


Turkish Language Teaching and Learning Policy in Pakistani Higher Education: Interpretations of the Stakeholders

Aizaz Ahmed¹, Muhammad Asim Khan²

¹Lecturer, Department of English, Benazir Bhutto Shaheed University Lyari, Karachi, Pakistan.

²Assistant Professor, Department of English Linguistics & Allied Studies, NED University of Engineering & Technology, Karachi, Pakistan.

Correspondence: asimkhan@neduet.edu.pk²

ABSTRACT

Aim of the Study: This study aims to explore the interpretations of the policymaking stakeholders about Turkish as a foreign language teaching and learning through the interpretations of the stakeholders regarding the aims and implementation of Turkish as a foreign language teaching and learning in a public sector university in Pakistan by comparing and contrasting the interpretations of the policymakers, policy implementer, and teacher.

Methodology: Qualitative methodology was used to study interpretations of the major stakeholders. Semi-structured interviews of the policymakers, policy implementer, and foreign language teacher were conducted to collect data about their interpretations.

Findings: The findings reveal that the promotion of cultural diversity and internationalization lead to introduction of Turkish as a foreign language at the University coupled with the collaborative efforts of the key stakeholders proved it to be a success.

Conclusion: This study highlights the role of the stakeholders for effective policy implementation. Cultural and historical ties between the countries led to the introduction of Turkish as a foreign language policy at the public sector university. Implementation was smooth as a result of collaboration within the university and with the organization, and with available support. Based on the findings, recommendations were given for the key stakeholders.

Keywords: Turkish Language, Language Policy, Foreign Language Policy, Foreign Language Teaching, Higher Education, Pakistan.

1. INTRODUCTION

Including Turkish, different foreign languages are learned for different purposes in Pakistan (Garcia, 2014). Basically, Turkish is part of the Turkic language family which is primarily spoken in Turkey and Cyprus with speakers in Central Asia and Europe (Pereltsvaig, 2021). Turkish as a foreign language is a relatively new field (Yilmaz, 2016). After the dissolution of the Soviet Union, interest in Turkic studies

Article History

Received:
November 05, 2025

Revised:
December 18, 2025

Accepted:
December 21, 2025

Online:
December 25, 2025

and Turkish language teaching increased especially in Asian countries with historical ties to Turkey. Educational and cultural exchanges have been a reflection of the renewed interest in Turkish highlighting the importance of and need for research on Turkish (Yılmaz, 2016).

The Yunus Emre Institute has contributed to the promotion of the Turkish language and culture globally. The Institute aimed to reach as many learners as 1 million in its 100th center opening in 2023 across the world. After COVID-19, the institute extended to distant due to increased demand for Turkish language learning (Daily Sabah with AA, 2023). Yunus Emre Institute in Lahore has been providing free Turkish language courses since 2017 for cultural and educational exchange program strengthening ties between Turkey and Pakistan and providing space for the understating of both cultures (Yunus Emre Institute Lahore, 2018). Following it, Yunus Emre Institute started in Karachi to serve as a platform for cultural and academic activities in the Turkish language and society (Anadolu Agency, 2024).

For the first time in Pakistan at the university level, a public sector University offered Turkish language courses in collaboration with the Maarif Foundation to promote Turkish as a Foreign Language competence among the public sector University undergraduate students. The center was established as a reflection of Pakistan-Turkish cultural relations and the future exchange of Pakistanis to Turkey for higher education in Turkish institutes. (Anadolu Agency, 2021).

As Turkish as a foreign language is among the most common languages spoken across the globe (Yıldız, 2013), researchers from different contexts have explored different aspects of teaching and learning Turkish as a foreign language. Perceptions of teachers teaching Turkish as a foreign language have been explored in some previous studies to unearth the challenges faced by them in their diverse contexts. Teachers in different contexts perceived different challenges, such as difficulty in teaching Turkish due to its structural complexity, lack of class management skills, need for proper needs analysis, and lack of technological knowledge. (Karanfil, 2016; Gülbahar, 2015; Filiz, 2015; Karababa & Çalışkan, 2013; Yıldız, 2013; Gezer Faslı, 2018; Chmielowska & Dikici, 2013; Yaylı, 2015).

There was a need to explore the voices of other stakeholders as well, including teachers, coordinators, and graduates, using interviews to have an in-depth understanding of the teaching and learning of Turkish (Yildiz, 2015). These studies are from countries other than Pakistan, which highlights a need to explore the Pakistani context.

