Problems Experienced by Prospective Turkish Teachers in Paragraph Development Process

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ABSTRACT

It is observed that individuals have problems in written expression in the Turkish education system, and a permanent solution can not be developed to solve these problems. Therefore, the primary objective of this research is to determine the problems of prospective Turkish teachers in paragraph creation. This research was carried out in the descriptive survey model. The study group consists of 88 students studying in the 3rd grade at Hatay Mustafa Kemal University in the 2018-2019 academic year. In the data collection process, the "paragraph creation problem inventory" developed by the researchers was used in the study. According to research results, it was found that the students suffered the most in "inability to create an introductory paragraph" (n=86), "inability to maintain the thought unity in the paragraph" (n=84), and "inability to develop thought in the paragraph" (n=83). In this study, solutions to the problems experienced by the students were also presented. The study findings are expected to contribute to teaching paragraph development.

Key words: Paragraph Structure, Paragraph, Text, Teaching Paragraph Development

INTRODUCTION

The most basic way of conveying people's feelings and thoughts permanently is writing. Writing, which is a concrete indicator of language, is a field that develops gradually. However, writing is one of the skills most affected by technological developments, unlike other skill areas. In addition to the aspect of the act of writing that develops with the development of thinking and reading, it is necessary to support writers to adapt to new types and forms of writing with today's technological advances. In addition to the continuity of the writing skills, "it is known that it is a complex process in which more than one application takes place simultaneously" (Hedge, 2005, p. 50). Accordingly, there is a need for well-equipped teachers who guide the transfer of current knowledge and current knowledge with new practices, along with technical knowledge and skills, to support writing skills.

According to Paul and Elder (2019), design and construction work are required when building a house. Just as students are not expected to know the building and design knowledge to build the house, they cannot be expected to learn about design and strategy by themselves while creating a paragraph or text. For this reason, it is important to teach various strategies with appropriate techniques and practices in paragraph or text formation teaching.

Writing skill is the most complex and hardest to acquire language skills (Demirel, 1999). There are many reasons for this complexity. According to Collins and Gentner (1980), writing is difficult because it requires adequately satisfying the four basic structural levels (textual structure, paragraph structure, sentence structure, and word structure) at the same time. Besides, writing skills are nourished by high-level language skills such as critical and creative thinking, research, analysis, and synthesis. It is a key point to manage this multi-faceted process and provide a good foundation for writing skills, plan teaching through conscious and regular activities, and language teachers have an important role in doing this. According to Mukundan and Nimehchisalem (2012), carefully developed materials for writing instruction are the best approach after a clear picture of the target learners' interests, and needs were presented when choosing an approach appropriate to a particular teaching situation. Based on these considerations, this study reveals what kind of mistakes the prospective language teachers, who have an important role in writing teaching, make in paragraph development, which is considered the basis of text creation, and in which aspect they need support.

CONCEPTUAL FRAMEWORK

The output of the writing action is to create a text. The smallest and the most meaningful unit of a text is the paragraph. According to Adali (1982, pp.147-148), "paragraph is the smallest part of the text with unity and cohesion. It

is also defined as the unit of thought in a text. Accordingly, each paragraph has a specific subject, the main idea that covers that subject." Each paragraph has its own cohesion. According to Cemiloğlu (2001), it can also be defined as a unit of narrative unity since it is the basic condition of creating a paragraph that coherence of thought, an event, and an entity is told in its entirety. In its most general sense, the paragraph is the basic unit of composition. It is formed by combining more than one sentence around a single main idea. A good paragraph consists of adequate content, good organization, and readability, along with correct grammatical structure. In order to create a good paragraph, it is necessary to structure the information, creativity, and vocabulary in the content correctly according to the characteristics of the grammar, consistency, unity, and flow in the paragraph structure (Chanyanuvat, 2017). This indicates that writing requires advanced proficiency in many language skills.

The ability to write for a student who is formally involved in the education process is seen as an indispensable part of this process until the end of the academic level. However, many people who go through this process have difficulty in creating qualified texts since they do not have enough knowledge and experience in text creation, using linguistic elements correctly, harmoniously editing components of the text. In a study conducted with students studying Turkish and English Language Teaching, although these students were expected to have language awareness, it was seen that prospective teachers did not have sufficient skills in the process of creating paragraphs and texts in terms of a thesis sentence, topic sentence, use of introduction paragraph, use of conclusion paragraph, and coherence and cohesion principles (Bayat, 2009). This indicates that students are unable to develop themselves to create texts and paragraphs until the university semester. In their thesis on this topic, Altuntaş (2017) expressed that students in Turkey do not know how to start, develop, and end up a paragraph. According to the studies by Bayat (2009), Can (2012), and Müldür and Çevik (2019) on writing skills, students have difficulties in creating paragraphs at all levels, creating paragraphs according to text type, and structuring paragraphs.

