Utilization of poetry in teaching Turkish to Kyrgyz at c1 level in emphasis and pronunciation

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The aim of this study is to use poetry as an effective tool to improve students' language skills in teaching Turkish to Kyrgyz. In this context, the teaching of emphasis and pronunciation through poetry is emphasized. In this study, action research, one of the qualitative research methods, was used. The study group of the research consists of 10 Kyrgyz students studying at Kyrgyzstan-Turkey Manas University School of Foreign Languages in the academic year 2022–2023 and who voluntarily participated in the study. Based on this information, students were recommended Necip Fazıl Kısakürek's poem "Kaldırımlar," Atillâ İlhan's poem "Ben Sana Mecburum" and Yavuz Bülent Bâkiler's poem "Şaşırdım Kaldım İşte" on the first day of the study. Students read the poem of their choice and then prepared for it for 4 days. On the 5th day, they read the poem in the classroom. The data obtained during reading were written down and a comparison was made by considering emphasis, intonation and pronunciation. The data were categorized as "errors related to the mispronunciation of /h/ and /k/ sounds," "errors related to emphasis" and "ignoring the rhythmic element" and themes were formed and students' mispronunciations were presented in tables. As a result of the comparisons, the differences between the first day and the last day were evaluated. The findings were interpreted by comparing them with the studies in the literature.

KEYWORDS

teaching Turkish to Kyrgyz, reading skills, poetry, language education, emphasis, pronunciation

1 Introduction

In Turkish language teaching, learning is about making meaning. Students are expected to actively search for meaning in the texts they listen to or read and construct a new meaning by internalizing the meaning they find by structuring them (Vatansever Bayraktar, 2015). In language teaching, texts are needed to gain skills. It is also possible to produce texts that are fit for purpose. Therefore, accessing or creating many different texts is necessary in the language teaching process. The text forms used in this process are various products of language. While these are sometimes the products of literature, sometimes they are special texts that serve a purpose (Çevik, 2017). Literary texts are called literary products that are formed by saying and writing emotions, thoughts and dreams in a way that arouses excitement and admiration in people and in an aesthetic structure. These are texts that generally emphasize the artistic aspect, that are directed towards the reader's feelings, thoughts and imagination, that use metaphorical expressions, and that aim to make the reader infer different meanings by giving connotation and emotion to the narration (Güneş, 2013). It is possible to address the child's world of feelings, ideas and imagination through literary texts. Among literary genres, poetry has an important role in children's emotional, mental and linguistic development (Şimşek, 2017). Different genres such as poems, stories and informative texts are utilized in the teaching

process (Aşı and Büyükkavas Kuran, 2022). Reading and listening texts to be used either in mother tongue education or in teaching Turkish as a foreign language should be seen as teaching tools and materials. In the process of teaching Turkish, every text, from simple texts to literary texts with deep meanings, has a field of use. For example, in teaching Turkish to foreigners, texts between a customer ordering at a restaurant and a waiter or a news article in a newspaper in mother tongue education are reading texts. Similarly, a poetry text that contains metaphors and artistic expressions and a text that conveys information in the textbook have the characteristics of a reading-listening text (İltar and Açık, 2019). Considering that the literary texts in the textbooks used in language teaching cannot only aim to teach the target language to the learner, the inclusion of cultural elements of the target language and the interaction between the culture of the source language and the culture of the target language play an important role in the realization of language teaching more efficiently. Literary texts such as fairy tales, legends, stories, masnavi, poems, jokes, and novels that cover many periods of Turkish literature come to mind (Durukan, 2022). While the poems included in Turkish textbooks are used as language teaching materials, they should also be texts that reflect the original structure of the poetry genre. Students can witness the poetic use of language only if they encounter such texts (Bayat, 2012).

