Turkish Teacher Candidates' Views on the "Mass Communication and Turkish" Course in the Context of Social Media Use

Mesut Bulut[1] & Abdulkadir Kırbaş[2]

[1] Bayburt Faculty of Education, Bayburt University, Bayburt, Turkey

[2] Kâzım Karabekir Faculty of Education, Ataturk University, Erzurum, Turkey

Correspondence: Mesut Bulut, Bayburt Faculty of Education, Bayburt University, Bayburt, Turkey.

Abstract

It was aimed in this study to determine the Turkish teacher candidates' views on the "*Mass Communication and Turkish*" course in the context of social media use. A case study method was used in the study. Semi-structured interview forms for students were used in the process of gathering data. Certain data obtained as a result of interviews were interpreted through descriptive analyses within the scope of scientific research methods. The study was conducted at a university in the Eastern Black Sea region of Turkey on 20 teacher candidates studying in the Department of Turkish Education. As a data collection instrument, interview forms were used to obtain the teacher candidates' views on the relationship between mass communication and language, their habits of using mass media, the influence of mass media on language and on the teacher candidates, language problems in the context of the use of social media, the basic factors causing these problems and their suggestions for the solution of the problems within the scope of "*Mass Communication and Turkish*" course. The data obtained through the interview forms were recorded within the participant's knowledge, and then transcribed by using the content analysis method. It was ensured that the data were complete, intact, and reliable. They were confirmed by the participants. Then, the voice recordings were destroyed based on ethical principles. Based on the data obtained from the interview forms, a content analysis was carried out to make explanations and do evaluations. As a result of the study, the teacher candidates saw the Mass Communication and Turkish course as a useful and necessary course for themselves. According to the teacher candidates, mass communication was important, and it was important to use the mass communication tools correctly and effectively in terms of language. Mass communication tools were not used in a conscious and sensitive way, especially in the context of social media. There were problems especially in the use of Turkish. A unity could not be established in language. A national consciousness could not be achieved. The "Mass Communication and Turkish" course expanded the horizons of the Turkish teacher candidates and made them more conscious in the use of language. After taking this course, they were clearly more familiar with the concept of mass communication. They learned the functions of mass media better. Again, according to the teacher candidates, they understood the importance of using Turkish correctly in mass communication in the context of social media. In the context of social media, the *"Mass Communication and Turkish"* course was found to fulfill important functions in the communication skills of Turkish teacher candidates in gaining the habit of using Turkish correctly and effectively. As a result of this study, it was found that this course provided an important contribution with a national consciousness to the reading, writing, listening and speaking of language/Turkish, which is the most basic tool for mass communication today that we call the information age. In this sense, as a result of the study, solutions were proposed for problems related to Turkish education and teaching in the context of mass communication.

Keywords: mass communication, teacher candidates, Turkish, social media, views

1. Introduction

Communication, which is a process that has been ongoing since the existence of mankind, is the name given to the way a human being expresses himself as a social being. It is also the name given to the way in which a human being expresses emotions, thoughts and desires, which make him an individual, based on a mutual interaction. Communication is defined as "*the transfer of emotions, thoughts or information to any other means and communication; it is also defined as information exchange, communication, and correspondence carried out by utilizing tools such as telephone, telegraph, television, and radio (URL, 1)*." It is extremely important for the

individual. Communication is the name of the whole of the activities created by certain images such as written, visual, verbal and body language that are of vital importance. Communication, which is shaped as a result of an individual's interaction, is present almost at every stage of our lives. Communication is defined as "sharing, communication, self-expression, expression of existence, interaction, posting, and mechanisms within a certain systematic order." The following major definitions are given in the communication literature: We can think of communication as the transfer of all kinds of information, news, emotions, thoughts and human experiences to the community or individual by means of Internet, telephone, television, radio, newspaper, etc. indirectly or directly, as a tool that provides human relations, and as an activity that is based on symbolic interactions (Aytekin, 2014, pp. 17-18). Communication is a social interaction that occurs through messages (Gerbner, 1967, p. 41). Communication is the sending or transmission of information, thoughts, abilities and emotions through symbols, words, images and graphics. This transmission action or process is referred to as communication (Berelso & Steiner, 1964, p. 254). Communication has exceeded locality with the help of the concept of globalization brought by the information age. The universal dimensions of communication have become more prominent. Certain activities occurring on one side of the world can be perceived by or delivered to the masses at the same time. This is the most significant indicator of the fact that communication takes place in a broad area independent of the limitation of time and space.

Communication is an activity that encompasses human life as a whole, and that allows the mutual transfer of thoughts through language, or through a common code, when people establish a relationship with each other (Bulut et al., 2012a, p. 131). Language is a means of negotiation, which is the key to unity and integrity in society, enabling people to communicate with each other. It is the integration of proper, smooth and beautiful speech and writing activities. It is the most effective communication tool that is essential for people to proclaim their existence and express themselves (Bulut, 2014a, p. 133). Language, in this context, is a system of voice signals that people use to describe their intentions. We can describe some of our emotions, thoughts and wishes through signs by using our hands, head, eyes or eyebrows. But, the dandiest way of description is our tongue (Banguoğlu, 2007, p. 9). *"The agreement, language and dialect that people perform with words or signs to report what they think and hear. Any narrative tool to report thoughts and feelings"* (URL, 2). *"... It determines the place and value of human beings in the world. ... It allows them to reveal their feelings, thoughts, desires with all its delicacy, and to sustain their life"* (Aksan, 1995, p. 11). In short, language is the most fundamental meaning of human communication (Hartmann and Stork, 1972).

Language provides communication between people, and as an entity, it acts as a tool for us to describe our emotions, thoughts and desires. In this way, it impersonates a social institution that provides interpersonal communication, guides our social relations, unites and protects the nation, and is the nation's common property. Language has the characteristic of a basic vehicle that provides communication. Within the framework of the biological and mental development, human beings achieve the ability to communicate with the environment from the moment they are born, and share their feelings, thoughts and beliefs with others. This takes place with the help of language. Language is a means of communication in the simplest terms. Human beings, who are social beings, can communicate with other people and express themselves by language (Bulut, 2012b). "Language is not only a communication tool, but also the most important tool in the production of ideas that are subject to notification" (Börekçi, 2009, p. 2). Language, which enables interpersonal communication, undertakes a unifying and integrative role in our ability to establish social relationships, as well as in our national unity and solidarity. Language, which is the most important cultural entity of a society, is the key to being a nation, being independent and having a national consciousness. Language, which is the fundamental building block of national culture, is one of the most important elements that save individuals from being a community of crowds or masses and turning them into a nation. Language transforms into a very complex identity because it fulfills many functions (Bulut, 2014b: 45). Language that provides communication has the function of a basic tool in the verbal, visual and auditory transmission of communication, self-expression, and sharing. Together with the information age, various tools have emerged for the concept of mass. The mass and mass communication tools that emerge based on the needs of human beings influence masses as well as individuals indirectly or directly.

Language reminds people of their reason for existence, socializes them, and creates masses for them to enable communication within the framework of common living spaces. Consequently, it allows the continuity of communication by preparing the basis for the formation of human masses that will create and improve communication (Yalçın & Şengül, 2007, p. 767).

A mass is a collection of people who are not of the same type, representing many individuals, coming from all the social segments of the whole society, from different professional groups and from different cultural circles, who are members of organized groups whose age, gender and income status are different. These are different

consumers, citizens and voters whose economic, social and cultural structures are different, but who have equal legal statuses (Oktay, 2002, p. 37). The term 'mass communication' in English corresponds to the concept of 'kitle iletişimi' in Turkish. Here, the concept of 'mass' determines the size of communication. 'Mass' is a concept that involves the social layer/class of the population in a society and the distribution of the horizontal population over space. In a sense, it is a concept that qualifies anyone who lives within the boundaries of a country. As used in the communication process, 'mass' corresponds to the scattered listeners, audiences and readers who are open to messages sent (Bal, 2004, p. 66). It is the whole of individuals formed within the framework of mutual interest. This mutual interest is for the behavior that is identified by its individuals and having the same goal. However, individuals who make up a mass do not know each other and there is a very limited relationship between them. Their actions are not for each other. The level of organization of these individuals is very limited or they have not been organized at all. The layout of the followers has not had continuity yet. They do not have a sense of identity (McQuail & Windahl, 2006). Scientific and technological developments have virtually eliminated time and distances in a short time and in an easy way and enabled people to access information and news simultaneously. This situation makes the concept of mass and mass communication important. This is because in the globalizing world, many people are socialized and trained by mass communication tools.

In today's world, individuals in all developed or developing societies use mass communication tools in their daily lives even though for different purposes. They are exposed to the impact of mass communication tools. Diversity in mass media is increasing depending on the development of technology. Depending on the needs emerging in social life, the diversity in technology and mass communication changes the way the media is used, individual habits and many other things associated with them (Uyanık, 2016, p. 74). The curiosity of individuals to learn the events that occur in their environments directs them to resort to mass media. The need for communication is addressed through the Internet by playing games sometimes with known people and sometimes with unknown people, by sharing music, and by messaging (Güngör, 2011). Today, in addition to family and educational institutions, mass communication tools have an important place in the socialization of individuals (Kaya and Tuna, 2008, p. 160). Mass communication tools also accomplish offering the possibilities of functions such as letting people — who are bored by the repressive pace of social life — have fun, and letting them relax in a cheaper and varied way (Kaya,1985). Today, mass communication and the effects of mass communication tools are the leading issues that social scientists are interested in. Various mass communication tools, such as television, computers, tablets and smartphones — that have become almost the first sensory organs in almost every household, that have entered every area of life, and that have an important place in free time activities — influence masses physically and mentally. These tools are even massifying individuals' minds (İmançer, 2003, p. 233). Today, the Internet has become the quickest, easiest and cheapest way to access information. It is spreading at an extraordinary rate all over the world especially in terms of communication, access to information and the advantages it provides in its publication (Ergin, 2005, p. 39). The language used in the mass media used as a means of entertainment, information, communication and socialization can influence the language education of individuals in a positive or negative sense. In this context, the language used in mass communication tools can affect the development of individual's linguistic skills and, more importantly, the communication skills positively or negatively. As a requirement of the information age, mass media is used extensively today. Television, radio, newspapers, magazines, books and the Internet are important mass communication tools. Social media, used especially in the context of the Internet, has a different significance in these tools. It is preferred more due to reasons such as the fact that it is easy and inexpensive, has many communication channels, and offers many options.