A study conducted with primary, secondary, and high school teachers in writing paragraphs in Turkey found that teachers do not consider writing paragraphs as a separate topic; students only give examples assuming they know the topic, no lectures about the structure of the paragraph are conducted, and a small number of methods and techniques are used in relation to the paragraph. Contrary to this situation, it was observed in European countries that paragraph writing is taught to students as a separate lesson (Çiçekli Koç, 2009). Additionally, resource books on this subject are published, activities are frequently included to reinforce the topics covered in the textbooks, and paragraph writing is an important step for the foundation of the text. When these two cases are compared, it is expected that students in Turkey cannot be successful in developing writing skills.

In their related study, Kan and Tiryaki (2015) drew attention to many mistakes of prospective Turkish teachers about coherence and cohesion and grammatical mistakes about

creating texts. According to Halliday and Hasan (1976), coherence errors occur most frequently in the development of a paragraph. Coherence errors indicate grammatically or semantically inappropriate connections within the paragraph, as well as failing to establish a suitable connection or relationship between the ideas and expressions presented in the paragraph.

According to Çetinkaya and Aslandağ (2019, p.131), "the phrases that make up the paragraph should be formed under the main thought. Unity in a paragraph means that the sentence in the section contains the same purpose and topic. In a cohesive paragraph, all sentences should serve the same purpose and subject." There may be some problems in ensuring coherence in the paragraph development process. These issues are listed as follows:

1) The semantic correlation between the phrases in the paragraph is weak.
2) One paragraph is related to multiple thoughts.
3) Repetition of thought frequently occurs in paragraphs (Hamzadayı, 2019).

A paragraph can be considered as a small sample of text. Accordingly, the qualities required in a text, such as unity and cohesion, should also be requested in a paragraph (Şentürk, 2009). A paragraph has some inner components. O'Donnell and Paiva (1993) explained these components as follows: *a topic sentence, supporting sentences, details, logical order, logical connectors, and a concluding sentence.* Accordingly, a paragraph must contain integrity and coherence. The ideas in the paragraph should be presented logically using transition words or linking words that show the relationship between the ideas (chronological, causal, etc.). A paragraph can have a concluding sentence that rephrases the main idea differently. In the literature, these components are classified as topic sentences, supporting sentences, and concluding sentences.

Rohim (2019) describes the paragraph structure in his research on paragraph writing skills, which is illustrated as follows:

In Figure 1, it is seen that the components that make up the paragraph are the topic sentence, examples, sentences supported by detailed information, and the concluding sentence that summarizes the main idea in a paragraph. A good paragraph has significant functions in academic writing. It helps readers easily understand key information in the text. In this regard, the main thought, topic sentence, supporting sentence, and concluding sentence in a paragraph must come together coherently (Wirantaka, 2016).

Muluneh (2018) expresses the characteristics of a good paragraph in his work on paragraph writing skills as follows:

1) Unity
2) Putting details in sequence
3) Logical ordering of ideas
4) Using cohesive devices such as conjunctions and vocabulary
5) Obeying grammar rules.

Grady (1971) classified paragraphs as introductory, body, and concluding paragraphs according to the position in the text (as cited in Roscoe et al., 2011). Each of these sections

Figure 1. Structure of a Paragraph. Illustrated by the author(s)

has its characteristics, and each text must contain these sections. The text must be formally designed correctly. Students who learn to write paragraphs can learn how to create text more easily. According to Ülper (2008), the structure that helps the content of the written texts to be arranged understandably is called the superstructure of the text. This structure is formally qualified and reveals the formality of a text in a holistic sense. The formal direction of text has a decisive effect on the creation of its content, and therefore it is recommended that the format and content be considered as a whole.

This study aims to reveal what kind of mistakes prospective Turkish teachers make in paragraph formation, which is considered the basis of text formation, and in which subject they need support. The problems identified in the study are presented through sample texts taken from the texts created by the students.

METHODOLOGY

Research Model

The study is a descriptive survey model research conducted to determine prospective Turkish teachers' problems in paragraph development. The reason for selecting the descriptive survey model is to present the paragraphs in the texts of the prospective teachers as they are written. Karasar (2016, p. 77) supports this aim by defining the event, individual, or object that focuses on the research in its own conditions and as it is. Çömlekçi (2001, p. 28) also suggests that "the descriptive survey model is important for compiling, organizing, and profiling the data since it is carried out to reveal the existing situation."

Study Group

The study group consists of 88 students who are 3rd-year students of the Turkish Teaching Department of Faculty of Education at Hatay Mustafa Kemal University in the 2018-2019 academic year.

Data Collection Tools

In this study, "Writing Form" and "Written Expression Problem Inventory" developed by the researchers were used as data collection tools.

In order to ensure validity in creating the **writing form**, it was ensured that the selected topics were current and relevant to the fields of the prospective teachers. Selected five topics were presented to 10 researchers who are experts in their fields. Experts were asked to evaluate the topics in the range of 1-5 points, and accordingly, the highest topic and the writing form were composed of a single topic.

In Table 1, the experts graded the highest score in the topic "Create a text describing the effect of social media on Turkish," and the writing form was created with this topic.

Written Expression Problem Inventory

This inventory was created by identifying students' problems in creating paragraphs.

- In the preliminary application, problems were determined by the researcher on all of the texts (f=88). Thus, a draft of the problem inventory was created.

