Language Challenges Faced By International Students In Turkey

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Abstract
International Students have been flocking to Turkey in increasing numbers in the last few years in search of work or a social life. Naturally, there are some issues that international students may face in Turkish living owing to cultural differences, as there are in any country. While these challenges are not unique to Turkey, and there are challenges to overcome, Turkish life continues to follow international norms. The issue of communication is one of the most fundamental challenges that International students face in modern Turkish life. The most significant barrier is the language barrier, which limits one's ability to communicate with others, which is essential for survival. It may make it more difficult for newcomers to find work, receive an education, obtain medical treatment, obtain housing, and simply survive. The purpose of this study is to highlight the many obstacles that International students confront due to a language challenge.

Keywords: Language barriers, International Students, Communication, Life style, satisfaction

Introduction
This century has completely changed the ways in which people can become involved in the environment, rendering prior approaches outdated. Demand for economic, technological, political, social, and cultural ties has increased substantially as a result (KALDIRIM & DEGEÇ, 2017). Nowadays, the capacity to converse with people who speak a foreign language is seen as a useful tool for broadening one's world viewpoint through exposure to diverse cultures (Rost, 2014) and recognition of their cultural choices and prejudices (Root & Ngamprnchai, 2013). Turkey is situated at the crossroads of Asia, Europe, and Africa, and as a result of its geographical location, the increase in the number of foreign students studying at Turkish universities, and the improved foreign relations of Turkish businesses in terms of economic activity, international institutions, foundations, and media, Turkey is home to a diverse range of cultures and civilizations. This degree of effort and cooperation has regularly
propelled Turkey to the forefront of discussions, which has increased interest in Turkish as a foreign language acquisition (KALDIRIM & DEGEÇ, 2017).

Communication impedes one’s ability to thrive, which impedes survival. It could cause newcomers additional difficulties, such as finding work, getting an education, getting health care, getting housing, and just making it through the day. For the last few years, Turkey has attracted rising numbers of international students, many of whom are motivated to pursue employment or pursue social interaction in the country. Due to variations in culture, overseas students may face several issues when living in Turkish society. Turkish society tends to follow worldwide standards in spite of the challenges it faces. There are numerous challenges international students confront when working in Turkish business, and communication is among the most critical of these. It is agreed by many that learning English is vital for the population of Turkey in both the educational and workplace environments. Many workers in international businesses can communicate fluently in English, but functioning in a place where no one speaks or understands English might provide a substantial challenge. Therefore, employment location can affect communication challenges, but if you plan to live and work in Turkey for an extended period of time, you need learn Turkish. Aside from a job, in everyday life, you will meet Turkish individuals, and knowing Turkish will be advantageous. In this current inquiry, several difficulties the international students confront have been highlighted.

Review of Literature

“The emerging studies in this area focus mostly on the disruptive effects of language diversity, and tackle it as a barrier to effectiveness and to doing international business due to communication problems” (Jonsen, Maznevski, & Schneider, 2011). “Difficulties encountered in spoken language may not be the only obstacle in terms of language barriers. Understanding written materials, completing paperwork, and problems experienced with the use of interpreters are also important obstacles patients may face” (Cheng IH, Drillich A, & Schattner P, 2015). March & Simon (1958) noted the inadequacy of language for communicating about intangible and non-standardized objects and expressed the belief that ‘language compatibility’ shapes the usage of communication channel in organizations”. Consistent with this view, Bechky (2003) found misunderstandings due occupation allanguage differences in a study of a semi conduct o requirement manufacturing company”.and“trust formation is a team process that particularly merits a language-sensitive investigation, as it is both crucial for the functioning of MNTs and very likely to be influenced by language effects” (Tenzer, H., Pudelko, M. & Harzing, A, 2014). “Growing evidence documents the fact that language barriers indirectly impact the quality of the healthcare that patients receive. Language barriers contribute to reducing both patient and medical provider satisfaction, as well as communication between medical providers and patients” (Shamsi, Almutairi, Mashrafi, & Kalbani, 2020). A study conducted by Wong Fillmore (2004), which states that “Academic success of international students depends on how skill fully they use academic language in their studies. The mastery of academic language is regarded as one of the most important factors that distinguish successful students
from unsuccessful ones”. Demir & Genç (2019)“revealed that insufficient vocabulary range is the primary source of difficulties international students encounter during the instruction of their content courses. Moreover, instructors are of the opinion that students have much more difficulties in using academic Turkish than they themselves perceive. It is hoped that the results of the present study will contribute to the development of curriculum and materials in such a way as to use it for the benefit of international students pursuing their studies at Turkish universities”. From the extent of above literature it can be state that, inefficacy of local language may affect social , cultural, political , educational and health lives of foreign national in vast exten

**Methodology**

Present investigation is perceived to understand challenges faced by the International students due to local language challenges. The study conducted among one hundred and seventy three international students with various universities in Turkey. The survey was divided into different sections, questions pertaining to their nationality, mother tongue, occupational status, education level and level of Turkish proficiency. The study also tried to assess the specific problems caused by language barriers, challenges faced, and used strategies to overcome relating to their language barrier. Collected data have analysed with SPSS Version 24 with percentage analysis and other statistical techniques which is relevant to the study.