Internet-based social networks are used extensively by today's generations. Individuals are able to interact, communicate, entertain and be informed in a short period of time through these social media tools in a cheap and timely manner. While there are countless benefits of technology, it can cause countless harm when not used correctly. Intensive use of the Internet — brought by technology — and social media tools is an inevitable reality. The Internet — a tool for meeting the psychological, social and cultural needs of being a human being — has become a means of being informed, sharing, entertainment, time-spending, communication, being free and socializing. The posterity or university youth, in particular, uses the Internet and the social media as a means of communication at a high rate in this context. Social media tools are the media that are used extensively in the Internet as a means of mass communication.

Social media is a widely-used communication medium today that provides the basis for the socialization of individuals, allows them to meet new people, get information on any subject, make comments, discover new places, access and share the latest music and videos, and so forth (Özkan, 2013). Social media can also be considered as communication technologies where users can easily influence each other. Participation, openness, mutual conversation, community and attachment are the basic elements of social media (Akar, 2010). Social media

is a communication environment that allows individuals with different cultures to come together using social networks and thus to meet their communication needs that are socially necessary (Demir, 2015). The use of language in these environments introduces new concepts, terms and definitions. Esperanto-like invented/artificial languages are emerging in social media.

As is known, Esperanto is the most known and heard of invented/artificial languages. With the impact of the Internet technology in recent years, it is possible to see a new, invented language that can be called Internet Esperanto, which is often seen on some chat pages on the public network and has a lot of frequently-encountered symbols and consonants. It is a well-known fact that the Internet begins to affect various world languages, especially Turkish. Turkish is also somewhere at the top of the list of the languages affected by the Internet (Kabadayı, 2006, pp. 301-302). Unfortunately, as researchers have revealed, language, as the basic means of communication, is negatively influenced by this in various ways. As it is revealed in research studies, there are no rules or rules are ignored on the Internet. And, "economic" speech and writing has become a medium where communication is achieved through certain symbols or icons. It is not a condition that any nation or society can accept that the language — which gives us our national identity, is our fundamental value which makes us us — is left alone to vanish in the social media channels of the Internet. Research has revealed that actions like the following has virtually become a virus that corrodes our language in mass media: A number of abbreviations, symbols and icons; misspellings of words; the habit and admiration of communicating with words in foreign languages; not complying with the rules of spelling; avoiding using punctuation marks or not knowing them at all; and the fact that the admiration for foreign languages destroys the national consciousness. In this context, it is an undeniable fact that the way to know the mass communication depends on knowing the language well. The main way to communicate effectively depends on knowing mass communication and mass communication tools, and using the language effectively and in accordance with its rules. This study is important as it sheds light on some of the problems experienced on the road to effective communication for individuals within the scope of educational and training activities and as it offers solutions to these problems in academic terms.

1.1 Purpose of the Study

The main purpose of this research study was to determine Turkish teacher candidates' views on the relationship between mass communication and language; their habits of using mass communication tools; the influence of mass communication tools on language and on the teacher candidates; language problems experienced in the context of mass communication; and the basic factors causing these problems within the scope of "Mass Communication and Turkish" course.

2. Method

This section includes the research design, participants, sample, data collection tools, and data analysis.

2.1 Research Design

This study, which was conducted to learn the opinions of Turkish teacher candidates regarding the "Mass Communication and Turkish" course, was a qualitative study. The qualitative research approach is the process that questions and makes sense of social life and human problems in a specific way (Creswell, 1998). Qualitative research is one of the preferred approaches to systematically examine the meanings arising from the experiences of people who are researched or planned to be researched (Ekiz, 2003). In this study, a qualitative research approach was used to gather detailed and in-depth data, to directly learn the participants' individual perceptions, experiences and perspectives, and to understand and explain their current states (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2014). In qualitative research, qualitative data collection methods such as observations, interviews and document analyses are used; a qualitative process is followed to achieve realistic and holistic views of perceptions and events in their natural environment; qualitative research techniques provide sensitivity to the natural environment; the researcher is also a participant; the qualitative research has a holistic approach and ensures that perceptions are revealed; it provides flexibility in the choice of research design; and it has an inductive way of analysis; all these are what makes it important (Yıldırım & Şimşek, 2013, pp. 45-47).

2.2 Participants and Sample

In this study, a purposeful sampling method was preferred to conduct interviews. In the study, the convenience sampling was used as one of the purposeful sampling methods. The reason for the selection of convenience sampling in the study was that the selected students were where the researcher worked, so they were easily reachable and willing to participate in the study.

In convenience sampling, the researcher chooses a case that is close and easy to access. This method speeds up the study and makes it practical. Although this sampling method is commonly used, the results can be less generalized.

Moreover, the cost of this method is less than that of other methods (Yıldırım & Şimşek, 2013). The study, which was conducted at the Faculty of Education of a university in the Eastern Black Sea region of Turkey, was carried out on 20 teacher candidates studying in the Department of Turkish Education. Of the 20 teacher candidates in the sample, 8 were male and 12 were female.

Demographic Characteristics of Participants

Participants	High School of Graduation	Age	Gender
TTC_1	Vocational High School for Girls	20	Female
TTC_2	Anadolu High School	20	Female
TTC_3	Anadolu High School	20	Female
TTC_4	Anadolu High School	25	Female
TTC_5	Anadolu High School	21	Male
TTC_6	Anatolian Teacher High School	21	Male
TTC_7	Anadolu High School	20	Female
TTC_8	General High School	20	Female
TTC_9	Anadolu High School	20	Female
TTC_{10}	Anadolu High School	20	Male
TTC_{11}	Anadolu High School	20	Female
TTC_{12}	Anadolu High School	21	Female
TTC_{13}	Anadolu High School	20	Female
TTC_{14}	General High School	20	Male
TTC_{15}	General High School	20	Male
TTC_{16}	Anadolu High School	21	Female
TTC_{17}	Anadolu High School	20	Female
TTC_{18}	Anadolu High School	20	Female
TTC_{19}	Anadolu High School	20	Female
TTC_{20}	Anatolian Imam Hatip High School	21	Female

When the characteristics of the teacher candidates were examined, it was seen that 14 out of 20 people graduated from Anatolian High Schools. Of the remaining 6 teacher candidates, 3 were general high school graduates, 1 graduated from a vocational high school for girls, 1 from an Anatolian teacher high school, and 1 from an Anatolian imam hatip high school. In the preferences for becoming a teacher, Anatolian high school graduates were estimated to be around 70%. Half of the remaining teacher candidates consisted of graduates of general (regular) high school, and the other half were graduates of vocational high school. The fact that the class consisted mostly of female teacher candidates caused the sample to have more females than males.

2.3 Data Collection Instruments

In the study, a semi-structured interview form, consisting of 11 open-ended questions, was developed by the researchers as a data collection instrument.

In semi-structured interviews, although the interview questions have already been prepared by the researcher, it may be necessary to think and ask new questions according to the developments in the interview. Therefore, the researcher allows participants to have a partial flexibility during the interview and to reorganize and discuss the questions created (Ekiz, 2003; Karasar, 2009).

The semi-structured interview technique provides a more appropriate technical perspective for the educational science research due to its specific level of standards and, at the same time, flexibility (Türnüklü, 2000, p. 547). This technique is advantageous in terms of asking in-depth questions in a particular subject and asking questions again if the answer is incomplete or not open, making the situation more descriptive, and giving the opportunity to complete the answers (Çepni, 2007). It is one of the most commonly used data collection techniques in small-scale educational research. It is stated that in order to gather information, investigate thoughts or exchange ideas in teaching profession, the most natural thing to do is to talk to individuals (Drever, 1995). In the study, a semi-structured interview form consisting of 11 questions was prepared to determine the opinions of the Turkish teacher candidates regarding the "*Mass Communication and Turkish*" course in the context of social media use.

When preparing the questions in the interview form, the literature was reviewed, and questions that could address all aspects of the research topic were formed.

In order to ensure the internal validity of these questions, two experts were consulted, and two questions were removed after the necessary modifications. In the first stage, the interview form consisting of 13 questions was

examined by 2 faculty members. One question was removed from the interview, and 3 questions were revised. The number of questions in the interview was reduced to 11, and the interview was given its final form. Interviews were conducted in two stages in general. These were as follows:

The teacher candidates were informed of the purpose of the interview.

The teacher candidates were informed that they would not have to answer the questions that they did not fully know the answer of and that they could sincerely indicate such conditions and say "I have no idea."

The questions on the interview form were directed to the teacher candidates and sub-questions were directed for them to make detailed explanations according to the situation paralleling the answers they gave. Each interview lasted approximately 25–35 minutes. When presenting the findings obtained from the interview data, some abbreviations were used in the context of research ethics. Explanations of these abbreviations are given below:

A: The researcher

TTC: Turkish Teacher Candidate

TTC_1: Turkish teacher candidate 1, TTC_2: Turkish teacher candidate 2, TTC_3: Turkish teacher candidate 3, TTC_4: Turkish teacher candidate 4, TTC_5: Turkish teacher candidate 5, TTC_6: Turkish teacher candidate 6, TTC_7: Turkish teacher candidate 7, TTC_8: Turkish teacher candidate 8, TTC_9: Turkish teacher candidate 9, TTC_{10}: Turkish teacher candidate 10, TTC_{11}: Turkish teacher candidate 11, TTC_{12}: Turkish teacher candidate 12, TTC_{13}: Turkish teacher candidate 13, TTC_{14}: Turkish teacher candidate 14, TTC_{15}: Turkish teacher candidate 15, TTC_{16}: Turkish teacher candidate 16, TTC_{17}: Turkish teacher candidate 17, TTC_{18}: Turkish teacher candidate 18, TTC_{19}: Turkish teacher candidate 19, TTC_{20}: Turkish teacher candidate 20

2.4 Data Analysis

In the process of data analysis, a descriptive approach was adapted to classify and summarize the opinions of the teacher candidates under specific themes. The main goal of content analysis is to reach concepts and relationships that can explain the collected data. The first stage of content analysis is the coding of data. We try to identify the data through content analysis and uncover the facts that may be hidden within the data. The basic process of content analysis involves the interpretation of similar data after grouping them in the framework of specific concepts and themes and organizing them in a way that the reader can understand (Yıldırım and Şimşek, 2013: 259). In descriptive analysis, data are summarized and interpreted under pre-defined headings (for example, themes). Data can be classified according to research questions, as well as in light of the preliminary information obtained during the data collection stages (during observations or interviews). Descriptive analysis takes place in four stages consisting of creating a framework, processing data according to the thematic framework, identifying findings and interpreting the findings (Altunışık et al., 2001, p. 222).

