

Error Analysis: Approaches to Written Texts of Turks Living in the Sydney

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Abstract

The purpose of this study is to describe the errors made by Turks living in Sydney, Australia in Turkish written texts. The mistakes identified in the texts were handled with the error analysis approach and evaluated according to their linguistic, cognitive processing, communicative, spelling and punctuation characteristics. Content analysis technique, one of the qualitative research methods, was used in the research. The study group consisted of forty-one people, aged between 10-25 years, living in Sydney, Australia in 2017. Participants were asked to create a text of at least 250 words by selecting any of the seven elective subjects in the written expression form. The texts were then examined one by one and the errors were analyzed under four headings: linguistic, cognitive processing, communicative, spelling and punctuation. As a result of the analyzed data in written expression texts, 951 linguistic and cognitive processing, 343 communicative, 230 spelling and 178 punctuation errors were detected. By analyzing the written texts under these headings, it is thought that the mistakes will be identified more easily and be beneficial for the language teaching process and everyone involved in this process, that the mistakes can be avoided more easily by focusing on more efficient and goal-oriented works and that they will save time.

Keywords: bilingualism, error analysis, Turks living abroad, written expression

1. Introduction

Things that the long process, started with the migration of Turkish workers in the 1950s, brought have been subject of many researches. One of these research topics is the Teaching of Turkish to Turks living abroad. Studies on teaching and education of Turkish for Turkish citizens living abroad are often associated with bilingualism and it is seen that the majority of these studies are concentrated around European countries. One of the regions where mother tongue education of bilingual individuals needs to be focused on is Australia, an overseas country. This study focuses on writing skills of Turks living in Sydney, Australia. Turkish citizens who migrated abroad for labor, marriage, education or other reasons took their language and culture with them and took the responsibility of transferring to the next generations. In this way, the process of bilingualism has started. In cases where this process cannot be carried out efficiently, maintaining the use of the mother tongue in addition to dominating the language of the society they live in has become a major problem among generations. Although there are many definitions of bilingualism, the most common definition is that the individual is able to express himself/herself in two languages. Although the literature puts emphasis on the equal competence of bilingualism in both languages, individuals with different levels of competence in both languages are considered as bilingual (Ceyhan & Koçbaşı, 2009, p. 14). However, this competence does not prevent bilingual individuals from making mistakes in their use of language. Due to various reasons, individuals make many mistakes both in verbal and written expressions. The fact that individuals are raised in an environment where their mother tongue is spoken, and that they are raised only in an environment where they can use it only in a limited way, have different results in terms of language use. Therefore, a different field of teaching emerges with a different problem on behalf of mother tongue teaching.

Living in a foreign culture can be an advantage in terms of language and culture acquisition, or it can create a situation with devastating and irreparable consequences if not systematically educated (Deniz & Uysal, 2010). Therefore, creating a Turkish society that can use both community language and mother tongue together should be a primary objective. Individuals are expected to have a command of both the language of society and their mother tongue, in other words, to demonstrate proficiency in basic language skills in both languages. The differences between the expected situation and the current situation of individuals have been the subject of many studies (Şen,

2013; Yağmur, De Bot, & Korzilius 1999; Uluçam, 2007; Belet, 2009; Zeng, 1997; Parlak & Alkan 2014). Individuals affected by the language of society at school, in the social environment, at work and even at home are increasingly distancing from their mother tongue. Striving to survive only in spoken language, the mother tongue tries to maintain its continuity with a limited vocabulary in a vicious circle, and reading and writing in the mother tongue is gradually decreasing. Reading and writing education, which are thought to have failed to reach the desired point with the Turkish lessons taken in a certain period of time, are declining with the end of Turkish lessons in the education life of the individual.

