Morphological Verb Valency Driven Errors of Secondary School Students

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ABSTRACT

The aim of the current study is to determine the distribution of verb valency-driven errors of secondary school students. To this end, this study is framed as a survey research. The sample of the study consists of 200 secondary school students in three schools with different socio-economic levels. The content and teaching of morphological verb valency and the problems encountered were elaborated in the light of Turkish teachers' views. The data of the study were compiled through document analysis. Frequency analysis was employed to determine the occurrence of morphological verb valency-driven errors. Besides, content analysis was used to analyse teachers' views. The research findings revealed that secondary school students made verb valency-driven errors at 393 times while using 145 different verbs. The mean value of verb valency-driven errors per student was 1.96. Furthermore, the verbs with the most common verb valency-driven errors were respectively as follows: çık- (to leave), al- (to take), bul- (to find), söyle- (to tell), yaşa- (to live), git- (to go), gör- (to see), ver- (to give), çöz- (to solve) and gel- (to come). Teachers, however, stated that students had difficulty in analysing and writing morphemes in morphological verb valency, and they, in particular, made verb valency-driven errors in long sentences in writing and speaking skills. Moreover, activities towards knowledge and comprehension in terms of words and sentences are inadequate in respect to such cognitive processes such as synthesis and evaluation of texts. Therefore, it is recommended that teaching of morphological valency should be integrated with language skills in order to minimize morphological verb valency-driven errors that have an impact upon literacy skills of students in their mother tongue.

Key words: Morphological Valency, Narrative Text, Secondary School Students, Valency

INTRODUCTION

The metaphor of valency introduced to linguistics by Lucien Tesnière, whose importance in the history of linguistics was based mainly on his development of an approach to the syntax of natural languages that would become known as Dependency Grammar, was adopted by various linguists who regarded verbs as central to the sentences (Vardar, 2002). In linguistics, valency, as a cognitive concept, refers to the logical, semantic and syntactic gap (Özkan, 2018) since it is considered as a principle as it is witnessed in all languages (Doğan, 2016). This gap is replenished with certain compulsory or optional objects in accordance with the word that is central to phrases. During this replenishment process, the morphological, syntactic and semantic boundar-ies of a sentence or phrase are shaped, and logical elements emerge within the framework of grammatical relations (Doğan, 2016; Özkan, 2018).

Certain lexical elements as verbs, in the first place, nouns, adjectives and prepositions possess valency (Özkan, 2017b). In order to explain verb valency, which is investigated in this study, an example below is presented. In sentence 1a, the verb 'bul-' (to find) requires two compulsory elements logically in the sense that 'to get something that is lost (Turkish Dictionary)'. These are, semantically, the one who finds (subject) and the thing that is found (object). These compulsory elements requires -Ø, -i morphemes syntactically.

1a. Hasan kitabını buldu. (Hasan found his book.)

1b. Hasan kitabını dün akşam odasında buldu. (Hasan found his book in his room last night.)

The same verb in 1b sentence requires, semantically, time and place elements, and syntactically, –Ø and –de morphemes. Thus, morphemic, syntactic and semantic structures of a sentence are formed through verb valency. In other words, Özkan (2017b) stated that the subjects of a verb is primarily formed logically, certain properties in semantic dimesion are attributed to them and, finally, appropriate morphemes are added to the subjects in syntatic dimension in Turkish.

As seen in the example above, there are three dimensions of verb valency as logical, semantic and syntatic (Doğan, 2011; Götz-Votteler, 2007; Özkan, 2017a). The

logical dimension of valency refers to the number of valency of a verb and semantic dimension attributes lexical properties to the valency of a verb. Finally, syntactic valency refers to the fact that valency formed in the logical and semantic dimensions are completed in the surface structure through grammatical relations and connections (Özkan, 2017b).

Morphological valency that is related to the semantic dimension of valency is defined as the appointment of suitable case morphemes to compulsory or optional elements in accordance with the semantic properties of a verb (Özkan, 2017b). In the field of Turcology, traditional studies on valency phenomenon in Turkish have focused on morphological valency and investigated case morphemes that verbs take (Özkan, 2017b). Accordingly, valency is generally regarded as related to verbs and since the studies are conducted with this approach, the term verb- complement relations have been preferred (Doğan, 2011, p. 9).

Morphological valency that is included in the grammatical acquisitions of secondary school is a required and main category for the development of literacy skills. Therefore, grammar teaching in mother tongue is unlikely to be conducted by presenting unrelated information. Certain production fields as speaking and writing skills, as a basis for literacy, should be focused, thereby, ensuring the comprehension of the use and characteristics of a language (Durmuş, 2013, p. 227). However, it is not possible to assert in the studies regarding morphological valency that verb- valency relation has not been addressed to understanding and narrative skills of the language (Dolunay et al., 2018). As a result, morphological valency topic is required to be elaborated on the basis of the use of oral and written expression skills in our language in order to make students acquire literacy skills in their mother tongue. In this regard, students' errors in this topic, frequently- used verbs in our language and the valency of those verbs should be identified. Carrying out frequency analyses concerning those errors is highly significant in terms of developing content and materials related to course books. Through frequency analyses, verbs that could be taught and valency of those verbs may be specified and teaching of them may be put in order (Aksan, 2004; Vardar, 2002). Similarly, Doğan (2011) and Panerova (2014) highlighted the importance of morphological valency in terms of literacy. Thanks to the descriptive studies aiming to determine the frequency of error concerning valency of verbs, valency dictionaries that are going to be compiled will contribute to the teaching of literacy in target language (Herbst, 1999). Valency dictionaries describe a language in terms of logical, syntactic and semantic approaches, thereby presenting significant information about language process and lexiocography to the researchers. With this regard, the number of syntactic valency that a verb can take and case morphemes that valency of verbs can take are significant information since those data about valency of a verb determine the main structure of a sentence (Doğan, 2016). Through materials prepared in line with verb and valency during the teaching of the topic and functional instruction, students who learnt the basic