The reliability of the study was achieved by taking the opinions of the two researchers during the analysis of the study data, during the interpretation of the categories, and during the discovery of common themes. The data were coded independently by two researchers. The percentages of agreement between the codes were calculated, which was 80%. A rate of 70% or more of agreement means that the reliability is appropriate (Şencan, 2005).

In the context of ensuring the validity and reliability of this research study, the following were done:

The data of the interviews with the teacher candidates were recorded through a voice recorder by also obtaining the candidates' approvals. After that, the teacher candidates were assured that all the recoded data would be destroyed after the study. The teacher candidates were asked to listen to the recorded data. They were asked whether there was anything missing and whether they would want to add anything. After receiving the teacher candidates' confirmations that the records were correct, accurate and appropriate, the data obtained within the scope of the study were analyzed using the content analysis technique. In the context of the content analysis technique, the data were categorized, and the categories were consulted to faculty members who were subject matter experts by having them listen to and watch the collected data. The data were analyzed, and frequency distributions *(f)* and percentages (%) were given. The data and opinions obtained from the teacher candidates participating in the study were given in the form of direct quotations. After this stage, the findings obtained from the analyses were presented broadly. During the evaluation of the data obtained by the interview records through the interviews, the data were reflected without any modifications to support the data. Finally, all the data obtained within the scope of the study, analyses and interpretations were reviewed by taking expert opinions in addition to the researcher opinions. And, the research findings were enriched with different perspectives.

3. Findings and Interpretation

Findings and Interpretations Based on Interviews:

The answers of the prospective teachers to the questions about the *"Mass Communication and Turkish"* course were analyzed. The results are presented below in the form of a question followed by an answer.

Question 1: "What does the word communication mean to you?"

The answers that the teacher candidates gave to this question are categorized in Table 1.

Table 1. Opinions on the definition of communication

	PARTICIPANT TEACHER CANDIDATE		FREQUENCY (f)	PERCENTAGE %
CATEGORICAL VIEW	Exchange of feelings and thoughts among people	TTC1, TTC3, TTC4, TTC5, TTC6, TTC7, TTC8, TTC9, TTC12, TTC15, TTC16	11	55
	Information exchange	TTC2, TTC10	2	10
	Transfer tool	TTC13, TTC14	2	10
	Oral and written body language activity	TTC18	1	5
	Exchange of feelings, thoughts and dreams among living things	TTC11, TTC19	2	10
	Interaction of individuals	TTC17	1	5
	Mutual conversation	TTC20	1	5

Considering the teacher candidates' answers to the questions on the interview form for the meaning of communication, the teacher candidates conceived the term as follows — TTC1, TTC2, TTC3, TTC4, TTC5, TTC6, TTC7, TTC8, TTC9, TTC10, TTC11, TTC12, TTC13, TTC14, TTC15, TTC16, TTC18, TTC19: "exchange of emotions, thoughts, and information," TTC20: "mutual conversation," TTC17: "interaction of individuals," TTC17: "interaction between two people," TTC18: "actions based on oral and written body language." Theoretically the same definitions emerged based on the answers to the question on "communication." It is seen that they gave reasonable and correct answers to this question in general. They gave answers such as an exchange of feelings and thoughts, an exchange of information, and a transfer tool, which were close to each other.

Some of the answers they gave in categorical view are as follows:

-TTC1: "It is the transfer of feelings, thoughts, information and desires in a variety of ways for a purpose."

-TTC2: "Information exchange"

-TTC7: "It is the sharing of feelings, thoughts and information among people."

-TTC11: "The connection we establish with ourselves or with an entity or life other than ourselves."

-TTC13: "The tool that allows the transfer of feelings, thoughts and pieces of information."

-TTC15: "People's transfer of feelings, thoughts and intentions verbally and in a written form."

-TTC18: "The name of the actions that people perform verbally, in writing and through gestures and mimics among themselves."

-TTC17: "The most important element that allows individuals to interact with each other..."

-TTC19: "It is the exchange of feelings, thoughts and dreams among living things."

-TTC20: "The mutual conversation between at least two people."

Question 2: "What does the word mass mean to you?"

The answers that the teacher candidates gave to this question are categorized in Table 2.

Table 2. Views on the definition of "mass"

	PARTICIPANT TEACHER CANDIDATE		FREQUENCY (f)	PERCENTAGE %
CATEGORICAL VIEW	Community or mass of people	TTC1, TTC3, TTC4, TTC5 TTC12, TTC16, TTC17, TTC19	8	40
	Society	TTC2, TTC8, TTC13	3	15
	A community of at least two people	TTC6, TTC18	2	10
	Community	TTC7, TTC9, TTC20	3	15
	A specific group	TTC10, TTC11	2	10
	Large Community	TTC14, TTC15	2	10

Considering the teacher candidates' answers to the questions on the interview form for the meaning of "mass," the teacher candidates conceived the term as follows — TTC1, TTC3, TTC4, TTC5, TTC12, TTC16, TTC17, TTC19: "Community of people," TTC2, TTC8, TTC13: "society," TTC6, TTC18: "a community of at least two people," TTC7, TTC9, TTC20: "community," TTC10, TTC11 "a certain group," TTC14, TTC15: "a large community." Theoretically the same or similar definitions emerged based on the answers to the question on "mass." It is seen that they gave reasonable and correct answers to this question in general. They gave answers such as a community of people, a two-person community, community, society, a certain group, a large community, which were close to each other.

Some of the answers they gave in categorical view are as follows:

-TTC1: "It is a community or mass of people."

-TTC2: "Society"

-TTC3: "A community or mass of many people, not in contact with each other."

-TTC6: "A community of at least two people."

-TTC7: "It is a community."

-TTC8: "Society"

-TTC10: "A specific group"

-TTC14: "A large community consisting of people not knowing each other."

-TTC15: "I understand a large community"

-TTC17: "The general name of people unfamiliar to each other."

-TTC18: "The name of a community of at least two people."

-TTC20: "Community"

Question 3: "What does the term mass communication mean to you? Explain please."

The answers that the teacher candidates gave to this question are analyzed in Table 3.

Table 3. Views on the definition of mass communication

PARTICIPANT TEACHER CANDIDATE			FREQUENCY (f)	PERCENTAGE %
CATEGORICAL VIEW	Written, visual, auditory communication	TTC1, TTC2	2	10
	Communication that appeals to a specific audience	TTC3, TTC12	2	10
	Communication through the mass media	TTC4, TTC7, TTC8, TTC13, TTC14, TTC15, TTC16	7	35
	Transmission of a message to more than one person	TTC5, TTC6, TTC9, TTC10, TTC17	5	25
	Community/Group Communication	TTC11, TTC18, TTC19, TTC20	4	20

Considering the teacher candidates' answers to the questions on the interview form for the definition of "mass communication," the teacher candidates conceived the term as follows — TTC1, TTC2: "written, visual, auditory communication," TTC3, TTC12: "communication that appeals to a certain segment," TTC4, TTC7, TTC8, TTC13, TTC14, TTC15, TTC16: "communication through the mass media," TTC5, TTC6, TTC9, TTC10, TTC17: "transmission of a message to more than one person," TTC11, TTC18, TTC19, and TTC20: "community/group communication."

Based on the answers, it is seen that the teacher candidates responded closely to each other regarding the "definition of mass communication." They gave answers such as the communication with mass media; the written, visual and auditory communication; the community communication; the transmission of a message to more than one person; and the communication with a specific segment. It can be said that they defined the term mass communication correctly although there were deficiencies.

Some of the answers they gave in categorical view are as follows:

-TTC2: "Communication with the audience through a number of written, audiovisual and auditory tools."

-TTC3: "Communication with a certain audience that is not communicating with each other."

-TTC3: "A community or mass of many people, not in contact with each other."

-TTC7: "It is the communication form of the tools that provide communication between people anywhere in the world."

-TTC9: "It is a form of communication that simultaneously appeals to a community of people that we call a mass. For example, a lot of people watch news on TV at the same time."

-TTC11: "Communication with a community or group"

-TTC13: "It is the communication that allows a message to be delivered to a large segment through mass media tools."

-TTC16: "I can say that it is communication through the mass media."

-TTC17: "It is the act of delivering a message to many people."

-TTC18: "It is the communication with communities."

-TTC20: "It is the communication created by communication tools that appeal to the community."

Question 4: "What are the mass media you use today intensely? Explain please."

The answers that the teacher candidates gave to this question are analyzed in Table 4.