Aydın (2013) evaluated thirty-two written expression texts taken every other week from sixteen students in terms of spelling and punctuation in his study, which aims to identify the mistakes made by university students from Germany in their Turkish written expression skills. In this study, it is concluded that the texts of bilingual Turkish students contain a significant amount of mistakes in terms of phonology, morphology, semantics and syntax. Şen (2016) examined the mistakes in Turkish texts composed by 198 Turkish children aged 11-15 years living in Belgium in terms of the errors caused by the reflection of spoken language and oral feature to written language, errors caused by the effect of second language, errors in punctuation, errors of spelling, errors of sound events. Yıldız and Öztürk (2013) examined the writing skills of forty-two Turkish students attending primary school in Germany. As a result of the research, it was seen that the students made the mistakes about confusing the letters, misspelling and spelling errors most. In her study, Uluçam (2007) included linguistic deviations in the written texts produced by monolingual and Turkish-German bilingual university students whose native language is Turkish, and compared these linguistic deviations specific to bilingual languages by comparing them in terms of quality and quantity. Bölükbaş (2011) handled Turkish written expressions of twenty Arab students who learn Turkish as a foreign language according to the error analysis approach. In the study which she handled under four groups, identified a total of 372 errors in terms of grammar, syntactic, word selection and spelling-punctuation errors were identified. She concluded that 16.39% of these mistakes were grammar, 13.17% were syntax, 15.59% were word selection and 54.58% were misspelling and punctuation. Büyükkiz and Hasırcı (2013) evaluated the data collected from compositions written by forty-two foreign students at B2 level according to the error analysis approach by classifying in terms of grammar, syntactic, word selection and spelling-punctuation. It was stated that 31% of the identified 1282 errors were caused by grammatical 9.9% syntactic, 44.46% spelling-punctuation and 14.4% of word selection. İnan (2014) in his study that determined the mistakes in the written expressions of seventy-one Iranian students at B2 level learning Turkish as a foreign language; stated that students made spelling, punctuation and sound scientific, word-semantic, form-syntactic and process-based mistakes.

The fact that the studies in the literature are generally handled within the framework of the learners of Turkish as a foreign language or the limited number of studies conducted on Turks living abroad are gathered around European countries makes this study important.

The purpose of this study is to describe the mistakes made by the Turks living in Sydney, Australia in their written expressions. For this purpose, the following questions have been answered:

- 1) What is the distribution of the mistakes made by the participants in terms of their linguistic characteristics?
- 2) What is the distribution of the mistakes made by the participants in their written expression in terms of cognitive processing?
- 3) What is the distribution of the mistakes made by the participants in their written expressions in terms of their communicative characteristics?
- 4) What is the distribution of the mistakes made by the participants in their written expressions in terms of spelling and punctuation?

The main objective in language education is to improve the individual's language skills. Listening and reading skills are described as comprehension, speaking and writing skills are described as narrative skills. The individual expresses himself/herself in two ways: written and verbal. The skill dealt with in this research is writing skill.

Writing skill is known as one of the most difficult skills to acquire and develop. Because writing skill is not acquired through a natural process, on the contrary, it requires more time, physical effort and formal education than other skills. Demirel (2003) states that writing skills develop more slowly among the basic language skills and require a lot of practice. In addition, Byrne (1988, p. 4) explains that writing in both mother tongue and foreign languages is a difficult skill for many people and examines the problems leading to this situation under three headings: psychological, linguistic and cognitive. He states that writing is an individual activity, and that the fact that we need to write on our own without the possibility of feedback and interaction, as in speaking skills, makes writing more difficult. According to Kırmızı (2016), the difficulty of writing is due to the fact that it is a formal

language and the error is unacceptable.

1.1 Error Analysis and Description of Mistakes

The method of error analysis was introduced by Stephen Pit Corder et al. in the 1960s (Corder, 1967; Yılmaz & Bircan, 2015, p. 116). Dede (1985, p. 123) states that the error analysis emerged as an alternative to the contrastive analysis; she argues that error analysis is a method that checks the assumptions of contrastive linguistics, provides solutions to its limitations and problems, and complements it.

