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VIEWS OF THE PROSPECTIVE TEACHERS STUDYING AT PEDAGOGICAL FORMATION TRAINING CERTIFICATION PROGRAM ON APPLICATION LEVEL OF TURKISH SPELLING RULES AND PUNCTUATION MARKS²

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ABSTRACT

The purpose of this research is to specify the views of prospective teachers studying at Pedagogical Formation Training Certification Program on applying spelling rules and punctuation Marks. Interview technique was used within the scope of qualitative research method. Research is conducted by 20 students who are training at certification program related to pedagogical formation training at a university in the Eastern Black Sea region of Turkey. As data collection tool semi structured interview forms are used in order to get the views of the prospective teachers on the level of applying spelling rules and punctuation Marks in the scope of pedagogical formation training. The data procured by interviews is firstly taped by receiving participants approval, then tape recordings are textualized in the context of content analysis and at last they are destroyed after receiving confirmation of the participant about their whole and complete situation according to the ethical principles. The data obtained by interviews are commented by descriptive analysis method in the scope of scientific research methods by making content analysis. In the end of the research it is determined that the prospective teachers felt incompetent about spelling rules and punctuation Marks as they have deficiencies in this matter. According to them this is stemmed from the deficiencies being in the grammar teaching as well as the lack of strategy, method and technique, deficiencies caused by applications, stereotyped perspectives in the language training and the insensitiveness of the teachers and students in this matter, lack of national awareness, lack of interest in *Turkish, Language and Expression, Turkish Language I-II for Universities*, and therefore reading-and-writing applications should be practices in due course, different methods and techniques should be used in language training, problems related to teacher trains have to be removed, Turkish teaching in general and spelling rules and punctuation Marks in particular must play a significant role in education. It is also observed that understanding levels and language skills of the students effect their development. In this respect, suggestions related to the problems have been made at the end of the research.

Keywords: Turkish, punctuation marks, spelling rules, prospective teachers, pedagogical formation training, views.

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INTRODUCTION

Language is a main tool providing a community to live in solidarity, being shoulder to shoulder by integrating. Language that is leading a significant role for a society is a living creature by maintaining its development in time. To use Turkish according to the rules, to own language awareness for an individual, contributes to the development of language. Using a language out of the rules damages the development of the language. Language transforms humans which we call community in the epithet of “nation” being distant from the efforts to make it a mass. The humans act as in nation totally in concert in integrating with emotion and thought. Turkish is a language that is spoken by the Turkish nation (Onaran, 1988: 18-19). For this reason, the writing and the unity in spelling have a significant role in order to the people to talk in unity and act around an ideal. Writing that is a main tool for individuals to express emotions, thoughts and wishes forms and directs the human history, has been maintain its own existence from the past to future. Writing that is the key for science and a tool transforming cultural values from generation to generation is the significant tool of the writing expression.

“Writing is a schematic order to transform the sounds of language to visuals, and in this way, it makes enduring the usage of the language. Written language is a form to write a language” (Hengirmen, 1998: 424). Writing is system that makes language lasting. On the other hand, language is a better tool to get the language known to others and to distribute it” (Sağır, 1999: 25). Writing is expressing our emotions, experiences, thoughts and the things we designed by writing (Sever, 2004: 24). Writing is to narrate the thought, emotion, events by writing (Demirel, 2004: 102). Writing is to narrate our thoughts in our memories, emotions and some events according to certain rules by various symbols (Güneş, 2014: 157). “Writing is a transformation of the thoughts, dreams, wishes and experiences into paper by reading letters in good and best way.” (Karakuş, 2005: 125). On the other hand, spelling is a general name of the signal systems that are used to transform speech into writing. Spelling is an expression by which language is declared by some letters. Everyone has to comply with these rules in the writing activity that takes place according to certain rules. Because building a healthy communication in a solid, clear and understandable way depends on the observance of the writing rules. All languages around the world maintain their existences in parallel with grammar, spelling and punctuation marks.

Spelling that is a common writing form of the words of a language according to the certain rules means to write the vocabulary of the language and textualize them according to the valid sound, form, root etc. and to write the words and suffixes of the language according to the valid rules (Yakıcı et al, 2004: 311; Kavcar et al, 2011; Bilgin, 2006). Spelling is a significant element of speaking a language clearly and duly. Spelling is the common name of the common writing form. It is easy to read and rewrite words in Turkish, thanks to a number of features, such as writing sounds as spoken and written as they are read. In this way all sounds are indicated in the writing and they are sounded. Due to these characteristics, Turkish is a phonetic and a rare language that is written as it is spoken language.

Spelling rules mean that they are rules that has to be above with in using the words in writing and speaking (Öner, 1982: 111). Spelling rules are the rules indicating how the words in any spoken language have to be wrote according the existing alphabet system (Eker, 2002: 186). The purpose of the spelling rules is to specify the common spelling form in any language and to provide unity in a language (Bilgin, 2006; Kavcar et al, 2011). Spelling and spelling rules is

might be valued as a concrete form of the unity in the language in the end of the changes and developments that continued in ages in a language. Spelling rules that provides effective communication play roles in constituting wholeness of the rules that formed a language. Spelling rules mean that they are rules that has to be above with in using the words in writing and speaking (Öner, 1982: 111). Spelling rules are the rules indicating how the words in any spoken language have to be wrote according the existing alphabet system (Eker, 2002: 186). The purpose of the spelling rules is to specify the common spelling form in any language and to provide unity in a language (Bilgin, 2006; Kavcar et al., 2011). Spelling and spelling rules might be valued as a concrete form of the unity in the language in the end of the changes and developments that continued in ages in a language. Spelling rules that provides effective communication play roles in constituting wholeness of the rules that formed a language.

Language that is used in a community is divided into spoken and written form. Linguists make this difference and identify of the spoken language as an aspect of language that is not related with writing and bearing the various pronunciation forms. On the other hand, written language is identified by them as the form of textualized verbal expression (Aksan, 1979: 85). In verbal lecture some emotions and thoughts may be indicated by the acts of hand, arm and body language. But, on the other hand, in written lecture there are not such instruments. For this reason, to realize this is rather difficult according to the verbal lecture. Expression richness in verbal lecture can only be possible by abiding in spelling rules and punctuation marks providing emphasis and intonation. For this reason, spelling rules and punctuation marks are the indispensable main principle of the written expression. Spelling rules and punctuation marks must be used in effective and clear way so that the written expression could be realized according to the purpose. Effective, understandable, simple and flowing expression is the language rules that have essential importance. For this reason, this plays a very important role in the training of prospective teachers.

Punctuation marks are used in order to express emotions and thoughts clearly, to specify the structure of sentence and standstill points, to make reading and understanding easy, to specify the emphasis and intonation of the communication (URL-1, 2017). Punctuation marks remove the ambiguity of the words and gives way to effective expression. They provide effective, regular, accurate reading by opening the way of effective narration, and it gives also aesthetical appearances to the writing expression.

Punctuation is in tool function in order to make writing easily understandable. By providing elliptical or intonation figurative expressions can be specified. (Bilgin, 2006). Punctuation marks have been used to prevent the confusion of the present from the past to the present and to allow the written word to be correctly understood and transmitted to future generations (Atasoy, 2010: 854). Punctuation marks are used to identify the structure and stagnation points of the sentence, to facilitate reading and understanding and to indicate features such as emphasis and intonation TDK (Turkish Language Association, 2005). The punctuation marks that provide the means to determine, understand, and express various feelings and thoughts in written narration have complementary tasks. Random punctuation marks cause confusion. Therefore, proper use is important (Kalfa, 2010: 366).

