Conceptually Examination of the Studies on Writing Mistakes in Teaching Turkish as a Foreign Language*

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Abstract. Articles, master thesis and PhD theses on writing mistakes in teaching Turkish as a foreign language are analyzed in this research conducted through qualitative methods. Studies on writing mistakes in Turkish texts written by learners as a foreign or secondary language constitute paradigm of this research; are handled for analysis of concepts used in classification of type, numerical rates to language levels, place conducted and writing mistakes. The total 88 studies on this research show that 5 PhD theses constitute 5,6% of these studies, 31 master theses constitute 35,2% and 52 articles constitute 59% . There are 4 PhD theses in Türkiye, 1 PhD thesis in abroad; 23 master theses in Türkiye, 8 master theses in abroad; 34 of articles in Türkiye, 18 articles in abroad. 61 studies conducted on determining writing mistakes and being evaluated were conducted in Türkiye, 27 studies were in abroad. Mistake is used 2 times, incorrect is 4 in PhD theses; incorrect is 19 times, mistake is 10, problem is 5 times and incorrectness is 1 in the master theses; incorrect is 33 times, mistake is 26, problem is used 3 times, incorrectness is 5 and difficulty is used 2 times in the articles.

Keywords: Teaching Turkish as a foreign language, writing mistakes, using of concept

1. INTRODUCTION

Turkish over 200 million people have spoken is one of the most powerful and the oldest languages. While many common present-day languages have just formed, Turkish has given a lot of works as a language that belongs to its own alphabet and has appeared as a processed language in spite of the active nomadic lives of Turks (Arslan, 2012; Korkmaz, 2010). Orkhon Inscriptions which have been accepted as the first written works in the sense of literary have reflected the characteristics of a deep-rooted language with its phraseology, capacity and vocabulary; it has given an opportunity to Turk and foreign researchers to study from many points of view thanks to this aspect (Erbay, 2017; Drompp, 1999; Hovdhaugen, 1974; Ross, 1930; Tezcan, 2017; Topsakal, 2018; Üstün, 2010). Even though Orkhon Inscriptions are considered as the first sources in the sense of literary, it has been seen possible that the older literary works of Turkish could be accessed through recent excavations and research activities.

It hasn't been seen much possible that teaching Turkish as a foreign language is in direct proportion to the historicalness of Turkish and its impact area. It is hard to say that when teaching Turkish as a foreign language began exactly because there hasn't been enough and certain information belonging to Gokturk and the Huns Period although Dīwān Lughāt alTurk has been considered as the beginning work in teaching Turkish to foreigners (Arslan, 2012; Biçer, 2012; Göçer & Moğul, 2011). It cannot be said that effective for a long time and common studies have been carried out in the field of teaching Turkish as a foreign language as a government policy except for the studies of teaching Turkish as a foreign language which other foreign governments performed for their own profit and their needs and "the School of Language for Boys" which teaching Turkish has been more planned as a foreign language and been in line with the needs for a particular group (Nurlu, 2019).

One of the main aims of teaching language is to improve the four basic language skills of them by teaching the students the rules of the language. Although there is no distinction in the matter of achieving the goal in both native language and the language taught as a foreign language, the interest and the need of foreign language learners may cause to more postponing of some language skills and more improvement of the others.

In this context, it can be said that the fact that the purpose of learning language is speech oriented may lead to ignoring the writing skills, and consequently it may lead to less improvement. In addition to this, the fact that writing skill is the most difficult language skill and the latest language skill to improve has revealed one of the most stressed matters on teaching native language or foreign language (Arslan & Klicic 2015; Azizoğlu, Tolaman & Tulumcu 2019; Demir 2017; Genç 2017; İşcan 2015; Klimova 2014).

