CONTENT ANALYSIS ON LANGUAGE MISTAKES MADE BY TURKISH, TURKISH LANGUAGE AND LITERATURE TEACHERS IN INTERNET

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INTRODUCTION

Mother tongue is the language that a person learns in the society he/she lives especially from his/her mother by imitating herself which begins from the period of infancy and also mother tongue is the language that he/she expresses him/herself best. Vardar (1980:20) defines mother tongue as, "[Mother tongue] is the language which is learned for the first time within the family or the society that a person he/she lives". According to Aksan (1990:81), "[Mother tongue] is the language which is learned from mother and close relatives at first, and then within the society that a person he/she lives and that is present at the subconscious level and establishes a strong connection between person and the society he/she lives". Some linguists define mother tongue briefly as "the language learned from mother" considering the word "mother" that exists within the structure of the term of mother tongue.

According to Uygur (1996:15-16), the most significant contribution of mother tongue to a person's life reveals itself in *thinking* and *knowing*. When thinking is taken into consideration, it was generally seen that the following issues are dealt; to suggest reason, to advance from rudimentary stage to result, connect design one by one in a specific order, deduction, to prove, to compare, to make documentation, to prove and similar things. These are the acquisitions that can not be realised without language. The horizon of consciousness related to the objects and humans become firmly established always in knowing. It is also the language that establishes, protects and delivers knowledge. According to Özdemir (1998: 243-245), mother tongue which moves underneath the subconscious level as sound, meaning and thought pattern transforms into sound system, in other words, transforms into understanding and explaining universe. By the help of this aspect, it becomes the dominant factor in determining our perspective towards universe, and in realizing, interpreting and explaining the events and facts. Mother tongue determines the borders of our inner worlds, the way of perceiving and interpreting the universe. Since it realizes this determination within unique laws and principles, it also becomes the major factor of determining national and social personalities and national characters of individuals. Mother tongue is both the creator and the variable of thought borders of individuals. An individual can only express him/herself most clearly and easily in his/her mother tongue. Mother tongue is a factor that forms the personality and at the same time it is a means that forms our life and knowledge acquisition as well. According to Aksan (1990:11-12), language provides opportunity to an individual to express his/her emotions, thoughts, wishes with all details and to continue his/her life. Arts is one of the aspects of a person that makes an individual human and language is the raw material and product of all arts that are based on words. Language is also one of the most developed systems of various communication systems in the world. At the same time, language is an important institution that makes community transform into society. Language is the strongest tie that makes society become a nation. Language makes an individual a connection element between past and present. At the same time, language is the mirror of a nation's culture regarding all aspects. Language is the most important sign and means of a human and civilization.

As it is seen from the statements that are mentioned above, mother tongue has many functions from the sides of an individual and society and all of these functions are of vital importance. Individuals that have the proficient level of mother tongue can use mother tongue as a means of effective learning and access knowledge and science. In order to enhance the conceptualizing skills of humans, great emphasis must be given to the preservance of the mother tongue; because interfering with language means interfering with conceptualization. Having such aspects and functions the mother tongue's importance was realized centuries ago. Nowadays, to teach the mother tongue completely in every respect becomes the basic objective of education almost in everywhere in the world. Today, Turkish spoken by millions of people as a mother tongue faces with many problems. "Instruction in foreign language", "carelessness and misuse", "passion of using foreign language words", "opinion of not considering Turkish as science language", "inadequacy in Turkish instruction" and "Turkish use in internet" are some of them.

Mother Tongue and Internet

Internet is a contemporary network of sharing knowledge, means of communication and accessing knowledge. Individuals can access knowledge that they require in order to develop themselves easily and quickly, communicate with the other people and find the opportunity to demonstrate their creativity via this means. On the other hand, when this means is not properly and consciously used, it is known that internet has many negative effects on individual and social life. Today according to

many people, internet has taken the places of people and moved them out of the society. Internet has also entered the lives of children and the young as a necessity of contemporary life and had negative impacts on their physical, psychological and social worlds since it is not used consciously. It is now maintained by many specialists that especially the computer games create negative effects on the health of children and the young, and isolate them, make them aggressive, lazy and awkward (Online 1). Besides, websites including pornographic content, illegal trends, web pages including violence and various perversion types harm children and the young (Online 2). Moreover, unethical behaviours such as being sponger and freeloader, using knowledge without footnoting, plagiarism are some of the negative traits created by these virtual environments.