The main purpose of a training system in a state is undoubtedly to raise individuals who are able to use the language effectively and conveniently, having written and verbal expression skills and expressing themselves. In this sense, there is a direct relation between the written

expression skills of the prospective teachers and the qualifications of the qualified teachers. Above all, a qualified teacher should have an effective expression ability. Because learning and teaching processes are directly bound together. Training teachers who are able to talk effectively and clearly is of a vital importance in terms of training-educating. Therefore, written expression skills are not only important for students but at the same time for prospective teachers.

Written expression skills are very difficult skills not only for learners but also for the teachers who have not enough information and experience related to the topic (Harris, Graham and Mason, 2003). The aim of developing written expression skills is to raise individuals who are motivated to write, who are able to evaluate written expression skills by oneself and who are able to make correction independently (Bryson, 2003:1).

Attention should be paid to the use of the punctuation marks in place and to comply with the spelling rules in order to clarify the meaning in a written text and to strengthen the understanding of the spelling in a complete and correct way (Bağcı, 2011: 1). In a writing expression spelling of the words according to the specified rules is of importance for both writer and reader. It is important for writer as transforming the images in the mind to the writing is closely associated with the dependence with the related rules. Spelling is also important to the reader as perceiving the text in dual form and to make sense of it is also closely related with the related rules (Bayram and Erdemir, 2006:2).

From past to present all nations have experienced problems in relation with spelling. Turkish is also a language that had problems in the historical process related with spelling.

The main causes of these problems is spelling confusion and spelling mistakes (Korkmaz, 1988:157). “The spelling rules have two main functions: the first is to facilitate communication, the second is to provide writing unity” (Kavcar et al., 2001). The importance and attention that is giving to the spelling is not only a matter of personality but also an indication for respect and love for the language. The respect we feel for writing of our language is also conveying the respect we feel for our culture and for ourselves (Uludağ, 2002a: 100). When written texts of students are examined at any level, it is seen that the incorrect sentences concentrate more on punctuation and spelling rules (Bağcı, 2011: 1).

Due to the some factors in terms of both training system and individual sources it is known that the individual communication is not been performed solidly in Turkey. Undoubtedly the fundamental problems in the training of basic language skills are the main reasons behind this reality. Although the language learning that started in the mother's womb has been systematically taught in the school over time, it has been revealed through researches that we failed to solve some things about language learning as country and nation. Spelling rules and punctuation marks are the important subjects in the sense of written language training sphere. In the achievements of Turkish Teaching Program for Ministry of Education (MEB) 1-5 classes is mentioned that “He reads by giving attention to the punctuation marks. He uses punctuation marks in proper forms and conveniently in his writings. He applies the spelling rules in his writings”. It is seen that these achievements are placed in every class base (MEB, 2009: 127-128). There are achievements in MEB 6,7 and 8.classes in the framework of Turkish Teaching Program writing education and learning sphere like application of writing rules, planning writing, writing texts in different types, evaluation of own writings, acquiring habit of expressing oneself in writing, comprehension of writing and punctuation rules and applications.

The achievements related to the grammar, spelling and punctuation is thought incrementally from sixth class towards to the eighth class in relation with reading and language learning spheres and the function of the punctuation marks in reading in a fluent way has been mentioned (MEB, 2006). It is said in MEB Turkish Language and Literature Teaching Program that “Students should comply with the rules of spelling, punctuation, and grammar, and try to make it a habit” (MEB, 2011: 11). In this context it is said in YÖK (Higher Education Institution) Framework Program that “As the grammar and Turkish lessons in primary and secondary education are not dealt with sufficiently, the students starting the university education can’t use their language correctly and properly. This ultimately has the effect of instability arising from the withdrawal of the Turkish language from various directions for fifty years. This is appeared as insufficiency for education in university and it must be necessary to impose Turkish language classes in the higher education” (URL-2, 2017). Despite all these aims and achievements, primary school is documented in the feedback from the Turkish Language I and II courses, including university education that we are not at the level we want in basic language skills. Particularly these classes in the universities are deemed as formality and the target achievements cannot be realized. “Nowadays, these courses, which are given at university level, are a repetition of previous education. In other words, this lessons that have been put in place to close the deficits in the skill areas that could not be earned earlier. Despite these skills are given to the students again it is found out that students cannot acquire these achievements satisfactory” (Özdemir, 2011: 87). Punctuation marks are used to express emotions and thoughts clearly, to specify structure of the sentence and standstill points, to make reading and understanding easy, and to specify the qualifications such as emphasis and intonation (Aktaş & Gündüz, 2011:407). Punctuation marks are the universal name of the string of signs that fulfills functions such as reducing the distinction between written expression and verbal expression, and ensuring a solidly and wholly communication. We make use of some behaviors, gestures and mimics as well as intonation to stress the expression and to make our words more efficient. These are the punctuation marks in writing (Paçacıoğlu, 2010: 201). The problems that have been determined in relation with punctuation are as follow: Giving no necessary importance to the punctuation, lack of punctuation logic in the guidebooks in relation with punctuation, punctuation mistakes in guide books, carelessly selection of examples that follow the punctuation rules and aim to reinforce these rules, misuse of other punctuation marks in the example given for a punctuation mark in guide books, lack of knowledge of the guide book authors about punctuation marks, applications that do not conform to the punctuation rules, teaching punctuation marke for only the questions that are placed in examinations and learned by the students for this purpose, inconsistency in placing the punctuation marks in the sentences, using unnecessary punctuation marks (Atasoy,2009:23). However, obligation of usage of a language that is used in every aspect of life is not realized in the same scale for every individual. Of course, the education level of the individuals, some cultural and social factors play important role in this point. But, on the other hand, some determinants such as national conscience, responsibility of citizenship, effective communication etc. should not be forgotten. Despite language education we take in every step of our education lives there are a lot of problems regarding the spelling rules and punctuation marks and these problems are experienced not only by the individuals that have been trained but also by the prospective teachers which are very important problems we have to face. This problem brings some problems together such as noncommunication, conflict, discussion and other negative aspects that are stemmed from the reality that language is not used effectively and properly. The most important element in the training activities and teaching is surely the teacher. Because the

teacher performs important functions in these activities in the development of the pupils and in the acquisition of the desired behaviors. All developed countries are committed to raise qualified teachers (Güney & Semerci, 2009). “New needs revealed by the globalizing world It has made it necessary to raise people who are well-equipped and have advanced qualifications.” (Dursun, Yenen, & Bulut, 2018: 2). However, there have been experienced some problems related with the prospective teachers in the training of pedagogical formation training (Gurbuz, 2015). “Researches in relation with the qualifications that has to be owned by the contemporary teachers have not been crossed in the literature” (İlğan et al., 2013: 190). It is stressed that competences owned by the teachers such as information, skills, behaviors and attitudes are the important factors (Bozdoğan et al., 2007). Therefore, pedagogical formation education also makes the training of prospective teachers more important for ensuring the healthy growth of future generations. In the scope of the research lack of research that is made for the teachers who have been training pedagogically makes this research even more important.