Poetry is the oldest, most magical and most effective product of literature in conveying emotions. Difficult-to-express emotions such as love, the joy of life, and death have always been expressed in poetry (Demir and Duman, 2004). There are hundreds of definitions of poetry and each poet defines poetry in his own way. Many insist that poets themselves do not really know what poetry is (Turan and Gücüyeter, 2005). In poetry, how it is said is more important than what is said (Calp, 2020). Poetry builds bridges with learning in every field. Especially in the field of literacy, poetry is a natural learning approach and tool. Poetry plays an important role in reading, writing, listening and speaking as well as in math, science and social studies. The thinking skills and creativity nurtured by poetry also emerge in these areas (Kaya, 2013). It is noteworthy that the literary form of writing called poetry has the potential to increase emotional intelligence and facilitate learning with its richness of expression, its structure based on similes, and its melodic and rhymed flow (Komşu, 2017). Mehler and Nespor (2004) emphasized that rhythm is a core component of language acquisition, serving as a critical factor in both speech segmentation and the identification of lexical items: "Rhythm provides infants with information that is used to form a representation that influences continuous speech segmentation and ultimately the way in which lexical items are identified."

Poetry reading is the reading done in order to evoke the same feelings in the listeners by experiencing the emotion that the poem wants to reflect. Good poetry reading makes the poem more loved by the listeners. Furthermore, a beautifully recited poem is more effective on both the reader and the listener (Kıbrıs, 2008). It is a known fact that reading poetry provides many academic and social benefits to students (Altunbay and Demir, 2020). The rhythm, sound, rhyme and alliteration in the poem arouse aesthetic pleasure in people who read and listen to the poem. These characteristics that distinguish poetry from prose are revealed by the correct reading of the poem. Reading poetry (declamation) is an art. In order to read a poem beautifully, it is first necessary to vocalize it correctly. Reading poetry correctly requires some technical knowledge. This technical information shows

one's poetry reading performance (Topçuoğlu Ünal and Sevimli, 2014). The formation of the desired and expected level of poetry understanding in students and the teaching of poetry in the education process requires the formation of poetry love, interest and skill in teachers who are the practitioners of education (Yıldız and Taşkaya, 2022). In the process of reading poetry, the use of metacognitive reading strategies such as utilizing the activated formal schema/genre knowledge, associating new information with previous information, forming associations, and creating representational images are also effective in revealing semantic layers. Therefore, in addition to critical reading, reading methods-techniques such as flexible reading, creative reading and associating with texts are also operated in making sense of this genre (Dilidüzgün et al., 2019). Poetry is the literary genre that attracts children's attention the most with its rhyming and harmonious structure, the fact that it contains many language games, and that it enriches children's personal experiences. With these features, it is thought that it can be effective in the development of children's language skills, mental dictionaries, creativity and acquisition of social values. Because the fact that poetry attracts children's attention due to its unique characteristics as a literary genre will be effective in helping children acquire the aforementioned skills. However, an important point to be considered here is that the poems to be read to children should be appropriate for their grade level (Kesik and Polat, 2023). As Kurudayıoğlu and Çetin (2015) point out, any activity designed to develop basic skills will also strengthen students' language skills. While developing skills such as communication and entrepreneurship, speaking and listening abilities are also aimed to be developed. While developing creative thinking, critical thinking, problem solving, decision making, research and information technology skills, it is also important that students understand what they read and listen to, write down what they think and research, and express themselves orally.

In order to improve reading comprehension, listening comprehension, speaking and writing skills in teaching Turkish to Kyrgyz, various activities are used in the course environment as well as the textbook. These activities help students to consolidate the language and encourage them to take a more active role in the lesson environment. In this way, students can develop their language skills more effectively. In teaching Turkish to Kyrgyz, culture-specific transmission is of great importance as well as language. This transfer can be achieved through the teaching of language elements such as proverbs and idioms as well as poetry appropriate to the level. Poetry teaching not only teaches students the rhythm of reading poetry specific to Turkey Turkish, but also allows them to discover new culture-specific concepts.