structure of a sentence, are able to convey their ideas properly and emendately.

There have been various dissertation studies on valency in Turkish and other Turkish dialects in light of theoretical developments (Atacık, 2008; Barlas, 2015; Baytürk, 2015; Çetinkaya, 2012; Çiçekli; 2013; Çimen, 2009; Doğan, 2011; Özdemir, 2012; Özkan, 2017a, Uzunboy, 2008). These studies investigated valency potentials of verbs used in different Turkish dialects in terms of logical, syntactic and semantic dimensions and appropriate valency structures for the verbs are presented in detail.

There have been numerous studies investigating valency in students' written expression and morphological valency, as a subdimension, in Turkish teaching as a foreign language (Akdoğan, 1993; Demirci and Dinçaslan, 2016; Dolunay et al., 2018; Güven, 2007; Islıoğlu, 2014; Özkan, 1992). In these dissertation studies and articles, morphological valency errors in written expression of Turkish learning foreign students and the causes of those errors have been described in detail. Furthermore, certain experimental studies have been conducted in the field of morphological valency teaching and positive results obtained have been explained (Öz, 2002; Solak, 2004; Yılmaz and Temiz, 2015). Besides, there have been other qualitative studies regarding teacher (Melanlıoğlu, 2012) and student (Yıldırım, 2011) opinions. The contributions of all qualitative and quantitative studies may be seen in class environment during Turkish teaching and course books.

In the literature, morphological valency in Turkish teaching has been limited with the sub dimensions of incoherency and morphological valency errors of secondary school students in language use have been included in structural faults (Babayiğit, 2019; Bedirhanoğlu, 2010; Bozarslan, 2019; Büyükikiz, 2009; Üstün, 2011; Yiğit, 2009). Among those studies, Üstün (2011) determined that there were at least one incoherency in secondary school student having different socio- economic levels and this incoherency was related to syntax. Likewise, other studies revealed that secondary school students from different class levels made mistakes concerning morphemes related to syntax in their written expression. However, in the current study, the relationship between verbs and case morphemes was not elaborated in teaching of morphological valency topic. Instead, this relationship was investigated independently.

Objective and Research Statements

As a result, in the related literature, it has been observed in the studies that secondary school students made morphological verb valency-driven errors. Furthermore, methods and results of those studies were found to be mainly based on quantitative data. In the current study, the analysis of secondary school students' morphological valency errors in narrative texts was conducted within the context of verbs. Besides, Turkish teachers' opinions were collected in order to shed light on the causes of those errors. Thus, the research questions and sub- questions were formed as follows:

What is the distribution of morphological verb valency-driven errors of secondary school students in narrative texts?

1. What is the distribution of morphological verb valency-driven errors of 5th grade students in narrative texts?
2. What is the distribution of morphological verb valency-driven errors of 6th grade students in narrative texts?
3. What is the distribution of morphological verb valency-driven errors of 7th grade students in narrative texts?
4. What is the distribution of morphological verb valency-driven errors of 8th grade students in narrative texts?
5. What are the Turkish teachers' opinions regarding morphological valency?

METHOD

Research Design

The aim of the study is to determine the distribution of verb valency-driven errors of secondary school students. To this end, the study has been designed as a survey research. Survey research, aiming to describe a phenomenon in its current situation, encompasses collecting data from a predefined group of respondents to gain information and insights into various topics of interest by asking them the questions of what, where, when, how often and in what level (Büyüköztürk, et al., 2015; Fraenkel and Wallen, 2006; Karasar, 2012). In the study, the frequency and percentage of secondary school stu-dents' morphological verb valency-driven errors in narrative texts were identified and tabulated.

Study Group

In the research, in line with the stratified purposeful sampling method, the study group was determined. The purpose of stratified sampling method is to capture major variations rather than to identify a common core within the framework of the research in addition to enabling researchers to make comparisons between identifie sub- groups related to the research (Büyüköztürk et al., 2018, p. 92-94). Accordingly, based on the purpose of this research, the study group was formed within the sample separated into groups by consider-ing socio- economic levels.

The study group of the research consists of 200 second-ary school students (107 female, 93 male) in three schools with different socio- economic levels. Accordingly, fifty stu-dents from each class level were included in the research. In the study, secondary school students' morphological verb valency driven errors were examined. Moreover, opinions of 8 Turkish teachers (4 female, 4 male) were asked in the study. The teachers' years of service were 2, 5, 7, 9, 11, 12, 17 and 20 years as Turkish teachers.