Purpose of the Research

The aim of this research is to determine the views of the levels of the prospective teachers who are training at pedagogical formation training certification program about applying spelling rules and punctuation marks and to make contribution to the solution of problems related to language training and teaching.

METHOD

The research that is made for taking views of the prospective teachers who are training in the field of Pedagogical Formation Training is a qualitative research.

The approach of qualitative research is a method that interrogates the social life and the problems related to human beings by specific methods and makes them sense. It is a research approach that data can be created without any statistical and digital tools (Altunışık et al., 2005; Creswell, 1998). In the qualitative research observation, interview and some qualitative data collection tools such as document analysis are used. And as well as perceptions and events are revealed in the natural media in a realistic and integrative form. Its important characteristics are; sensitiveness of the qualitative research techniques, contributive role of the researcher, reflexivity in the research design and having an inductive analysis (Yıldırım & Şimşek, 2013: 45-47).

Research Group

It is preferred to use purposeful sampling method in this research in order to discuss the formation of the working group. Purposeful sampling provides an opportunity to investigate some situations in depth that are deemed to have extensive knowledge that are evident in qualitative researches (Yıldırım & Şimşek, 2013: 135; Patton, 2014: 236). In the qualitative researches sample group is selected in small scales in order to investigate the sample in depth. For this reason, instead of random sample group purposeful sample is preferred (Munn, Johnstone and Holigan, 1990; Miles and Huberman, 1994; Punch, 2005). The research that is made in an education faculty at a university located in the Eastern Black Sea Region is conducted with 20 prospective teachers who are training at pedagogical formation training certification program. 8 prospective teachers are male and 12 prospective teachers are female of all the study group.

Data Collection Tools

In this research semi structured interview is used as data collection system. Semi structured interview appears very likable system for education science due to the standard in certain level

and reflexivity at the same time (Türnüklü, 2000: 547). This system is very advantageous in terms of posing questions deeply in a special topic and if the answer is not clear it is possible to repeat to pose question again and to make the point more explanatory and gives chance to complete the answers (Çepni, 2007). In the small-scale educational researches, it is a data collection tool that is used most prevalently. It is stated that the most natural thing to do in the teaching career is to talk with the individuals, to gather information, investigate the thoughts or to make exchange of views (Drever, 1995). In the research a semi structured interview form with 11 questions is used in order to determine the level of the prospective teachers about spelling rules and punctuation marks applications.

While the questions in the interview form were prepared, the related literature was searched and questions that could be addressed in all aspects of the research topic were arranged.

In order to ensure the validity of these questions, an expert has been consulted in this field and the necessary arrangements have been made and two questions are dropped. In the first step, the interview form consisted of 14 questions are interrogated by 2 academicians and 2 questions have been dropped from the interview and 2 questions have been revised and the number of questions in the interview have been deducted to 11 the interviews generally are realized in two steps as following;

Prospective teachers have been informed about the purpose of the interview.

Teacher prospective are informed that have not the obligatory to answer the questions of which they do not fully know the answer and in that case, they may say sincerely “I don’t have any idea”.

The questions in the interview form are posed to the prospective teachers and according to their answers some sub questions are asked to them to make detailed explanations. Each interview lasted about 30-40 minutes. When the findings that gained from the data of interview are presented, some abbreviations are used in the sense of research ethics. Expansions of these abbreviations are as follow:

R: Researcher

PT: Prospective teacher

PT₁: First prospective teacher, **PT₂:** Second prospective teacher, **PT₃:** Third prospective teacher, **PT₄:** Fourth prospective teacher ...

Analysis of the Data

Data analysis is categorized in order to analysis every verbal and writing materials systematically, classification of every kind of verbal and writing data in a way that it can illuminate research problem and to give meaning to certain variables and conceptions by measuring them (Tavşancıl and Aslan 2001; Arık, 2009: 119). In the analysis of the data, content analysis method is used. Content analysis is defined as a systematic, repeatable technique in which certain words of a text are summarized by smaller content categories with certain rules-based coding (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2013; Patton, 1987). In the process of the data analysis the views of the prospective teachers are classified and summarized under some thematic. 259). The first step of the content analysis is coding of the data. Through content analysis, we try to identify the data and reveal the truths that may be hidden within the data. The basic process in content analysis is to combine similar data within the framework of

certain concepts and themes and to interpret them in a way that the reader can easily understand them (Yıldırım & Şimşek, 2013: 259).

In the sense of validity and reliability in this research;

Data were taped by tape recorders by taking approval of the prospective teachers and aftermath it guaranteed that all data that have been taped would be destroyed. The recorded data were listened to the prospective teachers and asked them whether there were any deficiencies or something they wanted to add. After confirmation is taken from the prospective teachers about the tapes the data obtained within the research is analyzed using the content analysis technique. In the context of the content analysis technique, the data were classified as categorical and the obtained data were consulted to the experts in the field of the specified categories by listening / watching. Data is analyzed and their frequency distributions (*f*) and percentages (%) is determined. The data and views taken from the prospective teachers participating in the research is placed in the study in the form of direct quotation. After this step the outcomes are presented largely. In the evaluation process, the data obtained by the interview were reflected without any change. Finally, all the data, analysis and interpretations obtained within the scope of the are controlled by taking expert opinions besides the researcher and the research findings have been enriched with different perspectives.

Table 1. Characteristics of the Prospective Teachers

Participants	Total study period	Department	Age	Gender
PT ₁	16	Biology	25+	Male
PT ₂	16	Food Engineering	24	Female
PT ₃	17	Mathematics	25+	Male
PT ₄	16	Food Engineering	25+	Female
PT ₅	16	Food Engineering	24	Female
PT ₆	19	Landscape Architecture	25+	Male
PT ₇	16	Physics	25+	Male
PT ₈	16	Physiotherapy and Rehabilitation	23	Female
PT ₉	17	Music	23	Female
PT ₁₀	16	Public Relations	23	Female
PT ₁₁	16	Landscape Architecture	21	Female
PT ₁₂	16	Landscape Architecture	23	Male
PT ₁₃	16	Surveying Engineering	24	Male
PT ₁₄	18	Music	25+	Female
PT ₁₅	19	Mechanical Engineering	25+	Female
PT ₁₆	17	Econometrics	25+	Female
PT ₁₇	16	Public Relations	24	Female
PT ₁₈	19	Recreation	25+	Male
PT ₁₉	15	Public Relations	25+	Female
PT ₂₀	16	Recreation	25+	Male

When the characteristics of the prospective teachers are investigated it is seen that 13 prospective teachers out of the 20 teachers are the numeric fields weighted. The remained 7 prospective teachers are both studying in verbal fields or they are graduated. 5 of them declared

that they are training at food engineering department, 3 declared that they are training at public relations, department, 2 declared that they are training at the music department, 2 declared that they are training at recreation department, 1 declared that he is training at Econometrics department, 1 declared that he is training at mechanical engineering, 1 declared that he is training at surveying engineering, 1 declared that he is training at Physiotherapy and Rehabilitation, 1 declared that he is training at physics, 1 declared that he is training at mathematics department, 1 declared that he is training at Biology department and 1 declared that he is training at Landscape Architecture department.