Internet can become an important means from the point of language development when used as means of instruction. Postings in chat websites, forum sites especially in which teachers share their experiences, knowledge, instructional materials and educational situations, performing evaluations related to language instruction in network based environments provides significant contributions to mother tongue instruction. Nowadays, many researchers utilize internet in teaching mother tongue and foreign language.

Özdemir (2006) states that a language is an individual and national identity, and indicates that the words used in internet become stereotyped, and abbreviations (shortening) and distortions eliminate the meanings of words and terms. According to him, internet users communicating with abbreviations also lack in thought in time, and this kind of uses cause them troubles in finding words such as not being able to find an appropriate word as in stuttering. Özdemir who stated that language improves by speaking, listening, reading and writing mentions that writing style preferred as "easiness" in internet also affects our language use and consequently thought productivity negatively besides causing less reading and writing.

The entrance of internet with its postings, chats, forums to our communication habits has negative effects on especially written language. Words are abbreviated and written directly as in spoken language, and spelling mistakes were done frequently. Emails are seemed as if they were kinds of post-its written quickly, illegibly and carelessly. Punctuation marks are not taken into consideration and few people address each other as "Mr.", "Mrs.", "Miss" or "Dear …". Polite statements are less included and diminishing. Moreover, in postings of forums lots of abbreviations and writing mistakes are made and no capital letters, emphasizes and punctuation marks are used. Means such as emails, chats and mods have changed structures of texts entirely since they provide quick access to establish a communication in short time. Since the establishment of communication done synchronously and with spoken language but via written form, this usage makes language structures and styles interfere with each other. Since means such as facial expressions, gestures and stress, harmony that cannot be separated from the verbal communication in facial communication are ignored in written internet setting, in other words, that emotions cannot be transferred via these means force users to search new means. Besides, since globalization gains speed with internet, communication also globalizes (becomes global). Changes occur in our time and place concepts due to globalization and environment in which we establish communication becomes different. This can also be seen as a factor that causes globalization in language. In this way, many words and various styles of speeches are added to national languages from English which is the language of internet (Landroit, 2000; Ateşman 2000).

Ateşman (2000) considers these changes in language under 3 headings:
1) In acquisitional area (Smileys or Emoticons ☺, ☹, ;-), *<-), Use of asterisk *laughed*, *got angry*, In emails in order to provide consistency in texts *"... wrote" and ">"sign,* Imitation of Prosodic Features *(veeery muccch, *YOU*, !!!!!!, ?????, hehehe, gırrrr)*
2) In lexical area (The entrance of terms related to computers into general language *(Wing'i pingle, format your memory)*, Abbreviations, Acronyms *(slm, mrb, cu, asap, lol)*, Slang and Daily Language Use *(naptın?)*, Local (Regional) Language Use *(ne diyim, görrük)*, American Words.
3) Simplifications, Lessen *(bişi, naber)*, Not Using Majuscule, Not Obeying Punctuation Rules, Not Obeying Grammar Rules, Bearing Writing Mistakes According to Bilgen (2006), the problem of language deterioration is not only peculiar to Turkish. In many countries, English is used in distorted manner (way), this problem can be seen even in communities in which English is spoken as a mother tongue as a result of the effects of internet and contemporary communication technologies. In short, the problem has a universal nature (characteristic). Some uses in Turkish and English as abbreviation or trimming can be exemplified as follows: slm (selam), mrb (merhaba), tşk (teşekkürler); TY: Thank you, YW or YVVW: You're Welcome, or You're very very welcome, GJ: Good Job (Online 3 and Online 4).

As the specialists mention that Turkish used today in internet almost lost its language characteristic. Some words are written without vowels, their structures are distorted in various ways and too much expression deteriorations are made in within sentences. Punctuation marks are hardly used or used incorrectly (erroneously). Besides, internet marks (signs) are used instead of letters and words in expressing emotions, in short, new styles of language uses occur. Other researches are also done on misuse of Turkish in internet (Kara, 2006). For this reason, especially Turkish, Turkish Language and Literature teachers have important roles in order to keep Turkish Language safe from this degeneration and extinction, because Turkish, Turkish Language and Literature teachers have responsibilities towards all the individuals in the society from the points of using Turkish accurately and effectively.