Data Collection Procedure

The research data were attained through document analysis of narrative texts that were written by secondary school stu-dents during a lesson hour. The main principle of this analysis is to investigate the content of the written, oral or published documents (Yıldırım and Şimşek, 2013) after gathering documents that are related to the research (Karasar, 2012). A story draft was given to students prior to requesting them

to write. The draft included such information that is associ-ated with plot, time, place, reasons of the plot and characters.

In this study, opinions of Turkish teachers were gathered through semi- structured interview form. The form con-sists of certain questions concerning teaching and content of morphological verb valency included in 6th grade gram-mar learning outcomes (MoNE, 2018) and students' situa-tion. Teachers were requested to write their own views in the form.

Data Analysis

In the study, frequency analysis, one of qualitative research methods, was employed in order to analyse the documents gathered from secondary school students in the sample of the study. Frequency analysis is the study of the occurrence, distribution and count of the letters in a certain text (Bilgin, 2014, p. 18). With this regard, morphological verb valency-driven errors of secondary school students were investigated and, thus, the frequency of those verbs was identified. The research data collected from each class level were tabulated so that frequency analysis was conducted. In addition, the research data collected from teachers' opinions were analysed through content analysis. Certain themes were formed and the teachers' opinions were coded under those themes. The data, by this way, were used to shed light on other sub- statements of the study.

Validity and Reliability

Researchers analysed documents separately in order to ensure the validity and reliability of the study. The results of frequency analysis were transferred to the tables by the researchers. When compared to the findings of frequency analysis conducted by both researchers, an agreement with a rate of %93 was revealed in the data collected (Miles and Huberman, 1994). Researchers revised the data that pose disagreement or indecision; reconsider the research data and agreed upon a common decision. For instance, one re-searcher did not realize the mistake in the sentence *"... ama en sonunda deneyen kişinin anahtarı sandığa açar";* on the contrary, the second researcher realized the mistake in the same sentence. In this case, a valency error related to the verb aç- (to open) was observed.

FINDINGS

This section covers the findings related to the main and sub- statement of the research. The research findings are presented as tables. In addition, content analysis results of teachers' opinions are included in this section as well.

Findings Concerning the Main Research Question

Table 1 presents the findings regarding the frequency of secondary school students' morphological verb valency-driven errors in narrative texts.

According to Table 1, secondary school students made morphological verb valency-driven errors at 393 times while

Table 1. The frequency of morphological verb valency-driven errors of secondary school students

Rank	Verb	*f*	Rank	Verb	*f*	Rank	Verb	*f*
1	çık-	26	50	dur-	2	99	kork-	1
2	al-	23	51	getir-	2	100	korun-	1
3	bul-	20	52	gönder-	2	101	kov-	1
4	söyle-	14	53	kazan-	2	102	kullan-	1
5	yaşa-	12	54	kovala-	2	103	kurtul-	1
6	git-	10	55	sok-	2	104	mücadele et-	1
7	gör-	10	56	tırman-	2	105	oku-	1
8	ver-	10	57	tut-	2	106	oluş-	1
9	çöz-	9	58	ulaş-	2	107	ortaya çık-	1
10	gel-	9	59	yaklaş-	2	108	öğren-	1
11	çözüm bul-	7	60	açıl-	1	109	örnek al-	1
12	sor-	7	61	aldır-	1	110	paylaş-	1
13	yap-	7	62	aldırış et-	1	111	peşine düş-	1
14	göster-	6	63	anlaş-	1	112	pişir-	1
15	götür-	6	64	atlat-	1	113	püskür-	1
16	iste-	6	65	bahset-	1	114	rastla-	1
17	bil-	5	66	başlat-	1	115	sağla-	1
18	kurtar-	5	67	belirt-	1	116	saldır-	1
19	savaş-	5	68	bırakıl-	1	117	salla-	1
20	bak-	4	69	bulun-	1	118	san-	1
21	başla-	4	70	buluş-	1	119	satın al-	1
22	geç-	4	71	çabala-	1	120	sev-	1
23	göster-	4	72	çalış-	1	121	sorguya çek-	1
24	kal-	4	73	çare bul-	1	122	söz ver-	1
25	karşılaş-	4	74	çek-	1	123	takıl-	1
26	koru-	4	75	çıkar-	1	124	takip et-	1
27	ol-	4	76	dene-	1	125	tanıt-	1
28	yen-	4	77	dök-	1	126	topla-	1
29	aç-	3	78	ele geçir-	1	127	tüken-	1
30	anla-	3	79	emir ver-	1	128	uğraş-	1
31	anlat-	3	80	geri dön-	1	129	unut-	1
32	ara-	3	81	gıdıkla-	1	130	uyar-	1
33	başar-	3	82	gir-	1	131	var-	1
34	bırak-	3	83	görün-	1	132	vedalaş-	1
35	de-	3	84	harca-	1	133	yak-	1
36	dön-	3	85	hazırla-	1	134	yakala-	1
37	düşün-	3	86	hızlandır-	1	135	yapıl-	1
38	gerek-	3	87	inan-	1	136	yardım et-	1
39	koy-	3	88	işi düş-	1	137	yardım iste-	1
40	teşekkür et-	3	89	iyileş-	1	138	yaşan-	1
41	araştır-	2	90	iyileştir-	1	139	yaşat-	1
42	aş-	2	91	kabul et-	1	140	yat-	1
43	at-	2	92	kaç-	1	141	yaz-	1
44	ayrıl-	2	93	karşıla-	1	142	ye-	1
45	bekle-	2	94	kavuş-	1	143	yola çık-	1
46	çağır-	2	95	kavuştur-	1	144	zarar gör-	1
47	dal-	2	96	kıtlık ol-	1	145	ziyafet çek-	1
48	devam et-	2	97	kızdır-	1			
49	dinle-	2	98	konuş-	1			