- The researchers then classified the problems identified under the main headings: structure in the paragraph, types of paragraphs, form in the paragraph, and meaning in the paragraph.

- Using the draft version of the inventory, the researchers began to evaluate the texts in the samples. When a problem not reported before was encountered during this evaluation, a new problem was added to the inventory by asking an expert. The final version of the inventory was developed based on the problems identified by the researchers (Table 2).

These procedures were found to be sufficient to ensure content validity. Content analyzes were coded with another expert to ensure their reliability. According to Miles & Hubermann, since unbiased analysis is difficult in qualitative research, coding by different coders is important in determining the similarity ratio of the data (Baltacı, 2017, p. 8). The formula "Reliability=Number of agreement responses/ Total agreement + Number of disagreement responses*100" is used to calculate the intercoder reliability. As a result of the calculation, the results that are 80% and above are considered reliable (Miles & Huberman, 2016, p. 64). According to this formula, the agreement between encoders for the items in the problem inventory is.92, indicating that the data collection tools are reliable.

Data analysis

The texts written by the students were evaluated by content analysis method using Written Expression Problem Inventory. According to Kızıltepe (2015, p. 253), content analysis can be applied to any form of communication since it is a flexible research tool that focuses on the text content (Cavanagh, 1997) and an objective and systematic expression of the content (Berelson, 1952). According to this argument, manuscripts constitute the written dimension of communication. By choosing this method in the text analysis, a systematic and objective examination was carried out. In the evaluation, the problems were presented in tables with frequency and percentage values, and then each problem was explained with examples from student texts.

Table 1. Writing topics submitted for expert opinion

Topics	Points
1. Create a text describing the effect of social media on the Turkish language.	43
2. Create a text describing the effect of reading a book on the brain.	36
3. Create a text describing your views on the use of values education in Turkish.	34
4. Create a text describing the importance of the teacher in language teaching.	25
5. Create a text describing the effect of mobile phones on people.	20

Table 2. Detected Problems

1) Lack of topic, supporting sentence, and concluding sentence
2) No thought unity among paragraphs
3) Lack of unity among sentences making up the paragraph
4) Lack of/inappropriate transitions between sentences
5) Inappropriacy of the concluding paragraph
6) Inappropriacy of the introductory paragraph
7) Inappropriacy of the body paragraph
8) No indentation at the beginning of paragraphs
9) Spelling and punctuation mistakes
10) Inappropriate division of paragraphs
11) Unclear and/or inconsistent narration
12) Lack of/inappropriate methods of developing thought

FINDINGS

In this chapter, the frequency and percentage values of prospective Turkish teachers' problems in creating texts, as well as examples from student texts related to these problems, are discussed.

The frequency and percentage of problems identified in the texts examined are presented in Table 1.

This research was carried out to identify the problems experienced by prospective Turkish teachers when writing paragraphs that make up a text. Texts related to "The Effects of Social Media on the Turkish Language" were distributed to the students, and problem detection was made based on these texts. In total, the texts of 88 students were analyzed. These texts were collected in the digital environment due to the pandemic breakout.

According to findings, prospective teachers have the most difficulty writing introductory paragraphs (n=86). The second most errors are related to the inability to maintain the thought unity (n=84) in the paragraph. Thirdly, it was determined that common errors occurred in the paragraph in terms of developing thought (n=83). The list of other problems is also reported in Table 1.

Lack of Topic, Supporting Sentence, and Concluding Sentence

Sample 1[1]

The section given in Sample 1 was created as the introductory paragraph of the text. However, it is seen that the supporting sentence and the concluding sentence are not included in the paragraph. Additionally, the paragraph does not have the characteristics of the introductory paragraph, and the paragraph indentation is also not done correctly.

No Thought Unity Among Paragraphs

Sample 2[2]

Sosyal medya, kişilerin internet üzerinde birbirleriyle yaptığı diyaloglar ve paylaşımların bütünüdür (instagram, facebook,twitter,youtube vb. platformlar) . Günümüzde internet kullanımının yaygınlaşması ile birlikte sosyal medya kullanımı da artmıştır. Bu artış beraberinde teknolojik ortamda deforme olmuş bir e- Türkçe kullanımını gündeme getirmiştir ve tabi ki bu da doğrudan Türkçe öğretimini etkilemiştir.

Sosyal medya genellikle gençlerin arasında yaygın olarak kullanılan bir haberleşme aracıdır. Bu haberleşme aracı doğru kullanıldığında faydalıdır. Teknolojinin gelişmesiyle sosyal medya beraberinde gelişmiştir. Gençlerin kullandığı gibi diğer yaş grupları da kullanmaktadır. Sosyal medya sayesinde insanlar birbirleriyle iletişime geçebilir. Genellikle insanların boş vakitlerinde kullandıkları bir şeydir. Sosyal medya doğru kullanılmadığında bazı sorunlara yol açmaktadır. Fiziksel ve psikolojik rahatsızlıklar bu sorunlara örnektir. Asıl sorunlardan birisi de Türkçe öğretimini olumsuz yönde etkilemesidir. Bu gibi ortamlarda kullanılan kelimelerin yazımı hatalı ya da kelime yanlış anlamda kullanılmaktadır. Kurulan cümleler ise anlamsız veya yapısı bozuk cümlelerdir. Kelimeler asıl yazılışının dışına çıkıp kısaltılarak (mrb,nbr) sondaki harfin fazla (gelll, sennn) veya alfabemizde olmayan harflerin kullanımıyla (we, sewindim) yanlışlıklar ortaya çıkmaktadır. Bu yanlışlar Türkçeyi olumsuz yönde etkiler.