Contrastive analysis ties the difficulties encountered in language learning to the mother tongue initiative and transferring the mother tongue, while it is also seen that there are mistakes in language learning that cannot be explained by the mother tongue initiative. For this reason, in addition to the contrastive analysis, error analysis was utilized in the definition and explanation of the errors (Dede, 1985, p. 123; Büyükkiz & Hasırcı, 2013, p. 53). The error analysis is a guide for the teacher to review the teaching techniques and teaching materials, to evaluate the teaching process and to rearrange the curriculum (Bölükbaş, 2011, p. 1359). The error analysis is performed to learn how well a person knows a language, to learn how he learns a language, and to be informed about common difficulties in language learning (Hasyim, 2002).

In this context, it can be said that error analysis is a tool which aims to determine and analyze the mistakes of language learners, the frequency of these mistakes according to a certain system and to produce a problem map, and to report this map to language teachers, textbooks and materials preparers in detail. Written texts are also a kind of raw material of this tool.

Corder (1967, p. 167) discusses the importance of error analysis in three dimensions. Firstly, the error analysis tells the teacher how close the student is to his or her goal and what he should learn as a result, secondly, it provides evidence on how language is taught or acquired, what strategies the language learner uses in discovering the language; thirdly, the language is indispensable to the learner himself, because the mistakes made are seen as a tool used by the learner to learn the language. It is a way for the learners to test their hypotheses about the nature of the language they learn. Making mistakes is a strategy practiced both by children who acquire their mother tongue and the people who learn a second language.

Error analysis requires a gradual process. Although these steps vary numerically, they are basically similar and their rankings do not change. Corder (1974) discusses the error analysis in five stages: collection of data containing errors, classification of errors, identification of errors, disclosure of errors and evaluation of errors. Sridhar (1975, p.16) states that the error analysis consists of six steps as data collection, identification of errors, classification of errors according to types, table of relative frequency of error types, definition of difficulty areas in the target language, improvement (remedial, corrective applications, courses, etc.).

Error analysis has two objectives, theoretical and practical. The theoretical goal explains what is learned and how to study a second language. The practical goal is pedagogical purposes that serve to enable the learner to learn more effectively by utilizing our knowledge of his dialect (Corder, 1974).

When all these stages and targets are taken into consideration for error analysis, in general, "there are the reasons underlying the mistakes made by the users of the language in the form of the determination of mistakes, separation of errors according to the preferred classification in the study, calculation of frequencies and evaluation". In this way, it is aimed to systematically reduce the deficiencies and mislearnings that underlie the mistakes, and to ensure the development of language learners.

When the literature on error analysis is examined (Keshavarz, 2011; Barzegar, 2013; Corder, 1974), it is seen that errors are examined under many headings. However, in this study, the classification of Çetinkaya (2015) is taken into consideration. Accordingly, errors are examined under four main headings: linguistic characteristics, cognitive processing characteristics, communicative characteristics and resources. In this study, errors are examined in terms of their linguistic, cognitive processing, communicative, spelling and punctuation properties and source features were excluded. The study of errors in terms of source characteristics means that they are dealt with in terms of their inter-linguistic and intra-linguistic developmental characteristics. As Çetinkaya (2015) points out, a holistic resource is needed to decide whether errors are inter-linguistic and intra-linguistic. Since such a resource is not available, the study is considered under three headings. In addition, due to the examination of the errors made only in the written texts, the phonological category under the title of linguistic features was excluded from the research. Because this category is oriented to examine the errors in oral expression, not written expression.

In terms of linguistic features, errors are defined under five headings (Çetinkaya, 2015, p. 169):

- 1) Orthographical errors

- 2) Phonological errors
- 3) Lexico-Semantic errors
- 4) Syntactic errors
- 5) Morphological errors

Orthography is the writing of a language with certain rules (TDK, 2019). The fact that the participants wrote the word “Okul” in the form of “Ökul” in their written texts may be an example of an orthographical error.