Total Number of Verbs: 145
Mean Value of Error per Student: 1.96

Total Number of Verb Driven Error: 393

using 145 different verbs. Accordingly, mean value of errors per student in narrative texts was found as 1.96. In other words, it can be said that each student made morphological verb valency-driven errors twice. In this regard, the verbs with the most common verb valency-driven errors were respectively as follows: çık- (to leave, 26 times), al- (to take, 23 times), bul- (to find, 19 times), söyle- (to tell, 14 times), yaşa- (to live, 11 times), git- (to go, 10 times), ver- (to give, 10 times), çöz- (to solve, 9 times), gel- (to come, 9 times) and gör- (to see, 9 times).

Findings Concerning the First Research Question

Table 2 shows findings regarding the frequency of 5th grade students' morphological verb valency-driven errors in narrative texts.

According to Table 2, 5th grade students were observed to make morphological verb valency-driven errors at 84 times while using 46 different verbs. Accordingly, in narrative texts, mean value of errors per 5th student in narrative texts was found as 1.68. In this regard, the verbs with the most common verb valency driven errors were respectively as follows: al- (to take, 8 times), çık- (to leave, 7 times), söyle- (to tell, 5 times), git- (to go, 4 times), savaş- (to fight, 4 times), bul- (to find, 3 times), gör- (to see, 3 times), yaşa- (to live, 3 times), anlat- (to tell, 2 times) and gel- (to come, 2 times).

The examples of morphological verb valency-driven errors of 5th students are as follows:

"... ama en sonunda deneyen kişinin anahtarı sandığa açar.
Giderken bir çiftliğe girdi ve orada bir çiftçi rastlamış.
Sular Ülkesi'nde korsanlar giderken karşılarına ejderler çıkmış.
Birden dalgalar geçer, denizde hazine sandığı çıktı.

Ejder adasına geldiler. Bir tane ejderha uçuyor, gizlice hazine aldılar, gidiyorlar."

Findings Concerning the Second Research Question

Table 3 displays findings regarding the frequency of 6th grade students' morphological verb valency-driven errors in narrative texts.

According to Table 3, 6th grade students were observed to make morphological verb valency-driven errors at 105 times while using 67 different verbs. Accordingly, in narrative texts, mean value of errors per 6th student in narrative texts was found as 2.1. In this regard, the verbs with the most common verb valency-driven errors were respectively as follows: çık- (to leave, 8 times), göster- (to show, 6 times), ver- (to give, 5 times), bul- (to find, 4 times), söyle- (to tell, 4 times), al- (to take, 3 times), gör- (to see, 3 times), çöz- (to solve, 2 times), geç- (to pass, 2 times) and gel- (to come, 2 times).

The examples of morphological verb valency-driven errors of 6th students are as follows:

"Sonradan hemen yola çıkmışlar. Lakin bir anda rotada çıkmışlar.
Bu bir hazine haritasıymış. Üç bölgesi varmış. Birincisi sisli ormana, ikinci yüksek yamaç, üçüncü bölge ise yasaklı uçurum olarak gösteriyormuş.
Ben de evet, dedim ve dünya bolluk içinde yaşattım.
Onlar bizlere hazine getirdi ve biz de onlar zindana atmalıyız, demiş. Zindana atmamışlar, mutlu mutlu yaşamışlar.
Su perileri, onlar bilmeceler sormaya başlamışlar."

Findings Concerning the Third Research Question

Table 4 shows findings regarding the frequency of 7th grade students' morphological verb valency-driven errors in narrative texts.

Table 2. The frequency of morphological verb valency-driven errors of 5th grade students

Rank	Verb	f	Rank	Verb	f	Rank	Verb	f
1	al-	8	17	ara-	1	33	karşılaş-	1
2	çık-	7	18	at-	1	34	kızdır-	1
3	söyle-	5	19	bekle-	1	35	kovala-	1
4	git-	4	20	bil-	1	36	kullan-	1
5	savaş-	4	21	bulun-	1	37	rastla-	1
6	bul-	4	22	çağır-	1	38	tanıt-	1
7	gör-	4	23	çek-	1	39	unut-	1
8	yaşa-	3	24	çöz-	1	40	ver-	1
9	anlat-	2	25	de-	1	41	yakala-	1
10	gel-	2	26	dinle-	1	42	yap-	1
11	koru-	2	27	gel-	1	43	yaşa-	1
12	kurtar-	2	28	gerek-	1	44	yaşan-	1
13	sor-	2	29	gıdıkla-	1	45	ye-	1
14	yen-	2	30	inan-	1	46	zarar gör-	1
15	aç-	2	31	kal-	1			
16	anlaş-	1	32	karşıla-	1			