Table 4. Mass communication tools that you use frequently

	PARTICIPANT TEACHER CANDIDATE		FREQUENCY (f)	PERCENTAGE %
CATEGORICAL VIEW	Books, magazines, Internet	TTC1	1	5
	Internet, television	TTC2, TTC5, TTC6, TTC9, TTC15 TTC17, TTC20	7	35
	Television, Internet, books	TTC3, TTC11	2	10
	Internet	TTC4, TTC8, TTC18	3	15
	Television, Internet, newspapers, magazines, books	TTC7, TTC10, TTC13, TTC14 TTC15, TTC19	6	30
	Television, newspapers	TTC12	1	5

Considering the teacher candidates' answers to the questions on the interview form for the "mass media tools they use extensively," the teacher candidates gave the following answers — TTC1: "books, magazines, Internet," TTC2, TTC5, TTC6, TTC9, TTC15, TTC17, TTC20: "Internet, television," TTC3, TTC11: "television, Internet, books," TTC4, TTC8: TTC18: "Internet," TTC7, TTC10, TTC13, TTC14, TTC15, TTC19: "television, Internet, newspapers, magazines, books," and TTC12: "television, newspapers."

Based on the answers, it is seen that the teacher candidates were intensely using the "Internet and television" regarding "mass media tools they use extensively." In addition to those, they stated that they used "books, newspapers and magazines" extensively with the influence of the academic environment.

Some of the answers they gave in categorical view are as follows:

-TTC1: "I am taking advantage of books, magazines, and the Internet extensively."

-TTC5: "The Internet and television are indispensable for me..."

-TTC6: "Internet and television. I use the Internet the most."

-TTC8: "The Internet is of vital importance to me. Everything is there..."

-TTC7: "Television, Internet, newspapers, magazines, and books are the mass communication tools that I use the most."

-TTC12: "I am watching television and reading newspapers."

-TTC13: "The Internet, newspapers, magazines, books, and television — These are the things that I take advantage of the most."

-TTC15: "Books, magazines, television, newspapers and magazines as mass media tools..."

-TTC17: "Internet and television."

-TTC19: "Television, newspaper, magazines, books and the Internet..."

-TTC20: "Internet and television."

Question 5: "What are the application or applications where you use Turkish frequently as a social media tool in the context of the 'Internet,' which is a means of mass communication? [Social network sites (Myspace, Facebook, Pinterest, Google, Linkedin); Blogs/Web-logs (Blogger, Tumblr); Microblogs (Twitter); Wikis (Wikipedia); Forums (Donanım Haber, Shift Delete, etc.); Content Communities (Flickr, Instagram, YouTube, etc.); Mobile Social Networks (WhatsApp, Viber, Snapchat, etc.)]"

The answers that the teacher candidates gave to this question are analyzed in Table 5.

Table 5. Social media applications that you use

PARTICIPANT TEACHER CANDIDATE		FREQUENCY (f)	PERCENTAGE %
Twitter, Instagram, WhatsApp	TTC1	1	5
Twitter, YouTube, Instagram, Google	TTC2, TTC9	2	10
WhatsApp, Google	TTC3	1	5
WhatsApp, Blogs, Instagram	TTC4	1	5
Whatsap, Instagram, YouTube, Google	TTC5, TTC12, TTC13	3	15
Facebook, Instagram, YouTube	TTC6	1	5
Twitter, Instagram, YouTube, WhatsApp, Google	TTC7, TTC19	2	10
WhatsApp, Instagram, YouTube, Facebook, Twitter	TTC8, TTC10, TTC15, TTC16	4	20
WhatsApp	TTC11, TTC17, TTC20	3	15
Google, YouTube, WhatsApp	TTC13	1	5
Instagram, YouTube, Twitter, Pinterest, Snapchat	TTC18	1	5

(Leftmost spanning label: CATEGORICAL VIEW)

Considering the teacher candidates' answers to the questions on the interview form for "the application or applications in which they used Turkish as a social media tool in the context of the 'Internet,' which is a means of mass communication," the teacher candidates stated to use the following — TTC1: "Twitter, Instagram, WhatsApp," TTC2, TTC9: "Twitter, YouTube, Instagram, Google," TTC3: "WhatsApp, Google," TTC4: "WhatsApp, Blogs, Instagram," TTC5, TTC12, TTC13: "WhatsApp, Instagram, YouTube, Google," TTC6: "Facebook, Instagram, YouTube," TTC7, TTC19: "Twitter , Instagram, YouTube, WhatsApp, Google," TTC8, TTC10, TTC15: "WhatsApp, Instagram, YouTube, Facebook, Twitter," TTC11, TTC17, TTC20: "WhatsApp," TTC13: "Google, YouTube, WhatsApp," TTC16: "WhatsApp, Instagram, Twitter, Facebook, Gmail, YouTube," TTC18: "Instagram, YouTube, Twitter, Pinterest, Snapchat."

Based on the answers, it is seen that from among the social media sites, the teacher candidates used "Facebook and Google" the most with regard to "the application or applications in which they used Turkish as a social media tool in the context of the 'Internet,' which is a means of mass communication." A person also stated that he used "Pinterest." Another person stated that he used "Blogs." As a microblog, "Twitter" was the primary application used by TTC1, TTC2, TTC7, TTC8, TTC9, TTC10, TTC15, TTC16, TTC18, and TTC19. "Instagram, and YouTube" as content communities were used by TTC1, TTC2, TTC5, TTC6, TTC7, TTC8, TTC12, TTC13, TTC15, TTC16, TTC18, and TTC19. In mobile social networks, WhatsApp was intensively used by the following participating teacher candidates: TTC1, TTC3, TTC4, TTC5, TTC7, TTC8, TTC10, TTC12, TTC13, TTC15, TTC16, TTC18, and TTC19. Those using only "WhatsApp" were TTC11, TTC17, and TTC20. The rate of using "WhatsApp" was 80%. TTC18 also stated to have used "Snapchat."

Some of the answers they gave in categorical view are as follows:

-TTC$_1$: "I use "Twitter" as a microblog, "Instagram" as a content community, and "WhatsApp" as a mobile network."

-TTC$_2$: ""Google" as a social network site, "Twitter" as a microblog, and "Instagram and YouTube" as a content community..."

-TTC$_3$: "I use "WhatsApp" as a mobile network... and "Google" as a social network site."

-TTC$_4$: "I use "WhatsApp" as a mobile network and "Instagram and blogs" as content communities..."

-TTC$_5$: "I use "Instagram and YouTube" as content communities, "Google" as a social network site and "WhatsApp" as a mobile network..."

-TTC$_6$: "I use "Facebook" as a social network site, and "Instagram and YouTube" as content communities."

-TTC$_7$: ""Twitter" as a microblog." "I use "Instagram and YouTube" as content communities, "Google" as a social

network site and "WhatsApp" as a mobile network."

-TTC$_{10}$: ""Twitter" as a microblog." "I use "Instagram and YouTube" as content communities, "Facebook" as a social network site and "WhatsApp" as a mobile network."

-TTC$_{13}$: "I use "WhatsApp" as a mobile network, "Google" as a social network site, and "YouTube" as a content community."

-TTC$_{13}$: "I use "WhatsApp" as a mobile network, "YouTube" as a content community, and "Google" as a social network site."

-TTC$_{16}$: ""WhatsApp" as a mobile network, "Instagram and YouTube" as content communities, and "Facebook" as a social network site..."

-TTC$_{17}$: "I only use "WhatsApp" as a mobile network."

-TTC$_{18}$: "I use "Instagram and YouTube" as content communities, "Pinterest" as a social network site, and "WhatsApp and Snapchat" as mobile social networks."

-TTC$_{20}$: "I only use "WhatsApp" as a mobile network."

Question 6: "What do you think are the problems that are frequently experienced in the use of Turkish in social media tools within the scope of the "Internet," Please explain if there is one."

The answers that the teacher candidates gave to this question are analyzed in Table 6.

Table 6. Turkish grammar problems in social media usage

	PARTICIPANT TEACHER CANDIDATE		FREQUENCY (f)	PERCENTAGE %
CATEGORICAL VIEW	Use of uppercase and lowercase letters	TTC1, TTC15, TTC16	3	15
	Admiring a foreign language	TTC2, TTC9, TTC14, TTC19, TTC20	5	25
	Inaccuracies in writing suffixes	TTC3	1	5
	Use of non-Turkish characters	TTC4	1	5
	Use of slangs, vulgar/abusive words or phrases	TTC5	1	5
	Not knowing or using punctuation marks and spelling rules	TTC2, TTC11, TTC17, TTC18	4	20
	Incoherencies	TTC10	1	5
	Improper use of Turkish grammar rules	TTC6, TTC7, TTC8	3	15
	Lack of national consciousness	TTC12	1	5

Considering the teacher candidates' answers to the questions on the interview form for the "problems frequently experienced in the use of Turkish in social media tools in the context of the "Internet", which is a mass communication tool" the teacher candidates listed the following at the top of the significant problems — TTC1, TTC15, TTC16: "use of uppercase and lowercase letters," TTC2, TTC9, TTC14, TTC19, TTC20: "admiring a foreign language," TTC3: "inaccuracies in writing suffixes," TTC4: "use of non-Turkish characters," TTC5: "use of slangs, vulgar/abusive words or phrases," TTC2, TTC11, TTC17, TTC18: "not knowing or using punctuation marks and spelling rules," TTC10: "incoherencies," TTC6, TTC7, TTC8: "Improper use of Turkish grammar rules," and TTC12: "lack of national consciousness."

Some of the answers they gave in categorical view are as follows:

-TTC$_1$: "It seems like it is not known that a sentence should be begin with an uppercase letter... In the spelling of uppercase and lowercase letters, there are intense inaccuracies. No attention is paid to the spelling of proper nouns. Something that has to be written in uppercase letters is written in lowercase letters, and something that has to be written in lowercase letters is written in uppercase letters."

-TTC$_2$: "The use of foreign-language or unfamiliar words that are not widespread in Turkish is aspired. Especially with the use of words of Western origin, a relationship is established with civilization, civilizing and

modernization. There is no use of a selective language. I think there's a foreign language addiction."

-TTC$_3$: "There is misuse in the spelling of especially the "-de" and "-da" conjunctions and the "-ki" conjunction. How suffixes are written is not exactly known."

-TTC$_4$: "There is an intense increase in the use of non-Turkish words or characters. For example, with characters like q, w, and x, Turkish words are tried to be met."