Phonology is a branch of linguistics that aims to show the distinctive structures of sounds in a language, to reveal the nature of the sound system and to examine the function of sounds in languages (İmer et al., 2011, p. 221). Since the structures to be studied in phonology belong to the language of speech, they will not be used in the examination of errors of written expressions.

Errors resulting from wrong word selection are defined as lexical-semantic errors (Çetinkaya, 2015, p. 169).

Syntax is the grammar component that includes the phrases in the sentence structure, the relationship between the words and units in the structure of these phrases and the rules related to their ordering (İmer et al., 2011, p. 52). It is possible to talk about the syntactic errors in the sentences where words formed without showing a proper sequence in accordance with the rules of the language.

Morphology is the component of the grammar of a language that includes the formation processes of lexemes and word-forms of that language and the organizations of morphemes in this process (İmer et al., 2011, p. 52). The fact that Turkish is an agglutinating language is a morphological feature of it. The formation of words with a wrong morphology in contradiction with the rules constitutes morphological errors.

In terms of cognitive processing features, errors are defined under four headings (Çetinkaya, 2015, p. 170):

- 1) Omission: It is usually the case of removing the necessary linguistic elements such as functional words or morphemes.
- 2) Addition: It is the case that redundant items/elements are added to the sentence.
- 3) Substitution: It is the use of the correct element instead of the wrong element.
- 4) Permutation: It is the case that the elements of the sentence are not used in the correct order (Çetinkaya, 2015, p. 170).

Errors in terms of communicative characteristics are defined under two headings (Çetinkaya, 2015, p. 170):

- 1) Local: Errors that affect only one element in a sentence (eg. verb) and do not hinder communication despite this error.
- 2) Global: They are errors about the basic structure of a sentence and make it difficult to understand because they disrupt the general structure of the sentence (Ellis, 1997, p. 20).

The analysis of the errors in terms of spelling and punctuation was made by taking into consideration the Turkish Language Association Dictionary and the rules in the dictionary.

2. Method

In this research, one of the qualitative research methods, content analysis technique was used. Büyüköztürk et al. (2014, p. 240) defines content analysis as a technique in which inferences are made for objective and systematic recognition of certain characteristics of a message. According to Yıldırım and Şimşek (2013, p. 259), the main purpose of content analysis is to reach the concepts and relationships that can explain the available data. For this purpose, similar data are collected and interpreted by organizing within the framework of certain concepts and themes in a way that the reader can understand.

2.1 Study Group

The study group consisted of 50 people, aged between 10-25 years, living in Sydney, Australia in 2017. The written expression study was applied to 50 participants and each of the participants was coded as K1, K2, K3.... However, only 41 of the 50 written expression papers were examined. The code numbers of the participants were left as they were given when the forms were distributed to the participants. Therefore, some examples in the findings section such as K45, K49, K50 are available.

2.2 Data Collection and Analysis

There are seven different examples in the written expression forms given to the participants. The participants were asked to create an independent text of at least 250 words on a topic of their choice among these seven subjects. The

subjects are detailed with examples to make it easier for participants to understand better and write about the topics. For the subjects, the opinions of experts of Turkish language education, assessment and evaluation were received on whether the subjects were appropriate to the cognitive characteristics of the participants and the intelligibility. The options “appropriate”, “must be corrected”, “not appropriate” are added to each subject proposal in the prepared form and presented to the expert opinion. The proposal of ten writing subjects in the first version of the form is limited to seven subjects in line with the expert opinions. Subjects were placed in the form by sorting from easy to difficult.

The mistakes in the written expression texts obtained from children were analyzed by content analysis based on the principles of Error Analysis stated by Çetinkaya (2015).

Accordingly, mistakes are defined under four main headings in terms of their linguistic characteristics, cognitive processing characteristics, resources and communicative characteristics. However, the data has not been examined in terms of the source properties (intra-linguistic and inter-linguistic) of the errors. Because, in order to know whether mistakes are inter-linguistic or intra-linguistic-developmental, the structural and lexical-semantic, etc. conditions of English and Turkish need to be compared and described in detail. However, since there is no such source for English, the study has been limited to three headings (linguistic, cognitive processing and communicative features), and spelling and punctuation have been added to these headings. In addition, since only written expression texts of the participants will be analyzed, the linguistic category under the title of linguistic features has been excluded. The data entry and analysis form of Çetinkaya (2015) was used in the instalment and arrangement of the analyzed data.