Total Number of Verbs: 46

Mean Value of Error per Student: 1.68

Total Number of Verb Driven Error: 84

Errors Percentage: 21%

Table 3. The frequency of morphological verb valency-driven errors of 6th grade students

Rank	Verb	ƒ	Rank	Verb	ƒ	Rank	Verb	ƒ
1	çık-	8	24	anla-	1	47	kaç-	1
2	göster-	6	25	ara-	1	48	kıtlık ol-	1
3	ver-	5	26	at-	1	49	kov-	1
4	bul-	4	27	ayrıl-	1	50	kurtul-	1
5	söyle-	4	28	bak-	1	51	mücadele et-	1
6	al-	3	29	başar-	1	52	oluş-	1
7	gör-	3	30	başla-	1	53	örnek al-	1
8	çöz-	2	31	başla-	1	54	püskür-	1
9	geç-	2	32	başlat-	1	55	salla-	1
10	gel-	2	33	bırak-	1	56	sok-	1
11	git-	2	34	çalış-	1	57	takip et-	1
12	götür-	2	35	çöz-	1	58	teşekkür et-	1
13	kal-	2	36	çözüm bul-	1	59	tut-	1
14	koru-	2	37	dal-	1	60	var-	1
15	koy-	2	38	devam et-	1	61	yak-	1
16	kurtar-	2	39	dök-	1	62	yaklaş-	1
17	ol-	2	40	düşün-	1	63	yap-	1
18	sor-	2	41	geri dön-	1	64	yapıl-	1
19	yaşa-	2	42	getir-	1	65	yaşat-	1
20	al-	1	43	gönder-	1	66	yen-	1
21	al-	1	44	iste-	1	67	ziyafet çek-	1
22	aldır-	1	45	iyileş-	1			
23	aldırış et-	1	46	kabul et-	1			

Total Number of Verbs: 67
Total Number of Verb Driven Error: 105
Mean Value of Error per Student: 2.1
Error Percentage: 26%

According to Table 4, 7th grade students were observed to make morphological verb valency-driven errors at 114 times while using 64 different verbs. Accordingly, in narrative texts, mean value of errors per 7th student in narrative texts was found as 2.28. In this regard, the verbs with the most common verb valency-driven errors were respectively as fol-lows: bul- (to find, 9 times), çık- (to leave, 7 times), al- (to take, 7 times), yaşa- (to live, 5 times), gel- (to come, 4 times), yap- (to do, 4 times), ver- (to give, 4 times), bak- (to look, 3 times), çözüm bul- (to resolve, 3 times) and dön- (to return, 3 times).

The examples of morphological verb valency-driven errors of 7th students are as follows:

"Hastalığı önlemek için ülkenin haritası bulmaya başlamışlar.
Hazinenin içinde tarım kıtlığına son verecek, tohumlar hastalıklara son verecek ilaçlar çıkmış.
Sonunda gelmiş, üç tane su ejderi varmış. Bura neden geldiniz, hemen gidin, demiş.
Bu korsanlara orayı anlat, oranın ne kadar değerli ve oradan ne tür canavarların yaşadığını, oranın ne kadar zor olduğunu anlat.
Haritanın gösterdiği yere gitmiş. Kazdığı yerden bir harita çıkmış. Haritaya almaya uzandığı anda harita koruyucuları ortaya çıkmış."

Findings Concerning the Fourth Research Question

Table 5 shows findings regarding the frequency of 8th grade students' morphological verb valency-driven errors in narra-tive texts.

According to Table 5, 8th graders were observed to make morphological verb valency-driven errors at 90 times while using 62 different verbs. Accordingly, in narrative texts, mean value of errors per 6th student in narrative texts was found as 1.8. In this regard, the verbs with the most common verb valency driven errors were respectively as follows: iste- (to want, 4 times), çık- (to leave, 4 times), al- (to take, 3 times), bul- (to find, 3 times), çöz- (to solve, 3 times), çözüm bul- (to resolve, 3 times), git- (to go, 3 times), göster- (to show, 2 times), aş- (to exceed, 2 times) and gel- (to come, 2 times).

The examples of morphological verb valency-driven errors of 8th students are as follows:

"Esir olduklarını kötü kalpli komutanın üstünden gizemli bir harita bulmuşlar.
Bir anda karşılarına deniz ejderhası ve deniz perisini çıktı.
Berk korsana en güzel kılıçlarını getirilmesini istedi.
Onlara yolculukta su perileri, harita koruyucuları ve yola çıkmadan önce bilgili olduğu için Yaşlı Bilge'yi almışlar.