When Kyrgyz students first read a poem written in Turkish, they tend to vocalize it as in their mother tongue. However, in poetry reading activities with students, it is commonly observed that students read the poem like prose or quickly. One of the underlying reasons for this may be that students do not know the exact meaning of the words in the poem they read or that they are excited to read it in front of their peers. This leads to errors of emphasis. Therefore, this research is conducted to examine these errors of emphasis.

When the research on the utilization of poetry in language teaching is examined, it is seen that studies on the teaching of foreign languages such as English (Beth Solow, 1980; Blake, 2009; Xerri, 2012; Wilson, 2013; Dilidüzgün, 2015; Sreeja and Mahalakshmi, 2016; Can, 2017; Deepa and Ilankumaran, 2018; Suma, 2020; Tezel, 2020) are generally conducted. It has been determined that there are few studies

on the use of poetry texts in teaching Turkish to foreigners. The aim of the study conducted in this framework is to examine the teaching of stress and pronunciation to C1 level students through poetry and to determine the contribution of this teaching to their reading skills. In this way, it is intended to bring a new perspective to text reading types.

2 Methodology

In this chapter, information about the research design, study group and data collection is given.

2.1 Research model

This study is a qualitative research examining the effects of poetry reading on pronunciation and stress in teaching Turkish to Kyrgyz. Qualitative research is concerned with how participants make sense of events and expresses the results with rich descriptions and explanations rather than numbers (Işıkoğlu, 2005). While reaching the data of the research, action research was utilized. Action research is based on observation and behavioral data (Köklü, 1993). According to Beyhan (2013), action research is very important in terms of self-recognition and development in the profession of many educational workers, especially teachers. Because through action research, the teacher can look critically at himself/herself, identify his/her own situation, collaborate, develop new techniques and solve problems, improve himself/herself and improve the dialogue between him/her and his/her students. They can also share their experiences with other teachers to help others with similar problems. According to Akkaş Baysal and Ocak (2018), action research in education gives teachers the opportunity to realize their practices, observations, problem solving more systematically, to reflect and to share their experiences in the process with their colleagues. The teacher who conducts action research can share the solutions to the problems he/she has accumulated over the years with others under the title "how did I do it?" preventing loss of time and effort. Through action research, the teacher reaches the best solution through a cycle of plan, implement, observe and evaluate.

2.2 Study group

In this study, "purposive sampling" method was preferred. Purposive sampling methods are useful in discovering and explaining phenomena and events in many situations (Yıldırım and Şimşek, 2021). Considering that the students' Turkish proficiency and existing cultural knowledge are at a high level, C1 level students were selected for the study group. The study group of the research consists of 10 students studying at C1 level in the Language Preparatory Department of Kyrgyzstan-Turkey Manas University in the academic year 2022–2023. The age range is between 17 and 19. All of the students in the study were female participants. The study was conducted on a voluntary basis and the names of the participants were kept confidential. The students were coded as "S1, S2, S3, S4.... S10." The purpose of the research was clearly explained to the students. It was stated that the collected data would be used only for this purpose and that the names of the participants would be kept confidential.

When the characteristics of the students participating in the study are analyzed, 10 students, whose ages are close to each other, belong to Generation Z. It is noteworthy that these 10 students, who grew up under the influence of the digital age, volunteered to read poetry.

2.3 Data collection

The data sources of the study were obtained before, during and after the implementation in line with the action research. The data were obtained through observations and notes taken during poetry reading. In the selection of poems, care was taken to ensure that they were comprehensible, interesting and rich in content. In this direction, Necip Fazıl Kısakürek's poem "Kaldırımlar," Atillâ İlhan's poem "Ben Sana Mecburum" and Yavuz Bülent Bâkiler's poem "Şaşırdım Kaldım İşte" were suggested to the students. 6 students preferred to read the poem "Şaşırdım Kaldım İşte" 2 students preferred to read the poem "Şaşırdım Kaldım İşte" and 2 students preferred to read the poem "Kaldırımlar." Students prepared for 4 days by reading the poem of their choice accompanied by a teacher. On the 5th day, they read the poem in the classroom.

