



(ISSN: 2602-4047)

Fakiroğlu, O. T. (2023). A Comparative Evaluation of Two Turkish Grammar Books Written for Teaching Turkish Language for French People in the 19th Century, *International Journal of Eurasian Education and Culture*, 8(21), 913-925.

DOI: <http://dx.doi.org/10.35826/ijoecc.689>

Article Type: Research Article

A COMPARATIVE EVALUATION OF TWO TURKISH GRAMMAR BOOKS WRITTEN FOR TEACHING TURKISH LANGUAGE FOR FRENCH PEOPLE IN THE 19TH CENTURY

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Received: 14.01.2023

Accepted: 20.05.2023

Published: 01.06.2023

ABSTRACT

In this study, two different grammar books prepared in 1834 and 1862 in order to teach Turkish to the French as a foreign language in the 19th century are compared. There are some differences as well as similarities in these grammar books prepared by Hindoğlu in 1834 and by Mallouf in 1862. In both books, the topics are presented with the grammar translation method, and grammatical topics such as tenses, relative suffixes, case suffixes are presented in French and Turkish translations, inflected according to the subjects, detached from the context. The inclusion of daily language expressions, dialogues and reading texts consisting of letters in Mallouf's book is proof of the adoption of a communicative and functional method in foreign language teaching. When these two works were compared in terms of teaching grammar subjects, it was seen that the subjects were given in the same order. In Mallouf's book, words are more dense and more associated with everyday language use. In these works, which were compared according to Cunningsworth's textbook evaluation scale, some items such as pronunciation files were not taken into consideration when considered according to the conditions of the period. In the teaching of grammar subjects, a teaching method that guides memorization without any leveling or gradual processing is utilized. In this study, qualitative document analysis research method is used.

Keywords: Turkish for the French, grammar translation method, colloquial language, leveling

INTRODUCTION

Various dictionaries, grammar books and textbooks have been prepared from past to present for the purpose of teaching Turkish as a foreign language. The content of the books varies according to the period of preparation and the purpose of preparation. It is said that besides the books that have reached us by printing or copying, there are also Turkish books that have a single copy and have not reached the present day.

Turkish resources prepared for various purposes in different countries were sometimes used to train diplomats, sometimes to train translators, and sometimes to develop commercial relations. Compared to the modern language teaching approach, a rote-based, grammar and translation-oriented approach, called traditional language teaching, has been adopted in these resources. There are also examples of the functional and communicative approach which is adopted today.

Biçer (2012) states that the existence of bilingual texts for understanding Turkish texts and learning Turkish dates back to ancient times. It is reported that during the Uyghur khanate period, important studies on the Uyghur language were carried out and the texts of Buddhism and Manichaeism were translated into Turkish from the 8th century. This is an indication of the importance given to Turkish. Kaşgarlı Mahmud aimed to teach both Turkish and Turkish culture by giving information about the traditions and beliefs of Turkish communities in his work *Divanü Lügati't-Türk*. In this dictionary, which was written with the principle that language is the carrier of culture, a permanent language teaching is aimed by frequently giving place to repetitions.

Turkish Language Lessons in Europe

According to Emiroğlu (2016), while trade routes were opened and relations with the East were developing in the 17th century, language schools were opened in Istanbul in order to teach Turkish and to train translators who could speak Turkish so that the citizens of Western European countries could communicate better while doing business. Taking the example of the French "jeunes de langue", the Polish Oriental School in Istanbul was opened by Stanislaw August Poniatowski, the last King of Poland. In these schools, which were open for 23 years from 1766 to 1793, translators who knew Turkish very well were trained. In addition to language teaching, courses related to culture and art were also offered in these schools. When we look at the schools established to give Turkish education in Poland, the Institute of Oriental Studies and Turcology established at Vilnius University comes to the fore. Emiroğlu (2016) further states that many Polish academicians who were experts in the field of Turcology were trained in the Center for Oriental Studies, which were established in 1802 at this university. The students who grew up in these departments continued their education by going to the departments of Oriental Studies in different cities such as Petersburg, Kazan, Berlin and Vienna. With the translators trained to translate many works from Turkish to Polish, the aristocrats and people in Poland were also interested in Turkish and Turkish culture. Although there was a pause in Turcology research with the Second World War, qualified studies have been carried out both in Turkish teaching and in Turcology research since the 1950s (Emiroglu, 2016).