Table 4. The frequency of morphological verb valency driven errors of 7th grade students

Rank	Verb	*f*	Rank	Verb	*f*	Rank	Verb	*f*
1	bul-	9	23	atlat-	1	44	kazan-	1
2	çık-	7	24	başla-	1	45	konuş-	1
3	al-	7	25	bırakıl-	1	46	kork-	1
4	yaşa-	5	26	buluş-	1	47	kovala-	1
5	gel-	4	27	çare bul-	1	48	koy-	1
6	yap-	4	28	çıkar-	1	49	oku-	1
7	ver-	4	29	dal-	1	50	ol-	1
8	bak-	3	30	de-	1	51	ortaya çık-	1
9	çözüm bul-	3	31	devam et-	1	52	öğren-	1
10	dön-	3	32	dinle-	1	53	pişir-	1
11	söyle-	3	33	dur-	1	54	sağla-	1
12	anla-	2	34	ele geçir-	1	55	saldır-	1
13	araştır-	2	35	getir-	1	56	san-	1
14	başar-	2	36	git-	1	57	sev-	1
15	bil-	2	37	göster-	1	58	sok-	1
16	çöz-	2	38	harca-	1	59	sorguya çek-	1
17	gerek-	2	39	hızlandır-	1	60	takıl-	1
18	gör-	2	40	iste-	1	61	tırman-	1
19	götür-	2	41	işi düş-	1	62	topla-	1
20	sor-	2	42	karşılaş-	1	63	yardım et-	1
21	aç-	1	43	kavuştur-	1	64	yen-	1
22	açıl-	1						

Total Number of Verbs: 64   Total Number of Verb Driven Error: 114

Mean Value of Errors per Student: 2.28   Error Percentage: 29%

Yaşlı Bilge hastalıklara geri kalan para ile kıtlığı ve tarım sorununu çözüyor."

Findings Concerning the Fifth Research Question

The findings regarding Turkish teachers' opinions are presented below:

1. **The number of case morphemes and terms used:** The teachers interviewed stated that they taught case morphemes included in 6th grade grammar acquisitions under five titles as the suffixes of absolute, accusative, ablative, locative and dative. A teacher stated that s/he taught genitive suffi in addition to above- mentioned suffixes Same teacher articulated that s/he also taught equative and instrumental suffixes at further stages as MoNE course books do not include these topics. However, another teacher emphasized that s/he named these morphemes as 'suffix -de, -den' in Turkish since s/he had difficult in explaining the sentence 'Yorgunluktan uyuyakalmış' in Turkish when s/he used the suffix of ablative.

2. **Teaching of case morphemes:** Half of teachers interviewed stated that they taught case morphemes through expository instruction; however, half of them stated that they taught the topic through discovery learning. Teachers using expository instruction method prepare course materials concerning case morphemes, introduce those morphemes to the students and give sentences or letters as examples. These teachers highlighted that they do not ask students to memorize. On the other hand, teachers using discovery learning method, first , present the examples to the students. Then, they use question- answer, discussion and case study techniques as well as completion activities. Thus, the teachers stated that they evoked students' prior knowledge. In the end, teachers explained the topic and presented examples.

3. **Difficult in learning case morphemes:** The majority of teachers stated that students had difficulty in learning case morphemes. The problems that teachers are faced with are as follows: difficulty in analysing case morphemes, students' confusing them with other morphemes like possessive suffixes and conjunction (-de/-da). In addition, it has been emphasized that there is no agreement upon the terms in the field and the content of the topic is not properly determined.

4. **Errors concerning case morphemes in language skills:** Students have made mistakes in writing skills rather than speaking. They were found to confuse the suffix of locative case (-de) and the conjunction (de), failed to identify case morphemes with sound

Table 5. The frequency of morphological verb valency-driven errors of 8th grade students

Rank	Verb	f	Rank	Verb	f	Rank	Verb	f
1	iste-	4	22	bahset-	1	43	ol-	1
2	çık-	4	23	başla-	1	44	paylaş-	1
3	al-	3	24	bekle-	1	45	peşine düş-	1
4	bul-	3	25	belirt-	1	46	satın al-	1
5	çöz-	3	26	çabala-	1	47	savaş-	1
6	çözüm bul-	3	27	çağır-	1	48	sor-	1
7	git-	3	28	de-	1	49	söz ver-	1
8	göster-	3	29	dene-	1	50	tırman-	1
9	aş-	2	30	dur-	1	51	tut-	1
10	bırak-	2	31	emir ver-	1	52	tüken-	1
11	bil-	2	32	gir-	1	53	uğraş-	1
12	düşün-	2	33	gönder-	1	54	uyar-	1
13	geç-	2	34	gör-	1	55	vedalaş-	1
14	götür-	2	35	görün-	1	56	yaklaş-	1
15	karşılaş-	2	36	hazırla-	1	57	yap-	1
16	söyle-	2	37	iyileştir-	1	58	yardım iste-	1
17	teşekkür et-	2	38	kal-	1	59	yaşa-	1
18	ulaş-	2	39	kavuş-	1	60	yat-	1
19	anlat-	1	40	kazan-	1	61	yaz-	1
20	ara-	1	41	korun-	1	62	yola çık-	1
21	ayrıl-	1	42	kurtar-	1			

Total Number of Errors: 62 Total Number of Verb Driven Error: 90
Mean Value of Errors per Student: 1.8 Error Percentage: 22%

changes and failed to change the sound. Students could not write morphemes properly while writing long sentences and they were also seen to write incorrect morphemes in the sentences.