2.4 Implementation process

In line with the principles of action research, the pre-implementation, implementation process and post-implementation stages were meticulously handled. In this context, a literature review was conducted before starting the research. During the scanning, the concepts of "poetry reading, poetry reading in teaching Turkish to foreigners, poetry reading in teaching Turkish to Turkish descendants, poetry reading in teaching Turkish to Kyrgyz" were utilized. In addition, the stages of determining the problem of the research and creating the application environment were also carried out carefully. The research was conducted within the scope of the "Turkish" course given in the spring semester at the Language Preparatory Department of Kyrgyzstan-Turkey Manas University. In this context, students studying at C1 level were selected.

A 1-week plan was created for the activity for the experimental process to be implemented within the scope of the research. In this context, firstly, students who volunteered to participate in the study group were selected and then information about the study was given. The first stage of the action research process involves the researcher assisting the people in the research population-the stakeholders-to examine their situation and to recognize their problems (Lune and Berg, 2016). On the first day, students were offered 2 poems. The poem chosen by the students was read in the learning environment. As the students read the poem, the instructor noted the errors. After each student finished reading the poem, they were told about the mistakes and directed to research the poem they had chosen. For 5 days, the students participating in the study were made to read the poems of their choice.

2.5 Analysis of data

The data obtained during this research were analyzed and interpreted.

During the 5-day implementation process, after obtaining permission from the students, data were collected through voice recording and

observation. The research was conducted entirely on a voluntary basis. The data obtained were transcribed and analyzed with the content analysis technique. The analysis is designed to "code" the content as data in a form that can be used to address research questions. We tend to refer to whatever materials we have collected, whether from field observations or focus groups, as data. To be more precise, however, these are records of our work. Coding converts the information content of those records into data. It is the coded form of the data that we analyze (Lune and Berg, 2016). The data obtained were classified according to the topics and themes were formed by categorizing them as "mistakes in the pronunciation of the /h/ sound," "mistakes in the pronunciation of the /k/ sound," "mistakes related to emphasis," "ignoring the rhythmic element." Each theme is presented in a table and then interpreted. In the conclusion, a comparison is made with existing studies in the field.

3 Results

This section presents the results of the research and comments on the results. In this context, the information obtained was presented in a table and tried to be expressed in detail. "What are the mistakes seen in the pronunciation of the /h/ sound?" The results of the initial state and final state applications for this research question are shown in Table 1.

In Table 1, it is seen that the students coded S3, S5, S6, S7, S8, S9 and S10 were very good in the pronunciation of the /h/ sound in the initial state. However, it was determined that students coded S1, S2 and S4 produced the /h/ sound incorrectly. In the final state, this number decreased to 1. This result shows that the rereading method helps students to produce the correct sound. In addition, 4 words were found to be spoken incorrectly in the initial state. It was determined that the student coded S4 mispronounced the words "simsiyah" and "her" (see Table 1).

"What are the mistakes in the pronunciation of the /k/ sound?" The results of the initial state and final state applications for this research question are shown in Table 2.

Table 2 shows that students coded S1, S5, S6, S7, S10 produced the /k/ sound correctly in the initial state. However, 5 students were found to produce the /k/ sound incorrectly. In the final state, it was noticed that 2 students produced the /k/ sound incorrectly. In addition, it was determined that 7 words were spoken

incorrectly before the implementation. These findings show that using poetry to correct the mispronunciation of the /k/ sound is quite effective (see Table 2).

"What is wrong with emphasis?" The results of the initial state and final state applications for this research question are shown in Table 3.