1.1 Problem Statement

Turkish as a foreign language at the higher education level in Pakistan has been a recent move that brings with it potential teaching and learning challenges due to the multilingual context of Pakistan. The increasing popularity and offerings of the courses facilitated by Turkey-based agencies namely the non-profit organization—the Yunus Emre Institute and the state-run organization—the Turkish Maarif Foundation mark its importance to the Pakistani context as a bridge between Turkey and Pakistan as Muslim-majority countries (Anadolu Agency, 2021; Daily Sabah with AA, 2022, Liddicoat, 2016; Yunus Emre Enstitüsü and Turkish Maarif Foundation joined forces, 2023).

Despite the significance of Turkish as a foreign language specifically in Pakistan, the lack of interpretive research on Turkish as a foreign language teaching and learning through interpretations of the key stakeholders including policymakers, policy implementers, and teachers still remains a void to be filled (Yildiz, 2015). This void might hinder the effective formation and execution of Turkish as a foreign language teaching and learning generally and specifically at the higher education level affecting the learning outcomes. This research explores the interpretations of the policymaking stakeholders about Turkish as a foreign language teaching and learning in a public sector university thereby understanding Turkish teaching and learning challenges.

1.2 Significance of the Study

The research addresses the complex challenge of implementing Turkish as a foreign language policy in the public sector university in Pakistan. Diverse motivations for foreign languages in Pakistan from study abroad prospects to business opportunities abroad underscore the significance of the issue of the policy implementation through its nuanced understanding (Garcia, 2014).

The lack of study that includes all the major stakeholders' interpretations of the policy has been a gap in the research though perceptions of learners and teachers have been explored regarding aspects of teaching and learning (Yildiz, 2015).

Departing from the previous research methodologies, this study adopts a qualitative case study design to explore the interpretations of the the major stakeholders. The qualitative methodology provides a deep understanding of the interpretations through a comparison of the different interpretations regarding the Turkish teaching and learning.

1.3 Study Objective

To understand the interpretations of the major stakeholders about the Turkish as a foreign language teaching and learning

2. LITERATURE REVIEW

Literature has pointed out the shift from monolingual dominance in higher education (from 1990s till 2015) to multilingualism in higher education (Villa, 2016; Gordin, 2015). For inter-culturalism, diversity, and inclusion in higher education, the promotion of multilingualism seems a legitimate objective through policies (Gazzola, 2014). The links among multilingualism, knowledge generation, knowledge dissemination, and the role of higher education socially and institutionally need to consider organizational, cultural, and educational dimensions of languages (Zanola, 2013).

Foreign languages teaching and learning have been an expanding phenomenon due to wider reach of foreign languages all around the world in different educational contexts for years (Macaro, Graham & Woore, 2015; Murphy, 2014; Murphy & Evangelou, 2015; Wivers, 2018). Due to its educational and employment prospects, English as a foreign language has become a choice all around the world with reference to constant need of proficient English speakers. Other languages learnt as foreign languages might be the case of language landscape of the countries that compel citizens to learn the official languages. Foreign languages due to one or the other reasons have been a trend in different educational institutions all over the world (Murphy et al, 2020).

In Pakistan, different foreign languages including French, German, Chinese, Arabic, Turkish and others are offered in various educational institutions such as in universities, language academies, and schools (Khan et al, 2022). Universities commonly offer elective foreign language courses however the higher education institution in Karachi offered Chinese as a Mandatory Foreign Language Programme at undergraduate level including European and Asian languages (Khan et al, 2022). The variation in offerings and choices might lead to different interpretations. To map the interpretations regarding Foreign language offerings and polices, further exploration into the matter was needed.

Several studies have been conducted on Turkish as a foreign language to explore the perception of teachers to investigate how teachers perceive Turkish as a foreign language teaching and its challenges within their contexts. Highlighting the challenges of learning and teaching Turkish as a foreign language, teachers viewed Turkish language education as a new trend and found it a daunting task. Teachers' perceptions revealed that learning Turkish was a daunting task due to its different structure as well as lack of practice affordances as compared to mainstream languages (Karanfil, 2016). Similarly, Gülbahar's (2015) study found that teachers mentioned that class management training was not given to them, which led them to encounter class management-related issues such as unwelcomed behavior of students. However, Filiz's (2015) study found that Turkish as a foreign language teachers found themselves