Aim of the Research

The aim of this research is to determine the mistakes of Turkish language used in the messages of Turkish, Turkish Language and Literature teachers in forum sites within internet settings. The basic aim of studying messages of Turkish, Turkish Language and Literature teachers is to focus on these teachers' Turkish language use since they received education in bachelor's degree in the field of Turkish language and their responsibility of being teachers of Turkish language.

Methodology of the Research

The messages posted by Turkish, Turkish Language and Literature teachers to online forum sites form the source of data of this research based on survey model. 231 postings which include teachers' statements were determined between the dates of 01/01/2006 - 01/11/2006 in forum sites where teachers manage their forum activities and these messages (postings) were analyzed with "content analysis" method from the point of Turkish use. Content analysis is "a scientific approach which seeks societal facts in messages included in verbal, written and other means via objective and systematic classification, enumeration and deduction from the point of meaning and/or grammar" (Tavşancıl and Aslan, 2001:22). Name, web addresses and subject topics of online discussion forums which were studied within the scope of this research were included in Appendix 1.

Postings" were selected as analysis unit in the research, in other words, content analyses were carried on postings. Language mistakes were marked in each posting from the point of Turkish and according to this, frequencies were recorded. Subject field knowledge was utilized by researcher before all else in composing alternatives (categories) and special sub areas. Afterwards, 100 postings were randomly selected out of 231 postings for preview. According to preview, some alternatives were removed and some were added or combined. After these procedures, categories and sub areas were definitely determined and they were presented to 3 subject field specialists. Required revisions were done according to suggestions of subject field specialists and finally the categories were formed.

The reliability of content analysis depends especially on data processing (coding) system. 50 postings randomly selected out of 231 postings were analysed by another field language specialist (secondary data processor) in order to prove the reliability of coding that will be used in this research, the consistency between the secondary coder and researcher's evaluation were considered. Therefore, the following formula was used (Tavşancıl and Aslan, 2001:81):

Reliability= The number of statements agreed on
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Agreement + Number of statements disagreed on

The consistency between the coders was found as 94% at the end of the calculation (analysis). Frequency and percentage calculations (analyses) were done (used) in the analyses of data.

FINDINGS AND DISCUSSION

The distributions of language mistakes found in the postings that were sent to online discussion forums by Turkish, Turkish Language and Literature teachers regarding special subgroups were given in Table 1.

Table 1: Language Mistakes Made In Internet By Turkish, Turkish Language and Literature Teachers According To Special Subgroups

	Type of Mistake	f	%
01	Beginning Sentence with a Minuscule Letter	444	24
02	Not Using a Period	175	9.5
03	Expression Errors As a Result of Logical Mistakes	122	6.6
04	Not Using a Comma	110	5.9
05	Mistakes in Writing Words	95	5.1
06	Using Punctuation Marks That Do Not Exist	92	5.0
07	Writing Proper Nouns with Minuscule Letters	88	4.8
08	Not Using an Exclamation Mark	67	3.6
09	Mistakes in Writing Conjunctions	60	3.2
10	Not Using a Question Mark	58	3.1
11	Not Using a Quotation Mark	54	2.9
12	Using Arabic and Persian Words	54	2.9
13	Uses Contrary to Culture Language	52	2.8
14	Not Using a Semicolon Mark	46	2.5
15	Writing Words By Distorting Their Structures	37	2.0
	Expression Errors Resulting From		