There are two paragraphs in the text in Sample 2. In the first of these paragraphs, the positive and negative aspects of social media and its effect on the Turkish language are explained. In the second paragraph, language awareness is explained. There was no expression that would play a unifying role between the two paragraphs and create thought unity. There was no thought unity among the paragraphs. Besides, the concluding paragraph was not created, and the paragraph indents were not made.

Lack of Unity Among Sentences Making up the Paragraph

Sample 3[3]

Sosyal medyadan sonra insan hayatında birçok şey değişmeye başladı. Bunlardan bir tanesi de anadili üzerindeki etkisidir. Yersiz internet kullanımı insanların özellikle ilk ve ortaokul öğrencilerinin iletişim kurmalarını güçleştirir, ana dilini doğru öğrenmelerini engellemektedir. Odak problemi ve dikkat eksikliği yaşamalarına sebebiyet vermektedir. Çocukluk çağında başlayan dikkat eksikliğinin 2/3 sinin erişkinlikte de devam ettiği, kişinin okul ve iş yaşamında kayıplara yol açtığı söylenebilir

The sentences of the paragraph in Sample 3 cannot establish unity. The focus problem and attention deficit mentioned in the paragraph are not directly related to learning the mother tongue. It is also considered erroneous to include more than one thought in the same paragraph. In addition to these mistakes, there were also expression errors (Two predicates were used in a sentence, the usage is incorrect because there is no common element here).

Lack of/inappropriate Transitions between Sentences

Sample 4[4]

> işimizi kolaylaştırmaktır. İnterneti ucu bucağı belli olmayan bir deniz olarak düşünebiliriz. Bu denizde yüzebilmek ya boğulmak kullanıcıya kalmıştır. Biz ucu bucağı olmayan bu denizin belirli kısımları üzerinde duracağız. Biz internetin sosyal medya kısmının Türkçe Öğretimi üzerine etkisine değineceğiz. Sosyal medya insanların zamanının büyük bir kısmını geçirdiği bir platformdur. Ciddi bir zamanın harcandığı bu platformun kişinin üzerine etkileri olması kaçınılmazdır.

In Sample 4, appropriate transitions between the sentences in the paragraph cannot be achieved, and therefore there is a unity problem in the paragraph. In this sample, although the statements 'We will emphasize certain parts of this endless sea' and 'We will touch on the effect on the social media part of the internet to the teaching of Turkish' are written one after the other, they refer to different aspects, and there is no connection that unites these two arguments.

Inappropriacy of the Concluding Paragraph

Sample 5[5]

> Demek oluyor ki, dil bir milletin yapı taşıdır. Bu yüzden sağlam olmalıdır. Yapı taşı sağlam olmayan bir millet yıkılmaya yeryüzünden silinmeye mahkûmdur. Hiçbir şey için geç değildir. Hâlâ dilimizi bu durumdan kurtarabilir, yapımızı sağlam tutabiliriz. Yeter ki daha fazla gecikmeyelim.

It is seen that some concluding paragraphs, like the one above in Sample 5, do not have characteristics of a concluding paragraph. In two of the concluding paragraphs, a new topic is introduced.

Inappropriacy of the Introductory Paragraph

Sample 6[6]

> Humboldt'a göre dil ve kültür sürekli birbirini etkileyen, birbirinden ayrılmaz iki unsurdur. Yani toplumda var olan her şey dilde de vardır. Bir nevi dil kültürün aynasıdır.

In Sample 6, there are two incorrect uses for creating an introductory paragraph. In the introductory paragraph in the example, while a general statement should be given first and information about the subject to be discussed later, exemplification was used. This sequencing error does not conform to the specifications of the introductory paragraph. Additionally, paragraph indentation is not made in the relevant example.

Inappropriacy of the Body Paragraph

Sample 7a[7]

> Sorunları çözmenin ilk basamağı farkındalık sağlamaktır. Dilimiz bizim en büyük değerlerinden biridir. Biz sahip çıkmazsak yok olup gidecektir. Ne doğru demiş M.Kemal Atatürk, "Dili olmayan bir millet yok olmaya mahkûmdur." Bu yüzden tüm insanlara dil bilincini aşılamamız gerekmektedir. Sonraki basamak ise tabii ki okumak; kitap, gazete, dergi, ansiklopedi vb. hiç fark etmez. Yeter ki okunsun. Bu alışkanlığı öğrencilerimize çocuklarımıza edindirirsek Türkçe öğretimine büyük katkı sağlamış oluruz.