When Table 3 is examined, it is understood that students coded S3, S6, S7, S9, S10 emphasized in the correct place in the initial state. However, it was determined that 4 students emphasized some words in the poem in the wrong place or read the word unstressed. In the final state, it was determined that only 1 student read the word incorrectly in terms of emphasis. However, it was noticed that the students emphasized in the wrong place in 8 words before the application. Therefore, it is seen that students do not emphasize some words correctly (see Table 3).

Appropriate and correct emphasis is one of the most important reasons for focusing the listener's attention on the speaker. Stress assignment in Turkish is generally considered to be very simple and systematic. Closer examination, however, reveals several types of exceptions to the general pattern in both roots and affixes (Kabak and Vogel, 2001) Emphasis comes right after the correct pronunciation and production of sounds in influencing the listeners (Dursunoğlu, 2006). In Turkish and Kyrgyz Turkish, the emphasis is usually on the last syllable. When the table above is examined, the student coded S2 put the emphasis in the wrong place as "çıkıyorsun" instead of "çıkıyorsun." However, the student coded S4 said "sanıyorum" instead of "sanıyorum." The reason behind this is the influence of Russian on Kyrgyz Turkish. Bakal (2018) stated that there is no fixed place of emphasis in Russian; spelling errors occur as a result of the fact that it can come to the root, prefix, suffix, case suffix of the noun, and sometimes even preposition. Students coded S1, S5 and S8 read the words without stress. The reason for this may be that they read the poem as prose. Levi (2005, p. 76) emphasizes that in Turkish, the primary accent is generally located on the last syllable of the word, highlighting a systematic structure that differs from other languages: "The default location for primary accent in Turkish is the last syllable of the word." This suggests that the students' misplacement of stress may stem from the difference between Turkish's fixed stress system and Russian's variable stress system. Furthermore, the fact that students read

TABLE 1 Changes in the pronunciation accuracy of the /h/ sound before and after poetry reading sessions.

Students	Initial state	Final state
S1.	simsiyah	–
S2.	heyhatlarla	–
S3.	–	–
S4.	simsiyah, her sokak başını	her sokak başını
S5.	–	–
S6.	–	–
S7.	–	–
S8.	–	–
S9.	–	–
S10.	–	–
Total	4	1

TABLE 2 Errors in the pronunciation of the /k/ sound observed during poetry reading sessions.

Students	Initial state	Final state
S1.	–	–
S2.	kaç defa	–
S3.	kaç	–
S4.	kara gökler	kara gökler
S5.	–	–
S6.	–	–
S7.	–	–
S8.	kanatlarla, kaçıyorum	kanatlarla
S9.	kaçıyorum, çıkıp	–
S10.	–	–
Total	7	2

TABLE 3 Common mistakes in emphasis placement observed during poetry reading.

Students	Initial state	Final state
S1.	ıstırap	–
S2.	çıkı**yor**sun	–
S3.	–	–
S4.	**sa**nıyorum	**sa**nıyorum
S5.	bazen	–
S6.	–	–
S7.	–	–
S8.	atlarla, kanatlarla, inatlarla, heyhatlarla	–
S9.	–	–
S10.	–	
Total	8	1

The affixes highlighted in bold were excessively emphasized by the student.

TABLE 4 Instances of ignoring the rhythmic element during poetry reading.

Students	Initial state	Final state
S1.	Read it fast.	Read it fast.
S2.	Read it fast.	–
S3.	Read it fast.	–
S4.	Read it fast.	–
S5.	Read it fast.	Read it fast.
S6.	–	–
S7.	Read it fast.	–
S8.	Read it fast.	–
S9.	Read it fast.	–
S10.	Read it fast.	–
Total	9	2

the poem as prose might have disrupted the natural rhythm and harmony of stress.

"What are the mistakes related to ignoring the rhythmic element?" The results of the initial state and final state applications for this research question are shown in Table 4.

Looking at the table, it was determined that 9 students, except for the student coded S6, read the poem quickly in the initial state. This can be interpreted as students not paying attention to the rhythmic elements in the poem. Among the reasons underlying this deficiency, it can be said that the students did not analyze the poem deeply enough and lacked

TABLE 5 Distribution of poetry reading skills among participants.