The interest in Turkish in Europe has shown its effect not only in language teaching, but also in art-related studies. Francis (2010) states that towards the end of the 17th century, works of art produced under the influence of Turks in Europe were included and there was an interaction in the sense of culture and art. In 1660, the work "Türkkâri Öykü" named by Jean Baptiste Lully greatly influenced Louis the 14th. After the death of Louis the 14th, interest in Turkish-themed artworks was revived with the arrival of Ottoman diplomats and ambassadors to Paris. Hitzel (2001) gives various examples that Turks were influenced by Europe in terms of culture and art. In the field of theater, Voltaire's *Zaire*, Antoine Houdar de la Motte's first *Scanderbeg* and then *Mahomet II* plays were staged (Hitzel, 2001). In the 18th century, *Arabian Nights* was translated into French by Antoine Galland and published in 1704.

Teaching Turkish Language as a Foreign Language to the French

In the 17th century, with a decision taken by the trade council of the French Crown, opening a "Language Boys School" in Istanbul was decided. The children to be raised in this school would be taught Ottoman, Persian and Arabic languages, and after graduation, they would be allowed to perform their duties as translators in French embassies and consulates in the Mediterranean basin. When we examine the education of oriental languages in France, young French children would continue their education at the school located in the Saint Louis Kapuçin Church, located within the borders of the French Embassy in Istanbul, between 1669-1831 and translated official documents, agreements and other official speeches. They would learn how to trade and, while fulfilling their duties, they would live in the regions where trade was concentrated on the borders of the Mediterranean and North Africa. Since the lectures offered in the church for the French were given by the clergy, the lectures were not adapted very well due to the intense religious and theological terms. In general, these teachers had texts on the Christian faith translated and these texts were taught to language boys (Hitzel, 1996).

Apart from this, families of Latin origin lived in the Ottoman lands, especially in Beyoğlu district of Istanbul, which was called Pera. European traders and diplomats who came to Istanbul were recruiting translators from these families. The most well-known of these families was the Genoese Fornetti family. Names such as Dominique Fornetti, Thomas Fornetti, Jean Baptiste Fornetti, Joseph Fornetti, François Fornetti from this family served as translators for the French Embassy, which was opened in Istanbul in the middle of the 16th century (Testa and Gautier, 2003). Founded in Pera, this language school continued its education until 1831. The French sent young children to this language school, who were brought up with the Jesuits in Louis-le-Grand College in Paris, and received preliminary information about Turkey and the Turkish language (Gümüskılıç, 2014).

Nurlu (2013) also states that France and Turkey had diplomatic and commercial relations in the 16th century, and on the basis of this relationship, studies were carried out on teaching Ottoman Turkish and French. It is inevitable that these two states, which have commercial and political relations with each other, learn each other's language and are affected by these languages. French is taught as a foreign language in schools in Turkey, especially in French schools, and especially in the Ottoman period, teaching Turkish as a foreign language was emphasized. Today, Turkish teaching in France is carried out in different ways. Teachers from Turkey are assigned to teach Turkish to immigrant Turkish students as a mother tongue together with culture lessons.

The source used by the French to learn Turkish in the 17th century was the book written by André Du Ryer in 1630, called “*la Rudimenta grammatices linguæ turcicæ*”. In addition, other out-of-print grammar books written by Jean Baptiste de Fiennes in the 1680s were also used. In Fiennes' grammar book, especially in the introduction, information on the sciences and religious terms that were transferred from Arabic and Persian to Turkish was emphasized. The first published book is Father Jean-Baptiste Daniel Holdermann's book titled Turkish grammar and the short and easy method of learning Turkish. This work is divided into three parts, spelling, pronunciation and syntax, and ends with vocabulary and dialogues.