The fact that writing skill enables to detect the fake learning and negative transfer easily in contrast to writing skill is difficult and late improving has provided that many studies have been done in the field, various evaluations have been done by analyzing the writing mistakes of Turkish learners as a foreign language or the other language learners (Ak Başoğul & Can 2014; Azizoğlu, et al., 2019; Turhan & Bayram 2017; Büyükikiz & Hasırcı,

2013; Demiriz & Alparslan, 2019; Hoşça 2020; Jobeen, Kazemian & Shahbaz, 2015; Limpo, Alves & Fidalgo, 2014; Petric 2002). It has also been tried to get to the bottom of the problems by detecting from which negative transfers have resulted from time to time besides detecting the mistakes students have made in the studies which writing mistakes have been handled in detailed.

Writing activities provide individuals create the products depending on their accumulation, interest and preparations without getting any support. It is expected that student should think multi-dimensional and should use successfully many variables from grammar rules to choosing the correct words at the same time in writing process. It is usual that students make misconceptions students don't have competence for correcting and mistakes based on their incorrect learnings, distractedness, tiredness and inattention in this process. Mistakes and incorrects can be made by any beginner or advanced student with many various reasons. The concepts of mistake and incorrect are the concepts which should be stressed not only in writing activities but also in the evaluation of all language skills and grammar structures. The studies that will be carried out in this sense may also help teachers develop new teaching methods and activities besides supporting the learning of the students with the best feedbacks (Jobeen et al., 2015).

There are many studies on writing mistakes in teaching Turkish as a foreign language, which cannot be considered just identifying writing mistakes of individuals participating in the studies. Because positive and negative transfers from native languages, experienced difficulties and attitudes toward target languages of the students sharing the same language and similar cultures in the course of learning Turkish are similar (Biçer, 2017; Kaya & Demirel, 2022; Yiğit & Arslan, 2014). Naturally, identifying how frequently and what mistakes of the study groups are made can be a guide to prepare programs and resources in teaching Turkish as a foreign language, arrange the process and train the teachers. Therefore, it should be determined that writing mistakes are grouped under which categories so that the studies conducted on the field advance cumulatively and these studies are benefited as possible as.

What concepts should be used as identifying writing mistakes is another point to be emphasized. Naming the same situation and fact differently and doing it by citing dictionaries are making it more complicated. This conceptual confusion that can be observed in English translation of the studies points out an important gap in the field. Because the concepts are among the fundamental elements of the scientific studies, and have characteristics of being "tool and guide" for researchers and learners (Demir, 2004). Accordingly, the study is important in terms of that writing mistakes are identified for a specific standard, conceptual confusion is resolved, and it is a guide for the studies in the future. It is thought that this study will participate in the literature because it will discuss the studies on writing mistakes of foreign students learning Turkish in terms of use of concepts for the first time.

The studies related to improving language skills has a critical role in organizing of teaching programs, course materials and teaching process. Therefore, there shouldn't be any divergence based on defining in the methods, the concepts and the standards that will be used in the studies based. The subject that has been handled can doubtless be evaluated with different approaches and methods. However, the ambiguity of limits of one concept or the different definitions by every researcher are a subject that should be emphasized.

1.1 The Purpose of Research

This study has been prepared for the target of detecting which concepts have been used in naming and classification of writing mistakes in studies that have been carried out about writing mistakes made by Turkish learners as a foreign language who are from different countries and nationalities. The answer has been sought for the following subproblems in this sense:

1. How many scientific studies have been conducted on writing mistakes in teaching Turkish as a foreign language?

2. According to which language levels have been conducted on the studies that have been carried out about writing mistakes in teaching Turkish as a foreign language?

3. Where have the studies that have been carried out about writing mistakes in teaching Turkish as a foreign language been conducted?

4. Which concepts have been used in naming and classification of writing mistakes in teaching Turkish as a foreign language?