-TTC$_5$: "In social media, the use of language with slangs, abusive, and vulgar words are on the rise. Especially slangs, vulgar words, abusive words or phrases in Turkish and of foreign origin are used a lot. This leads to the formation of a hybrid Turkish."

-TTC$_{10}$: "The rules of the language are not known. Even university students use Turkish inaccurately and fall into incoherencies. I think it's a painful situation for us. There are an unbelievable number of incoherencies in the social media in particular. I think this is happening because language rules are not known..."

-TTC$_8$: "I think a virtual Turkish environment has been created in social media. No rules are observed, and the virtual freedom makes the language virtual, too. The rules of Turkish are either forgotten or unknown. The use of language in the virtual environment is like the chaos in traffic devoid of rules, and irregularity is knee-deep..."

-TTC$_{11}$: "There is a new language in the Internet, actually. I think the lack of knowledge of the punctuation marks and spelling rules or not using them have turned the language into a barren wasteland. This is because, in particular, punctuation marks and spelling rules are the basic rules that make the language meaningful and look aesthetically. I think that the problems in these rules are the most important problems in social media."

-TTC$_{12}$: "There is no national consciousness in the use of Turkish. A person who has not absorbed his own values, becomes a stranger to his language. We're seeing this in particular on social media right now. Those who claim to be 'native and national' are being alienated from their language and nation in social media and are unaware of it!"

-TTC$_{14}$: "The admiration of the West in clothing and apparel is apparent at every level of our lives. This shows itself in language, as well. Incredibly, the admiration of the West has skyrocketed. That's why Turkish is suffering."

-TTC$_{18}$: "When the sentence ends, a period is put in all languages. However, there is little emphasis on this on social media. Disorder has become a rule. Most of all, I see it in the spelling rules and punctuation marks."

-TTC$_{20}$: "I think we're in a state of foreign word invasion. We're all under siege. We have this in every aspect of our lives. Those who lose their language lose their homeland. Nobody is aware of this!"

Question 7: "How can certain problems that are experienced in the use of Turkish in social media tools within the scope of the "Internet," which is a mass communication tool, be eliminated? What are your suggestions?"

The answers that the teacher candidates gave to this question are analyzed in Table 7.

Table 7. Problems with the use of Turkish on social media

PARTICIPANT TEACHER CANDIDATE			FREQUENCY (f)	PERCENTAGE %
CATEGORICAL VIEW	There must be national sensitivity in mass media	TTC1, TTC4, TTC7, TTC9, TTC12, TTC14, TTC19	7	35
	There must be sanctions for the misuse of Turkish in mass media	TTC2, TTC13, TTC15	3	15
	The level of awareness should be increased in the education and teaching of Turkish	TTC3, TTC5, TTC6, TTC8, TTC10, TTC16, TTC18, TTC20	8	40
	Programs that enable us to use the right Turkish language should be developed	TTC11, TTC17	2	10

Considering the teacher candidates' answers to the questions on the interview form for "suggestions to solve certain problems that are experienced in the use of Turkish in social media tools within the scope of the "Internet," which is a mass communication tool," the teacher candidates made the following suggestions — TTC1, TTC4, TTC7, TTC9, TTC12, TTC14, TTC19: "there must be national sensitivity in mass media," TTC2, TTC13, TTC15: "there must be sanctions for the misuse of Turkish in mass media," TTC3, TTC5, TTC6, TTC8, TTC10, TTC16, TTC18, TTC20: "the level of awareness should be increased in the education and teaching of Turkish," and TTC11, TTC17: "programs that enable us to use the right Turkish language should be developed."

Some of the answers they gave in categorical view are as follows:

-TTC1: First of all, each individual should be raised to be sentimental and sensitive about the mother tongue from childhood. An individual growing up with such consciousness uses Turkish diligently not only in social media but also in his daily life. The task which is our responsibility as conscious individuals is, first of all, to use our language properly in our social media accounts. Then, we must raise awareness of every person about language we can reach. We must immediately correct the typographical errors on the Internet and inform people of the harms of social media to Turkish."

-TTC2: "People who use Turkish correctly, especially educators and academicians, can enforce sanctions when assessing exams. Criminal proceedings for the use of language in the mass media can be carried out by authorized institutions and organizations. As some companies do, fines can be imposed. The funds received can be donated to the Mehmetçik Foundation and Child Protection Agency."

-TTC3: "Awareness level should be increased. This issue should be addressed in schools. Just like the literacy courses offered in public education centers, campaigns and public service announcements should be launched in the mass media."

-TTC4: "An awareness of national consciousness must be established. The culture and language relationship must be taught."

-TTC5: "The opinion of academicians who have been concerned about the use of the Turkish language in mass media, which ignores the spelling and punctuation rules, should be taken. In order to remedy these problems, the teaching of grammar rules and spelling rules should be sensitively handled."

-TTC6: "Trainings can be offered by educators and academics through panels, conferences, congresses, seminars and advertisements."

-TTC7: "Before the use of social media applications, the harms they can do to the language must be explained. An attempt should be made to avoid any damages detected. The "exploitation of language" should not be allowed. Posts that are harmful to the language should be reported and blocked. The sensitivity to the language should be increased through various applications."

-TTC9: "There are many spelling errors in mass media tools. People can be informed to be conscious through a variety of slogans and posters. We should warn anyone who does not speak and write the language meticulously harshly and make them face their mistakes."

-TTC10: "Students should be given more information about the correct use of Turkish. The correct speaking and writing of Turkish should be the duty of everyone, not just the Turkish teachers."

-TTC11: "I don't know if we can, but if we try to write a sentence using the wrong words in our social media shares, the keyboard or the 'Office program' should not accept it. In this way, we cannot share, and the next generation, who shares things every minute, will have to use the language correctly and properly. The Internet must be subject to a specific control in terms of using the language, and new programs should be developed."

-TTC15: "Institutions such as the Ministry of National Education, the Council of Higher Education, the Supreme Board of Radio and Television, the Turkish Language Association or certain organizations may impose a certain standard on the use of Turkish in mass media with various sanctions."

-TTC16: "There are deficiencies in language education in universities. Therefore, the difficulties in language education and teaching should be eliminated in departments other than the Turkish teaching program."

-TTC17: "We need to install keyboards or programs that do not accept the misspellings of words to our phones, tablets, and computers. We need to raise awareness of people with what we learn from the 'Mass Communication and Turkish' lesson."

-TTC18: "Awareness must be created. When people use Turkish properly, congratulatory messages can be posted on their social media accounts. Families, streets and students must be informed."

-TTC20: "The use of Turkish should be emphasized also with the help of famous people through mass media. The slogan which says 'those who lose their language also lose their homeland' can be adopted."

Question 8: "What do you think about the content of the "Mass Communication and Turkish" course as a teacher candidate? Explain please."

The answers that the teacher candidates gave to this question are analyzed in Table 8.

Table 8. Mass communication and Turkish content of the course

PARTICIPANT TEACHER CANDIDATE			FREQUENCY (f)	PERCENTAGE %
CATEGORICAL VIEW	There is a positive and adequate amount of content.	TTC1, TTC2, TTC4, TTC5, TTC6, TTC8, TTC9, TTC10, TTC11, TTC12, TTC13, TTC14, TTC16, TTC17, TTC18, TTC19, TTC20	17	85
	There is a positive but partially inadequate amount of content.	TTC3, TTC7, TTC15	3	15

Considering the teacher candidates' answers to the questions on the interview form for "what they thought about the content of the "Mass Communication and Turkish" course as a teacher candidate," the teacher candidates gave the following answers — TTC1, TTC2, TTC4, TTC5, TTC6, TTC8, TTC9, TTC10, TTC11, TTC12, TTC13, TTC14, TTC16, TTC17, TTC18, TTC19, TTC20: "there is a positive and adequate amount of content," and TTC3, TTC7, TTC15: "there is a positive but partially inadequate amount of content." A segment of 85% of respondents saw the content of this course to be adequate. A 15% thought that the content of the course was positive, but that it could be transformed into a form that would also serve other departments by some additions.

The answers they gave in categorical view are as follows:

-TTC1: It is very important for me to have communication and communicate in every aspect of my life as a teacher candidate. After I have the information and background to be able to teach the course, I would convey this information through communication. I think that the "Mass Communication and Turkish" course has content that explains what communication is, its purpose, importance, mass communication, mass communication tools, and the use of them more properly and nicely. I think that's enough."

-TTC2: "I think it is an effective course to teach and learn the right way of using Turkish. I think it is a course with the appropriate content for the Turkish teaching department to increase sensitivity to problems such as typographical errors, and unused punctuation."

-TTC3: "This course should be given proper attention. The content of the course can be reviewed from a critical point of view. It is important to look at Turkish from a critical point of view, especially in the television and social media tools, which have entered into everyday life. However, every individual must be informed to be conscious. Not only in our department, but also the content of the courses in other departments should be associated with this lesson."

-TTC4: "The content of the course is not limited to theoretical knowledge. I think it has good course content and is sufficient in terms of subjects such as mass communication and its effects on language, and the relationship between mass communication tools and language."

-TTC5: "I think that the content of this course is sufficient and important for how Turkish should be in the mass media."

-TTC6: "It has important content in subjects such as the creation of a national consciousness, mass communication and its tools, and the use of Turkish language."

-TTC7: "I think every department should have this course. It should not only be limited to the Turkish teaching department. With help of the content of this course, I learned that we acted like a robot trying to destroy Turkish. So, it should be given to every university student who is studying."

-TTC8: "It has guided us with its content in terms of the effective and proper use of Turkish. I think there's good content."

-TTC9: "I think the Mass Communication and Turkish course is a must-have course. It has course content that enables us to see the mistakes we make in daily life and that includes various activities engaging students in the class."

-TTC10: "The content of the course includes a creation of awareness. I think the content of the course is perfect!"

-TTC11: "It has shown that it has sufficient content which include mass communication, its tools and importance, its relationship with the language, and the awareness that it gives to us in this context."

-TTC12: "I learned what mass communication is and its implications on language with the content of this course."

-TTC13: "I learned through this course how to use Turkish in mass communication tools. I think the content is very nice!"