As Hitzel (2015) mentioned in his article, King Louis of France provided scholarships to the Jesuits at Le Grand College in order to complete the School of Language Boys in Istanbul in 1700. With this financial support, it is aimed that the children who will receive education will be able to fulfill their religious duties and interpreting duties comfortably when they complete their education and duties and return to the country. This situation, which also aims to instill a sense of loyalty to the Crown has changed over time and the scholarship system has been changed as well (p. 59-60). Hitzel (2015) further mentions that the education of these children was completed by the authorities of the Saint Louis Church in Istanbul so that they could apply the theoretical education they received after completing their theoretical courses on oriental languages at the Jesuits' school in Paris before being sent to Istanbul. These children were 8 years old, they were the children of merchants living in the Mediterranean or from families working as translators, they were given primarily Latin and rhetorical lessons, they were also educated in both Ottoman and Arabic by two expert teachers and then they were sent to Istanbul, they specialized in eastern languages and they worked as translators. It is stated that they were trained to be ready for their services (p.60). It is also emphasized that the best practice for language boys whose Turkish reached an advanced level was to watch meddah games and to listen to storytellers in coffee houses during Ramadan. It is stated that Humayunname (Kelile and Dimne), which is read as a dictation, was also translated into French (p.68). In addition, during his duty in Istanbul, the French ambassador Villeneuve, who served in the Ottoman Empire in the 18th century, was asked to translate the works that were considered important by the language boys into French. Piri Reis's book *Kitabi Bahriye* is also among the works translated by the French Ministry of the Sea.

Foreign Language Grammar teaching from past to present

For a successful language teaching, the approach and method which are adopted play an important role. In line with language teaching, they are critical for an effective material production process.

Different approaches have been developed in foreign language teaching from past to present. According to these approaches, foreign language teaching was carried out with different methods. Grammar teaching has evolved from the traditional approach through various processes such as cognitive, communicative and constructivist approaches. Looking at the traditional approach, grammar and vocabulary teaching were taught independently of the context. According to this approach, language consists of rules and the rules are presented as a whole with the deductive method. The basic structures of the language, its rules and frequently used words are emphasized. In this approach, grammar topics are explained in detail and words are memorized. When the behaviorist

approach is adopted, it is repeated until the behavior becomes automatic in the context of stimulus-response. In this approach, it is aimed to create a habit beyond meaning and intelligibility. While giving grammar rules, translations are made from the source language to the target language. In the cognitive approach that emerged in the 1970s-80s, each individual acquires the language with their genetic equipment, and language acquisition takes place in the natural environment where the language is spoken. When it comes to the communicative approach, the use of the language and its real-life counterpart are essential. In this approach, it is aimed to develop the four basic language skills of individuals such as reading, writing, speaking and listening, taking into account both the functional and structural features of the language. In this approach, it is important for students to actively participate in the activities and produce the language, mistakes are inevitable. Today, language is taught with a constructivist approach. In this approach, grammar is taught by induction method. Students are expected to discover the logic and functioning of the language themselves, and the use of the language outside the classroom is encouraged (Güneş, 2013).

In the 19th century, foreign language teaching books were mostly written using the grammar-translation method with the traditional language teaching approach. This method was originally developed for the purpose of reading and understanding foreign literature, but over time, it has become a source used by different masses such as travelers, diplomats and translators. In this method, the rules are given as a whole and students learn the rules by translating deductively. It is aimed to teach the words by rote detached from the context. In this method, the rules of the written language are taught and the written language is considered superior to the spoken language (Tumen Akyıldız, 2019).

The written and spoken language of Ottoman Turkish differed considerably in certain periods. Since there are no speech records belonging to the Ottoman period, the speeches of this period can only be determined with written texts. Ottoman written and spoken language may show differences in terms of sound structures, word usage, expression, style and sentence structures. Ottoman colloquial language At the end of the grammar books written by Western researchers and writers, examples of spoken language are given with the titles of the essays. It is stated that the spoken language of the Ottoman period is closer to the spoken language of Turkey Turkish and far from the Ottoman written language. The features of the Ottoman spoken language are mostly found in prose language (Kartallıoğlu, 2015).

Since the 15th century, Western researchers have written dictionaries and grammar books of Ottoman Turkish for various purposes, as well as many works related to the Ottoman Empire. For example, Hindoğlu stated that he wrote his work named "Hazine-i Lugat" in order to teach spoken language rather than written language. It is aimed to teach the correct pronunciation of words in Ottoman Turkish by using Latin letters. As Kartallıoğlu stated, these works constitute a sound recording source for today that has been analyzed and written down from that period (Kartallıoğlu, 2018).