16	Complements	32	1.7
17	Not Using an Apostrophe Mark	24	1.3
18	Using (Making) Wrong Abbreviations	22	1.2
19	Using Internet Sign	21	1.1
20	Using Western Language Words	20	1.1
21	Not Using Ellipsis	19	1.0
22	Using Two or More Than Two Punctuation Marks Together	16	.9
23	Expression Errors Resulting From The Elements (Components) Found In Wrong Position	16	.9
24	Expression Errors Resulting From Using Wrong Subjects / Subject Mistakes	15	.8
25	Mistakes On Using Noun Cases Affixes (Infixes)	13	.7
26	Using Unnecessary Words	12	.6
27	Expression Errors Resulting From Modifiers	12	.6
28	Writing Common Names With Capital Letters In The Middle Of The Sentences	12	.6
29	Mistakes On Writing Question Suffix (-mi)	10	.5
30	Expression Errors Resulting From Repetition	10	.5
31	Not Using Colon	7	.4
32	Expression Errors Resulting From Unfinished Sentences	7	.4
33	Writing Words Without Using Vowels	6	.3
34	Writing Abbreviations With Majuscules	6	.3
35	Expression Errors Resulting From Confused Words	6	.3
36	Mistakes On Writing Infixes	5	.3
37	Expression Errors Resulting From Predicates	3	.2
38	Writing Words By Distorting Their Structures By Imitating The Words Of Other Languages	3	.2
	Total	**1851**	**100**

Since some Turkish, Turkish Language and Literature teachers made more than one language mistakes in their postings, the number of the mistakes determined was 1851 although 231 postings were studied. When these 38 items in which 1851 mistakes were made categorized under 5 alternatives (categories), the classification of the mistakes made by teachers in their postings were given respectively in Table 2:

Table 2: Classification Of Language Mistakes Made In Internet By Turkish, Turkish Language and Literature Teachers

	Type of Mistake	**f**	**%**
01	Writing Mistakes	788	42.5
02	Punctuation Marks Mistakes	668	36.1
03	Expression Errors	248	13.3
04	Using Foreign Words	74	4
05	Uses Contrary to Culture Language	73	3.9
	Total	**1851**	**100**

There are different language mistakes and also mistakes related to the uses of writing and punctuation marks in the postings below:

"Alas, what will we do, what shall we do, should we go to the countries in which Turkish is spoken in order to be a teacher? Let us go and leave everything behind us, we do something that gets us nowhere, where …? We have been living in Turkey in which everything can happen at any time and any decision can be taken without taken into consideration anything such a country, we have graduated from university and after that a master degree, moreover we had finished a training (pedagogy) programme, whatever we did is nonsense, how much does it last, we are in our 25's, expectations are great. This morning my father asked me why I didn't do anything despite the fact that 30 thousand teachers will be assigned, what can I say, what can I do? Tell or speak, it becomes later nonsense. I got bored and I want to find a way, a solution but what??? Oh my God, please help me!" (143. posting)

"Please, forgive me. Is justice blunt my friend where did you get this information cite reference what do you want to do element from … (slang)!!! pardon, don't invent number. teacher appointments are not certain yet…" (194. posting)

"My friends, I want to ask something but it isn't related with the topic, is there anyone who has got any information on master degree of computer and instructional technologies teacher (graduate) programme who can apply to this master degree for example can a person graduated from history programme apply to master degree of computer and instructional technologies teacher (graduate) programme?" (199. posting)

"Ones who was contracted with 70 was appointed to eastern provinces in my opinion. I found this direct appointment as logical and appropriate. as a result, you will have to prefer. I have not been working with contract for example. ones who got low grades will be appointed as permanent staff perhaps. it seems as if injustice in one respect but I prefer myself not to work as contracted. anyway at the end it seems that I will not be appointed. I got 70.906. my preferences does not come true. impossible. but if I say that I will do in anywhere, it seems impossible…" (212. posting)

"My friends, I got confused. it seems as injustice when taken into consideration. ouf ouf…" (213. posting)

"Don't behave like this my friends for God's sake. Isn't it injustice for a person's appointment as a permanent who got 70 despite the ones who got 72 points. think twice. in my opinion it is funny even. if it happens like this, nonsense things will continue. gümüşber (nickname) in my opinion the places where the ones who are permanent work is not an important issue. whether the schools are in good condition is also not important. everyone is in the condition that they can accept anywhere (everywhere). I hope you will be appointed gümüşber (nickname)." (214. posting)