Participant Number:											
Sentence Number	Incorrect sentence and correct format	Linguistic				Cognitive Processing				Communicative	
		Orthographic	Lexical-semantic	Syntactic	Morphological	Omission	Addition	Substitution	Permutation	Local	Global
Grand total											

Figure 1. Data entry and analysis form (Çetinkaya, 2015, p.172).

The sentences in the texts written by the participants were numbered one by one. The errors in the sentences were determined and marked on the paper and transferred to the form above. If there is any mistake for any category, that section is marked with (x) and the total number for that text is calculated. Finally, the mistakes in all the papers of the forty-one participants were combined and the total figures were reached. Spelling and punctuation errors were determined based on the Spelling Book and the Turkish Dictionary published by the Turkish Language Association.

3. Results

In this section, the findings of the obtained data from the participants have been analyzed.

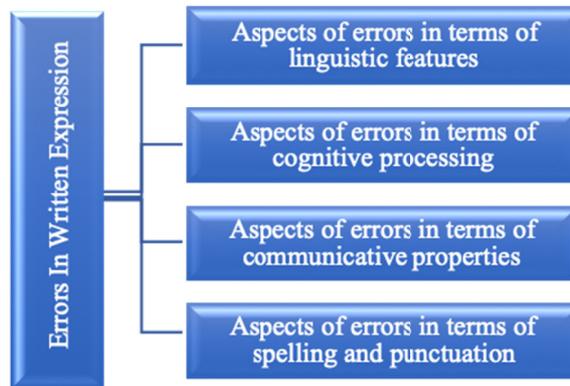


Figure 2. Error analysis headings

Errors have been examined separately for each participant under the headings Linguistic, Cognitive processing, Communicative, Spelling and Punctuation. According to this; the number of linguistic and cognitive processing errors was 951, the number of communicative errors was 343, and the number of spelling and punctuation errors was 408.

3.1 Aspects of Errors in Terms of Linguistic Features

The mistakes made by the participants in the written expression process were examined in terms of their linguistic characteristics and the findings obtained are presented in the Table 1.

Table 1. Distribution of mistakes in terms of linguistic characteristics

Linguistic Characteristics	f	%
Orthographical	266	27.97
Lexical-Semantic	40	4.2
Syntactic	151	15.87
Morphological	494	51.94
Total	951	100

When the Table 1 is examined, it is seen that the total number of errors in terms of linguistic characteristics is 951. 27.97% of these errors are orthographical, 4.2% of lexical-semantic, 15.87% of syntactic and 51.94% of morphological. The following are examples of orthographic, lexical-semantic, syntactic and morphological errors obtained from written texts.

K4 "...Ben sabah uyanınca ilk **once** dişimi fırçalarım sonra güzel bir kahvaltı yaparım..." (Orthographical)

K7 "Ben genellikle En çok **sevdiğim yemek yapmayı** tarhana çorbası yapmayı seviyorum çünkü ilk öğrendi(**ğ**)m yemek oydu." (Syntactic - Morphological)

K8 "Güne başlar baş**lamadan**, arkadaşlarımı arayıp günü ayarlarız." (Morphological)

K11 "**I**şe gidiyorum çalışıyorum." (Orthographical)

K15 "Sabah 9-10 gibi Kalkarım **o gün işe gitmiyorsam**." (Syntactic)

K18 "Ben **günde (haftada)** 5 kere okula giderim." (Lexical-Semantic)

K22 "Bundan sonra okulum için kitaplarımı **pakettiyorum**." (Lexical-Semantic)