In this study, "Grammaire théorique et pratique de la langue Turque", written by Artin Hindoğlu in 1834, and "Grammaire Elementaire de la Langue Turque", written in 1862 by Nassif Mallouf, are used to evaluate textbooks used in modern language teaching were compared methodologically.

Regarding the grammar book written by Hindoğlu, it is said that it emerged from the need to learn Turkish and a Turkish grammar book as the relations with the Ottoman lands were developing day by day. This book is more than a scientific book, it is a grammar book containing expressions used in everyday language. This book is actually a translation of the theoretical and applied grammar book published in German in 1829. The author of this book, Hindoğlu, is a native Turkish and Armenian writer born in the Ottoman lands. He has been interested in teaching Turkish for many years. Hindoğlu knew what information should be included in a book for Europeans who want to learn Turkish. For this purpose, he wrote this grammar book. In this book, the Ottoman spelling of the words, their pronunciation according to the Latin letters and their French equivalents are given. There are examples and pronunciation of Turkish used in Istanbul, not regional language uses. This book aimed to teach the spoken language to travelers, merchants and soldiers who went to the east. Literature is not a book for scientists who aim to understand aesthetic language like poetry.

Mallouf, who is the author of *Grammaire Elementaire de la Langue Turque*, has carried out various studies in order to facilitate the learning of Eastern languages for Europeans, by working as a Turkish teacher at a college in Izmir, as a translator at the British embassy, in addition to many publications on teaching Turkish. Mallouf's work was of great benefit to travelers and philologists traveling to the East.

This grammar book has been awaited for a very long time and has become one of the most basic books. The rules were explained and put into practice. Dialogues and the use of public language are included. It was prepared on the basis of letters and speeches written in public. The most effective way to speak a language is to present the actual use of that language.

The purpose of both books is to teach Turkish to travelers, diplomats, traders. Both books were written by authors who know Turkish language and Turkish culture very well. While Hindoğlu's book only targets spoken language, Mallouf's book also takes the written language into account.

Until the Latin alphabet was adopted in 1928, the Ottoman alphabet, which was formed by adding the letters /p/, /ç/ and /j/ taken from the Iranians, which consisted of the consonant system of Arabic, and the Turkish palatal letter /ñ/, was used in written expression. Turkish texts written in Latin letters are not encountered before the first half of the 16th century. These texts, which we call transcription, were written by western authors by converting them into their own alphabet systems. The reason why most of the texts are transcribed in this way is to learn and teach Turkish and to write speaking guides, dictionaries and grammar books for this purpose. Western writers, who held various positions in the Ottoman lands, included Turkish translation texts and dictionaries in their memoirs, which they wrote in the form of travelogues. The words in these texts were transferred with alphabet systems such as Latin, Greek and Cyrillic, only as they were pronounced, unlike the Ottoman spelling. For this reason, these works are defined as transcription texts or translated written works. Foreigners who served in the Ottoman period continued their work in these lands by using the Latin alphabet in daily communication and correspondence, without learning the Ottoman script (Yağmur, 2014).

In this study the answers to the following research questions are sought:

- 1- What kind of language teaching methods are utilized in two different grammar books prepared in 1834 and 1862 in order to teach Turkish to the French as a foreign language in the 19th century?
- 2- Which textbook evaluation criteria is met by those two grammar books?
- 3- What is the practicality of those grammar books for daily language use at that period?
- 4- In which order the subjects are presented in each book and in which ways they are distributed throughout the books?

METHOD

Research Design

In this study, two different sources, which were written for the purpose of teaching Turkish as a foreign language to French, were examined by making document analysis with qualitative data analysis method.

Data Collection

The two grammar books are selected as they were pioneering grammar books in 19th century in France. Randomly selected these two different grammar books were prepared to teach Turkish to the French in the 19th century. Both of the books are open to access.

Data Analysis

Books were analyzed and compared in terms of content distribution and language teaching methods utilized. The texts and dialogues are analyzed in terms of cultural transfer and practicality for the Turkish language learners at that period. The original editions of these books, which were prepared in 1834 and 1862, were examined according to the evaluation list created by Cunningsworth for the aim of textbook evaluation.

FINDINGS

First of all, the grammar topics which are covered in grammar teaching in these books are given in Table 1.