According to the content analyses, "writing mistakes" ("beginning sentence with a minuscule letter" are included in these kinds of mistakes) and punctuation marks mistakes (mostly period among these) are the mistakes that are done most frequently by Turkish, Turkish Language and Literature teachers. Most of the teachers made punctuation marks mistakes in their postings (using two colons together, four periods, more than one exclamation and question mark together). Whereas, the subjects of beginning sentence with a majuscule letter, writing of conjunctions, words, infixes, proper nouns, abbreviations and use of punctuation marks are covered in the curricula of Turkish instruction beginning from the 1st year of primary education to the end of secondary education and these topics are dealt in the courses every year. Teachers working in these branches also received instruction in the master degree on these topics as well. However, the mistakes can be the results of not creating the language awareness, acquire the habit of using language carefully, and not using the methods functionally in courses. Besides, since Anatolian High Schools, Science High Schools that are crucial for students and student placement tests depend on test technique, consequently lack of adequate practice may have also caused to such a result. Students either go to the private schools offering specialized courses where this technique is only used or buy test books that prepare them to these exams in order to pass these tests. In private schools offering specialized courses, problem solving processes are regarded important instead of studies aimed at strengthening especially oral and written expression skills. However, Turkish course is a skill acquiring course not a knowledge loading course. It seems that this can be possible with studies including lots of practices.

Turkish, Turkish Language and Literature teachers made the following mistakes in their postings below:

"… teacher, I have read the title from the beginning to the end, I have seen you as prejudiced a little bit, that fellow wrote subjects which are under debate, anyone who has opinion expresses it, your manners exaggerate this situation.

besides, in my opinion, the most important thing is what we have learned not the university we have graduated and not the people we have taken courses. the subject of my faculty is better than yours becomes childish :))) and one of my friend names this situation as competition to be pre-eminent in something trifling" (114. posting)

"eh I see that I am the only person that writes on the topic of literature what had happened to us we are the people who can express themselves better than the others from the point of department we graduated but we remain silent and wait what is this intimidation eh I don't understand do you give in quickly eh we say something, don't we when I enter the forum and couldn't see you I became hopeless from now on in my opinion turkish, turkish language and literature teachers should be appointed to the places allocated for permanent staff that they deserve moreover all SECONDARY EDUCATION TEACHERS SHOULD BE APPOINTED TO THE PLACES ALLOCATED FOR PERMANENT STAFF THAT THEY DESERVE eh what is this zero quota were allocated to literature secondary education mathematics please primary education greatly that's enough eh people should remember that there are secondary education institutions in this country I say this in the name of mathematics, biology, history, chemistry teachers who are unjustly treated as we please let's say something I AM WAITING FOR MY FRIENDS' 'LITERATURE TEACHERS' REPLIES…" (160. posting)

The third mistake frequently made by most Turkish, Turkish Language and Literature teachers in their postings is "expression errors". Today, many specialists related with the field state that adequate importance was not given to mother tongue and mother tongue instruction in our country, and also the ones graduated from universities do not even use our language well and cannot write even a petition (written application) in which they express their problems (Kavcar, 1982; Özdemir, 1983; Binyazar, 1983; Adalı, 1983; Kantemir, 1986; Göktürk, 1989; Özdemir, 1990; Kocaman, 1990; İpşiroğlu,

1991; Göğüş, 1998; Sever, 2002; Çotuksöken, 2002). The findings of this study reveal that Turkish, Turkish Language and Literature teachers who have been receiving instruction in MA programmes and working as teachers in this field do not use language accurately and effectively either and made expression errors at the significant level. One of the reasons could be students' receiving Ottoman and Ottoman texts in their courses rather than contemporary Turkish during university education (Approximately 23 credits according to the previous graduate programme of Department of Turkish teachers, 16 credits according to the current undergraduate programme; Approximately 75 credits in the departments of Turkish Language and Literature). Making students acquire four skills should be considered more important in these departments because these skills can be acquired by doing – living. However, since courses based on heavily theories are dominantly included in programmes, they became an important obstacle to the development and acquisition of these skills. Course hours having similar characteristics are rather too many especially in the Departments of Turkish Language and Literature affiliated with Science – Literature Faculties. Graduate programmes of these departments are included in Appendix 2 and Appendix 3. Turkish Teacher Graduate Programme Sub-Field: Social Sciences Teacher

Another reason which specialists mentioned is the importance and function of mother tongue is not realized sufficiently in our country. In other words, love, awareness and sensitiveness of language cannot be established adequately in both students and teachers. The most dominant responsibility of mother tongue instruction is to train readers, to make students acquire reading habit. It is a fact expressed in every platform that this habit cannot be acquired by individuals in our country. Individuals who do not nurtured with literary works written in his/her own language are not expected to use their language accurately, to be aware of their language and to be sensitive to their language. Another important variable is teacher in the solution of the problems related to the use of mother tongue. If this sensitivity is not established in teachers who deal with hundreds of students, it seems that the development related to this topic in the society is impossible.