Sample 7b[8]

> Yaşamımızın birçok yönünü kolaylaştıran teknoloji, iletişim kurma konusunda da pek çok imkân sunmuştur. Her gün yenilenen ve çeşitlenen sosyal medya ağlarıyla insanlar hem iletişim kurma ihtiyaçlarını karşılayabiliyor hem de yeni bilgilere hızla ulaşma imkânını elde edebiliyor. Fakat iletişim için kullanılan Türkçe, bu durumdan oldukça etkilenmiştir.

In Sample 7a and Sample 7b, there are development paragraphs in the text. However, these examples are not formed in accordance with the characteristics of the paragraph development. The paragraph development starts with a topic sentence, the main idea is developed with supporting sentences, and the main topic results in the concluding sentence. However, in Sample 7a, the necessity of raising awareness was discussed in the first sentence, and the subject was not specified. This subject started to be discussed in the other sentence by giving a promise about Atatürk's language awareness. It is seen that more than one thought is processed simultaneously in the paragraph development in Sample 7b. There is no structure suitable for the characteristics of the paragraph development, and the last sentence is not suitable for the meaning fluency.

No Indentation at the Beginning of Paragraphs

Sample 8[9]

> Günümüzün dillerden düşmeyen terimlerinden olan medya; gazete, dergi, radyo, televizyon gibi genel kitle iletişim araçlarını kapsayan bir terimdir. Medya aynı zamanda kitle iletişiminde gerekli araçlarla bu hizmeti sunan yapının bütünü ve gerçekleştiği ortamı da ifade etmektedir.
>
> Yakın zamana kadar insanlar kitle iletişiminde genel ağa kullanabilmek için bilgisayara ihtiyaç duyuyordu fakat günümüzde cep telefonu ve tablet gibi teknolojik araçlarla mekân sınırlaması olmadan genel ağa bağlanabilmektedir. İşte bu gelişmeler ''sosyal medya'' diye adlandırılan bir türü ortaya çıkarmıştır. Sosyal medya, kullanıcının kendi ürettiği içeriği paylaştığı bir ağdır.
>
> Sosyal medya, terim olarak son yıllarda hayatımızda yer etmiş olsa da, tarihi 70'li yıllara dayanmaktadır. Ward Christensen ve Randy Suess isimli bilgisayar meraklısı iki arkadaş, 1978 yılında arkadaşları ile bilgi paylaşımında bulunmak, onlarla iletişim kurmak için BBS isimli bir yazılımı hayata geçirerek ilk sosyal ağ örneğini ortaya koymuşlardır.

In Sample 8, the paragraphs are not indented. Starting the first lines of each paragraph with an indentation helps the reader make sense of the text; this is, at least, a general acknowledgment for the physical appearance of individual paragraph-writing in the Turkish language. This rule of thumb is not applied in the text.

Spelling and Punctuation Mistakes

Sample 9[10]

Sample 9 has multiple punctuation and typos. There are also errors in the use of semicolons, apostrophes, and colons.

Inappropriate Division of Paragraphs

Sample 10[11]

Sample 10 is a limited part of the relevant text. The whole text consists of a single piece, as seen in the figure. Moreover,

Sosyal medya Türkçe'ye bütünlüğünde olmayan bir çok şey katmış bunlardan bazıları şunlardır; Alfabemizde olmayan (w, x, q) harfleri kullanma, Türkçe karakterli noktalı harfler yerine noktasızların kullanımı (çaleşiom, goruşuruz, yalnizim gibi) Türkçe'de var olan sesleri (ş, ç, f, k, v,) İngilizce karşılığıyla ifade etme (türkche, kecheli (keçeli)) söze duygu katmak amacıyla ses tekrarı yapma Türkçe'de var olan ''ğ'' harfinin kullanılmaması, kelimelerdeki ünlü harfleri kullanmama, argo ve küfürlü sözcük kullanma, alfabe dışı simgelerin kullanılması. Türkçe'ye bir çok yabancı kelime girmiştir Özkan, kitle iletişim araçlarındaki yabancı sözcük eğilimini; ihtiyaç, özenti, yenilik arzusu, bilgisizlik ve üşengeçlik, gösteriş merakı, anadile ilgisizlik, yabancı dilde öğretimin yaygınlaşması gibi sebeplerle açıklamaktadır.