Table 1. Content Table of the Books

Hindoğlu (1834)	Mallouf (1862)
Alphabet-Pronunciation	Alphabet-Pronunciation
Poetry Lines	Famous Letters
Names	Writing Rules
Adjectives	Names
Pronouns	Adjectives
Question Words	Pronouns
Verbs	Verb
Passive Voice	Times
Conditional	Question Words
Imperative Mood	Envelope
Request Mode	Prepositions
Different Words Are Explained, Again Out-Of-Context	Conjunction
French Translation And Words Used In Everyday Language	Exclamation
Conjunctions	Commonly Used Expressions in Speech
Syntax (Question Phrases, Plain Sentences)	Dialogue
	Official Letters, Letters

In grammar teaching, above mentioned topics are generally examined in separate sections and there is a detailed information about these topics in each section. However, deductively giving all the information about the subject in the same section is an indication that there is no level order in language teaching like today. Today, all tenses, are examined at five different levels (A1-A2-B1-B2-C1). Whereas in those grammar books, grammar parts are discussed at the same time without noticing the difficulty levels and explained without presenting any prerequisite grammar. Teaching expressions and sentences containing structures that were not taught in the previous chapters also shows that students' readiness levels are not taken into account, but rather a language teaching aimed at pattern memorization.

Table 2. Cunningsworth's Coursebook Evaluation Checklist

Checklist Criteria	Hindoglu (1834)	Mallouf (1862)
Aim and Approach		
Can the materials language focus and activities be adapted to individual learning? Are the teaching styles generally appropriate for learners?	It can be considered as a grammar book suitable for the conditions of the period and the learner group. However, a communicative and constructivist language teaching approach was not taken as a basis.	Although grammar topics and words are taught with a memorization focus, there is also content suitable for individual learning.
The materials used in the book are authentic and acceptably daily language.	Artificial content is presented, with little relevance to current life.	An artificial content is presented in grammar teaching, but since authentic texts are also used, it can be considered up-to-date according to the period.
Are all four skills (listening, speaking, reading, writing) included? If so, is it balanced? If not, what skills have been neglected?	Reading texts are not included. Short sentences are available. Listening, speaking and writing skills are not included.	There are reading texts and dialogues. These dialogues aim to improve speaking skills. There is no direct writing activity, but there are texts that support it.
Does the textbook use real/authentic reading material at an appropriate level?	Artificial and decontextualized reading materials were used.	Authentic and contextualized reading materials are included.
What types of comprehension questions were used?	There are no questions for reading comprehension. Comprehension check parts not included.	There are no questions for reading comprehension. Comprehension check parts not included.
Is fluency in reading, writing and speaking skills targeted?	Accuracy is aimed rather than fluency.	Fluency in daily language use is aimed, albeit partially.
Motivation		
Are there activity models that support student participation?	There are no activities that require student participation.	Dialogues and letters support student participation.
Do you think the material is suitable for different learning styles and is it sufficient?	It does not cover different learning styles as the traditional approach is used.	It does not cover different learning styles as the traditional approach is used.
Are students encouraged to use language creatively?	No content that supports creativity and students' production was presented.	Dialogues and letters can enable students to produce similar contexts.
What is the attitude towards error?	There are no examples of misuse.	There are no examples of misuse.
What is the general attitude towards students' native language use?	The French of the words and sentences are included. Therefore, there is no restriction on the use of the mother tongue.	French translations of words, sentences and reading texts are included. Therefore, there is no restriction on the use of the mother tongue.
Cultural Differences		