5. **Causes of errors concerning case morphemes:** The errors in writing skills may due to the fact that students are quick and hasty in writing and unwilling to write. Time limit may also lead to those errors. Besides, the fact that there is no enough time allocated for the development of writing and speaking skills in Turkish lessons prevents the learning outcomes from becoming a skill. Activities towards knowledge and comprehension at letter and sentence level remain incapable in such cognitive processes as synthesis and evaluation at text level. The errors in speaking skills are relatively fewer than the ones in writing skills; however, students who are successful in speaking make fewer errors. On the contrary, shy and unsuccessful students were revealed to make a higher number of errors.

DISCUSSION

In this study, aiming to determine the distribution of verb valency-driven errors of secondary school students, results are integrated with those of prior studies in related literature and discussed.

Prior studies in the literature have assessed morphological valency errors of secondary school students in their written

products as a sub-dimension of incoherency (Babayiğit, 2019; Bedirhanoğlu, 2010; Büyükikiz, 2009; Üstün, 2011; Yiğit, 2009). Among those studies, Üstün (2011) who evaluated written expressions of secondary school students having different socio- economic levels found that at least one secondary school student made a mistake in his/her written product in terms of incoherency. Moreover, according to above- mentioned study, the most common incoherency error, with a rate of %97, was associated with the elements of a sentence related to syntax. Furthermore, it was indicated that there was no direct correlation between the frequency of incoherency and socio- economic level in above- mentioned study. Likewise, in the present study, 200 secondary school students chosen from schools with different socio- economic levels were observed to make morphological verb valency-driven errors at 393 times while using 145 verbs. Accordingly, mean value of errors per student in narrative texts was found as 1.96. In this regard, it can be alleged that each student made morphological verb valency-driven errors at two times. These results have shown that there are certain failures in terms of converting morphological valency topic into a skill and this problem is encountered in further class levels. Indeed, İlaslan (2007) and Soruklu (2011) revealed that incoherency among secondary school students were mostly resulted from the lack of morpheme or incorrect morpheme and from the problems related to structural incoherency due to the lack of a certain element in a sentence. In addition, according to teachers' opinions, teaching

of case morphemes has generally been carried out at letter or sentence levels and the functional relationships between case morphemes and verbs have been ignored.

The rate of morphological verb valency-driven errors of secondary school students in narrative texts were found as 21.6% among 5th grades, 26.7% among 6th grades, 29.8% among 7th grades and 22% among 8th grades. It can be asserted, based on these findings, that there are morphological valency errors in each class level with a rate of, at least, 20%. Besides, it has been observed that there is no decrease in mistakes as the class level increases.

Bozarslan (2019) investigated structural incoherency in written products of 5th grade students and found mean value of error per student as 1.3. It was revealed that students mostly make mistakes regarding morphemes and elements of the sentence. In accordance with the above- mentioned study, the results of this study indicated that 5th grade students made morphological valency errors at 84 times while using 46 verbs. Mean value of errors per students was found as 1.6. The results showed that 5th grade students, compared to other class levels, were observed to make less number of morphological valency errors. This may be due to the fact that 5th grade students used less number of verbs in their narrative texts. Nevertheless, Aksoy (2018) determined the number of target vocabulary that 5th grade students are required to learn based on the vocabulary in their course books as 3347; however, Koca (2020) determined the number of target vocabulary that 7th grade students are required to learn based on their course books as 4402. On the contrary, Türkyılmaz (2013) showed that 5th grade students used 1653 different words in three different written products. This is quite lower than the number of target vocabulary. Moreover, Çiçek (2012) attempted to submit a general perspective to collocational patterning that 7th grade students used in their narrative texts and found that there were few students who used verb- based conceptual field and relevant letters at higher levels. In the light of those findings above- mentioned, it has been concluded that there is no increase in the number of target vocabulary, as expected, even in further levels of secondary school.

Babayiğit (2019) examined incoherency in 6th grade students' written products and found that they make mistakes concerning morphemes and noun phrases. In addition, Üstün (2011) attempted to identify incoherency in the written products of 6th grade students having different socio- economic levels and revealed that 96% of all students made mistakes regarding the elements of sentence; at least 20% of them, however, made mistakes regarding noun phrases and structure. As a result, it may be concluded that the rate of errors by 6th grade students concerning syntax and morph is high. Similarly, in the current study, 6th grade students were observed to make morphological valency errors at 105 times while using 67 verbs. The mean value of errors per student was found as 2.1. In other words, each 6th grade student in the sample of the study was observed to make morphological valency error in their narrative texts at least two times. In this regard, teachers stated that students had difficult in morphological valency topic. Accordingly, students had

difficulties in analysing morphemes; distinguishing between morphemes and other elements and also in spelling, speaking and writing skills.

In addition, students have difficult in converting their outcomes into skills due to the lack of time allocated for the development of speaking and writing skills during lessons. Moreover, according to teachers, the types of case morphemes and terms are controversial in the literature and this discrepancy leads to confusion due to a great variety of expressions. Indeed, case morphemes establish relationship between the elements of syntax and verbs, thereby generating meaning.