competent; however, students' opinions of their teachers' competence remained unanswered. Perceptions about competency and knowledge of teachers explored in the studies revealed that subject knowledge, knowledge of teaching methods and techniques, knowledge of multilingual and multicultural environments, and professional development knowledge make a teacher of Turkish a competent teacher (Karababa & Çalışkan, 2013), and studies proposed opening a degree program to cater the teachers of Turkish as a foreign language for which curriculum should be designed based on needs analysis which should precede curriculum development followed by content specification leading to opening of degree programs in the faculties within (Yıldız, 2013; Gezer Faslı, 2018). Further, Karanfil (2016) highlighted the need to consider the role of cultures of learning in studies as teachers' classroom practices differ due to cultural differences. In the same vein, Chmielowska & Dikici's (2013) study highlighted the importance of knowledge of Turkish culture in language teaching and learning. In Yaylı's (2015) study teachers' perceptions revealed that learners from different countries especially from Asia, Africa, and the Middle East, learn Turkish for education purposes, pursuing further education in Turkey. The need to cater to learners from diverse backgrounds can be fulfilled by opening a degree program to train prospective teachers of Turkish as a foreign language, as teaching Turkish as a foreign language and teaching Turkish as a mother tongue are two different concepts (Gülbahar, 2015). Nowadays, media and innovative teaching methods are applied in foreign language contexts to foster learning however use of media and teaching methods selection needs to consider the capacity of students (Chmielowska & Dikici, 2013).

A study on Chinese by Khan et al. (2022) revealed that most of the intended aims of Chinese as a foreign language teaching and learning were found to be aligned with the interpretations of the policymakers regarding the Turkish teaching and learning. Turkish policymaking stakeholders needed to be explored to further the scholarly discourse on the foreign language teaching and learning in higher education.

3. RESEARCH METHODOLOGY

This study aims to fill the identified gap in the literature through interpretations of the policymaking stakeholders for this qualitative interpretive research. For this reason, qualitative methodology was used to study the interpretations for in-depth understanding of the teaching and learning.

Interpretive Policy Analysis was used as a theoretical framework for this study (Yanow, 2000). IPA is an extension of qualitative research for policy-related studies. It studies interpretations of policymakers and policy-related groups (Yanow, 2000). Interpretations of policymakers at the policy formation stage can be different from those who receive or implement the policy at the implementation stage. These different interpretations can lead the major stakeholders to face challenges in the implementation of policies, eventually impacting their practices. Researching interpretations of these stakeholders can help the stakeholders find reasons behind the differences. IPA suggests that these differences should be seen as different lenses for viewing based on the positionality of the stakeholders (Yanow, 2000). Different interpretations can be considered as recommendations for further policy and practice alignment. Interpretive Policy Analysis is not limited to a certain methodology (Yanow, 2000) rather it gives researchers space to research diverse contexts and problems using a wide range of methodologies such as case studies, observations, ethnography, and interviewing, among others.

The public sector higher education institution in Karachi, a city in Pakistan, was the site of this study. It has 6 faculties, under which 26 departments offer various degree programs. In this institution, courses in foreign languages have been offered under different programs. Turkish has been one of the foreign languages offered at undergraduate levels across the departments in the institution.

Data was collected through interviews of the policymakers, policy implementer, and TFL teachers from the HEI. To understand how policymakers, policy implementers and TFL teacher interpret Turkish as a foreign language learning and teaching at the institution, semi-structured interviews of the policymaking stakeholders were conducted to get their insights about learning and teaching goals, practices, and

challenges. The semi-structured interview protocol was adapted from the Khan et al's (2022) study that was then reviewed and validated by three experts in qualitative research.

The interviews were conducted in the campus in person. For the first group of policymaker, a policymaker was selected. The policymaker interview lasted approximately 18-30 minutes. For the policy implementer group, 2 policy implementers were selected for their 50-minute interview each. For the TFL teacher interview, the TFL teacher was interviewed for 50 minutes. All the interviews were recorded and immediately transcribed. Pseudonyms were used for all interview participants for anonymity and confidentiality. For consideration of research ethics, formal individual and institutional consent was taken in the form of a consent form before the invitation for the interviews.

The data was collected after formal consent from the administration of the HEI following BERA (2018) ethical guidelines. In the same vein, institutional and individual consent were acquired for interviews and their recordings. The data collected from the interviews were transcribed using TurboScribe transcription software and then analyzed using initial and axial coding methods (Saldaña, 2015) using Quirkos CDA Coding Software. Once transcripts of the interviews were reread multiple times, initial codes were identified which were further combined into categories. Those categories were further combined as axial codes.

The interview data were transcribed using TurboScribe and analyzed through a computer software, Quirkos. Simultaneously, initial coding was performed, which followed axial coding (Saldaña, 2016). Then, repeated reading of the transcripts took place. Further, initial codes were categorized. Further axial codes were deduced from the initial codes. Finally, categories were further sub-categorized and substantiated by coded data as mentioned in the Appendix A.

4. FINDINGS

4.1 Motivations for Introducing Turkish as Foreign Language

The policymaker and policy implementers emphasized the educational and professional opportunities that learning Turkish can provide. Policy Implementer 1 stated that;

“students from Pakistan can probably join higher education institutions in Turkey because Turkey’s higher education sector is comparable to the rest of the European countries”.