		Initial state number of mistakes	Final state number of mistakes
Pronunciation	Mistakes in Pronunciation of the /h/ Sound	4	1
	Mistakes in Pronunciation of the /k/ Sound	7	2
Emphasis		8	1
Rhythmic Item		9	2
Total		29	6

knowledge about the period and cultural context in which the poem was written. In the final state, it was observed that 8 students recited the poem rhythmically. It can be concluded that the students searched for words in the poem that they did not know the meaning of and thus read the poem more fluently. In addition to this information, it was also found that students read in prose as well as speed reading (see Table 4).

Based on the above findings, it is noteworthy that the student coded S4 could mispronounce /h/ and /k/ before and after the intervention, misplaced the stress in some words and read the poem fast. It was also concluded that the student coded S6 did not make any mistakes while reading the poem. Therefore, it is seen that pronunciation, stress and intonation errors in the process of reading aloud decreased to a great extent over time.

In addition to this information, it is seen that 10 students from Generation Z made an effort to read poetry for 5 days despite growing up with the internet, and their reading errors decreased day by day. It is even observed that participant students started to memorize the poem. For this reason, it can be said that reading poetry not only improves students' Turkish language skills but also increases their language competence.

4 Conclusion and discussion

In this study, pronunciation and stress of 10 Kyrgyz students who are learning Turkish at C1 level were analyzed through poetry. In this framework, the results were obtained by comparing the misuses as a result of the application of initial state and final state to the students participating in the research.

According to Table 5, while the number of errors in the pronunciation of the /h/ sound in the study group was 4 before the intervention, this number decreased to 1 after the intervention. Similarly, the number of errors in the pronunciation of the /k/ sound decreased from 7 before the intervention to 2 after the intervention. In terms of emphasis errors, while 9 students ignored the rhythmic element while reading the poem before the application, this number decreased to 2 after the application. These results reveal that the study group achieved success in poetry reading as a result of the 5-day process (see Table 5).

According to the results obtained from the qualitative findings of the study, it was seen that the students were able to reflect their knowledge on pronunciation, emphasis and correct reading by reading poems repeatedly. The result obtained in Polat (2024)'s study and the result obtained in this study overlap with each other.

In line with the findings of the study, it was concluded that the students had the opportunity to get to know Turkish culture closely. This

result was found to be in line with the studies in the literature. Tekşan and Çelik (2015) reached the opinion that Mehmet Akif Ersoy's poems should be used in Turkish lessons. Because they concluded that Akif's poems are in accordance with the characteristics that should be found in texts.

When the pronunciation of the students during the research process is analyzed, it is seen that the pronunciation of the students improved significantly during the poetry reading process. However, some students continued to pronounce /h/ and /k/ incorrectly. Similarly, Yılmaz and Şeref (2015) found that poetry activities did not completely eliminate the errors encountered in pronunciation, but increased students' awareness of their mistakes.

It was observed that students initially read the poems in prose. However, during the research process, it was found that the students read the poems more rhythmically. İlhan (2017), in his research, stated that the use of metered, rhymed and redirected uses that make the phrases permanent should be used as an element that increases the vocabulary in language use, as it reminds the other part with a high connotation value when a part of them is said. Şimşek (2022) stated that stereotypes shed light on the culture of a society speaking the same language; therefore, Mehmet Akif offers the opportunity to recognize the cultural and social structure of Turkish society, beliefs, details in human relations, traditions and customs through the stereotypes in his poems. Işıdan (2020) emphasized in his research that poetry, which is the main material of language and one of the types of literature that is an element and carrier of culture, plays an important role in cultural transmission. He stated that poetry can contribute to the development of four language skills in foreign language teaching and learning the target language together with its culture. According to Soyer (2016), while the fictional structures and allegorical features of literary texts directly introduce students to the nature of language, they also provide different possibilities in language teaching by offering a repeatable structure.