K22 "Ailemle kahvaltı **yiyorum**, sonra dişlerimi fırçaladım." (Lexical-Semantic and Morphological)

K22 "Diş(**imi**) fırçayım ve uyuyorum." (Morphological)

K26 "Uykum geldiğ**imde** banyomu yapıp, **yatağa hazırlanıp** yatarım." (Morphological- Syntactic)

K29 “Sabah uyandıgımda banyoya gidip dişlerimi fırçalarım, yüzümü yıkarım, saçımı düzeltirim ve makyajımı **koyarım**.” (Lexical-Semantic)

K42 “Ondan sonra bazen **küzem**lerle akşam yemeği yiyoruz.” (Orthographical)

3.2 Aspects of Errors in terms of Cognitive Processing

The errors made by the participants in the written expression process were examined in terms of cognitive processing and the findings obtained are presented in the Table 2.

Table 2. Distribution of errors in terms of cognitive processing

Cognitive Processing	f	%
Omission	216	22.71
Addition	129	13.56
Substitution	556	58.46
Permutation	50	5.25
Total	951	100

When the Table 2 is examined, it is seen that the total number of errors in terms of cognitive processing properties is 951. 22.71% of these errors are omission, 13.56% of addition, 58.46% of substitution and 5.25% of permutation. It is seen that substitution errors are quite high compared to other errors. The following are examples of omission, addition, substitution and permutation errors obtained from written texts.

K1 “Hafta sonlari(**m**) da ailemle geçiriyorum.” (Omission)

K2 “En begendi(**gi**)m yeri deniz kenari Avustralyada.” (Omission)

K8 “Eylenmek(**ce**)ten sonra akşam arkadaşlarımla birin(**in**)den evinde toplanırız.” (Substitution)

K14 “**Sorna okul**’da bütün günü geçiriyorum.” (Permutation)

K18 “Günün birinci dersini başlarız.” (Substitution)

K20 “Sabah kalktıgımda **once** elbise giyiniyorum.” (Substitution)

K32 “**Buna dayanarak, bu yüzden** en çok bu gezimden keyif aldığımı söyleyebilirim.” (Addition)

K34 “Eve geldikten sonra ailemle vakit geçiririm ve kardeşimlerle oynarım.” (Permutation)

K35 “Hazırlandıktan sonra annem benimle küçük kardeşim Emre’yi **ve beni** okula bırakıyor.” (Addition)

K38 “Bazen okulda kalıyorum ve de daha çok ders alıyorum öğretmen**denler**.” (Permutation)

K39 “Annem önce beni okul**la** bırakıyor, sonra kardeşlerimi.” (Addition)

K44 “bazen arkadaş(**m**) ile kafe(**ye**) gidip oturuyoruz.” (Omission)

K45 “Yemekden sonrada ya oturup film izleriz **ailecek** yada arkadaşlarla dışarıya gezmeye çıkarım.” (Permutation)

3.3 Aspects of Errors in Terms of Communicative Characteristics

The errors made by the participants in the written expression process were examined in terms of their communicative characteristics and the findings obtained are presented in the Table 3.

Table 3. Distribution of errors in terms of communicative characteristics

Communicative Characteristics	f	%
Local	252	73.47
Global	91	26.53
Total	343	100

When the Table 3 is examined, it is seen that the total number of errors in terms of communicative characteristics is 343. 73.47% of these errors are local, 26.53% of global. Local errors are seen to be quite high compared to global errors. The following are examples of local and global errors obtained from written texts.

K1 “Saat 8 ile 8:45 **arasında** iş için hazırlanıyorum.” (Local)

- K8 “Genellikle yaz sabahları en *eylenceli* sabahlarıdır.” (Local)
 K18 “Ben *günde (haftada)* 5 kere okula giderim.” (Global)
 K22 “*O zaman (Sonra)* dış(*imi*) *fırçayım* ve uyuyorum” (Global)
 K27 “Annem kahvaltı *hazırlar* beraber *yeriz.*” (Local)
 K43 “Denizde oynamak’da çok *eylenceli*, kuzenlerimle denizde *surf* yarışı yapıyoruz.” (Local)
 K49 “Bugün uyansam olmak istediğim birisi *Humanitarian*’dir.” (Global)

3.4 Aspects of Errors in Terms of Spelling and Punctuation

The errors made by the participants in the written expression process were examined in terms of spelling and punctuation and the findings obtained are presented in the Table 4.