-TTC14: "It has the information and applications needed for everyone. I think its content is good."

-TTC15: "It must be given to all teacher candidates. I think that its content is sufficient and contains important information. I think it's a disadvantage that it is offered only in our department."

-TTC16: "I saw that it was a lesson that directly influenced our daily lives. It has good content in terms of raising awareness in matters such as the importance of mass communication tools, the role and importance of cultural values in mass communication, the importance of communication, the importance of cultural values, and national consciousness."

-TTC17: "I learned about books, television, Internet, etc., which are mass communication tools. I learned different perspectives on the use of language in mass communication tools. I think the content of the course is sufficient."

-TTC18: "This course should be given from the middle school onwards even if at a simple level. It comes at the top of the courses that I think have very important content."

-TTC19: "Thanks to the content of this course, I learned how to use Turkish better. It created an awareness."

-TTC20: "After taking this course, I saw differences in the sense of being more sensitive and knowledgeable than my other friends. I think the course content is satisfactory."

Question 9: "What do you think about the necessity of the "Mass Communication and Turkish" course as a teacher candidate? Explain please."

The answers that the teacher candidates gave to this question are analyzed in Table 9.

Table 9. The necessity of mass communication and Turkish

PARTICIPANT TEACHER CANDIDATE			FREQUENCY (f)	PERCENTAGE %
CATEGORICAL VIEW	It is a course that is necessary for teacher candidates	TTC2, TTC4, TTC9, TTC10, TTC12, TTC13, TTC14, TTC16, TTC18, TTC19, TTC20	11	55
	It is a course that should be in all departments, not only for teacher candidates	TTC1, TTC3, TTC5, TTC6, TTC7, TTC8, TTC11, TTC15, TTC17	9	45

Considering the teacher candidates' answers to the questions on the interview form for "what they thought about the necessity of the "Mass Communication and Turkish" course as a teacher candidate," the teacher candidates gave the following answers — TTC2, TTC4, TTC7, TTC9, TTC10, TTC12, TTC13, TTC14, TTC16, TTC18, TTC19, TTC20: "it is a course that is necessary for teacher candidates," and TTC1, TTC3, TTC5, TTC6, TTC8, TTC11, TTC15, TTC17: "it is a course that should be in all departments, not only for teacher candidates." A total of 55% of the participants thought that this course was necessary. The remaining 45% thought that the lesson needed to be offered in other departments as well. Considering the participants' responses, all participants in the

general sense thought that this course was necessary and that it provided significant contributions to them academically.

The answers they gave in categorical view are as follows:

-TTC1: "The Mass Communication and Turkish course is a course specific to Turkish teachers, but in general it is a course that should be in every department. Considering that teachers use language in their communication skills in the first place, I think it has an effect that will improve the teacher candidates and increase their communication skills. I also think it will create an awareness especially of language and improve communication skills, not just for teachers, but for their students who will take part in every aspect of life."

-TTC2: "I believe it is a necessary and important course for the existence of our language and our country for teacher candidates."

-TTC3: "I believe it is necessary for all departments. It is an important and necessary course especially in terms of pointing out the functions, problems and solutions of the language used in mass communication. It can play an important role in this awareness of students. Everyone needs this course because everyone uses language."

-TTC4: "Considering that people spend at least 3–5 hours a day in mass communication tools, I think it's a very necessary course. Young people imitate television programs, movie films, commercials in their lives, enabling them to be reproduced through social media. There is a serious contamination that starts on television and spreads to social media. The way to clean and resolve this is through the Mass Communication and Turkish course."

-TTC5: "The Mass Communication and Turkish course is a course that has to be offered not only in Turkish teaching, but also in all departments. It is a lesson that must be taken with first priority in all faculties without exception."

-TTC6: "This course should be compulsory not only in the Turkish teaching department, but also in all departments. This is because Turkish does not get the due importance, a national consciousness and awareness of language is created through this course."

-TTC7: "We see that people who appeal to masses use Turkish, which is the official language, indiscriminately not only on television and but also on the Internet. We see through the attitudes, behaviors and the use of language of our people that no measures have been taken against this. I think that this course is necessary for everyone who appeals to the masses. So, it is obvious that it is necessary for all departments..."

-TTC8: "This course should not only be given in universities in certain departments, but also in other departments and schools. Because children and young people also use the mass communication tools extensively. It should be ensured that they get informed."

-TTC9: "The Mass Communication and Turkish course is a course that is necessary. This is because it allows us to be conscious and to use our language correctly. A person taking this course pays more attention to the use of the language. He or she gets knowledge and skills that can raise awareness of the people in his or her environment."

-TTC10: "I think it's a necessary course for every teacher candidate. Thanks to this course, we can have a language consciousness and this language consciousness may be transferred to our students in a nicer way."

-TTC11: "This course is an indispensable course due to my department. This is because when we speak of Turkish, there is the use of Turkish not only in our daily conversations but also in all areas where we use the language. So, this course gains importance. I think this course is necessary not only for the Turkish teaching program but for all departments. I think that the Turkish language courses offered in universities are insufficient in terms of their content and functions. This course can resolve that deficiency."

-TTC12: "I find the Mass Communication and Turkish course necessary. I think it's a course that adds a lot to teacher candidates. This course should be given at elementary, secondary and high school levels with content appropriate for those levels."

-TTC13: "This course must be offered. Today, when mass communication is gaining importance, we expose our emotions, thoughts and desires through interaction with mass communication tools. Because language use in mass communication tools affects communication, the functional use of the language can be learned systematically through this course."

-TTC14: "The communication that exists in human nature is a reality that we need almost always. Today, when mass communication tools are important, this course is even more important for teacher candidates."

-TTC15: "I think it is a necessary course not only for our department but for all departments."

-TTC16: "It is an important course for teacher candidates. The use of our language which is our identity in

accordance with today's conditions, mass communication and the importance of mass communication can be learned with the help of this course."

-TTC17: "The Mass Communication and Turkish course is necessary not only for Turkish teachers but also for all departments."

-TTC18: "I can't think of a teacher candidate who doesn't know mass communication. I believe every teacher candidate has a lesson to take."

-TTC19: "Since we are some of the leading people of society, it is essential that we all take this course as a teacher candidate."

-TTC20: "It is the most important of the necessary courses today and in our country since individuals should be more equipped, and communication skills must be at the highest level as a requirement of the information age. This course can provide these."

Question 10: "What are the contributions of the "Mass Communication and Turkish" course to you? Explain please."

The answers that the teacher candidates gave to this question are analyzed in Table 10.

Table 10. Contributions of mass communication and Turkish course

	PARTICIPANT TEACHER CANDIDATE		FREQUENCY (f)	PERCENTAGE %
CATEGORICAL VIEW	I have had a positive change about mass communication and Turkish use, and I have become conscious.	TTC1, TTC2, TTC3, TTC4, TTC5, TTC6, TTC7, TTC8, TTC11, TTC12, TTC13, TTC14, TTC15, TTC16, TTC17	15	75
	It made me pay attention to the spelling rules and punctuation marks.	TTC9, TTC10, TTC18	3	15
	It provided significant contributions to the correction of the language errors that I make on the social media.	TTC19	1	5
	It made me pay attention to incoherencies.	TTC20	1	5

Considering the teacher candidates' answers to the questions on the interview form for "the contributions of the "Mass Communication and Turkish" course to you," the teacher candidates gave the following answers — TTC1, TTC2, TTC3, TTC4, TTC5, TTC6, TTC7, TTC8, TTC11, TTC12, TTC13, TTC14, TTC15, TTC16, TTC17: "I have had a positive change about mass communication and Turkish use, and I have become conscious," TTC9, TTC10, TTC18: "it made me pay attention to the spelling rules and punctuation marks," TTC19: "it provided significant contributions to the correction of the language errors that I make on the social media." TTC20 said that "it made me pay attention to incoherencies." Thanks to this course, 75% of the participants said they had positive changes grammar rules, spelling rules, basic language skills, mass communication and importance of mass communication, the correct and effective use of Turkish in mass communication, the main objectives of mass communication, the language problems in mass communication and the solutions of these problems. They stated that it had an impact on their approach to language and increased their awareness levels. While the remaining 25% agree with the 75%, they indicated that the course contributed significantly to their use of language in social media, their recognizing incoherencies in mass communication tools, and their paying attention to spelling rules and punctuation marks. They thought that the "Mass Communication and Turkish" course made significant contributions to them academically.

The answers they gave in categorical view are as follows:

-TTC1: When I compare the first week of the "Mass Communication and Turkish" course in terms of my improvement, I see great positive changes in myself. As a Turkish teacher candidate, and first of all, as a citizen, my point of view regarding my language have changed. I'm paying more attention to the use of Turkish now on television that I've been watching just to watch before. I carefully select what I use in social media, and I am careful to use them correctly. I care about the issues of cultural corruption in the context of misspellings, incoherencies and use of foreign words in each posting. After this course, I would say that I am much more conscious, more sensitive to the language."

-TTC2: "When using mass communication tools, I have begun to use them more consciously than in my previous uses. When I am walking on the road, I notice misspelled words, foreign words, and I look at the Turkish Language Association dictionary for the correct spelling of these words, and I am learning the correct form."

-TTC3: "I'm looking at the Turkish language used in mass communication tools from a critical point of view. I realized that the TV series we watched, the music we listened to, even the advertisements were broadcast to us with a corrupt Turkish language. We noticed that slangs and foreign words were placed or tried to be placed in our language. With this awareness, I'm trying to improve the level of awareness of people around me. I'm more selective in the TV series I watch, the music I listen to, the books I read, and so on."

-TTC4: "I've learned to assess all aspects of mass communication tools. I have learned to use the proper Turkish language in communication tools. I've learned that I'm not just responsible for myself, that I should create awareness as a teacher. I've learned to selectively look at books and magazines to recommend to my students. I've learned that I should guide them and investigate whether Turkish is used properly in books. I should use examples in listening/watching activities that will not pollute the minds of students."