2. METHOD

2.1 The Research Model

This study has been formed through the document analysis of the qualitative research methods. The document analysis is one of the qualitative research methods that have been used for analyzing the contents of printed or digital documents carefully anda in a systematic way (Ary, Jacobs & Sorensen, 2010). Like in the other methods of the qualitative research, the documents need to be analyzed and to be interpreted to extrapolate and to develop an experimental knowledge in accordance with the determined standards (Kıral, 2020, cited from Corbin & Strauss, 2008). In this study, the document analysis method has been used because of the fact that the printed or digital documents need to be detected in accordance with the determined standards and purposes in a systematic way.

2.2 The Collection and Analysis of Data

The data of this research have been obtained from the scientific researches that have been published in the database of YÖK National Thesis Center (URL 1), Google Academic (URL 2) and dergipark(URL 3) by scanning the scientific researches on writing mistakes in teaching Turkish as a foreign language. The data scanning have been made by using

keywords "teaching Turkish as a foreign language, writing mistakes, writing skill", the studies related to the field have been collected and the data scanning have primarily been collected in three groups as PhD and master theses and other scientific studies. Afterwards, these studies have been detected and have primarily evaluated from the coherence point of view for this research, the studies on which writing mistakes in teaching Turkish as a foreign language have been classified as master theses and other scientific studies. The procedure's steps are explained below in Figure 1.

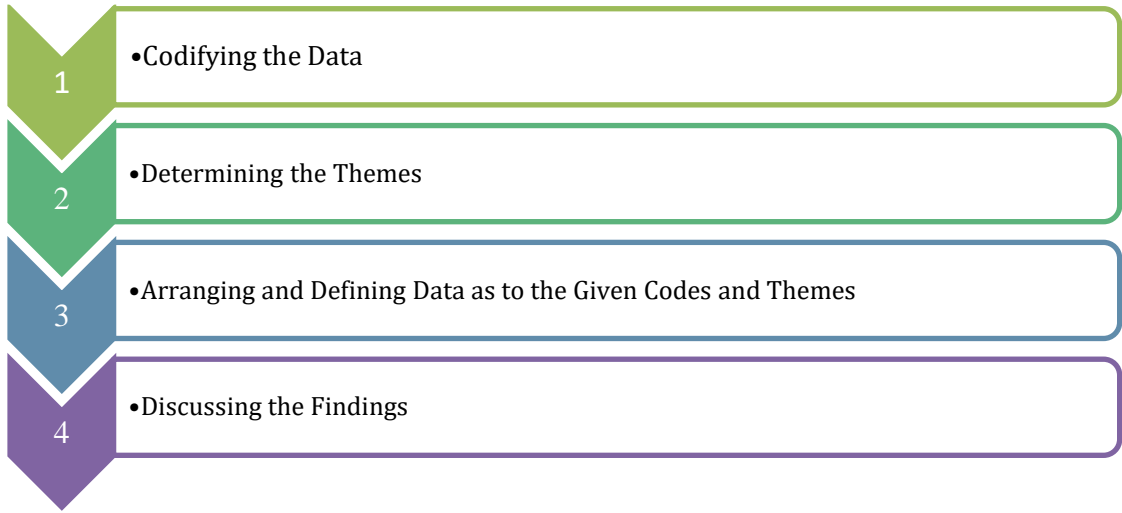| 1	•Codifying the Data
2	•Determining the Themes
3	•Arranging and Defining Data as to the Given Codes and Themes
4	•Discussing the Findings

Figure 1. Process Steps of Data Analysis

Data analysis of the study was made as below

1. Codifying the Data: Coded data are grouped in accordance with this technique where data are examined carefully and systematically and discussed to identify the themes, patterns and meanings (Miles & Huberman, 1994). The studies, examined for research, were examined in terms of the concepts created in accordance with the subproblems of the research, and codifications were made.

2. Determining the Themes: Themes gathering common points of the codes are identified by handling them inductively (Yıldırım & Şimşek, 2016). Codes collected from the studies were grouped under various themes in this research too.