The policy implementers recognized the importance of cultural and diplomatic relations in the decision to introduce Turkish as a foreign language. Policy Implementer 2 perceived that the aim;

“to strengthen the bond between Turkey and Pakistan” as “Pakistan is also considered to appear as the second home because of similar culture”.

However, the TFL teacher viewed *“for the university, it can be [a] political”* motivation. The historical and religious connections between Pakistan and Turkey were highlighted by both the policy implementers and the TFL teacher. Policy Implementer 2 and TFL teacher highlighted *“similar religion”, “same history...Ottoman times”, and “historical ties”* and the growing *“diplomatic relations”*.

4.2 Perceived Benefits of Turkish Language Learning

Both the policymaker and the policy implementers emphasized the benefits of Turkish language learning for higher education opportunities. The policymaker *“Turkey potential destination higher education”* and highlighted the comfort level for parents especially for female students due to *“cultural and traditional commonalities with Turkey”*. Similarly, Policy Implementer 1 mentioned the *“internationalization of higher education”* and the need for *“international faculty, international experience, and international students”* to connect the local with the global. Policy Implementer 2 also pointed out the benefits of;

“academy collaborations for research purposes, for conferences, like, collaborative projects” including “the scholarships [through which] our students can go to Turkey [which] will bring a good impact.”

The perceived benefits of Turkish language learning for employment and career prospects were highlighted by multiple stakeholders. The policymaker *“employment”*. Policy Implementer 1 placement opportunities. Policy Implementer 2 highlighted socio-economic opportunities such working with *“Turkish organizations”* in Pakistan, as a;

“Turkish local teacher”, “working for international companies”, as “an interpreter or a translator” or “freelance”.

The TFL teacher also emphasized on opportunities as *“translators”*. It provides;

“the requirement which is necessary in order to really seek education placement and even be able to assimilate into the society”.

4.3 Implementation of Turkish as a Foreign Language Policy

The implementation of Turkish as a foreign language policy was significantly influenced by the collaboration and support from various organizations. The policymaker highlighted the importance of *“cordial relations with the Consulate General of Turkey”* and the role of the Foundation in providing resources and support. Similarly, the policy implementer 1 emphasized the *“smooth handling on both sides”* and the synchronization of commitment among the University, the Consulate, and the Foundation. The Policy Implementer 2 also noted the significance of organizational collaboration mentioned that *“the University was the first to introduce Turkish as a compulsory foreign language”* and that other universities began to imitate this initiative. The policymaker focused more on the logistical support provided by the Department acknowledged the *“necessary logistics and facilitation”* and the availability of *“well-equipped classroom[s]”*.

The development and alignment of the Turkish language courses were crucial aspects of the implementation process. The policymaker that the *“erstwhile Department of the University introduced those modules”* and that the courses went through *“various stages of review and reform”* before being notified by the university. Similarly, the policy implementer 1 mentioned the importance of a *“standard curriculum”* that needs to be *“aligned with the semester system and the philosophy”* of the University. The Policy Implementer 2 also highlighted the *“Turkish language course was introduced as a compulsory foreign language for undergraduates”*.

The recruitment of the teacher were also critical components of the implementation process. The policymaker mentioned the involvement of a *“native Turkish-speaking teacher”* who joined the initiative through the Foundation and completed his tenure. Similarly, the policy implementer 1 highlighted that the *“teacher being a Turkish native brings the culture”* and that the faculty member was *“a dedicated faculty for the University alone”*. The policy implementer 2 mentioned that;

“students were very much interested in enrolling themselves in Turkish language because the teacher is a native teacher”.

The enrollment and interest of students in the Turkish language courses were significant factors in the implementation process. The policy implementer 1 highlighted the *“overwhelming interest from the student community”* and the *“first come first-served basis”* for language course registration.

The integration of Turkish culture into the language courses was an important aspect of the implementation process. The policymaker mentioned the involvement of the Consulate General of Turkey and the Foundation in the cultural aspects of the initiative. Similarly, the policy implementer 1 emphasized the planning of *“colorful event[s]”* and the inclusion of Turkish cultural elements in the

curriculum. The Policy Implementer 2 also highlighted that *“there is attraction to learn the language because of the teacher”*.

4.4 Challenges in TFL policy Implementation, Learning and Teaching

One of the primary challenges in TFL policy implementation was the allocation of resources and the availability of qualified teachers. The policymaker stated that *“since we only had one teacher, and there was a limitation”*. Similarly, Policy Implementer 1 mentioned the

“resource allocation required for another teacher takes a lot of resources; logistics are involved in order to really have a full-time faculty.”

The Policy Implementer 2 points out the dependency on external support mentioned that;

“initially there were more learners who wanted to learn Turkish language and there was only one teacher and we requested the Foundation for another one [teacher] but due to certain issues only one teacher was available.”