12 preservice teachers of all is female 8 prospective teacher is male. When we look at the official training periods it is seen that 12 prospective teachers declared that they have been trained for 16 years, 3 prospective teacher declared that they have been trained for 17 years, 3 prospective teacher declared they have been for 19 years, 1 prospective teacher declared that he has been trained for 15 years and the other 1 prospective teacher declared that he has been trained for 18 years. In terms of age 11 prospective teachers said that they are 25 years old, the remaining 9 prospective teachers declare that they are 24 years old , as well as 4 prospective teachers declare that he is 24 years old , 1 prospective teacher declares that he is 21 years old . 5 females of 12 female prospective teachers are 25+ years old, 3 prospective teachers are 24 years old, 3 prospective teachers are 23 years old 1 prospective teacher is 21 year old. The remaining 6 male prospective teachers of the male 8 prospective teachers are 25+ old, 1 prospective teacher is 24 years old and the other is 23 years old.

FINDINGS AND COMMENT

Findings obtained from interviews and comment

The results obtained from the answers analysis of the prospective teachers about spelling rules are presented below in question-answer form:

Question 1: “What do you understand about spelling rules?”

The answers given by the prospective teachers to this question are in the Table 2 as it is categorized.

Table 2.

Interview Question	Categorical view	Participant prospective teacher	Frequency (f)	Percentages (%)
What do you mean about spelling rules?	Rules that make the language right, readable and understandable.	PT1,PT4, PT5,PT6, PT13,PT18, PT19	7	35
	Full and right spelling of words and word groups.	PT2, PT7, PT8, PT14, PT17	5	25
	Rules that increase the value of language.	PT3	1	5
	Rules specified by TDK(Turkish Language Association) that makes	PT9	1	5

speeches nice, fluent, meaningful, regular and understandable.			
Rules that make sentences or text true, right and meaningful.	PT10, PT11, PT12, PT15, PT16, PT20	6	30

When the answers giving by the prospective teachers to the questions in interview forms about spelling rules are investigated PT1, PT4, PT5, PT6, PT13, PT18, PT19 identified them as “rules that make language right, readable and understandable”, PT10, PT11, PT12, PT15, PT16, PT20 “wholeness of rules that make sentence or text right and meaningful”, PT2, PT7, PT8, PT14, PT17 “full and right spelling of words or word groups,” PT9, “Rules specified by TDK(Turkish Language Association) that makes speeches nice, fluent, meaningful, regular and understandable and PT3 “rules increasing the values of the language”. In the answers different identifications are made theoretically about spelling rules but at the same time they give logical and right answers to this question. They are aware that the spelling rules are main subjects of the languages and they are very important in this regard. It is seen that effective communication is necessary for a plain, simple, fluent and understandable expression.

Some answers that are giving as categorical view is as follow:

-PT₁: “Spelling rules lay down to make a long writing such as word, paragraph, or composition readable and understandable and gives no rise to any confusion.”

-PT₂: “Spelling rules is the right and full spelling of the words and word groups.”

-PT₃: “Spelling rules are everything that increases the value of a language.”

-PT₉: “Rules that specified by TDK (Turkish Language Association) in order to make the rules fluent, meaningful, regular and readable...”

-PT₁₆: “The necessary rules that must be regarded in order to make the text full, right and understandable when a sentence and text is written”.

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Question 2: “What do you understand as spelling rules?”

The answers given by the prospective teachers to this question are in the Table 3 as it is categorized.

Table 3.

Interview question	Categorical View	Participant prospective teacher	Frequency (f)	Percentages (%)
“ What do you understand as spelling rules?”	Signals providing full and right understanding of sentence and text.	PT1, PT12, PT13, PT14, PT16, PT18	6	30
	Indicators making emotions and thoughts meaningful and readable.	PT2, PT5, PT6, PT20	4	20

Marks and symbols that express a writing or text like in verbal lecture as well as stressing.	PT3, PT9, PT11	3	15
Indicators that are used for sound, stress and meaning.	PT4, PT15	2	10
Signals that removes meaning confusion and expression incoherency in sentence.	PT7, PT8, PT10, PT17	4	20
Indicators specifying the terminating point of a sentence.	PT19	1	5

When the answers giving by the prospective teachers to the questions in interview forms about spelling rules are investigated PT1, PT4, PT5, PT6, PT13, PT18, PT19 identified them as “Signals providing full and right understanding of sentence and text. PT2, PT5, PT6, PT20 identified them as Indicators making emotions and thoughts meaningful and readable, PT7, PT8, PT10, PT17 identified them as Signals that removes meaning confusion and expression incoherency in sentence. PT3, PT9, PT11 identified them as signs and symbols that emphasize the expression of a writing or text, as in oral expression, PT4, PT15 identified them as Indicators that are used for sound, stress and meaning., PT 19 identified them as Indicators specifying the terminating point of a sentence. As we can understand from the answers, the definitions are made close to each other theoretically when the “punctuation Marks” is asked. It can be said that they regard the punctuation marks as a rule system important in using language effectively. It is declared that punctuation marks play important roles in realization of efficient and right understanding and expression.

Some answers that given by them as a categorical view are as follow:

-PT₃: “If we shortly define writing, a text is expressed in a fluent way as in verbal lecture by these marks and symbols.”

-PT₁₀: “Since punctuation marks are used when constructing a sentence, there is no sense of confusion and expression when used indigenously. I treat them as signs that provide them.”

-PT₁₅: “Particularly they are marks that enable us to inhale, to emphasize and to understand.”

-PT₁₆: “We can say that punctuation marks are the elements providing to read the sentence and the text as right and to be understood as correct.”

-PT₁₉: “They show us where and how the sentence is terminated.”

-PT₂₀: “As far as I am concerned, punctuation marks are the indicators that make the emotions and thoughts in the text meaningful and readable.”

Question 3: As a prospective teacher, what do you think about the necessity to apply spelling rules and punctuation marks as full and correct form? Can you tell them please?”

The answers that given by the prospective teachers are analyzed and placed in the Table 4.

Table 4.

Interview question	Categorical view	Participant prospective teacher	Frequency (f)	Percentages (%)
As a prospective teacher what do you think about the necessity to apply spelling rules and punctuation marks in full and correct form? Can you tell them please!..	Necessary rules for full and correct expression of emotions and thoughts.	PT1, PT5, PT6, PT13	4	20
	Rules for which every teacher is in need of in training and education.	PT2, PT4, PT7, PT8, PT9, PT10, PT12, PT14, PT15, PT16, PT17, PT18, PT19, Ö20	14	70
	Rules that have to be used in official papers and correspondences.	PT3	1	5
	Rules that have to be for efficient communication.	PT11	1	5

The answers of the prospective teachers about the question of necessary application of spelling rules and punctuation marks in full and correct are investigated PT2, PT4, PT7, PT8, PT9, PT10, PT12, PT14, PT15, PT16, PT17, PT18, PT19, PT20 say that rules for which every teacher is in need of in training and education, PT1, PT5, PT6, PT13 say necessary rules for full and correct expression of emotions and thoughts., PT11, says necessary rules for an efficient expression. It is understandable from the answers prospective teachers gave that all the prospective teachers think that in the effective and efficient usage of language these rules have impacts sometimes directly or indirectly in education and training activities. Therefore, from a teacher's point of view, it is important to know and practice these rules effectively.

Some answers that they gave categorical view are as follow:

-PT₃: “They are sine qua non for official institutions and and their correspondences between them”.