3. Arranging and Defining Data as to the Given Codes and Themes: The researcher presents the processed data to the reader (Yıldırım & Şimşek, 2016). The studies examined in this research were presented numerically in terms of type, language level, place of conduction, and study types and language levels of the concepts used to name and classify writing mistakes.

4. Discussing the Findings: Making inferences from the collected findings and discussing the importance of results are mandatory (Yıldırım & Şimşek, 2016). The findings collected in accordance with the aim of the research were discussed by the researcher.

2.3 Validity and Reliability

The forms that have been made with the purpose of providing the validity and reliability of the research have been evaluated by three experts who have done a PhD and have conducted a scientific study in the field of teaching Turkish as a foreign language. The agreement percentage has been examined among the coders by using the formula of Miles Huberman coding reliability, which is (Reliability Percentage=Agreement/(Total Agreement + Disagreement), and the agreement percentage has been detected as 0,90. The researcher has made a decision on the codes in which there couldn't be agreement by discussing the relevant codes with the field experts.

3. FINDINGS

The findings of the research has been given in tables.

The findings related to the question of the research "How many scientific studies have been conducted on writing mistakes in teaching Turkish as a foreign language?

Table 1

The studies that have been conducted on writing mistakes in teaching Turkish as a foreign language

Type of study	F	%
PhD thesis	5	5,6
Master thesis	31	35,2
Article	52	59
Total	88	100

It has been detected that the total 88 studies have been conducted on the analysis of writing mistakes in teaching Turkish as a foreign language like seen in table 1. 5,6% of these studies constitute of 5 PhD theses, 35,2% of it constitute of 31 master theses and 59% of it constitute of 52 articles. It has been seen that there is a big difference when the number of articles is compared with the master studies.

3.1 The findings related to the question of the study "According to which language levels have been conducted on the studies that have been carried out about writing mistakes in teaching Turkish as a foreign language?"

Table 2

The studies that have been conducted on the writing mistakes according to the language levels in teaching Turkish as a foreign language

Type of study	A1	A2	B1	B2	C1	Academic Turkish	Level: uncertain
PhD thesis	3	3	2	3	2	0	0
Master thesis	8	10	11	12	6	0	4
Article	12	13	14	17	5	1	8
Total	23	26	27	32	13	1	12

Like seen in table 2, 3 PhD thesis, 4 master thesis and 6 article studies have been found in A1 and A2 level, the total 23 studies have been conducted in this field. A total of 26 studies have been found in A2 level including of the studies of 3 PhD thesis, 5 master thesis and 8 articles. A total of 27 studies have been found in B1 level including the studies of 2 PhD thesises, 11 master thesises and 14 articles. A total of 32 studies have been found in B2 level including the studies of 3 PhD thesises, 12 master thesises and 17 articles. A total of 13 studies have been found in C1 level including the studies of 2 PhD thesises, 6 master thesises and 5 articles. 1 article study has been found in academic Turkish level. In analysis of the studies, the level has not been expressed in the total of 12 studies including 4 master thesises and 8 articles. The studies that have been had more than one level in some studies have been conducted.

3.2 The findings related to the question of the study "Where have the studies that have been carried out about writing mistakes in teaching Turkish as a foreign language been conducted?"

Table 3

The information of the people who have participated in the studies on writing mistakes in teaching Turkish as a foreign language

Type of study	*Türkiye*	Abroad
PhD thesis	4	1
Master thesis	23	8
Article	34	18
Total	61	27

As seen in table 3, while 4 of PhD theses have been conducted in Türkiye, 1 of these has been carried out in abroad; while 23 of master theses have been conducted in Türkiye, 8 of these have been carried out in abroad; 34 of article studies have been conducted in Türkiye, 18 of these have been carried out in abroad. 61 studies of the total studies that have been conducted on the analysis and the evaluation of writing mistakes have been carried out in Türkiye and 27 of these have been carried out in abroad.