In the posting below, it attracts the attention that foreign word uses were included too much:

"And again I am going to repeat the words that I told at the beginning as the last word… You already know the answers of these questions… Again I address you as you (informal), you have posted me PM why do you address me as you (informal) … Because I really don't consider your thoughts and also YOU (informal) as sincere… If friends post me writings on the topic I am going to prepare and collect the content and then I am going to add all of them to here or sent them to an upload site and write the link here…" (109. posting)

Many foreign words from Arabic, Persian and European languages were used in many postings: sensitiveness, to please (someone) greatly, from the point of view of, phrase, determine, to wish for/desire (something) earnestly, to follow, to express, literary, in my opinion, unfortunately, curriculum, to talk about, to address, relationship, safely, to recommend, compared to, person (88), in the event that ... (88), about, concerning (88), activity (88), for example (67), preferential treatment (211) etc.; document (58), upload (109), link (109), site (109), net, mail, message (65), direct (209). Some of the words were written by imitating English, the structure of Turkish word were distorted: ewet [yes] (55), dewam [attendance] (173), sewinmek [feel happy] (176). The structure of some words were also written in distorted forms in the same manner: yüzzz [hundred] (173), çoook oldunuz yaaa allahhhh [overstep the limit] (172), 100 de yüzzzz [100 percent] (173). These problems can also be originating from the reasons mentioned above. In spite of the fact that Turkish equivalents were found for most of them and they were utilised by many people, Turkish, Turkish Language and Literature teachers prefer to use these words, and this situation gives us important feedbacks from the points of language deterioration dimensions in our country.

Some teachers but not many wrote words removing vowels and distorted their structures:

"… I agree with you the injustice that they had done to us last february should not be done this year there were 20 people who were not appointed as a permanent staff last year and they announced 250 positions for people under contract I think they could not fill this reveals that there are free positions opportunity should be given to us please my colleagues let us say something" (166. posting)

"hello" (48. posting)

"hello. you did the right thing by being a member." (52. posting)

Again, some teachers wrote the abbreviations with minuscule letters: mone, sspc. They made wrong abbreviations occasionally: ilk. [first] Mat. [Mathematics] cıyım [...y] (178), öğrt. [teacher], fen b. [science k.] (227), din k. [religion c.] (227), sosyal b. [social s.] (227), edeb.çılar [litterateurs] (149), edebçılar [litterateurs] (149), Atatürk Ünivde [Atatürk University] (108), ÇOK TŞ…. [thank you very much] (75) This situation can originate from teachers' synchronous and rapid communication wishes; but since these abbreviations done contrary to language rules will be the cause of BOZULMAK distortion of language as time passes, they are the language mistakes that they shouldn't be done.

One of Turkish Language and Literature teacher began two sentences with minuscule letters, wrote de conjunction (too, also) adjacent to the word and wrote the word "yes" with the letter not existing in Turkish alphabet by imitating English and distorting the structure of the word in two-letter posting below:

"ewet (yes) in my opinion this site was wonderful. congratulations" (55. posting)

Few Turkish, Turkish Language and Literature teachers (2,3,8,56,64 ve 65. postings) warned their colleagues against using Turkish incorrectly in their postings:

"Dear … There is not a "w" letter in our Turkish, isn't it. We suppose that we should pay more attention to this issues being literature teachers" (56. posting)

"My friends please obey the rules of writing and punctuation rules in writing to forum and sharing files. Because this area is a forum site of Turkish and Literature teachers. We are different from the others, aren't we? Besides we shouldn't begrudge thanks to our friends who shared their opinions. Thanks for the sensitiveness that you have displayed on the topic right now…" (2. posting)

