



**FRANSIZCA DİLBİLGİSİ ÖĞRENİMİNDE ÜNİVERSİTE ÖĞRENCİLERİNİN
KARŞILAŞTIKLARI GÜÇLÜKLER: FRANSIZCA VE TÜRKÇEDE SÖZDİZİMSEL VE
BİÇİMBİLİMSEL FARKLILIKLAR***

**THE DIFFICULTIES EXPERIENCED BY UNIVERSITY STUDENTS IN THE LEARNING
OF FRENCH GRAMMAR: THE SYNTACTIC AND MORPHOLOGICAL DIFFERENCES
BETWEEN TURKISH AND FRENCH**

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Extended Abstract

Turkish University students' difficulties in acquiring grammar and writing skills as well as the causes of these difficulties were investigated in this research. First, the written errors were collected from the grammar courses and exam papers of Gazi University French preparatory class students in 2002-2004 academic years; and the errors were analysed. Then, two separate surveys were prepared in the light of the data and the surveys were applied on the preparatory class students and lecturers of Hacettepe, Gazi and Ankara Universities in 2003-2004 academic year.

Considering that the syntactic and morphological differences between the two languages were an important factor in the difficulties, a contrastive analysis of Turkish-the native language- and French- the foreign language- with respect to syntax and morphology was performed in the research.

In the light of the contrastive analysis and survey findings, it was found that a significant amount of the difficulties stemmed from the syntactic and morphological differences between Turkish and French. Moreover, the highest frequency mistake types were examined with examples.

The following are the most problematic areas for the learners and teachers: the inflection of verbs with two pronouns, the use of articles, learning nouns and adjectives according to gender, and number; concord problems due to number and gender, the location of adjectives in sentences, and negating the French sentences.

There are two types of never changing roots in Turkish- an agglutinative language-namely, noun roots and verb roots. Verb inflection is done through inflection suffixes added to verbs. However, in French- a synthetic language- a verb may have more than one root (je **vien**-s, nous **ven**-ons) especially in the category of irregular verbs. Besides, *aller*, a verb with high frequency use, is inflected very differently from regular verbs even though it ends in *-er*. Verbs such as *parler*, *regarder*, *chanter*, which are used frequently, take different inflectional affixes according to person in the present continuous tense (je parl-**e**, tu parl-**es**, ils parl-**ent**) although their pronunciation is the same (/parl/).

The infinitives in Turkish are distinguished from other grammar categories with the suffixes *-mek*, *-mak*. French has more such suffixes than Turkish (*-er*, *-ir*, *-re*, *-oir*) and inflectional suffixes differ according to each verb group and person. For instance, *être*, *avoir*, in some cases. For example, *sortir*, *partir*, *venir*, *cueillir*, *offrir*, *souffrir*- which end in *-ir*.

* Bu çalışmada, N.Özçelik'in (2006) "Analyse des difficultés de l'écrit en français chez les apprenants universitaires turcs (Fransızca Öğrenen Türk üniversite Öğrencilerinin Karşılaştıkları Yazma Güçlüklerinin İncelenmesi)" adlı doktora tezindeki bulgulardan yararlanılmıştır.

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Another difference in terms of verb conjugation between Turkish and French is the verbs with two pronouns in French. These verbs are classified into pronominal, reflective, reciprocal, and passive verbs; and are difficult to use.

The most significant cause of the errors related with the use of articles is the fact that Turkish doesn't have articles which are used to state the gender and number in nouns in French. Thus, article errors include the ones such as the use of wrong articles, using no articles, over use of articles, replacing articles with possessive adjectives, ignoring dropping the vowel in articles, misuse of compound articles, the use of wrong articles in negative sentences, and not distinguishing the articles. For example, *Un homme est mortel (L'homme est mortel), *Voici lettres, journal et publicités (Voici des lettres, un journal et des publicités), *A la fenêtre de **la** église ... (A la fenêtre de l'église ...), *Je n'ai pas de **la** chance (Je n'ai pas de chance).

The difficulties related with the correct use of nouns arise more in cases when gender and number are required and when a noun phrase is needed: ***Cette** portable est à vous? (Ce portable est à vous?), *Maman, tu as vu mon sac **de** dos ? (Maman tu as vu mon sac à dos ?).

Errors concerning the use of adjectives are adjective agreement, the position of adjectives, the use of wrong possessive adjectives, and not using possessive adjectives: *Cet homme met toujours une **blanche** chemise (Cet homme met toujours une chemise blanche), ***Les amis de lui** n'ont pas compris où il était (Ses amis n'ont pas compris où il était). There are a number of rules in French on whether to provide agreement or not. The teaching/learning of these rules is quite problematic. For example, “-As-tu pris tes clés? - *Oui, je les ai **pris**. (- Oui, je les ai prises)”.

The errors observed in terms of negation are incomplete or overuse of negative morphemes, incorrect location of negative morphemes, and incorrect negation of infinitives. For instance, *Je regarde pas les enfants (Je ne regarde pas les enfants), *Non, nous sommes **ne pas** prêtes (Non, nous ne sommes pas prêtes).

The following are recommended in the light of the findings of this research:

- A contrastive syntactic, morphological and semantic analysis of Turkish and French languages will make significant contributions, especially from the perspective of teachers in the teaching of French to Turks. However, in addition to comparative studies, in-class error analysis should also be used in order to correctly evaluate the causes of difficulties and to produce solutions both in foreign language teaching in general and in the teaching of grammar and writing especially. It has been observed that error analysis approach is not emphasised sufficiently in Turkey in the teaching of French as a foreign language. Yet, there is need for research in this field.
- On the other hand, as can be understood from the research sample, the acquisition of writing skills is enabled through grammar courses in the French preparatory classes of Gazi University. French grammar proficiency is required in writing skills acquisition; yet it is not sufficient. Therefore, writing should be placed on the syllabus as a separate course.
- Additionally, grammar concepts and rules are taught at a sentence level in French teaching/learning in Turkey. Yet in the teaching of grammar and writing as well as in the teaching of all other skills in French, it would be more useful to teach/learn lexical, grammatical items and rules in context and in situations from the beginning, and to move from sentence grammar to text grammar.