-TTC5: "I was trying to use Turkish in accordance with its rules in mass communication tools. After taking this course, I have gained consciousness to act completely accordingly."

-TTC6: "Thanks to this course, we learned a lot. What is most important is a national consciousness and awareness... We have seen that Turkish is not given its due value. Before taking this course, I was making a lot of language errors, but I didn't know it before. I noticed it with this course. I think it has contributed to me in every sense as a Turkish teacher."

-TTC7: I learned to be an expert of Turkish as a Turkish teacher candidate. I didn't care about language errors before, but I'm careful now, and I'm intrigued as well. I'm not indifferent to the language errors I've seen and heard. I understood the importance of mass communication."

-TTC8: "I am trying to pay more attention to the use of Turkish. I'm more cautious in social media in this manner. It contributed to the development of my critical perspective. I understood the importance of the communication language used in various mass communication tools such as television, radio, books, and newspapers. I have become conscious enough to be able to warn my friends about language."

-TTC9: "Thanks to this lesson, I learned to pay more attention to the spelling rules and punctuation marks. For example, when I'm reading a book, I'm paying attention to whether there are any spelling errors. When my friends send messages, I am able to say that the acronyms they use are wrong."

-TTC10: "This course has created an awareness in me. I pay more attention to what I see and read. I've learned what language consciousness and mass communication are."

-TTC11: "It certainly became a lesson that made me conscious. The greatest benefit to me was its contributions to me to understand how important it was to use Turkish correctly and properly in the society. The biggest problem nowadays is the lack of communication. I learned that the improper use of Turkish is the most important factor. After this lesson I realized that when using Turkish, I will be more careful by also considering the dimensions of communication."

-TTC12: "The Mass Communication and Turkish course has been one of the rare courses we have been having fun with. I've grasped the language and communication relationship."

-TTC13: "I learned to pay attention to Turkish use in mass communication tools. I look at the use of words and the spelling rules more carefully when reading a book and a newspaper. If there are mistakes, I'm correcting them."

-TTC14: "I've learned how important communication is. I have learned that our language is misused during communication and that the most important tool of effective communication is to use correct and proper Turkish. I've learned that through mass communication tools many people can be reached and communicated with simultaneously. I think I've become more conscious, and my knowledge level has increased."

-TTC15: "I did not know that the use of Turkish use in mass communication tools was so full of negativity; I've learned it. I find the language errors by myself now. I warn those who make such mistakes. I'm also trying to raise awareness around me."

-TTC16: "As someone who spends at least 7–8 hours of the day on social media, I am now approaching social media more critically. Mistakes that people make more intensely offend my eye. I'd say this situation has pushed me away from social media. I've reduced the time I spend on social media. Thanks to this course, I started to gravitate from mass communication tools towards books."

-TTC17: "I'm having fun in the Mass Communication and Turkish course. I really like this course. I've become conscious as a language educator. I pay more attention to the language of communication."

-TTC18: "I've become even more conscious about the spelling rules and punctuation marks. Misspellings in my environment, on social media and workplace signs began to attract my attention more prominently. I've become conscious."

-TTC19: "The mistakes I've made on social media have drawn my attention more prominently. In the communication and language relation, I understood the importance of language used in social media. I've come to a level where I can warn other people."

-TTC20: "I began to pay more attention to incoherencies in the use of many words. When speaking and writing, I'm being selective."

Question 11: What are your views on the implementation process of the "Mass Communication and Turkish" course?

The answers that the teacher candidates gave to this question are analyzed in Table 11.

Table 11. Mass communication and Turkish course opinions on the implementation process

PARTICIPANT TEACHER CANDIDATE			FREQUENCY (f)	PERCENTAGE %
CATEGORICAL VIEW	It provided positive contributions in providing theoretical information and then strengthening the learning with activities.	TTC1, TTC2, TTC4, TTC9, TTC10, TTC18	6	30
	It was nice to learn by doing it and by experience.	TTC3, TTC5, TTC7, TTC14, TTC15, TTC16, TTC19, TTC20	8	40
	The panel technique enabled us to do research, carry out investigations and learn.	TTC6, TTC8, TTC13, TTC17	4	20
	The duration of the course can be increased.	TTC11, TTC12	2	10

Considering the teacher candidates' answers to the questions on the interview form for "what their views were on the implementation process of the "Mass Communication and Turkish" course," the teacher candidates gave the following answers — TTC1, TTC2, TTC4, TTC9, TTC10, TTC18: "it provided positive contributions in providing theoretical information and then strengthening the learning with activities," TTC3, TTC5, TTC7, TTC14, TTC15, TTC16, TTC19, TTC20: "it was nice to learn by doing it and by experience," TTC6, TTC8, TTC13, TTC17: "the panel technique enabled us to do research, carry out investigations and learn," and TTC11, TTC12: "more time can be allocated." Based on the responses of the participants, it is seen that they learned by doing and by experience. They mentioned that after theoretical information was given, the course was reinforced through practices and the panel technique. Two people stated that a longer duration of course would contribute in a positive way. In general, there were positive opinions about the implementation process of the course.

The answers they gave in categorical view are as follows:

-TTC1: "The Mass Communication and Turkish course began with theoretical information. We have learned information such as "communication and its purpose, its characteristics, what mass is, mass communication and its tools, and what its relationship with the language is." Afterwards, we attended the course as students, did research and carried out investigations. The course was then reinforced with practice-based activities. After learning the basics, it was good for us to do practice. The fact that each student had the opportunity to do research, carry out investigations and express themselves allowed us to learn."

-TTC2: "Theoretical information and practice-based activities made it easier for us to learn. The way the course was taught was nice."

-TTC3: "We achieved to learn by doing it and by experience. Our awareness level has increased as we did research. There was an effective course teaching process with videos, research and presentations. The practices have increased interest in the course."

-TTC4: "The theoretical part of the course was kept short, and we had the opportunity to do more practices. Those who were in the same class but were not communicating with each other communicated in collaboration with each other through the practices."

-TTC5: "It took place as a student-centered course. We had a chance to express ourselves. We learned by doing and by experience."

-TTC6: "The panel technique has given us self-confidence. It contributed to our learning in a very effective way. We both learned and had fun."

-TTC7: "We learned with our experiences. We learned by taking our daily lives as a reference, by experience, by doing..."

-TTC8: "Through the panel technique, we were given an opportunity to do research and carry out investigations. Our critical thinking skills have evolved."

-TTC9: "Firstly, we learned the basic concepts of communication and mass communication. The practices that we later did made it easier for us to learn. We learned to fix our mistakes by seeing."

-TTC10: "After learning the basic concepts of mass communication, we reinforced learning with practices."

-TTC11: "We learned a lot in such a short time. I think it would be better if the course duration could be increased."

-TTC12: "I think it will be more productive if you are given this course in a long period of time. We can learn more."

-TTC13: "The panel technique was very productive. We learned doing research and carrying out investigations better in this course."

-TTC14: "In this course we participated in the activities, and we had fun. The active teaching of the course made it easier for us to learn. Through the activities that were carried out, we learned a lot of things we haven't seen, heard or know about."

-TTC15: "I learned by doing and by experience. Actively taking place in the course let me gain self-confidence."

-TTC16: "It was nice to be active in the course. I've learned to realize basic skills such as critical thinking, research, and investigation by myself."

-TTC17: "Our teacher's involving us in the course and caring about us was through the panel technique. That's why I loved this course."

-TTC18: "It was nice that the course was reinforced with practices after we learned many pieces of theoretical information."

-TTC19: "There was a student-centered learning approach. We were in the foreground. We learned by doing and by experience."

-TTC20: "Fun practices have made the course fun. It also provided persistence in terms of learning. I've learned what it was to learn by doing and by experience."

4. Discussion, Conclusions and Recommendations

Based on the data obtained as a result of this study, there were parallelisms in the relationship between mass communication and language, the teacher candidates' habits of using mass communication tools, the influence of mass communication tools on language and on the teacher candidates, language problems experienced in the context of mass communication, the basic factors causing these problems and the use of mass communication

tools. The problems emerging in the context of the research results show similarities. Studies on teacher candidates as well as on students and teachers reveal this situation in the most obvious way. In the literature, this situation has been revealed in studies conducted by many researchers working on this subject.

Mass communication tools such as magazines, newspapers, books, radios, cinemas, television and the Internet cause behavioral changes especially in teenagers and children as well as transferring information (Dilber, 2014, p. 60). Mass communication tools are the strongest resource affecting the language used by the public (Özerkan, 1993, p. 135). In Turkey, mass communication tools continue to operate extremely effectively and have such functions to be able to shape minds (Erdoğan, 2009, p. 89). With the development of technology, the Internet as one of the mass communication tools has begun to be used intensively (Eröz-Sü & Doğdubay, 2012, p. 133). According to a study conducted at state and foundation universities, the Internet and social media, especially Facebook and WhatsApp, are used extensively in this context (Büyükdoğan et al., 2017: 293). With the emergence of mass communication tools, a mass communication jargon has emerged in mass communication tools. This situation has been instrumental in the deterioration of words and the emergence of fabricated words (Batur, 2010, p. 72). Words used in mass communication tools are often quoted words of foreign origin (Akgün-Çomak, 2002, p. 73). English language rules and English words deteriorate the structure of Turkish and cause degeneration in the language. The effects of the language used in social media within the scope of the use of the Internet have been unavoidable. New words — half Turkish and half English — are being derived in the context of the use of social media (Bülbül-Oğuz, 2012, p. 1160). Moreover, in addition to the sentences written in half Turkish, half English in social media, the transfer of spoken language into writing as is is becoming increasingly widespread among the Z generation, and even the number of those who form proper sentences is in the minority (Karahisar, 2013, p. 71). In the research study titled *"Teacher Candidates' Level of Knowing Turkish Equivalents of Foreign Words"* carried out by Uzuner-Yurt and Aktaş, it was found that the teacher candidates did not show a national sensitivity in using Turkish equivalents of foreign-origin words regarding the use of Turkish (Uzuner-Yurt & Aktaş, 2016, p. 166). In a study titled *"Teacher Candidates' Opinions on Native Language Used in Mass Communication Tools,"* it has been emphasized that mass communication tools have extraordinary effects, the words of Western origin are mispronounced among the teacher candidates, which leads to an unconscious use of language in everyday life (Tüm, 2014, p. 153). Based on the studies in the literature and on our study, as stated by the teacher candidates, in the context of Internet use in mass communication tools, especially in the use of Turkish characters intensely in social media and in the use of foreign words, it is seen that there is a lack of national consciousness in topics such as written and oral incoherencies, spelling rules and punctuation marks. No sensitivity is shown in the use of language. Problems are experienced in the context of an artificial mass communication jargon. These problems are reflected in the opinions of the Turkish teacher candidates in the present study. These problems have been investigated many times in the literature and have been revealed in detail. *"Generally, our beautiful Turkish has been pushed into a corner like an orphan child throughout history and more emphasis has been given to foreign languages. This emphasis, given to Arabic and Persian in the past, has shifted especially to English today..."* (Hengirmen, 1998, p. 15). The negligence, which begins in the use of Turkish letters, is transformed into the wannabe of use of English equivalences of even the terms that are found in Turkish (Öner, 2006, p. 257). The inability of characters in some languages to be used in electronic mail addresses adversely affect the status of these languages against the English language. For example, in Turkish with the letters "ç, ş, ğ, ü" and the letters "é, à, ê" in French (Tarcan, 2006, p. 6). This situation reveals that many languages are under pressure by English through the Internet (Tattersal, 2003, p. 3). It is not exaggerated to say that not only English, but also, in recent years, French have dominated Turkish. As the teacher candidates stated in the study, the admiration of a foreign language causes Turkish to degenerate and become a mixed and hybrid language.