-PT₆: “If we resemble the spelling rules and punctuation marks to human, spelling rules and punctuation marks are like a skeleton system. Just as a body without a skeletal system cannot be complete. Therefore, emotions and thoughts cannot be fully explained effectively.

-PT₁₁: “It is necessary for efficient communication.”

-PT₁₆: “They are the things that have to be known properly. Because a prospective teacher must use language efficiently and correctly.”

-PT₂₀: “Teacher is a role model. An efficient teacher must be an example in any sense and use the language efficiently. Spelling rules and punctuation marks are some of these matters.

Question 4: “As a prospective teacher could you say how the spelling rules and punctuation Marks in the scope of “Turkish Language I-II / Language and Expression” lessons are taught? Can you tell them please?”

The answers given by the prospective teachers are analyzed and placed in Table 5.

Table 5.

Interview Question	Categorical View	Participant prospective teacher	Frequency (f)	Percentages (%)
“As a prospective teacher could you say how the spelling rules and punctuation Marks in the scope of “Turkish Language I-II / Language and Expression” lessons are taught?”	I have not taught such a lesson	PT1	1	5
	A direct instruction is made. It is teacher based, cursory.	PT2, PT3, PT5, PT7, PT11, PT12, PT13, PT17, PT19	9	45
	It is taught theoretically. Practice has not been made.	PT4, PT8, PT10, PT15, PT16	5	25
	We are taught the spelling of the words. We wrote compositions.	PT6	1	5
	It was inefficient due to the Distance education.	PT9, PT14, PT18	3	15
	Nothing has been thought in these lessons.	PT20	1	5

When the answers given by the prospective teachers to the question are investigated it is seen that PT1 says “*I have never taught such lesson*”, PT2, PT3, PT5, PT7, PT11, PT12, PT13, PT17, PT19 say that “*a direct instruction is made. It is teacher based.*” PT20 says “*Nothing has been taught in these lessons*”, PT9, PT14, PT18 says “*It has been inefficient due to the Distance education*”, PT4, PT8, PT10, PT15, PT16 say “*It has been taught theoretically, practice has not been made*”, the other prospective teacher PT6 says “*We are taught the spelling of the words. We wrote compositions*”. In general the prospective teachers said that the lessons were inefficient, practice has not been made, and the lessons were teacher based. 1 prospective teacher declared that they have been taught in composition sense. Some of the answers the prospective teachers gave are as follow:

-PT₁: “*Unfortunately I have never been instructed by such a lesson at the university*”.

PT₆: “*During the undergraduate education true spelling of some special words, suffixes, compliments, adverbs and predicate etc. have been taught as well as their place in the sentence and compositions have been written in this respect*”.

PT₇: “*They have been taught as teacher based by ordinary direct instructions. I think that it is the same in our day. It appeared as being a formal lesson*”.

-PT₁₀: “*There wasn’t any practice. They have been taught theoretically. Because of that we have forgotten all of them.*”

-PT₁₆: “*These lessons from the elementary education to high school and university have been based on memorization, so they have never been lasting.*”

-PT₁₈: “*I have never learned something as I have been educated by Distance education.*”

-PT₂₀: “*Nothing has been taught in regard with spelling rules and punctuation marks at the university.*”

Question 5: “What are the most important deficiencies in the training educating activities in regard with the spelling rules and punctuation marks that have been taught in the scope of “Turkish Language I-II / Language and Expression” lessons that you have been taught obligatory in your university training?”

The answers that are given by the prospective teachers are analyzed and placed in Table 6 as follow:

Table 6.

Interview question	Categorical view	Participant prospective teacher	Frequency (f)	Percentages (%)
What are the most important deficiencies in the training educating activities in regard with the spelling rules and punctuation marks that have been taught in the scope of “ Turkish Language I-II / Language and Expression” lessons that you have been taught obligatory in your university training?	Lack of practice	ÖA1, ÖA2, ÖA4, ÖA5, ÖA7, ÖA10, ÖA16, ÖA17	8	40
	Prejudiced approaches	PT3	1	5
	lack of association with daily life and functional approach	PT6, PT8, PT11, PT12, PT13, PT19	6	30
	Distance education	PT9	1	5
	Formal lesson approach	PT14, PT15, PT18, PT20	4	20

When the answers of the prospective teachers about the question of *What are the most important deficiencies in the trading educating activities in regard with the spelling rules and punctuation marks that have been taught in the scope of “Turkish Language I-II / Language and Expression” lessons you have been taught obligatory in your university training?* are investigated PT3 says “prejudiced approaches”, PT1, PT2, PT4, PT5, PT7, PT10, PT16, PT17 say “lack of practice”, PT9 say “Distance education”, PT14, PT15, PT18, PT20 say “formal lesson approach”, PT6, PT8, PT11, PT12, PT13, PT19 say “lack of association with daily life and functional approach”. The prospective teachers said that there is in general a lack of practice, there are direct instruction based deficiencies, lessons are seen as formalizes, and functionality of language in daily life is not cared about.

Some of the answers that are given as categorical view are as follow:

-PT₃: “Judging the people according their age groups and prejudices are negative. “If you have not learned until now you can not learn any time” is the prejudice.”

-PT₇: “Lack of practice and ignoring the importance of this topic...”

PT₈: “Inability to achieve permanence, the lack of understanding of the use of language in daily life, the inability to transfer to everyday life, the lack of reading habits”

-PT₉: “Practice is not enough and learning is not permanent due to the Distance education.”

-PT₁₈: “Teachers do not approach this matter earnestly or they are not aware of its importance. They think as ‘I can take it or leave it’ they regard it as a formality lesson’.

Question 6: “As a prospective teacher what are the spelling mistakes you make frequently when you write a text?”

The answers the prospective teachers gave are analyzed and placed in Table 7.

Table 7.

Interview question	Categorical view	Participant prospective teacher	Frequency (f)	Percentages (%)
“As a prospective teacher what are the spelling mistakes you make frequently?”	“da / de” conjunction and suffix spelling “ki” conjunction and suffix spelling	PT1, PT2, PT4, PT11, PT13, PT14, PT19	7	35
	Punctuation marks	PT3, PT10, PT12, PT20	4	20
	Spelling of quotation words.	PT5, PT6	2	10
	Spelling of proper names.	PT7	1	5
	Spelling of separate and compound words.	PT8, PT9, PT16, PT17, PT18	5	25
	I never make spelling mistakes.	PT15	1	5

When the answers that prospective teachers expressed about the question of “As a prospective teacher what are the spelling mistakes you make frequently?” are studied it is found out that PT₁₅ says “I never make spelling mistakes”, PT₇ says “I make mistakes about spelling of proper names”, PT₁, PT₂, PT₄, PT₁₁, PT₁₃, PT₁₄, PT₁₉ say “da / de” conjunction and suffix spelling “ki” conjunction and suffix spelling, PT₈, PT₉, PT₁₆, PT₁₇, PT₁₈ say spelling of separate and compound words.” PT₃, PT₁₀, PT₁₂, PT₂₀ say “punctuation Marks, and PT₅, PT₆ say “spelling of the quotation words”. In general meaning the prospective teachers say that they have been making mistake “de / da” conjunction and suffix spelling “ki” conjunction and suffix spelling, separate and compound words spelling, punctuation marks” Only one prospective teacher says” “I have never made spelling mistakes”. This is a striking and earnest problem in terms of the prospective teachers.