Sosyal medya, kullanıcılar tarafından oluşturulan bilginin basit, anlık ve çift taraflı olarak paylaşılmasını sağlayan yeni bir medya biçimidir. Sosyal medyanın icadından sonra iletişim farklı bir boyut kazanmıştır. Yüz yüze Türkçe derslerin de özenle gösterilen diksiyon ve hitabet kuralları artık sosyal medya üzerinden mesajlaşmalarla yapılır hale gelmiştir. Bu yüzden öğrencilerin dört temel becerisinden biri olan konuşma becerisinin gelişimini engellemiştir. İnsanların artık bir tıkla düşüncelerini, fikirlerini ve bilgilerini milyonlara bir saniyede paylaşabiliyor. Her şeyin bu kadar anlık ve basit olduğu bir platformda yaş sınırlamalarının tam koyulmadığı bilginin uzmanlık gerektirmeden paylaşılabildiği bir yerde hangi bilginin doğru olup olmadığını ayırt etmek oldukça zor. Dilimizin yanlış öğretilmesi, insanların anlık ve daha hızla yazmak gayretiyle kökeni belli olmayan kısaltmalar kullanması, noktalama işaretlerine uyulmaması, yazım yanlışları yapılması hem dilimize zarar vermesi konusunda hem de insanların duygularını tam olarak ifade edememesin de önemli sıkıntılar teşkil ediyor ve Türkçe öğretimini oldukça zor hale getiriyor.Belki de bu yüzden konuşurken emojilere ihtiyaç duyuluyor. Güzel dilimiz Türkçe sosyal medya da çok farklı, kitaplar da resmi kuruluşlar da çok farklı cereyan ediyor. Dilimiz eskiden yabancı dillerden koruyup Öz Türkçeyi korumaya çalışırken artık sosyal medya dilinden korumaya çalışıyoruz. Çocuklar kendi dillerine yabancı hale dönmüş durumdalar. Günlük konuşma ihtiyaçlarını

it is quite long, and yet no paragraph indentation was made. Paragraph indentation is an application that should be done to separate thoughts from each other. This helps the reader to understand the text. This application is not realized in this sample.

Unclear and/or Inconsistent Narration

Sample 11[12]

Sosyal medya, kullanıcısının kendi ürettiği içeriği yayınladığı ve paylaştığı güncel bir ağdır. Yaşamı çeşitli yönlerden değiştiren bir bakıma geliştiren sosyal medyanın olumsuz tarafını kimse görmüyordu, çünkü sosyal medyanın hızlı ve kolay olması daha ağır basıyordu. Bu yüzden sosyal medya bilgi kirliliğine yol açıyordu ama bilgiyi akıl almaz bir hızla ulaşılır kılmasının yanında bu kirlilik görmezden gelinebilirdi. Her türlü yayına günü gününe ulaşma olanağı veriyordu. İnsanların kaynak arama zorunluluğundan kurtarıyordu. İstediğiniz sözcük ya da kişiyle ilgili bilgiyi, çok kısa sürede önünüze serebiliyordu. Gerçek isim kullanma zorunluluğu getirmediği için güvensizlik uyandırıyordu fakat buna rağmen insanlar çok rahat güvenebiliyordu.

Clear and understandable expressions were not used in the explanation in Sample 11. There are no references to the phrase 'Social media is the biggest obstacle in front of this' prevents. Similarly, it is written that the use of social media harms everything. The fact that important points such as what these damages are and their relation to language are not mentioned prevents the explanation from being clear and understandable.

Lack of/inappropriate Methods of Developing Thought

Sample 12[13]

Bilgisayar ve internet kullanımının insanlar arasında giderek yaygınlaşmasından dolayı, yeni bir iletişim dili doğurmuştur. Özellikle teknolojik ortamda başkalaşmış ve bozulmuş bir e-Türkçe kullanımını gündeme getirmiştir. Sosyal medyada çeşitli dillerden sözcükler karşımıza çıkmakta, dilimize geçmekte ve yaygınlaşmaktadır.

In Sample 12, the ways of developing thinking are not used in the paragraphs. A common situation is mentioned in the text above. The damages that this has caused to the Turkish language were briefly mentioned, but examples of these were not presented.

DISCUSSION AND CONCLUSION

This study was carried out to determine the problems of prospective Turkish teachers in developing texts. The findings determined that the prospective Turkish teachers studying at the undergraduate level were incompetent in paragraph development skills. These prospective teachers have different levels of problems in paragraph structure, paragraph types, form in the paragraph, and meaning in the paragraph.

In this research, prospective teachers' 'not including the topic, supporting, and conclusion sentences which are the elements of the paragraph,' 'not providing a thought unity in the paragraph,' 'problems in forming the sentences that make up the paragraph,' and 'not using the ways of developing thinking in the paragraph as needed' constitutes 49% of the all problems. This shows that prospective teachers face structural problems in creating paragraphs. The topics as mentioned above are the main components that make up the paragraph, and the inadequacy in these components indicates significant deficiencies in writing skills. The findings reported by Karagül (2020) in their study on the paragraphs written by secondary school students in their written expressions are in line with this research results. These two studies, which were carried out in close periods, suggest that the difficulty in creating paragraphs occurs at every level and that it is important for students to receive a good writing education at an early age to solve this problem. Therefore, since writing skill is a complex skill that is difficult to develop, students need constant guidance in the process.

This study also concluded that in the introduction, body, and conclusion sections of the paragraph, the prospective teachers had the most difficulty in creating the introductory paragraph (n=86) and then the conclusion paragraph (n=78). The fact that prospective teachers have the most problems in the introductory paragraph is an indication that the pre-writing preparation studies are not done enough, and the ideas about writing are not sufficiently developed within the framework of these studies. Likewise, Ülper (2008) reported that students were incompetent in terms of organizing the introduction and conclusion sentences in the written texts. These statements show parallelism with the findings obtained in this study. Moreover, Göçer (2010)

suggested that most of the students failed to create the introductory paragraph, which is defined as the introduction paragraph. The most basic approach to solving the problem of creating the introductory paragraph, which is common in many studies, is to make the necessary planning and related studies before writing. For this, writing topics can be selected according to the students' interests and level of knowledge, and if necessary, preliminary studies for reading or research can be done to develop ideas about writing. Since pre-writing studies require additional time, teachers who will provide writing training can direct their students to do preparatory work at home for planning and tasks to be done before writing.