Üstün (2011) investigated 7th grade students' written expression and determined that all students in the sample of the study made mistakes about the elements of a sentence, made mistakes in noun phrases with a rate of 18% and made structural mistakes in morphemes with a rate of 20%. In other words, it can be asserted that the level of errors regard-ing syntax and form are relatively high. 7th grade students were found to make morphological verb valency-driven errors while using 64 different verbs. Mean value of errors per 7th student in narrative texts was found as 2.28. In other words, it can be said that each 7th grade student made more than two morphological valency error in their narrative texts. Therefore, it can be concluded that the rate of morphological valency error does not decrease as expected although class level increases. In this regard, problems about case morphemes are still observed in spite of the teaching in former class level. Therefore, formal, syntactic and semantic relations between verbs and valency are required to be focused and teaching process should be supported with certain activities towards speaking and writing skills.

Bedirhanoğlu (2010) investigated incoherency in written products of 8th grade students and revealed that students in the sample of the study mostly made mistakes towards constituent structure. These constituent errors, related to syntax, include mistakes regarding verb, subject, object, place and adverbial complements. Büyükikiz (2009) identified that 8th grade students made incoherency errors with a rate of 16% due to missing or incorrect morpheme use. Üstün (2011) studied written products of 8th grade students with different socio- economic levels and concluded that students made structural mistakes about the elements of a sentence with a rate of 96%; about phrases with a rate of 18% and about morphemes with a rate of 13%. According to these results, it can be said that students made mistakes concerning syntax and form to a great extent. Yiğit (2009) investigated incoherency in written exam papers of 8th grade students, revealed the inconsistencies between subject and verb and found that students used letters and morphemes either un-necessarily or incompetently. Besides, it was shown in the study that the rate of those errors was at least 10%. Similarly, in the current study, 8th grade students were found to make morphological verb valency-driven errors while using 62 different verbs. The mean value of errors per 6th student in narrative texts was found as 1.8.

In the literature, there have been numerous studies examining morphological valency errors of students who learn

Turkish as a foreign language. Among those studies, Akdoğan (1993), Güven (2007), Hengirmen (1994) and Özkan (1992) revealed that students learning Turkish as a foreign language made mistakes regarding the suffixe of accusative, locative and ablative respectively. Islıoğlu (2014) carried out a study with foreign students and determined that students' most common mistake was regarding the suffix of absolute. Demirci and Dinçaslan (2016) conducted an experimental study with Syrian students having B1 language level and showed that students generally made morphological valency errors while using the verbs of al- (to take), bak- (to look), bekle- (to wait), bırak- (to give up, bin- (to embark), çık- (to leave), dön- (to re-turn), gel- (to come), git- (to go), gör- (to see), in- (to get off) kaldır- (to carry), oku- (to read), üret- (to produce), yayıl- (to spread), yürü- (to walk). Dolunay et al., (2020) investigated written products of Arab students having different language levels and found that they mostly made morphological valency errors while using the verbs of başla- (to start), bekle- (to wait), çık- (to leave), gel- (to come), git- (to go), gör- (to see), oku- (to read), özle- (to miss), sev- (to love), yaşa- (to live). Similarly, in the present study, secondary school students were observed to make 145 morphological verb valency-driven errors. The verbs with the most common verb valency-driven errors were respectively as follows: çık- (to leave), al- (to take), bul- (to find), söyle- (to tell), yaşa- (to live), git- (to go), gör- (to see), ver- (to give), çöz- (to solve) and gel- (to come). Besides, students in all class levels frequently made morphological valency errors while using the verbs of al- (to take), bul- (to find), çık- (to leave), çöz- (to solve), gel- (to come) git- (to go), gör- (to see), söyle- (to tell), ver- (to give), yaşa- (to live). According to these results, it can be concluded that, in their written expressions, students have made morphological valency errors in similar verbs during their use of Turkish as either mother tongue or foreign language regardless of their different class or language levels. The teachers interviewed highlighted the students' difficulty in the context of morphological valency, and articulated their tendency to focus on addressing the miswriting of students with a rather formal approach. Students demonstrably expressed confusion around morphemes and were prone to misspellings. This shows that students were unable to transfer their knowledge into skill. Ellis (1997) identified three types of morphological valency: alternation, abjunction and ellipsis. In the present study, teachers observed that students made case morpheme errors pertaining to the abjunction and alternation types, especially when they wrote long sentences.

CONCLUSION

In light of the present study's findings and of the related literature, certain recommendations can be drawn as follows:

The formal approach adopted in the teaching of Turkish as mother tongue is required to be abandoned in morphological verb valency. Instead, formal, syntactic and semantic relations between verbs and valency may be addressed holistically. Thus, literacy in mother tongue can be permanently maintained.

Speaking and writing activities through which relations between verbs and valency can be best observed and followed and certain outputs regarding how synthesis and evaluation processes are produced should be frequently and advertently carried out in each class level.

The positive effects of the use of linguistics theories in the teaching of Turkish as a foreign language should be reflected to the teaching of Turkish as a mother tongue. In morphological valency topic, teaching towards literacy to implicate verb and valency should be carried out instead of conducting activities regarding knowledge and comprehension at sentence and letter level. Students are ensured to transfer mother tongue competencies and performances in school environment to their language skills.

Case morphemes are structures that establish a connection between verbs and other elements a verb can take. The obligatory elements that verbs take are the suffixes of absolute, accusative, ablative, locative and dative i.e. -Ø, -i, -e, -de, -den, -le. Based on this scientific fact, these morphemes must be included in teaching. Instead of different terms, semantic relations generated by these morphemes may also be focused.

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