Sone answers that they gave as categorical view is as follow:

-PT₅: “I frequently have problems related to the –de and –da conjunctions.”

-PT₁₁: “I frequently have problems regarding –da, -de conjunction.”

-PT₆: “I make mistakes in spelling foreign words and pronunciations”.

-PT₇: “I make mistakes about spelling the proper names”

-PT₁₈: “I generally confuse the words of separate and compound words.”

Question 7: “As a prospective teacher what are the important problem/problems about language mistakes in the sense of spelling rules writing (writing of –de conjunction and suffix, “ki” conjunction and suffix writing, writing of the interrogative particles of “mi, mi, mu, mü” , writing of capitals, vowel restriction, consonant softening, writing of the reinforcement

adjectives, writing of numbers, syllable structure, haplology, writing of separate and compound words, writing of dilemma, writing of citation words and in the end of line division of the words)?

The answers that prospective teachers gave to these questions is analyzed and placed in Table 8:

Table 8.

Interview question	Categorical view	Participant Prospective teacher	Frequency (f)	Percentages (%)
“As a prospective teacher what are the important problem/problems about language mistakes in the sense of spelling rules writing (writing of –de conjunction and suffix, “ki” conjunction and suffix writing, writing of the interrogative particles of “mi, mi, mu, mü”, writing of capitals, vowel restriction, consonant softening, writing of the reinforcement adjectives, writing of numbers, syllable structure, haplology, writing of separate and compound words, writing of dilemma, writing of citation words and in the end of line division of the words)?	Effective.	PT1, PT2, PT,	6	30
	Not to be Turkish lessons.	PT8, PT12, PT13		
	Deficiency of practice and reinforcement	PT3, PT7,PT10,PT11 ,PT14,PT16,PT 17,PT18	8	40
	Perception confusion experienced in linguistic training	PT4	1	5
	Education in elementary and high school education.	PT5	1	5
	Linguistic training based on memorization.	PT9, PT20	2	10
	Failing in teaching methods.	PT15	1	5
	Intense linguistic subjects.	PT19	1	5

When the answers that prospective teachers gave to the question of “*As a prospective teacher what are the important problem/problems about language mistakes in the sense of spelling rules writing (writing of –de conjunction and suffix, “ki” conjunction and suffix writing, writing of the interrogative particles of “mi, mi, mu, mü”, writing of capitals, vowel restriction, consonant softening, writing of the reinforcement adjectives, writing of numbers, syllable structure, haplology, writing of separate and compound words, writing of dilemma, writing of citation words and in the end of line division of the words)?*” is investigated PT4 says “perception confusion in linguistic training,” PT5 says “training in elementary and high school education,” PT1,PT2,PT,PT8,PT12,PT13 say “there is no efficient Turkish lessons,” PT15 says failing in training methods, PT3,PT7,PT10,PT11,PT14,PT16,PT17,PT18 say deficiency in practice and reinforcement, PT19 says “intense linguistic subjects”, PT9,PT20 say that there are the problems stemmed from linguistic training based on memorization”. In general terms the prospective teachers declared that there are deficiencies in the foundation of the problems that they are experiencing in the point of linguistic training and teaching. Especially there is no teacher -

student interaction in the school environment, teaching is made continuously by direct instruction, and lessons are not efficient enough due to the lack of practice.

Some of the answers that they gave are as follow:

-PT₁: “I believe that Turkish lessons are not taught efficiently. Lessons are glossed over by superficial and direct instructions”.

-PT₅: “Everything starts with foundation. The training we get in elementary and high school is inefficient.”

-PT₄: They say that there are exceptions in linguistic rules. This creates a problem. There is no Standard in the linguistic rules, there are different views and therefore we are experience perception confusion.”

-PT₁₅: “There is no richness in training methods. There is boring direct instruction in Turkish lessons.”

-PT₁₇: “There is no activities that can be practiced by the students and making reinforcements by the students. The subjects are glossed over.”

-PT₂₀: “There is spoken language effect. But as I am concerned, the most important reason is directly memorizing approach.”

Question 8: “As a prospective teacher what are the punctuation marks about which you frequently make mistakes when you are writing a text?”

The answers that the prospective teacher gave to these questions are analyzed and placed in Table 9.

Table 9.

Interview question	Categorical view	Participant prospective teacher	Frequency (f)	Percentages (%)
“As a prospective teacher what are the punctuation marks about which you frequently make mistakes when you are writing a text?”	Semi colon	PT1, PT9, PT14	3	15
	Circumflex	PT2, PT10, PT15	3	15
	I frequently make mistakes	PT3, PT6, PT11, PT13, PT16, PT20	6	30
	Apostrophe	PT4	1	5
	Colon	PT5, PT18	2	10
	Exclamation point	PT7, PT8	2	10
	Three points	PT12	1	5
	I rarely make mistakes.	PT17	1	5
	Comma	PT19	1	5

When the answers that are given by the prospective teachers to the question of “*As a prospective teacher what are the punctuation Marks about which you frequently make mistakes when you are writing a text?*” is addressed it is seen that PT12 says “three points”, PT19 says “Comma”, and PT3, PT6, PT11, PT13, PT16, PT20 say “I frequently make mistakes about them,” PT4 says “Apostrophe”, PT5, PT18 say “colon”. PT17 says “I really make mistakes”. PT2, PT10, PT15 say “circumflex”, PT1, PT9, PT14 say “semi colon.” And PT7 and PT8 say “Exclamation points”. The prospective teachers declared that they have generally problems with the punctuation marks and they make mistakes frequently in this regard. Only one prospective teacher says that he never makes any mistakes about punctuation marks.

Some answers that were given by the prospective teachers categorically are as follow:

-PT₁: “*In general I make mistakes about semi colon. The texts we read have an impact on these mistakes.*”

-PT₄: “*I do not know where the apostrophe is used.*”

-PT₁₁: “*In relation with the punctuation marks I frequently make mistakes except for point.*”

-PT₁₂: “*I do not fully know the three points. I have this problem since my elementary education.*”

-PT₁₅: “*I have frequently problems with the circumflexes. I thought that circumflexes have been removed. But it’s not the case as I have learned newly.*”

-PT₁₉: “*I have problems in regard with comma; I have never learned this matter.*”

Question 9: “*As a prospective teacher what are the most frequent problem/problems for you about punctuation marks (point, comma, semi colon, colon, three points, exclamation point, question mark, circumflex, apostrophe, hyphen, inverted comma, long dash)*”

The answers that are given by the prospective teachers to this question are analyzed and placed in

Table 10.