When the readings of the students participating in the study were examined, it was determined that choosing and reading poems appropriate to the level of the students helped to emphasize. Besides, context is very important in language teaching. The student can learn vocabulary by reading or listening to the poem. Yıldız and Aytan (2022) stated in their research that utilizing poetry texts has a significant role in teaching listening skills to students and that they designed original activities for listening skills. Ceylan (2008) listed various activities related to poetry in the research. These activities include summarizing, translating, singing, comparing, writing one's own poem, breaking the poem into parts and comprehension exercises, as well as the

use of words with different meanings. According to Artuç (2014)'s research, memorizing a text means that the concepts in that text almost feel like they belong to the individual. The easiest way to memorize texts in language learning is certainly to memorize poetry. With this method, it is thought that the concepts will be permanently embedded in the individual's memory.

Bülbül (2017) pointed out in their research that there are some difficulties in transferring the poetry genre to the classroom in foreign language teaching and that poetic language can hinder communication for students. However, they stated that the teacher can manage this process with gentle approaches. Considering the positive contributions of poetry to language learning processes, it was emphasized that these difficulties would not prevent students from developing their language skills and would activate their imagination, help them discover the depths of the language and develop new strategies. In a study conducted by Saka (2014), it was stated that the use of poetry in foreign language teaching would support teaching and would be followed with interest by students. In particular, it was stated that if children's poems are taught with similar activities appropriate to the age and level of the students, it will make the classroom environment more effective and provide a natural environment for the teacher to teach grammar structures and vocabulary. According to the research conducted by Al-Sharabi (2020), poems should definitely be used for the correct pronunciation of words and emotional values in teaching Turkish as a foreign language. This is because in the process of learning a foreign language, the integrity of speech and emotion is often not ensured and students often focus only on the correctness of the sentence they are going to say, grammar rules and whether the other person understands them. However, students realize the importance of expressing their emotions while memorizing poems. In addition, the memorized poems provide students with an emotional connection to Turkish through their sound features, rhythm and meaning.

This study highlights the unique role of poetry in addressing rhythmic and stress-related challenges in teaching Turkish to non-native speakers, thereby filling a gap in the existing literature on prosody in language learning. The findings demonstrate that poetry, with its rhythmic structure and emphasis on stress patterns, provides an effective tool for improving pronunciation and prosody in Turkish language learners. This study contributes to the literature by demonstrating how poetry can effectively address stress and rhythm challenges in language teaching, providing a novel perspective on the use of prosodic features in education. By incorporating poetry into language instruction, teachers can help students better understand the natural flow of the language, as well as enhance their overall linguistic skills. This research contributes to the growing body of work on the integration of prosody in language education, specifically within the context of teaching Turkish as a foreign language.

Furthermore, exploring the impact of poetry in other languages or across different age groups could provide valuable insights into the broader applicability of poetic methods in language learning. Future research could investigate how students of various linguistic backgrounds or age ranges respond to the rhythmic and stress-based elements of poetry, thus contributing to a more comprehensive understanding of its potential benefits in diverse educational settings.

As a result, it was determined that reading poetry would make positive contributions to the language learning process.

As a result of the research, the following recommendations can be made:

1. In the field of teaching Turkish to Turkish descendants, this research was conducted with Kyrgyz students. The results can be analyzed by conducting research in the field of teaching Turkish to foreigners.
2. On special occasions such as Nowruz and Hıdırellez, activities such as reciting poems, memorizing poems, dictating poems, dictating poems using acrostics can be done.
3. Future studies could explore the application of poetry in teaching prosody to learners of other languages or to younger age groups, thus expanding its educational potential.

Data availability statement

The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

Ethics statement

Ethical review and approval was not required for the study on human participants in accordance with the local legislation and institutional requirements. Participants provided written informed consent.

Author contributions

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