Table 4. Distribution of errors in terms of spelling and punctuation

Spelling and Punctuation	f	%
Spelling	230	56.37
Punctuation	178	43.63
Total	408	100

When the Table 4 is examined, it is seen that the total number of errors in spelling and punctuation is 408. 56.37% of these errors are spelling errors, 43.63% of punctuation errors. The following are examples of spelling and punctuation errors obtained from written texts.

- K5 “çünkü ben uçmayı isterim ve çok karga oluyor *Ve hiç birisi* beni *Kafesde* tutmayı istemez.” (Spelling)
 K10 “Orda en Sevdiğim aktivite *Balık tutmak(.)* *Ailemle* ve arkadaşlarımla picnic yapmak(.)” (Spelling and Punctuation)
 K13 “Her sabah saat 6:00 da *KalKarım.*” (Spelling and Punctuation)
 K14 “Kahvaltı yaptık’da sonra *Annem* beni okula bırakıyor *yada herhan gibi* bir *Kişi* ailem’den beni okula bırakıyor.” (Spelling and Punctuation)
 K18 “Yarın *ki* derslerimin kitapların çantama koyarım ve yatağa girerim.” (Spelling)
 K19 “önce dersim olursa onu yapıyorum” (Spelling)
 K23 “Her *Sabah* ben uyandığımda saat altı buçukda okul için hazırlanırım.” (Spelling)
 K24 “Türkiye(‘)ye gidince Fethiye, *cesme, foca* ve İzmir(‘)i çok beğeniyorum(.)” (Spelling - Punctuation)
 K27 “*hava* sıcak olursa *Denize Gideriz.*” (Spelling)
 K31 “*on dun* *Sonra* eve geliyorum” (Spelling)
 K35 “yüz bakımız biğtik den sonra kendısı odasına gidip yapığcaklarını yapıyor(.) *bende* yatağıma gırıp Türkçe dizimi izliyorum. (Spelling and Punctuation)
 K36 “Ondan *Sonra, Spora* giderim, *Spordan* *Sonra,* eve gelip duş alarım.” (Spelling and Punctuation)
 K42 “O saat’da, arkadaşımrla konuşuyorum *bide* bazen oyun oynuyoruz.” (Spelling and Punctuation)
 K43 “Denizde oynamak’da çok eylenceli” (Punctuation)
 K50 “*evde* yemekden sonra oturup evde filim seredirim (.)” (Spelling and Punctuation)

4. Discussion and Conclusion

In this study, which aims to describe the mistakes made in Turkish written narrative texts created by Turks living in Sydney, Australia, the written texts of forty-one participants were examined and analyzed. As a result of the study, 951 linguistic and cognitive processing, 343 communicative, 408 spelling and punctuation errors were determined.

According to their linguistic characteristics, 27.97% of the errors are orthographic, 4.2% are lexical-semantic, 15.87% are syntactic and 51.94% are morphological. It is noteworthy that 494 of the 951 errors identified according to their linguistic characteristics are morphological errors. This ratio is more than half of the total errors. Morphological errors are followed by orthographic errors (266), syntactic errors (151) and lexical-semantic errors (40) respectively. It can be said that the excess of morphological errors is due to the fact that the morphological

structure of Turkish (being an agglutinating language) is different from that of English, the lack of information about this structure, and the mislearning. The morphological errors that arise from all these situations also bring about errors in cognitive processing such as omission, addition, substitution and permutation. The excess of morphological errors on the error analysis of written texts in the literature draw attention. 92 of the 105 errors mentioned in the study of Barzegar (2013) are syntactico-morphological errors. In addition, Çetinkaya (2015) stated that the morphological errors found in his study (51.93%) were more than half of the total errors.