3.3 The findings related to the question of the study "Which concepts have been used in naming and classification of writing mistakes in teaching Turkish as a foreign language?

Table 4

The concepts that have been used for the analysis of mistakes in teaching Turkish as a foreign language

Type of study	The concepts used				
	Incorrect	Mistake	Problem	Incorrectness	Difficulty
PhD thesis	4	2	0	0	0
Master thesis	19	10	5	1	0
Article	33	26	3	5	2
Total	46	38	8	6	2

As seen in table 4, while the concept of incorrect has been used 4 times in PhD thesis studies, the concept of mistake has been used 2 times; while the concept of incorrect has been used 19 times in the studies of master thesis, the concept of mistake has been used 10 times, the concept of problem has been used 5 times and the concept of incorrectness has been used once; while the concept of incorrect has been used 33 times, the concept of mistake has been used 26 times, the concept of problem has been used 3 times, the concept of incorrectness has been used 5 times and the concept of difficulty has been used 2 times. When all of the studies have been examined, it has been found that the concept of incorrect has been used 46 times, the concept of mistake has been used 38 times, the concept of problem has been used 8 times, the concept of incorrectness has been used 6 times and the concept of difficulty has been used 2 times.

4. RESULTS, DISCUSSIONS AND SUGGESTIONS

4.1 Discussion

Teaching Turkish as a foreign language, as a field whose theoretical and practical position has developed every day, has been a field that many researchers have headed

towards and have carried out scientific studies and that many various problems have been encountered in. One of these problems are also the fact that there hasn't been the cohesion of concepts in the studies which have been conducted on writing mistakes. The fact that the same concept has been used in a way of expressing different meanings by different researchers and the fact that the same concept has been used in the classification of data on the studies which has been conducted in the relevant field have leaded to the confusion of the concept, the fact that which concept is correct for the determined situation or phenomenon has leaded to question marks during the process of research.

It has been seen that the theoretical position of the studies related to writing mistakes in teaching Turkish as a foreign language haven't been handled in the analyses. Nevertheless, which standards have been used to analyze the texts that the individuals learning Turkish as a foreign language in different levels have written have been handled in the study carried out by Günaydın (2021). In this study, it has been found that there hasn't been a common approach and practice in the evaluation and the classification of writing mistakes. Like in this study, it has also been stated that there have been the concept and classification problems related to the evaluation of writing mistakes in teaching Turkish as a foreign language in the study of Günaydın (2021).

A similar study hasn't been found conceptually in the field of teaching Turkish as a foreign language but it has been seen that studies related to the confusion of the concept have been carried out in the different disciplines. It has been stressed on using the concept of "proficiency, sufficiency, competence" to have different meanings which has been used by many disciplines especially education sciences and has particularly been translated from English to Turkish in the study that has been conducted by Alan and Güven (2021). Misusing the concept of "apprehension, worry, fear, anxiety" has been handled in different fields such as sociology, psychology, medicine, history and literature in the study by Kara (2020).

It has been seen that the problems related to the concepts have been discussed in different disciplines and they have had an interdisciplinary position in terms of usage situation and prevalence. The fact that the definition of the concepts translated from a foreign language in Turkish Dictionary has sometimes been used to express different situations and phenomenon by the researcher or the researcher has defined the concept depending on her/his own interpretation and approach has been considered as a critical issue. The concept problem encountered in the process of the evaluation of written texts in teaching Turkish as a foreign language is not different from this situation. Such usings in which the objective and generalizable position of scientific studies can be questioned have negatively affected the efficiency and productivity of the studies which have been carried out in the field.

4.2 Conclusion and Suggestions

The results found in this research in which the studies have been analyzed on writing mistakes in teaching Turkish as a foreign language as follows:

It has been found that the total 88 studies have been conducted on the analysis of writing mistakes in teaching Turkish as a foreign language. While 5,6% of these studies has constituted of 5 PhD theses, 35,2% of these have constituted of 31 master theses and 59% of these have constituted of 52 articles.