Is there any emphasis on cultural transfer, prejudice or difference in the book?	The introduction of Turkish culture, expressions and words related to daily life are included. No cultural bias was found.	Elements related to both French culture and Turkish culture are included in the reading texts. Daily expressions used in Turkish, expressions and words related to Turkish culture are included. No cultural bias was found.
How are grammar topics presented and organized into teachable units or lessons?	There is a grammatical subject order presented in an easy to difficult order. However, since the subjects are taught as a whole, it can be said that the principle of easy to difficult is not always followed. It's like the simultaneous presentation of conjugations of all tenses, starting with the alphabet and the pronunciation.	There is a grammatical subject order presented in an easy to difficult order. However, since the subjects are taught as a whole, it can be said that the principle of easy to difficult is not always followed. The texts used are suitable for reinforcing the subjects taught. It's like the simultaneous presentation of conjugations of all tenses, starting with the alphabet and the pronunciation.
Are there activities for the development of communicative strategies?	Although the purpose of writing the book is teaching and improving daily communication, the content is not arranged accordingly.	The emphasis on dialogues and everyday expressions indicates that a communicative language teaching is aimed. In addition, it can be said that the texts at the end of the book are focused on functional language use.
Are there sections to give regular feedback to students?	There is no section for student assessment.	There is no section for student assessment.
Are the images in the book used as an integral part of the teaching or are they primarily decorative? Is it reasonable, well-made and attractive?	There is no image related to the subject narration.	There is no image related to the subject narration.
Any reflections on working techniques? Or any advice on developing study skills?	There is no content in the form of a study proposal or tips.	There is no content in the form of a study proposal or tips.
Are students encouraged to take some degree of responsibility for their learning?	It is also a suitable book for individual language learning. Since French translations are also available, individuals can follow up on their own.	It is also a suitable book for individual language learning. Since French translations are also available, individuals can follow up on their own.
Grammar		
What grammar elements are included? Does it meet the language needs of students?	All grammar structures that students may need in daily communication are available. The structures used in the written language, which are not frequently used in daily language, are also included.	All grammar topics are included. Expressions, dialogues and texts used in everyday language are aimed at meeting the needs of learners.
a. Is it presented in units small enough for easy learning?	Expressions in small units are available with their translations.	Expressions in small units are available with their translations.
b. How balanced are form and function?	Grammar memorization is dominant rather than function. There are no grammatical structures presented in context.	While teaching structures that support memorization for grammar, the function of these structures is also emphasized. Structures presented in context are also available.
Vocabulary		
Is there a planned distribution in word selection? Is there any distinction	Words are presented in different forms with their meanings and	Words are presented in different forms with their meanings and

between active and passive vocabulary or class vocabulary?	translations. However, it has not been presented in a broad context.	translations. In a broader context, the same words are encountered in the reading texts presented at the end of the book.
Are students sensitive to the structure of the dictionary through vocabulary learning exercises based on semantic relations, formal relations or collocations?	Since words are presented detached from the context, semantic relationships and collocations have not been encountered much.	Words, sentences and phrases are sometimes presented in context within short dialogues or text.
Is there a new vocabulary or directory listing included?	Some words are listed with their translations in the lecture.	Word list available.
Pronunciation		
How comprehensively and systematically are each of the following aspects of the phonological system covered: sounds, word stress, sentence stress, intonation?	In the first part of the book, the French equivalent of the Ottoman Turkish pronunciation of the letters is given.	In the first part of the book, the French equivalent of the Ottoman Turkish pronunciation of the letters is given.
Listening, dialogue practice, etc. It is pronunciation work that builds on other types of work, or does it stand apart?	The pronunciation is presented out of context. It is given in French at the word level.	The pronunciation is presented out of context. It is given in French at the word level.
Are sections included for pronunciation practice?	Pronunciation and pronunciation explanations are in the first part of the book. It is presented in French with the equivalent.	Pronunciation and pronunciation explanations are in the first part of the book. It is presented in French with the equivalent.
Are there any attempts to match language style to social situations?	Expressions used in daily life are rarely included.	There are dialogues and letters on the use of language in a social context.
Which geography's Turkish, is it standard?	Standard Turkish/Ottoman is used.	Standard Turkish/Ottoman is used.

Both of the grammar books are evaluated according to the checklist with aim and approach, motivation, cultural differences, grammar, vocabulary and pronunciation sub-headings. There are overlapping similarities in the language teaching approaches in both of the books. However, there are some improvements in terms of content in the book written by Mallouf which is 28 years after the previous one. In Mallouf's book communicative content is more frequently encountered.