Interview question	Categorical view	Participant prospective teacher	Frequency (f)	Percentages (%)
“ <i>As a prospective teacher what are the most frequent problem/problems for you about punctuation Marks (point, comma, semi colon, colon, three points, exclamation point, question mark, circumflex, apostrophe, hyphen, inverted</i> ”	Insensitivity or inefficiency of the instructors.	PT1, PT5, PT6, PT19	4	20
	Not any reading or writing habit.	PT2	1	5
	Wrong stress, melody or intonation.	PT3	1	5
	Giving no importance to practice.	PT4, PT8, PT9, PT11, PT15, PT17, PT18, PT20	8	40
	Giving no emphasis on the importance of the punctuation marks.	PT7	1	5

Effect of social media and technology.	PT10, PT12, PT14	3	15
Deficiency of national consciousness.	PT13	1	5
Writing is not enough used in daily life.	PT16	1	5

When the answers that are given by the prospective teachers to the question “*As a prospective teacher what are the most problem/problems for you about punctuation Marks (point, comma, semi colon, colon, three points, exclamation point, question mark, circumflex, apostrophe, hyphen, inverted comma, long dash) is examined it is found out that PT2 says “there isn’t any reading or writing habit.”*”, PT16 says “writing is used in the daily life,” PT4, PT8, PT9, PT11, PT15, PT17, PT18, PT20 say “inability to understand the value of the application”, PT13 says “deficiency of national awareness”, PT1, PT5, PT6, PT19 say indifference or inability of the instructors, on the other hand PT7 “giving no importance to the punctuation marks”, PT3 says wrong stress, melody and intonation,” PT10, PT12, PT14 “social media and technology impact.” In general, the prospective teachers thought that punctuation Marks are not given enough weight. On the other hand, reading and writing habit has been removed together with information age and this affects also the punctuation marks negatively and social media usage has negative impact on this matter too.

Some of the answers as categorical view are as follow:

-PT₂: “Our reading and writing habit is insufficient. Therefore, mistakes have been made.”

-PT₃: “It may be stem from wrong accent, intonation and melody in reading.”

-PT₁₀: “Punctuation marks together with social media and technology was affected by unruliness. Especially punctuation marks almost never used in messages or they are used wrongly”.

-PT₁₁: “I think trainers are insensitive to this issue. Also, some trainers do not know how to teach.”

-PT₁₂: “We have no national awareness about our language, in particular punctuation marks. We do not behave in the course of nationalistic feelings.”

-PT₁₃: “Writing is not used as much as it is used in the past. It is used wrongly even if it is used.”

-PT₁₇: “There is no emphasis on this issue from primary school to university. Practice is not made.”

Question 10: Have you experienced any problems or shortcomings in reading text or writing a question depending on "the application of the spelling rules and punctuation marks within the scope of teaching practice? If yes, please share with us.

The answers that preservice teachers gave in this regard is analyzed and placed in Table 11.

Table 11.

Interview question	Categorical view	Participant prospective teachers	Frequency (f)	Percentages (%)
Have you experienced any problems or shortcomings in reading text or writing a question depending on "the application of the spelling rules and punctuation marks within the scope of teaching practice? If yes, please share with us.	I have observed many deficiencies of the students in this regard.	PT1, PT2	2	10
	I observed many deficiencies in mathematics and verbal expressions.	PT3	1	5
	Stress and intonation mistakes and deficiencies stemmed from spelling in text reading as well as expression disorders.	PT4, PT7, PT9, PT1, PT13, PT15, PT17, PT19, PT20	9	45
	I have made mistakes when I wrote on the board.	PT5, PT6, PT8, PT12	4	20
	Spelling mistakes based on instructor and wrong practices in relation with spelling rules.	PT11	1	5
	Reading and writing of quotation words.	PT14	1	5
	No. I have not observed.	PT16, PT18	2	10

When the answers that are given by the prospective teachers to the question have you experienced any problems or shortcomings in reading text or writing a question depending on "the application of the spelling rules and punctuation marks within the scope of teaching practice? If yes, please share with us. Is examined and it is seen that *PT3* says "I have seen some deficiencies in mathematics and verbal expressions", *PT14* says "reading and writing of quotation words," *PT4, PT7, PT9, PT10, PT13, PT15, PT17, PT19, PT20* say "stress and intonation deficiencies stemmed from spelling source and expression disorders", "No, I have never observed," and *PT1, PT2* "I have observed many deficiencies of the students in this regard". *PT11* "wrong practices in regard with teacher oriented spelling and spelling rules," *PT5, PT6, PT8, PT12* say "I have made mistakes when I wrote on board. "The prospective teachers declared that especially while reading a text they experienced intensive problems in stress, intonation and stops, teachers also make such mistakes, they never pay attention to spelling rules and punctuation marks when they are writing on board.

Some of the answers they gave in categorical view are as follow:

-*PT1*: "I believe that students have no awareness about this matter and they don't have information."

-*PT3*: "I saw that in mathematics lesson and verbal expression. Particularly in numeric lesson this is not been attracted attention."

-*PT8*: "I realized that I have spelling and punctuation difficulties when I was writing a problem on the board. Students didn't care about. Teacher never warned me."

-PT₁₁: “I saw that teachers also make mistakes. No one is attentive in this regard or they are ineffective.”

-PT₁₃: “During reading I have observed that I have many problems about stress, intonation and stops. Many teachers do not warn me in this regard. Expression disturbances arise when punctuation marks are not given importance. This makes it difficult to understand the subject.”

-PT₁₆: “I can say that I did not observe anything in this regard.”

Question 11: “According to you what can be done about removing and correcting the deficiencies, mistakes in the wrongs in language in relation with the practice of spelling rules and punctuation Marks?”

Answers given by the prospective teachers are analyzed and placed in Table 12:

Table 12.

Interview question	Categorical view	Participant Prospective teacher	Frequency (f)	Percentages (%)
According to you what can be done about removing and correcting the deficiencies, mistakes in the wrongs in language in relation with the practice of spelling rules and punctuation Marks?	Lesson contents should be updated.	PT1	1	5
	Reading and writing practices.	PT2, PT3, PT7, PT8, PT9, PT14, PT15, PT19, PT20	9	45
	Different methods and techniques should be used in education.	PT4, PT11, PT12	3	15
	It should make a point of raising and training teachers.	PT5, PT6, PT10, PT13, PT16	5	25
	A healthy basic education.	PT17	1	5
	I have no idea.	PT18	1	5

When the answers that are given by the prospective teachers to the question *According to you what can be done about removing and correcting the deficiencies, mistakes in the wrongs in language in relation with the practice of spelling rules and punctuation Marks?* Is examined it has been found out that PT1 says “It is necessary to update the lessons contents,” PT17 says “a healthy elementary training,” PT18 says “I have no idea”. PT2, PT3, PT7, PT8, PT9, PT14, PT15, PT19, PT20 say “reading and writing practices,” PT5, PT6, PT10, PT13, PT16 say “Giving the necessary attention to raise and train teachers,” and PT4, PT11, PT12 say “different methods and techniques must be used in training.” The prospective teachers declare that lesson contents are not sufficient and therefore updates are necessary in this regard. According to them it is very important that a healthy and solid training should be given beginning from the elementary school. It can be seen that they can provide permanent learning by means of reading and writing oriented practices and also that it is important to use many different methods and

techniques more than classical direct expression. On the other hand, a teacher says in this regard “I have no idea”. The participants expressed that training them in this regard will be effective in rising their awareness. They say that spelling rules and punctuation marks are of very essential and they are trying to repair their deficiencies.

Some of the answers they gave as categorical view are as follow:

-PT₁: “Lesson contents are not enough in this regard. Turkish, language and expression lessons should be updated.”

-PT₆: “There are problems in teaching instructors. All teachers should speak and write Turkish in proper and efficient way. This is a requirement of being a proper teacher.”

-PT₉: “As far as to me habit of reading should be constituted, because visibility and word existence are very important. Writing studies should be implemented.”

-PT₁₂: “I think classical training methods and technics are very problematic and should be left. New training approaches methods and technics should be introduced.”