Another significant challenge was the cultural constraints that affect language learning. Policy Implementer 1 highlighted the cultural ideologies mentioned that;

“the extent where we are not able to really handle this challenge is because of the cultural ideologies because in our culture we have never taught our students right from their schooling that language learning needs to be taken equally seriously.”

Similarly, the TFL teacher also revealed the lack of practice among students as mentioned

“learners are not practicing..., they can do practice, you know, the situation here, they can meet together and do homework together as a group.”

Policy Implementer 1 also stressed the importance of having qualified native speakers mentioned that;

“we really want that we can have more native speakers, qualified speakers because we don’t make at the University we never make compromise on the qualifications and competence of a teacher.”

The adaptation of teacher was another challenge. The policymaker mentioned that;

“our colleague who came from Turkey to teach was not very familiar with our teaching style, so we tried our level best to make him at home.”

On the other hand, the TFL teacher reflected on the personal efforts and challenges mentioned that;

“I’m preparing the quiz, the exams, you know, and that’s why it’s hard, but I did my best, and it was good, actually, until now.”

Time constraints and academic pressure were also significant challenges in TFL policy implementation. Policy Implementer 1 noted that the;

“students are pursuing professional degrees, so, the amount of time that is needed in order to really do justice to a foreign language that is something that we are struggling with.”

The TFL teacher also acknowledged the effort required mentioned that *“it’s so much efforts..., but it’s okay for me. I handle it now [because] I had experience.”*

The infrastructure and learning environment were additional challenges. The TFL teacher mentions the lack of air conditioning, stating, *“there is no AC due to which I even [feel] so much, it’s so hard, you know [to be] inside the class”*. Policy Implementer 1 also acknowledges the limitations mentioned that;

“because of the public sector constraints I’m unable to really have that kind of setup but we can work on this.”

4.5 Future Plans for Turkish Language Policy

Both the policymaker and the policy implementers recognized the importance of advanced-level teaching of Turkish. Policy Implementer 2 mentioned that *“maybe in near future we’ll try to at least open a class a course one class maybe for faculty members and the postgraduate students who are interested [in registering].”* However, the policymaker emphasizes the potential for a broader audience, including working professionals, while Policy Implementer 2 focuses on faculty members and postgraduate students of the University. Both the policymaker and the policy implementers recognized the importance of advanced level teaching of Turkish. The policymaker revealed that;

“we are contemplating to see that if our students go in certain reasonable large numbers for higher education in Turkey, we may consider introducing courses through University Academy (Department) for the advanced level teaching of Turkish language to those students, or even working professionals who may have an advanced interest in learning this language” due to the *“familiarity and connection of people with Turkish language [that is] is greater compared to maybe other languages that we teach. Because people find that there is a cultural affinity with Turkey. And that becomes like a major source of appreciation of this language, leading to the offering of this language at advanced levels through University Academy (Department) and other possible options.”*

The policymaker revealed that;

“setting up an audio-visual laboratory would be further useful, because that will enable the students to also benefit from the aids that are going to be introduced to them, the phonetics, and the overall accent in which foreign languages are spoken.”

5. DISCUSSION

Our analysis of the findings shows that the motivations behind the Turkish language offering at the public sector university were historical and religious ties between Pakistan and Turkey, besides educational and professional opportunities (Murphy et al, 2020). The collaboration with the Maarif Foundation in terms of arranging a Native Turkish teacher by the organization reflected the ties (Khan et al, 2022). The analysis shows that the stakeholders found learning Turkish as a foreign language beneficial. The policymakers and policy implementers considered higher education and career opportunities available to successful Turkish users in various organizations to be more beneficial (Yaylı, 2015).

The findings revealed that the implementation of the policy was smooth due to collaboration within the university and with the organization, and available support. From Turkish course development and alignment, recruitment of the Native Turkish Teacher to enrollment of the interested learners was a reflection of teamwork within the university and with the organization. The integration of Turkish culture in the classes as part of the Maarif Foundation’s mission was possible due to a Native teacher who brought the culture into the class. The findings also revealed certain challenges perceived by the stakeholders. One of the major challenges at the institutional level was the allocation of resources due to public sector constraints and the availability of qualified teachers to cater to the large student population interested in the Turkish courses, as evident in the PD4 keeping offering of Turkish courses to some faculties on hold. Another institutional challenge was the traditional infrastructure and learning environment hindering the effectiveness of language learning and teaching (Chmielowska & Dikici, 2013). In addition to these, an indifferent attitude towards language learning was highlighted as negatively impacting the overall outcomes of the language courses. Finally, the Native Turkish teacher’s adaptability to the context was another challenge.