It has been seen that 3 PhD thesis, 4 master thesis and 6 article studies have been carried out in A1 and A2 level related to writing mistakes in teaching Turkish as a foreign language, the total 23 studies have been conducted in this level. It has been found that there has been the total of 26 studies including 3 PhD thesis, 5 master thesis and 8 article studies in A2 level. It has been found that there has been the total of 27 studies including 2 PhD thesis, 11 master thesis and 14 article studies in B1 level. It has been found that there has been the total of 32 studies including 3 PhD thesis, 12 master thesis and 17 article studies in B2 level. It has been found that there has been the total of 13 studies including 2 PhD thesis, 6 master thesis and 5 article studies in C1 level. It has been found that there has been 1 article study in academic Turkish level. The level hasn't been stated in the total of 12 studies including 4 master thesis and 8 article studies. The studies have been carried out in some studies including more than one level.

While 2 of the PhD studies that have been detected from the studies on writing mistakes in teaching Turkish as a foreign language have been carried out in Türkiye, 16 of master thesis studies in Türkiye, 6 of master thesis studies in abroad, 25 of article studies in Türkiye and 13 of article studies have been carried out in abroad. 43 of the total of studies on the analysis and the evaluation of writing mistakes have been carried out in Türkiye and 19 of these have been carried out in abroad.

While the concept of incorrect has been used 4 times in PhD thesis studies on writing mistakes in teaching Turkish as a foreign language, the concept of mistakes has been used 2 times in PhD thesis studies; while the concept of incorrect has been used 19 times in master thesis studies, the concept of mistake has been used 10 times, the concept of problem has been used 5 times and the concept of incorrectness has been used 1 time; while the concept of incorrect has been used 33 times in the article studies, the concept of mistake has been

used 26 times, the concept of problem has been used 3 times, the concept of incorrectness has been used 5 times and the concept of difficulty has been used 2 times. It has been found that the concept of incorrect has been used 46 times, the concept of mistake has been used 38 times, the concept of problem has been used 8 times, the concept of incorrectness has been used 6 times and the concept of difficulty has been used 2 times when looked at the whole of studies.

It has been seen that the studies carried out in the field have mainly been in type of article, the studies have been carried out in Türkiye, A and B levels have more extensively been handled according to levels, very few studies have conducted on academic Turkish. It has been thought that the lack of balanced distribution according to language levels has been a connection with the attendance of the students to Turkish courses, the number of the students in courses and being affordable of the courses. It can be said that the students in basic and independent level can be more than the other levels when the students in A and B levels have been compared to the students attending academic Turkish course and C level. The studies should be carried out in all language levels in order to determine the type and rate of mistakes according to the language levels in teaching Turkish as a foreign language in a reliable way.

It has been seen that there has been no unity in the classification and naming of writing mistakes in teaching Turkish as a foreign language. This confusion of the concept has also reflected on the definitions, the concept of "incorrect" and "mistake" frequently used have been defined in different ways. It has also been understood from the use of more than one concept in some studies which a certain rule hasn't been adhered to while the detected writing mistakes have been expressed with the concepts of "incorrect, mistake, problem, difficulty and incorrectness". The productivity and benefit of the studies to be carried out in a field where there has been no unity of concept will also be controversial.

The fact that which concepts in the evaluation of written expression skills should be used should be determined through the concrete data and resources by the field experts.

The attention of magazine editors and arbitrators should be attracted to the issue in order to spread different uses and to prevent the confusion of concept in scientific studies; it should be contributed to spread the common usage by giving the researchers suggestions in the issues that they have needed.

The commonly used concepts of "mistake" and "incorrect" should be explained clearly and it should be determined that which concept or concepts should be used for which situations in the process of classification of the data obtained.

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