In Mallouf's book, which was written after Hindoğlu, there is content for a more functional language use, albeit partially. Both presented all grammar topics at the same time with the inductive method. In these books, there are French-Turkish pairings as pronunciation. It is like writing "o" sound as "ou", "ş" sound as "chy", "k" sound as "q" and "ğ" as "gh" in French pronunciation. The spelling and pronunciation of these letters, which are not found in the French alphabet, are presented in Turkish. In addition, there are spellings that were accepted as wrong today but were considered correct at that time. There are examples such as writing the "-ki", which is the belonging suffix, separately, writing everyone as "her kes" separately, "hitch bir, chey görmedim". There are also some samples of mistaken pronunciation counterparts like "guelmek" which means "gelmek", "gulmek" is translated as "rire". From this sample it can be concluded that as "ü" does not exist in French language, it is not used. In addition, there is not coherence in the use of sounds and their counterpart letters. For "c" sound in

Turkish sometimes “dj” is used like “yazmayadjaq” for the word “yazmayacak”. Instead of “ö” sound “ the sound group “ueu” is used like “guermek” for the word “görmek”. These samples can be increased.

From easy to difficult ordering or classification of grammar subjects has not been found in both of the books. However, in Mallouf’s book, daily dialogues in different contexts such as doctor, coffee house, restaurant, family, travelling dialogues are included, the questions and polite expressions used in these places are emphasized. These dialogues, whose French translations are also offered, are also suitable for individual study. The texts at the end of Mallouf’s book also made language teaching more functional by providing language content for different communication contexts.

Among these texts are the French, English and Ottoman versions of the commercial agreement signed in July 1861. It has been beneficial for many foreigners that the agreements signed between the countries are given in different languages. The speakers of three of the languages could understand them easily. Abdulaziz Khan's ascension speech on June 25, 1861, the speech of the vizier at the Academy of Fine Arts opened on July 17, 1851, letters between families, commercial correspondence, well wishes and demand letters written to the sultan, aimed to develop the written language as well as the daily spoken language. shows. In the preface of this grammar book he wrote in 1862, Mallouf states that Turkish borrows many abstract, religious, moral, military, administrative, science, literature, art and social life words from Arabic and Persian. Turks also borrowed words from French, Greek, Italian and Hungarian. Especially since the language spoken in Istanbul is called the language of grace and courtesy, the spoken language in Istanbul was taken as a basis.

DISCUSSION and CONCLUSION

There are similarities as well as differences between these two grammar books written by Hindoğlu and Mallouf in the 19th century to teach Turkish to the French. These books were written with the traditional language teaching approach and grammar-translation method. Grammar teaching in these sources is deductive and memorization-oriented. French and Ottoman translations of words and grammar topics are also given in both of these books. In Mallouf's book, wishes such as getting well soon, greetings, advice, consolation, and exclamation expressions such as surprise, surprise, sadness are presented together with their contexts. Here, the elements of Turkish culture and the values that are considered important are also emphasized. It can be said that this book, which includes various letters and dialogues, includes the communicative and functional dimension of language. In both of the books some culture specific parts are encountered which is one of the most important points about teaching a language.

When compared with today's language teaching methods for the acquisition of 21st century skills, it is inevitable that these books will have deficiencies. In nearly two centuries, a long way has been taken with the studies in foreign language teaching. Some of the sub-headings proposed by Cunningsworth (1995) which are not suitable for those two books were eliminated. For example, the audio files of the dialogues was not possible to be procured according to the technology of that period. However, in the conditions of that day, a more permanent language teaching could have been aimed by giving place to some visuals with drawings. Considering the

limitations of the research in the field of foreign language teaching of the period, these studies, which can be considered appropriate in terms of Turkish teaching, could have provided a more permanent and production-oriented language teaching with a communicative and progressive teaching model rather than rote memorization.

Today, leveling is achieved in foreign language teaching and this leveling aims at the achievements determined in the European Language Portfolio. The targeted acquisitions at each level and in each skill are not focused on grammar teaching, but are ordered according to the contexts and language use needs frequently encountered in daily life.

Although Handođlu states in the preface of the book that he aims to teach a language for daily use, there is a system for memorization in the book. As Yılmaz and Carus (2019) stated, in some texts, there are language mistakes of the translator or editor in the words that are pronounced.

SUGGESTIONS

For further studies, this study can be developed by including and evaluating all the sources written to teach Turkish to the French at different periods in the history. Besides grammar books different language teaching materials in different centuries used by the French to learn Turkish can also be analyzed.

ETHICAL TEXT

In this article, the journal writing rules, publication principles, research and publication ethics, and journal ethical rules were followed. The responsibility belongs to the author for any violations that may arise regarding the article. For this study, as it is a document analysis, no ethical approval is required.

Authors' Statement of Contribution: The author's contribution to the study is 100%.

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