Paragraphs of the text, which are large structures in the text, are the most prominent parts of the text. The elements that make up the small structures of the text are words, phrases, clauses, and sentences. At the stage of text creation, the meaning of a word, phrase, clause, or sentence is structured in mind. Considering this information, if it is desired to achieve success in text creation studies, a method should be followed to teach and arrange large structures from small ones. Additionally, the writer should know the units related to the subject, point of view, main idea, and supporting sentences to ensure coherence in the process of supporting paragraph writing skills (Tok, 2015). However, according to 61% of the findings obtained in this study, it is seen that the prospective teachers produce texts that are not suitable for the schematic structure of the paragraph and the text, which is not a short-term problem. The fact that these prospective teachers make these mistakes can be attributed to the fact that they did not receive adequate education on paragraph development in their past education. The main factor leading to this result is that the education system is exam-oriented and educates teachers who prioritize test achievement. Most of the teachers complain that there is not enough time to teach writing, and they say that they spend most of their time in the lesson to increase the test success of the students. Perhaps the most important of the steps to be taken towards developing writing skills is to make teachers more willing to support writing in Turkey and reconsider the exam-oriented education system.

Other writing problems identified in this research involve 'students do not indent while beginning a paragraph,' 'paragraphs are not divided at appropriate places,' and 'wrong use or incomplete use of spelling and punctuation rules.' Some of the students' processing the text as a single paragraph and starting the paragraphs with conjunctions are among the problems encountered. These errors are format-related errors and can be fixed in a short time with proper effectiveness and applications. Besides, it was determined that the introductory paragraph is started with a sentence or two, and more than one thought is processed in the development paragraph, and in each of the paragraphs, and there are no transitions that will provide unity in the text by referring to a different aspect of the topic.

Considering the difficulties experienced by the students, the following suggestions can be made according to the results of this research:

- Currently, writing teaching approaches focus on the writing process, not the written/final product. This situation highlighted the necessity of allocating more time to teaching writing. To this end, Hedge (2005) underlined that the most common problems teachers encounter while teaching process writing are the lack of time and a real readership for students' writings. In this framework, the time allocated for teaching writing can be increased, and the texts created to make students more willing to write can reach a real readership.

- Teacher guidance is important in the writing teaching process, and it can be supported that the teacher's knowledge and skills for writing are up-to-date. As a result of technological developments, new writing types and how to use new writing tools in writing teaching can be introduced to language teachers, and it can be ensured that they keep up with the innovations in the field of writing. For this, studies can be carried out to support the writing skills of teacher candidates during the undergraduate period and to teachers during the professional period.

- Awareness of the mistakes can be raised by giving feedback on the mistakes made by the students during the process. In this regard, the "process-genre based approach" suggested by Badger and White (2000) (as cited in Özdemir, 2019) can be used. In this approach, first of all, the activities of the genre-based approach are used to ensure that the student gains knowledge and skills for the genre they will write, and then the writing skills of the students are developed practically within the framework of the process-based approach. Furthermore, features of particular importance for each paragraph type can be highlighted and the paragraph quality graded for evaluation (Roscoe et al., 2011). Thus, it can be ensured that the created paragraphs are evaluated and developed according to the determined criteria.

- Writing activities should be structured within the framework of student interests and needs, and appropriate preparation, planning, activities, and practices should be done before and after writing. In particular, it can be ensured that the outputs of writing activities are included in a portfolio, and the development of students' writing skills can be followed in this way. Qualified products selected from the portfolio can be displayed on the board or published on a suitable platform, thus reaching real readers.

- As a process with various dimensions, writing exercises can be organized more efficiently by the participation of the teacher and other students in the feedback phase. The internet and computer technology offer many opportunities in the interactive implementation of the process and the activation of peer review. Various internet-based online applications facilitate and encourage writing. Media platforms such as Facebook, Twitter, and Instagram can make students more willing to write and can transform the author-reader relationship dialogically. This catalyzes instant feedback on the texts created by the author. According to relevant research by Al-Jabri

et al. (2018), using social media websites like Edmodo facilitates communication between teachers, students, and their parents, and this can give teachers extra time to elaborate on their lessons online while also providing a real-world audience for their students. In writing practices, using digital technologies can be recommended to enrich the feedback content and plan activities (forums, wikis, and blogs) to ensure cooperation between the writer and the reader to attract students' interest in the subject and ensure active participation.

ENDNOTES

1. Sample 1. Translation: "Social media is the whole of the dialogues and posts that people share with each other on the internet (on platforms such as Instagram, Facebook, Twitter, and YouTube). Today, with the widespread use of the internet, the use of social media has also increased. This increase brought along a deformed e-Turkish use in the technological environment, and of course, this directly affected teaching Turkish."