The findings also revealed the possible plans. The stakeholders, after the implementation of basic-level courses for undergrads, seemed to be interested in offering advanced-level and optional courses for the open student body, considering the required demand.

6. CONCLUSION

Cultural and historical ties between the countries led to the introduction of Turkish as a foreign language policy at the public sector university, considering the benefits, including higher education and career opportunities. Implemented smoothly due to collaboration within the university and with the organization, and with available support. However, implementation of TFL in this multilingual context brought several challenges including limited allocation of resources and the availability of qualified teachers along with traditional infrastructure and learning environment, in addition to course time constraints and academic pressure for the learners due to the overload of courses, general indifferent attitude towards language learning with studies scheme, and the Native Turkish teacher's adaptability. Based on the findings, recommendations were given for the key stakeholders. Due to the limitations of the study to a case, the future research may focus on the survey across universities. This study highlights the role of the stakeholders for effective policy implementation. The policymakers including state-level, institutional, and departmental policymakers should consider needs analysis done with all the stakeholders including policy implementers, and teachers. The policy implementers should make sure the teachers are well-oriented through proper coordination and course curriculum and contents are well-received. Firstly, the teachers should orient the learners towards the course by mentioning the benefits of learning the language. Secondly, the teacher should act as a role model for the learners by bring the culture of the language into the class through greeting in that language, dressing, the artefacts of the culture, the literature of the language, and videos and pics depicting the culture to make the learners take interest in the language. The teacher should also let the learners record themselves while speaking or presenting in the language and provide the learners with the enough out-of-class practice materials to better help them monitor their performance and become autonomous learners.

Acknowledgments

We wish to express our deepest gratitude to Department of English Linguistics & Allied Studies, NED University of Engineering & Technology, Karachi for providing the exceptional research facilities, library resources, unwavering supervisory and administrative support that made this study possible. Without the institution's commitment to academic excellence, this research on could not have been completed.

Disclosure Statement

No potential conflict of interest was reported by the authors.

Funding Source

The authors received No funding to conduct this study.

ORCID's

Aizaz Ahmed¹  <https://orcid.org/0000-0003-3284-9335>

Muhammad Asim Khan²  <https://orcid.org/0000-0001-7261-5467>

REFERENCES

- Anadolu Agency. (2021, April 9). NED University to teach Turkish language course. The Express Tribune. <https://tribune.com.pk/story/2293944/ned-university-to-teach-turkishlanguage-course>
- BERA. (2018, June 20). *Ethical Guidelines for Educational Research, fourth edition (2018)*. British Educational Research Association. <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>
- Chmielowska, D., & Dikici, I. Z. (2013). The difficulties in the teaching of Turkish as a foreign language. *Procedia - Social and Behavioral Sciences*, 70, 1609-1613. <https://doi.org/10.1016/j.sbspro.2013.01.229>
- Daily Sabah with AA. (2022, May 12). Turkish language courses flourish in Uganda, Pakistan. Daily Sabah. <https://www.dailysabah.com/turkey/education/turkish-languagecourses-flourish-in-uganda-pakistan>
- Garcia, M. I. M. (2014). Foreign language learning orientations: the case of Pakistan. *Pakistan-Annual Research Journal*, 50, 1-14.
- Gazzola, M., Grin, F., Cardinal, L., & Heugh, K. (2023). *The Routledge handbook of language policy and planning*. Taylor & Francis.
- Gezer Fashi, F. (2018). The roles and competencies of instructors of teaching Turkish as a foreign language. *Quality & Quantity*, 52(4), 1819-1833. <https://doi.org/10.1007/s11135-017-0673-6>
- Gülbahar, B. (2015). Opinions of lecturers regarding management of classrooms where Turkish is taught as a foreign language at an official Turkish teaching center. *Procedia - Social and Behavioral Sciences*, 174, 3120-3130. <https://doi.org/10.1016/j.sbspro.2015.01.1050>
- International Maarif Schools. (2023, September 19). Teaching of Turkish language. <https://pk.maarifschool.org/page/teaching-of-turkish-language>
- Karababa, Z. C. (2013). Teacher competencies in teaching Turkish as a foreign language. *Procedia - Social and Behavioral Sciences*, 70, 1545- 1551. <https://doi.org/10.1016/j.sbspro.2013.01.222>
- Khan, M. A., Zaki, S., & Memon, N. (2022). Chinese as a mandatory foreign language at a higher education institution in Pakistan. *South Asia Research*, 43(1), 1–19. <https://doi.org/10.1177/02627280221120328>
- Saldaña, J. (2024). *The coding manual for qualitative researchers* (4th ed.). SAGE Publications Ltd.
- Yanow, D. (2000). *Conducting interpretive policy analysis*. SAGE Publications, Inc., <https://doi.org/10.4135/9781412983747>
- Yaylı, D. (2015). Comments of prospective Turkish teachers on learning Turkish as a foreign language. *Procedia - Social and Behavioral Sciences*, 191, 459-463. <https://doi.org/10.1016/j.sbspro.2015.04.365>
- Yıldız, Ü. (2013). The need for a department of teaching Turkish as a foreign language: A proposal. *Procedia - Social and Behavioral Sciences*, 70, 1839-1846. <https://doi.org/10.1016/j.sbspro.2013.01.261>
- Yildiz, U. (2015). An investigation into European learners' needs with regards to Turkish as a foreign language. *The Anthropologist*, 19(3), 585-596. <https://doi.org/10.1080/09720073.2015.11891693>
- Yilmaz, F. (2020). Using films to teach Turkish as a foreign language: A study of classroom practice. *Educational Research and Reviews*, 15(6), 282- 289. <https://doi.org/10.5897/ERR2020.3992>

