum	31.539	59			

(F = 1.206, P > .05)

When chart 4 and chart 5 are analyzed, it is found that according to seniority variance, the average of teachers' perception for teaching kurdish language is close to each other and difference between these averages has't statistical meaning. The findings, about whether there is a significant difference according to their branches among the teachers' perception for teaching kurdish language or not, are submitted in chart 5 and 6.

Tablo 6. According to branch variance, average and standard deviation values related to teachers' perception for teaching Kurdish language

Seniority	n	$\bar{X}$	SS
Kurdish	5	2.32	1.10



Turkish	26	2.22	.60
Other	29	2.15	.79

Tablo 7. According to branch variance, the results of single direction variance analysis related to teachers' perception for teaching Kurdish language

	Sum of squares	Degree of freedom	Squares mean	F	P
İnter-group	.168	2	.084	.152	.859
İn-group	31.372	57	.550		
Sum	31.539	59			

(F = .152, P > .05)

When chart 6 and chart 7 are analyzed, it is found that according to branch variance, the average of teachers' perception for teaching kurdish language is close to each other and difference between these averages has't statistical meaning. The findings, about whether there is a significiant difference according to school location, among the teachers' perception for teaching Kurdish language or not, are submitted in chart 8 and 9.

Tablo 8. According to school location, average and standard deviation values related to teachers' perception for teaching Kurdish language

Seniority	n	$\bar{X}$	SS
City center	42	2.05	.51
District center	8	2.57	1.17
Village	10	2.48	.96

Tablo 9. According to school location, the results of single direction variance analysis related to teachers' perception for teaching Kurdish language

	Sum of squares	Degree of freedom	Squares mean	F	P
İnter-group	2.765	2	1.383	2.739	.073
İn-group	28.774	57	.505		

Sum	31.539	59			
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( $F = 2.739$ ,  $P > .05$ )

When chart 6 and chart 7 are analyzed, it is found that according to variance of school location, the average of teachers' perception for teaching Kurdish language is close to each other and difference between these averages has't statistical meaning.

## CONCLUSION AND RECOMMENDATIONS

At the end of the study, following results have been found.

1. Teachers think that there is no need to increase hours of Kurdish language, but number of teachers is insufficient. When looking at these results, we can say that number of Kurdish language teacher isn't enough and most of the teachers who are teaching Kurdish language, are out-of-branch.

2. It is defined that teachers' perception for teaching Kurdish language is at low-level (disagree). Many reasons can be considered for root of this result. One of the major reason is that most of the studies about Kurdish language have been made recently. Also, teachers' being out-of the Kurdish language branch can be showed as another important reason.

3. As a result of the study, it is deduced that there is no important influence on teachers' perception for teaching Kurdish language according to gender, seniority, branch and school location.

According to results obtained in this study there are some recommendations given below.

1. It is considered that it will be effective to increase number of Kurdish language teacher for filling the deficiency.

2. Providing more course materials for teaching Kurdish language by National Education Ministry can be useful for overcoming teachers' negative perception.

3. Making Turkey-wide studies on teachers whose branch is only Kurdish will produce more effective and generalisable results.

4. Making qualitative studies on teachers' perception for teaching kurdish language can provide in-depth data.

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