The total of 951 errors determined according to cognitive processing characteristics are 22.71% of omission, 13.56% of addition, 58.46% of substitution, 5.25% of permutation. It is seen that the errors of the type of substitution are quite high compared to the others. The majority of the errors in the type of substitution are orthographical and morphological errors. It can be said that the differences in the pronunciation and spelling of Turkish and English words, and the fact that Turkish is an agglutinating language cause errors in the type of morphological substitution. Errors in the type of substitution are followed by errors in the omission (216), addition (129) and permutation (50).

Of the 343 errors determined according to their communicative characteristics, 73.47% is local and 26.53% is global. The ratio of local errors is quite high compared to global errors. The local errors made by the participants are generally orthographical errors that do not affect the meaning of the sentence, while the global errors consist of syntactic and lexical semantic errors that directly affect the meaning and intelligibility of the sentence.

Of the 408 errors determined according to spelling and punctuation characteristics, 56.37% of the errors are spelling and 43.63% of punctuation errors. In the study conducted by Büyükkiz and Hasırcı, 570 of the 1282 errors in the written expressions of the students are spelling and punctuation errors. It can be said that the errors in spelling and punctuation have arisen due to the ignorance or lack of knowledge of the spelling and punctuation rules of Turkish.

It is possible to say that errors identified in the written expression texts obtained from participants occur due to the situations such as; pronunciation and spelling differences between Turkish and English, Turkish mispronunciation of words, the continuation of learning in this way and the fact Turkish and English have completely different grammar structures (i.e. unlike English, Turkish is an agglutinating language and has a different syntactic structure), the use of the spelling of words in English for the words in common in Turkish and English, the lack of lexicon of Turkish.

It is the error analysis that allows all these determinations to be made. Corder (1974) states that error analysis is useful in language education; it explains problem areas to teachers, course programmers, textbook authors.

Error analysis is a rich data storage tool that provides feedback to those involved in the language teaching process, even though it provides information on the types and frequency of errors seemingly. By providing language teachers with a detailed source of data on errors, it can provide language learners with the ability to correct mistakes while also providing information on how to correct them. The situations related to what is taught in the language teaching process concern the authors of the curriculum and textbooks as well as the language learner and the language teacher. Therefore, it is thought that the error analysis will provide a systematic link between all channels that are involved in the language teaching process, such as language learners, language teachers, textbook and curriculum authors within their natural structure.

In this context, the following suggestions can be made based on the results obtained from the error analysis made within the scope of the study:

- The differences in the way of using the letters in the alphabet should be stated and the Turkish characters and their usage should be emphasized.
- Studies that provide comparative information about grammatical features and differences related to Turkish and English should be done.
- Efforts to improve Turkish vocabulary should be given weight.
- Studies should be done to correct the spelling of the words learned from the hearsay and lists should be created about the correct spelling of these words.
- The written texts of the students should be examined according to error analysis and given feedback, and personal studies should be prepared for the subjects that are lacking.
- It should be noted that writing activities are of interest and noteworthy subjects.
- Writing skills should be associated with other skills. Because deficiencies and mistakes in reading, speaking and listening skills also affect the ability to write (Other skills are needed to correct the misspelling of words

learned with incorrect pronunciation, for correct syntax and proper word selection in sentence formation, and for correct examples of spelling and punctuation).

- Writing activities should be functional, address the structure of the subject that is desired or felt to be taught, and should not be complicated.
- Information on the spelling and punctuation rules of Turkish should be given respectively through examples of qualified texts from easy to difficult and activities.
- A plan for the language and writing of Turkish should be developed.

It is very important to be able to create a multilingual, multicultural and qualified Turkish society that can use native language and community language together from individuals living abroad. In order to achieve this, a language policy based on a sound and selfless system with solutions for problems that have been identified in place and correctly related to language education and training is needed.

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