**Result and Discussion**

The study analyzed the unique issues international students in Turkey experienced because of a lack of fluency in the local language. In order to research the sociological background of the respondents, their social profiles have been reviewed, which shows what their purpose of residence in Turkey is and which languages they speak as a mother tongue. The researchers delved further into issues connected to language barriers, the difficulties they faced, and ways to overcome them. The social profile of respondents were shown in the following table 1.

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Items</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>54.3</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>45.7</td>
</tr>
<tr>
<td>Age</td>
<td>&gt;20</td>
<td>5.3</td>
</tr>
<tr>
<td></td>
<td>20-25</td>
<td>32.1</td>
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<tr>
<td></td>
<td>25-30</td>
<td>43.1</td>
</tr>
<tr>
<td></td>
<td>30&lt;</td>
<td>19.5</td>
</tr>
<tr>
<td>Courses</td>
<td>Under graduation</td>
<td>43.1</td>
</tr>
<tr>
<td></td>
<td>Post- Graduation</td>
<td>18.3</td>
</tr>
<tr>
<td></td>
<td>Doctorate</td>
<td>23.5</td>
</tr>
<tr>
<td></td>
<td>Other</td>
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<tr>
<td>Type of Universities</td>
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<td>43.1</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>39.3</td>
</tr>
<tr>
<td></td>
<td>Other Institute</td>
<td>17.6</td>
</tr>
</tbody>
</table>
Profile of the foreign national in the study showed that 54.3 percent of them were male and among them 45.7 percent were females. Majority of the respondent were (43.1 percent) were under the age group of 25-30 and 32.1 percent of the respondent were under 20-25. The study further revealed that among them 43.1 percent were studying undergraduation, 18.3 percent of them were post graduate students, 23.5 percent of them were doctorate students, and 15.1 percent were being part of other sector jobs like post doctoral research. The classified respondents on the basis of their mother tongue, which revealed that 42.8 percent of them from Arab nations, 19.1 percent accepted that English is their mother tongue, and 38.1 percent of the respondents were from other Asian and African countries.

![Figure 1: Inefficiency in Local proficiency among International Students in Turkey](http://www.webology.org)

The study revealed that 49.8 percent of the respondent have had low level of language inefficiency and 25.3 percent had medium level. The result can be inferred that, the international students in Turkey is facing language challenges due to local language inefficiency.

Language inadequacy has a significant impact on people's day-to-day activities like calling, shopping for food in the street, dealing with local markets, and traveling about the city. Experts such as lawyers, surgeons, and government agents are tough to communicate with since they respect these persons and are not eager to say anything wrong. A number of respondents mentioned that they have issues with pronunciation, listening to others, and recalling and storing information. Overall, less than half of respondents felt they needed assistance from an interpreter while communicating with health care providers. Other adjectives that characterize their feelings include frustrated, feeling like a toddler learning to talk, stressed, foolish, bewildered, challenged, horrible, lonely, terrified, and constrained to using their hands to communicate. Additionally, native speakers make them anxious and they are also limited and made their life a hassle. Their worry, depression, stupidity, and...
helplessness all merge into one. Two of the most commonly noted personal concerns were the inability to interact freely and privacy, which was closely followed by the lack of ability to speak openly and honestly with others. By claiming that speaking another language increased the amount of happiness in their lives, they also said that they could go to college and university, and watch movies without subtitles, and easily read the newspaper. Others were eager for a more personalized, interactive training process, one that gave them daily access to the world’s top periodicals, and access to a personal instructor. Many people wished for an interpreter.

Conclusion
Whether it is due to poor support for immigrants, a personal challenge, or simply how life is, the language barrier is a major obstacle for people. It would be great if all arrivals had their own personal professional interpreters, rather than family members who are not well-versed in foreign languages. However, in order to communicate, we must travel in both directions. Aspiring to fluency could not be a high enough priority for language learners, and thus they may decide to instead focus on tasks that are more pressing. Adult Newcomers' language barriers in order to communicate in the language. Learning a new language is a lifelong endeavor, and the students have the rest of their lives to perfect their skills. Native speakers could cause difficulty for others because of the way they speak. Consequently, if native speakers talk clearly and gently, they can greatly lower barriers to communication by: (1) ensuring their interlocutors comprehend their speech, (2) avoiding idioms, and (3) showing patience.

References


[10] Rand Journal Of Economics, 17, 18–32. [78]