2. Sample 2. Translation: "Social media is generally a widely used communication tool among young people. This communication tool is beneficial when used directly. With the development of technology, social media has developed along with it, as young people use it, as well as other age groups. Thanks to social media, people can communicate with one another. It is something that people usually use in their spare time. Is it social? The sentences formed are meaningless and structured sentences. Words are shortened out of their original spelling (mrb, nbr), too many letters at the end (gelll, sennn) or the use of letters that are not in the Turkish alphabet (we, sewindim). These mistakes affect Turkish negatively. Language is an indispensable communication tool for society…"

3. Sample 3. Translation: "After social media, many things have started to change in human life, one of them is its effect on the mother tongue. It can be said that 2/3 of the attention deficit that started in childhood continues in adulthood, causing losses in the school and work life of the person."

4. Sample 4. Translation: "We could imagine internet as a sea with no end. Swimming or drowning is up to the user. We will emphasize certain parts of this endless sea. We will touch on the effect on the social media part of the internet to teaching of Turkish. Social media is a platform where people spend most of their time. It is inevitable that this platform on which a serious time has been spent have an impact on people.

5. Sample 5. Translation: "It means that language is the building block of a nation, so it must be solid. A nation whose building blocks are not strong is doomed to collapse and be wiped out from the face of the earth. It's not too late for anything. We can still save our language from this situation and keep our structure intact. Let's not delay any longer."

6. Sample 6. Translation: "According to Humboldt, language and culture are two inseparable elements that constantly interact with each other, that is, everything that exists in society exists in language, in a way, language is a mirror of culture."

7. Sample 7a. Translation: "The first step in solving problems is to raise awareness. Our language is one of our greatest values. That is why we need to instil language awareness in all people. The next step is of course reading, books, newspapers, magazines, encyclopaedias, it doesn't matter, as long as we can provide this habit to our students, we will make a great contribution to Turkish teaching."

   Sample 7b. Translation: "Technology, which facilitates our lives in many ways, has also offered many opportunities for communication. With social media that is renewed and diversified every day, people can both meet their communication needs and have the opportunity to access new information. However, Turkish used for communication has been greatly affected by this situation."

8. Sample 8. Translation: "Media, which is one of the popular terms of today, is a term that covers general mass media such as newspapers, magazines, radio and television. The media also expresses the whole of the structure that provides this service with the necessary tools in mass communication and the environment in which it takes place.

   Until recently, people needed a computer to be able to use the general network in mass communication, but today, with technological tools such as mobile phones and tablets, it can be connected to the general network without limitation of space. These developments have revealed what is called social media. Social media is a network where the user shares his own content.

   Although social media has become a term in our lives in recent years, its history dates to the 70s. Two computer-savvy friends, Ward Christensen and Randy Suess, created a large social network in 1009 78 by implementing a software called BBS to share information with their friends and communicate with them."

9. Sample 9. Translation: "Social media has added many things that are not in its entirety to Turkish, some of which are; Using letters that are not in our alphabet (w, x, q), using non-dotted letters instead of dotted letters with Turkish characters (such as chalasiom, gorusuruz yalinizim), repetition of sounds to add emotion to the word, Not using the existing letter 'ğ' in Turkish, not using vowels in words, using slang and abusive words use of non-alphabetic symbols. Many foreign words have passed. Özkan explains the tendency of foreign words in the mass media for reasons such as need, wannabe, desire for innovation, ignorance and laziness, showmanship, indifference to the mother tongue, and widespread teaching in foreign languages."

10. Sample 10. Translation: "Social media is a new form of media that provides simple instant and bilateral sharing of information created by users. After the invention of social media, communication has gained a different dimension. The rules of rhetoric, which are meticulously shown in face-to-face Turkish lessons, are now made

through messaging over social media, so it has hindered the development of speaking skill, one of the four basic skills of students. In a platform where everything is so instant and simple, it is very difficult to distinguish which information is correct or not in a place where age restrictions are not fully set, and information can be shared without requiring expertise. It causes significant problems both in terms of damaging our language and in people's inability to express their emotions fully, which makes it very difficult in punctual teaching. Maybe that's why we need emojis while talking, our beautiful language Turkish is in many different books on social media, and there are very different picture organizations."

11. Sample 11. Translation: "It is an up-to-date network where social media users publish and share self-produced content. No one saw the negative side of social media, which changed and improved life in various ways because it was faster and easier. Therefore, social media caused information pollution, but besides making the information accessible at an unbelievable speed, this pollution could be ignored, it gave daily access to all kinds of publications, it saved people from having to search for sources, it could put information about the word or person you wanted in front of you in a very short time. It aroused distrust since it did not require the use of real names, but despite this, people could easily trust it."

12. Sample 12. Translation: "Owing to the widespread use of computers and internet among people, it has given birth to a new communication language, especially in the technological environment, it has brought the use of e-Turkish to the agenda. Words from various languages appear on social media, pass into our language and become widespread."

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