-PT₁₇: “From the 1. Step of elementary education the spelling rules and punctuation marks should be taught properly.”

-PT₁₈: “I have no idea in this matter.”

RESULTS, DISCUSSION AND RECOMMENDATIONS

There is parallelism between the findings gained by this study and the researches that are made earlier about spelling rule and punctuation marks in terms of the data that has been gained. The problems that appeared in the context of research results are similar. The studies that have been made both on the students and the prospective teachers reveal this reality strikingly.

There have been experienced problems in Turkish in terms of usage of spelling and punctuation rules. Expression disorders and spelling mistakes are in the lead. Responsibilities of the Turkish and Literature teachers in this regard come into question. Failing approaching this matter sensitively gives rise to some problems in this matter (Sağır, 1995). Teaching the spelling rules and punctuation marks theoretically creates some disorders in the Turkish Language lessons (Cemiloğlu, 2004: 179). Studies that have been made in relation to spelling rules and punctuation marks reveal clearly that persons in every level have problems in the sense of mother language spelling rules and punctuation marks. According to the results of the research, the younger generation who are educating from the elementary schools to high schools and universities do not know the spelling properly and they are not able to use them correctly. Training of teachers is based on test technique and this is the significant factor in training. It will be not logical to expect from individuals who are not able to write two or three pages and who are interested in making choices on the options to write in accordance with sound writing rules (Kalfa, 2010:368). The students who have the right to educate at universities declare that their teachers in elementary schools and high schools had no attempt to correct their mistakes. In the research conducted to determine the mistakes that university students made in written narration, a large proportion of the students (68.6%) has made spelling mistakes and one of each four students (27.7%) makes sentence mistake and their writing is broken, again one of each four students (24.1 %) have made in punctuation (Arıcı, A. F., 2008: 216). Turkish training is giving at all departments except for Turkish language and literature in the name of “Turkish Language”. This lesson has always been discussed at universities from the beginning. There has been experienced significant problems in

the practice of “Turkish Language” that is common obligatory lesson to be trained at universities. In recent time it is planned to be removed (Karataş, 2013:1881). In the research that has made on the students who are being trained in the 1.class at universities there are deficiencies in terms of spelling rules and punctuation marks. In the elementary and secondary schools these lessons are not been trained very well (Aşılıoğlu, 1993; Köstekçi, 1992).

Turkish language rules are not only under the responsibilities of the teacher of *Turkish or Language and Expression /Literature* but, at the same time under the responsibilities of other branch teachers.

There have been experienced some problems in the practice of the common obligatory “Turkish Language” lesson. Not only Turkish teachers but all other branch teachers should pay attention to use these rules properly. It is also necessary to focus on activities in this regard (Bağcı, 2011: 682). Teacher is a guide that he or she should give examples for the students. Therefore, it is necessary for teachers in any branch to know their writing rules very well, and these rules must be applied properly in every case. Turkish Writing and Oral Expression lessons have to be more functional and students at universities have to develop their practice in the spelling field. (Uludağ, 2002b). As can be understood from the studies made, that although the average duration of formal education in Turkish spelling rules and punctuation marks, is more than 16 years in the period from primary education to university education, it is rather difficult to say that unity in the spelling in Turkish and language expression lessons can be provided. The prospective teachers do not feel themselves enough trained in regard for spelling rules and punctuation marks. In this matter they are experiencing a lot of deficiencies, stereotyped and formal point of views have been in effect in this regard Due to the strategy and method and technique that have been experienced in the language training, deficiencies in practice, students and teachers are not sensitive in this matter. In the sense of language discussions in this matter the key issues that stand out in the research can be mentioned as following; instability has been experienced in related with Turkish spelling rules and punctuation marks, accordingly an idleness in everyone is felt, therefore there is no unity in the spelling, confusion has been experienced in relation with the spelling rules and punctuation marks, lack of meaning has been seen when a text is written in Turkish, society should be at peace with language rules as a nation come to the front.

This research that is made for specifying the views of the students who are training at Pedagogical Formation Training Certification Program about their levels relating Spelling Rules and Punctuation Marks and the discussions that have been made in literature is examined. The outcomes are shown as follow: The prospective teachers think that spelling rules and punctuation Marks are important. However, despite this awareness they declare that from the elementary school to high school and university training they are failed to get to know these rules and therefore they are not able to practice them. When literature is examined it is possible to say that the discussions in this matter have been made at the same level and not changed so much.

Despite the problems known by the people solution cannot be found. Particularly lack of practice, training approach test oriented, different strategies, methods and techniques are used, as well as lack of national awareness in the scope of language, insensitivity of students and teachers and formal Turkish Language Lesson are the main deficiencies in this matter. In general language is important for every individual but more important for the prospective teachers; because the teachers who are the leading actors of the education and teaching have to realize and develop their verbal and writing expression rather than other profession groups. In the globalized world where

technology is used intensely some attitudes and behaviors especially in social media erode language consciousness and harm national culture. In this respect, it is a necessity of information age and national consciousness to take a good language education at the point of comprehension, narration and effective communication for the teacher prospective who are obliged to perform the teaching profession which is the most basic profession directing the society.

In the light of the findings and comments obtained from the research following suggestions can be made:

- In the context of Turkish training and teaching the relations related with the spelling rules and punctuation marks should not be regarded as school oriented. It is necessary to pay attention to the spelling rules and punctuation marks and to own this awareness outside of the school, in another words everywhere language is used.
- “*Written Expression and Verbal Lecture*” lessons should be made obligatory for the education faculty students who are taking Pedagogical Formation Training Certification Program and thus proper, efficient language training can be provided.
- Particularly Turkish and Turkish Language and Literature teachers and the class teachers who are the most important parts of the main education and other branch teachers should be trained in service about spelling rules and punctuation marks. Turkish Language Society, Ministry of National Education and Higher Education Board should come to terms on the common action plan in coordination and should deal with the training of teacher in the scope of language training and teaching. On the other hand, textbooks that are important materials in language training and teaching should be examined by the Head Council of Education and Morality meticulously and should make concessions about the spelling rules and punctuation marks.
- Individuals should understood the structure and operational aspects of the mother language, to be helpful to them in expressing themselves, to develop the written and verbal expression skills, to gain reasoning ability, learn to use the language efficiently. Reading and writing practices should be given weight in the scope of applicable activities rather than direct instruction for solving the problems about spelling rules and punctuation marks in Turkish Language lesson which is very important to the university students. Reading and writing practices and different strategy, method and techniques should be used in the lessons.
- Turkish Language and Expression lessons should not be regarded as a formal lesson and should be updated by a different perspective and adopted a manner against this lesson.
- By setting up the philosophy that can be summarized as “*If you lost your language you also lost your country*”, everyone should protect their language and spelling rules. In this context all individuals should bear responsibilities and expose their binding by abiding by the spelling rules. Not only for unity in spelling but also creating mother language awareness which is regarded as important (Bulut, 2013: 302).
- It should try to make awareness about language conscience/national conscience for solving the problems in spelling rules and punctuation marks and it should give importance to raise teachers and develop teacher’s education. Especially it should not been a mere spectator against the language erosion in social media that effects all layers of the society and give no way to the anarchy in language about spelling rules and punctuation marks. In the matter of struggling against these problems Turkish Language Society and linguists should be more active.

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