Appendix A

Codes and Themes

Codes	Themes
limited no of the TFL teacher	Teaching and learning challenges
challenge of teacher's unfamiliarity with teaching context	Teaching and learning challenges
challenge to introduce TFL	Teaching and learning challenges
challenge of not retaining FL later	Teaching and learning challenges
resource allocation required for another teacher	Teaching and learning challenges
more students but less slots	Teaching and learning challenges
time constrains for TFL course as a reflection of indifferent attitude to language learning	Teaching and learning challenges
indifferent towards language learning is taking time	Teaching and learning challenges
public sector constraints	Teaching and learning challenges
lack of practice	Teaching and learning challenges
sleepy student not respectful	Teaching and learning challenges
problem is NN TFL teacher brings accent that students take	Teaching and learning challenges
strengthen TFL by having more Native TFL teachers but diffidult to find them	Teaching and learning challenges
more number of Turkish classes	Teaching and learning challenges
use of English non-MoI is problem	Teaching and learning challenges
need of ready-made materials as it is hard for a teacher to plan course materials along with other tasks	Teaching and learning challenges
recommendation to not have breaks between TFL classes to avoid students forgetting previous lessons	Teaching and learning challenges
problem is no Turkish exposure outside class	Teaching and learning challenges
recommendation to not have too much courses study load on learners lead to not learning language properly	Teaching and learning challenges
recommendation to resolve the issue of lack of AC or more fans facility for classroom to make them condusive to learning	Teaching and learning challenges
recommendation to have facilities AC fan	Teaching and learning challenges
recommendation to have TFL course in first year due to major study load	Teaching and learning challenges
extention of TFL program	Future Plans
plan to setup audio lab	Future Plans
plan to emphasize FL accent and phonetics	Future Plans
no future changes in TFL policy	Future Plans
no experiments with teaching policy	Future Plans
probablity of open course in futur but not now due to the load	Future Plans
plan to extend TFL courses for non-undergrads as well	Future Plans
the Foundation is planning to provide the teaching course book	Future Plans
awareness and preparation of students for scholarships in Turkiye	Future Plans
Policy introduction	Implementation
policy stakeholders	Implementation
appreciation of TFL policy implementation	Implementation
provision of logistics and facilities	Implementation
systematic implementation process	Implementation
inclusion of TFL in degree programs	Implementation
preplanning of student enrollment	Implementation
official management of TFL courses	Implementation
well equiped and tech classes	Implementation
for retaining language introducing foreign languages in final years	Implementation
integration of FL in programs will sustain and benefit students	Implementation
T as MoI	Implementation
well planned policy	Implementation
positive overwhelming response from students	Implementation
no experiments with teaching policy Duplicate	Implementation