"Dear my friends,
This forum is "literature teacher"s forum, isn't it? Therefore we should pay attention to Turkish language rules in our writings. I think we will be in a contradiction situation if we do the writing mistakes that we don't want our students to do." (64. posting)
Topics of the forum were not taken into analysis in the study; but, it was seen that there are incorrect usages in them. Some of the mistakes are as follows; using two or more punctuation marks together, using a punctuation mark that doesn't exist, writing proper nouns with minuscule letters and writing words by distorting their structures:
"2000 quota to English, 64 quota to Literature!!!" , TURKISH TEACHERS WE WON THE CASE OFFICIALLY!!!!!!!!!!", "LITTERATEURS PLEASE SAY SOMETHING" ....", "to turkish teachers" etc.
Usages such as "My brother", "o…!", "Friend" that are not appropriate for culture language are in bothering situation that disturb the readers. According to Sever (2004:5-6) "Mother tongue instruction has basic aims such as make individuals acquire language skills in order to realise accurate, clear and effective communication; develop their thinking skills, contribute to their processes of mastering and socialization." Therefore, primarily educators who will perform mother tongue instruction should acquire these objectives and use language appropriate to this understanding.

No language mistakes were found in 16 out of 231 postings within the settings of this research. This ratio of these postings is very low (approximately 7%) within 231 postings.

RESULTS AND SUGGESTIONS

This research based on survey model was carried out in order to analysis the mistakes done in using Turkish by Turkish, Turkish Language and Literature teachers in the postings that they posted to online discussion forums in internet setting. At first, 2 forum addresses were determined in which people work as Turkish, Turkish Language and Literature teachers posted messages, 231 postings that include the messages of the teachers were selected among them for analysis. Later, 100 out of 231 postings were studied previously, according to this, some of the alternatives (categories) determined by researcher for analysis were removed and some of them were added. Alternatives formed were displayed to 3 field specialists, the final form was given to tool considering their suggestions. 50 postings selected randomly out of 231 postings were also evaluated by another field specialist linguist in order to put forth the reliability of coding process for consideration that is going to be used for the research; the consistency between the evaluations of this data coder and researcher was found as 94%. Frequency and percentage calculations were done in data analyses. According to the content analyses performed, "Writing" and "punctuation" mistakes and "expression errors" were the most frequently done mistakes in internet setting by Turkish, Turkish Language and Literature teachers. Besides, some teachers use too much foreign words, some prefer a style that is not appropriate for culture language.

Turkish, Turkish Language and Literature teachers have the responsibility of being models to everyone in the society especially from the point of using language. However, the results of this study revealed that the teachers having the responsibility of Turkish instruction do not also use Turkish carefully. The biggest responsibility is primarily Turkish, Turkish Language and Literature teachers', and also all teachers'. If preventive measures were not taken, language used in internet setting and full of mistakes will become widespread with increasing users and deterioration in language will affect our all communication styles in negative way. In order to provide using language accurately in everywhere, not only using language accurately in internet and in order to establish sensitivity in language use:

1. Courses in which Turkish is used accurately and excellently and noble literary texts are used should be included in the

programmes of both departments of Turkish, Turkish Language and Literature teachers affiliated with Education Faculties and Turkish Language and Literature departments affiliated with Science - Literature Faculties. Beauty, richness, productivity and characteristics of Turkish should be perceived, in this manner, teacher candidates should establish language awareness.

2. In order to remove the negative effects of the means that are significantly involved in our lives and contemporary means such as internet and computer, especially educationalists have significant responsibilities. Educationalists should always emphasize the importance of the language beginning from primary education to university within classroom settings, and also they should make individuals establish language awareness and sensitiveness.

3. Also the postings of Turkish, Turkish Language and Literature teachers in the other forum addresses should be analyzed from the point of language.

4. Studies should also be carried on language uses of teachers of other branches.

5. All researchers who are aware of the importance of mother tongue should use Turkish accurately by being determined in internet and also be model especially to children and young persons.

6. Turkish, Turkish Language and Literature teachers should observe Turkish words derived to be used instead of foreign terms and they should be willing to use them. Today Turkish equivalents of the words originated from Western roots (languages) such as internet, mail, web were found and began to be used. Besides, Turkish, Turkish Language and Literature teachers have also the responsibility of finding Turkish equivalents to these terms.

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