

## Geographical and Cultural Effects on Teaching Turkish As A Foreign Language: The Case of Asian and Pacific Countries

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### Abstract

That foreign language teaching is accomplished and realized in line with determined goals is possible only if it is arranged as being responsive to the needs of the target audience and there is a good plan. Therefore, it is significant to determine interests, needs, expectations of the foreign language learners besides how and to what extent countries they live, language(s) they use and their cultures affect that they learn their target language. This study aims to detect the effects of geography and culture of the countries, and language used by the people who learn Turkish as a foreign language in Asian and Pacific countries, on that they learn Turkish. Accordingly, scientific studies conducted on teaching Turkish as a foreign language in Asian and Pacific countries were detected after scanning various databases. In this study, the qualitative method was conducted, document analysis technique was used in acquiring data, and the data acquired was subjected to content analysis. As a result of the study, 35 studies were found about the culture of the geography of Asian and Pacific countries where Turkish is learnt on positive and negative effects about teaching Turkish as a foreign language. 2 of them equaling 5.7% are doctoral theses, 10 of them equaling 28.6% are master's theses and 23 of them equaling 65.7% are articles. It is determined that students learning Turkish as a foreign language have negative transfers in vocabulary 9.6%, phonology 15.7%, punctuation and spelling 15.7%, syntax 16.9%, morphology 20.5%, and grammar 21.7% while they have positive transfers in grammar 12.5%, vocabulary 12.5%, syntax 25%, morphology 25%, and phonology 25%. It is seen that Arab and Kyrgyz students cover a large majority of the research. It is determined that studies conducted with Indian, Afghan, Persian, and Kazakh students are limited. As a result, it is stated that there are more negative transfers of Turkish language learners in Asian and Pacific countries from their

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native languages. It is emphasized that the most significant factor of these negative transfers are culture and geography.

**Keywords:** Teaching Turkish as a Foreign Language, positive transfer, negative transfer, culture, geography.