mandatory FL policy	Implementation
Native Turkish Teacher	Implementation
beginner level Turkish teaching to interested ones	Implementation
interest of learners in Native teacher	Implementation
humble teacher attracted learners	Implementation
MoI: Turkish-only	Implementation
other institutions also followed our policy of introducing Turkish	Implementation
non-undergrads (faculty and scholars) were interested in the course	Implementation
full time dedicated teacher	Implementation
standard curriculum	Implementation
alignment to existing system	Implementation
First university level undergrad course offering	Implementation
teaching overall language	Implementation
FL implementation experience helped in TFL implementation	Implementation
req logistics were available	Implementation
qualified NS teacher with experience	Implementation
good teacher feedback from students	Implementation
internal and external monitoring system	Implementation
clarity on the philosophy and agenda of TFLT	Implementation
smooth teaching due to teacher and curriculum	Implementation
smooth implementation due to commitment	Implementation
extention in MoI	Implementation
internal stakeholders: students, teachers, chairs	Implementation
students choose to own language	Implementation
Turkish Maarif coordinates with their teachers	Implementation
univeristy coordinates with the TFL teachers	Implementation
streamlined overall formal coordination	Implementation
organization to organization coordination	Implementation
coordination within dept	Implementation
logisitics univerisity	Implementation
technology in classroom	Implementation
technology in classrooms	Implementation
intermediary language English	Implementation
incorporating culture in class	Implementation
first come first serve basis langauge opting	Implementation
only one foreign language	Implementation
non-credit mandatory course	Implementation
teachers support Turkish teachers	Implementation
priority to Turkish language	Implementation
lesson planning	Implementation
use of text for teaching Turkish	Implementation
Youtube videos	Implementation
use of memory for teaching	Implementation
intercultural teaching or cultural exchange	Implementation
learning from students by being learner-centered	Implementation
focus on form	Implementation
inductive grammar teaching	Implementation
songs in class	Implementation
using songs to avoid boredom	Implementation
homework for practice	Implementation
customized lesson planning	Implementation
Kahoot technology engages and challenges students to compete	Implementation
teacher as a emphathser	Implementation
students interact	Implementation
5-minute short Turkish speaking activity	Implementation
using English to help students understand Turkish in foreign language	Implementation

context	
motivated students practice outside the class using movies	Implementation
Turkish movies	Implementation
students do marked homework or practice	Implementation
multilingual teacher understands multilingual learners	Implementation
practice repeat to learn	Implementation
online learning resources provide practice	Implementation
teacher motivation due to students liking the culture	Implementation
effective TFL teaching	Implementation
speaking first then grammar top down approach to TFL teaching	Implementation
basic level course	Implementation
student not able to speak is they are beginners	Implementation
Native Turkish teacher brings culture	Implementation
experienced teachers have some materials with them	Implementation
interest can make them learn better	Implementation
motivation	Motivations for Introducing Turkish
trade and economic ties	Motivations for Introducing Turkish
cultural ties	Motivations for Introducing Turkish
religious ties	Motivations for Introducing Turkish
strengthening bond with Turkey	Motivations for Introducing Turkish
Media played its role in motivating students	Motivations for Introducing Turkish
religious ties	Motivations for Introducing Turkish
shared history	Motivations for Introducing Turkish
political reason to introduce Turkish	Motivations for Introducing Turkish
pak turk friendship	Motivations for Introducing Turkish
interest in Turkish history	Motivations for Introducing Turkish
interest in Turkish	Motivations for Introducing Turkish
political ties	Motivations for Introducing Turkish
socio-economic opportunities in Turkey	Motivations for Introducing Turkish
to promote cultural and language diversity	Motivations for Introducing Turkish
to promote awareness about IR politics global citizenship and awareness	Motivations for Introducing Turkish
Benefits	Benefits of Turkish Language Learning
internationalization	Benefits of Turkish Language Learning
cultural knowledge	Benefits of Turkish Language Learning
technology or knowledge transfer	Benefits of Turkish Language Learning
higher ed, work and reseach abroad	Benefits of Turkish Language Learning
cultural ties lead to placement	Benefits of Turkish Language Learning
visiting Turkey	Benefits of Turkish Language Learning
good impact of scholarship opportunities	Benefits of Turkish Language Learning
settling in Turkey	Benefits of Turkish Language Learning
academic and reserach colloborations	Benefits of Turkish Language Learning
employemnt in Turkish-based orgs	Benefits of Turkish Language Learning
interpreter and translator opportunities	Benefits of Turkish Language Learning
internationally TFL can teach work using Turkish language	Benefits of Turkish Language Learning

work opportunities in cultural orgs as drama channels	Learning Benefits of Turkish Language
opportunities for TFL learners in Pak or remote	Learning Benefits of Turkish Language
increasing interest of students	Learning Benefits of Turkish Language
Turkish After chinese the most demading language	Learning Benefits of Turkish Language
less students in French, German, Russian and Japanese	Learning Benefits of Turkish Language
learning Turkish leads to learning more languages	Learning Benefits of Turkish Language
business opportunities	Learning Benefits of Turkish Language
work and high ed opportunities in Turkey	Learning Benefits of Turkish Language
Turkish spoken in other countries as well	Learning Benefits of Turkish Language
individual efforts to connect with people for future opportunities	Learning Benefits of Turkish Language
recommendations to have more tech-integrated classes with student-centered class arrangement	Suggestions
recommendation to have more culture staff days events visits	Suggestions
recommendation to let students visit Turkey for exposure and learn the culture for experience sharing	Suggestions
recommendation to have one year only for languages learning	Suggestions
recommendation to immerse in Turkish language culture using online platforms	Suggestions