The internet, which has been heavily expanding in recent years, brings new phrases, narrative patterns, symbols and use practices to our lives (Çakır & Topçu, 2005, p. 71). Internet-based social networks are used extensively by today's generations. A study was carried out on 719 sophomore students of Başkent University to reveal the students' consumption habits of and addiction to media tools. When the results of the study were assessed, the use of television, Internet, mobile phone and printed publication was determined to be over 85% in both genders, and the rate of listening to radio was below 70%. It was found that there was Internet addiction in 71% of the students, mobile phone addiction in 45%, television addiction in 34%, and radio and printed publication use addiction in 4% (Atalay et al., 2013). Social media tools, in particular, are communication tools that fulfill important functions for individuals.

Individuals are able to interact, communicate, entertain and be informed in a short period of time through these social media tools in a cheap and timely manner. While there are countless benefits of technology, it can cause countless harm when not used correctly.

"Emojis, smileys, and so forth" used in this sense can adversely affect the verbal communication skills of individuals. As a society, we are not only consuming some material things, we are also rapidly consuming our spiritual values. We are also trying to erode the language, which is the most fundamental element that makes a community a nation. It is possible to see the most prominent examples of this on social media, especially on Twitter, Facebook and Instagram. The informatics terms used in the Internet environment emerge as the most concrete examples.

The image of our vocabulary, and accordingly, the Turkish writing tradition are deteriorating due to the spread of the terms of foreign origin (Akalın, 2003, p. 776). There are problems with the use of spelling and punctuation rules in Turkish. İncoherencies and misspellings are the primary problems. Turkish and literature teachers have responsibilities in this regard. This is because if this issue is not approached with sensitivity, it causes certain problems in the language (Sağır, 1995). Although teaching Turkish-language rules is the responsibility of the Turkish/literature teacher candidates, it is not only their duty, but also the responsibility of everyone who uses the language, and the issue has to be treated with sensitivity and national awareness. Elementary school teachers, who are at the first level of basic education, have a responsibility at least as much as Turkish/literature teachers.

Adapting and using foreign words, even though they have Turkish equivalents, are threatening the vocabulary of Turkish (Ünalan, 2006, p. 18). It is an undeniable fact that the "Turkish language" education offered in universities undoubtedly has an important effect in the formation of this situation.

Teaching spelling rules and punctuation marks through theoretical information is a problem in Turkish language courses (Cemiloğlu, 2004, p. 179). There were deficiencies in spelling rules and punctuation marks in a study carried out on freshmen university students. This situation shows that these issues are not emphasized in the elementary and secondary education and it is obvious that no good language education is being offered (Aşılıoğlu, 1993; Köstekçi, 1992). The language education in Turkish language courses is given in an inadequate manner, and students view this course as a "perfunctory course." These are some of the main problems experienced in language education. Some of the serious problems include the teaching of the courses theoretically, and the lack of practice-based and activity-based teaching, and lack of learning by doing and experience.

There are significant problems in the implementation of the common compulsory "Turkish Language" courses taught in universities. Not only Turkish teachers but also all other branch teachers should pay due attention to the correct use of these rules in the written texts of the students. It is also necessary to emphasize activities in this regard (Bağcı, 2011, p. 682). Several studies have been conducted on Turkish Language courses. In most of these studies, it has been revealed that this course is considered as a formality, is not regarded as important, and does not have practice-based content, that the lessons are taught based on simple presentations and that the measurement and evaluation are done as a test-oriented activity. It is not possible to resolve this problem only with a number of scientific studies. In terms of mentality, the perspective needs to change, as well.

Language matters, of course, are a matter of state (Bulut, 2014b, p. 145). However, it is the duty and responsibility of all individuals to approach the matter of state with a national and native stance, not just the task of Turkish teacher candidates.

There are many factors that cause deteriorations in language. Accordingly, it is possible to list the reasons that cause contamination in the language as follows: Failure to comply with spelling and pronunciation rules; increasing the number of foreign words in Turkish through the use of foreign words even though there are equivalent terms in the language; failure to use the language according to its own internal structure; incorrect ordering of sentence elements; failure to use words in their correct meanings and to the point; and lack of language consciousness and love (Tokatlı, 2005, pp. 191-196).

Issues such as the following were also reflected in the opinions of the Turkish teacher candidates in our study: Failure to know or incorrectly use spelling rules and punctuation marks; problems in the writing of uppercase and lowercase letters; failure to fully know or use English grammar rules even by Turkish teacher candidates; intensive use of foreign words and terms in the context of admiration of a foreign language; and using non-Turkish characters and letters. The way to prevent this situation, corruption and deterioration in the language, which were evident in the views of the teacher candidates, depends undoubtedly on knowing how to use mass communication tools and being conscious about this.

It is important to educate individuals who consciously use mass communication tools and adapt them to their own purposes, and who are capable of adapting to changing conditions (Aydın, 2010; Gömleksiz, 2004, p. 186).

The following results emerge based on the findings obtained in the context of this research study — which was carried out to determine the views of Turkish teacher candidates on the *"Mass Communication and Turkish"*

course — and based on the discussions in the literature:

The Turkish teacher candidates indicated that they understood the concept of communication and mass, mass communication and mass communication tools, through the *"Mass Communication and Turkish"* course. They stated that they used mass communication tools extensively, but were not fully aware of the functions and points to consider when using mass communication tools; nevertheless, they learned them with the help of this course. Based on the answers, it is seen that the teacher candidates were intensely using the *"Internet and television"* regarding "mass media tools they use extensively." In addition to those, they stated that they used *"books, newspapers and magazines"* extensively with the influence of the academic environment. It is seen that they used the Internet more as a mass communication tool and used social media in this context. Based on the answers, it is seen that *from among the social media sites*, the Turkish teacher candidates used *"Facebook and Google"* the most with regard to "the application or applications, where they used Turkish, as a social media tool in the context of the 'Internet,' which is a means of mass communication." A person also stated that he used *"Pinterest."* Another person stated that he used "Blogs." *"Twitter" as a microblog, "Instagram and YouTube" as content communities, and "WhatsApp" as a mobile social network* were used by the participating teacher candidates. There were also those who used only *"WhatsApp."* The rate of *"WhatsApp"* use was 80%. Moreover, a person also stated that he used *"Snapchat."* Today, which we also call the communication age, the Internet is considered to be the most heavily used means of mass communication tool. One of the main reasons for this situation is the fact that social communication tools are offered as a combination on the Internet, increasing the importance of the Internet.

It was revealed based on the present study that the Turkish teacher candidates experienced the following in relation to the problems frequently experienced in the use of Turkish on social media tools in the context of the "Internet," which is a mass communication tool: They suffered difficulties in the writing of uppercase and lowercase letters. There was admiration of a foreign language in the society and in individuals. They made mistakes in suffixes. The use of non-Turkish characters was particularly considerable in social media. The habit of using slang, vulgar words/abusive words or phrases in mass communication was alarming. Punctuation marks and spelling rules were not known correctly, or the habit of using them was not very good. People were very incoherent verbally and in writing. Uses that did not comply with Turkish grammar rules had become widespread. In this context, they suffered a lack of national consciousness. And, they thought these were the most important problems.

The Turkish teacher candidates made the following suggestions in relation to the problems frequently experienced in the use of Turkish on social media tools in the context of the "Internet," which is a mass communication tool: As national sensitivity/emotionality is important, sanctions must be enforced for certain improper attitudes and behaviors in the use of Turkish in the mass communication tools. As it is important to increase the level of awareness in Turkish education and teaching, a number of educational programs that encourage effective and accurate Turkish use should be offered.

Of the Turkish teacher candidates 85% indicated that the content of the *"Mass Communication and Turkish"* course was positive and adequate. A total of 15% commented that *"there is positive, but partially insufficient content."* A segment of 85% of respondents saw the content of this course to be adequate. A 15% thought that the content of the course was positive, but that it could be transformed into a form that would also serve other departments by some additions.

Of the teacher candidates, 55% adopted the opinion that this course was necessary. The remaining 45% thought that the lesson needed to be offered in the other departments as well. Considering the responses of the participants, all participants, in the general sense, thought that this course had an informative and reinforcing effect on their learning in the context of the language and communication relationship, and especially communication, mass communication, effective communication, mass communication tools, and Turkish grammar rules. Therefore, they saw the course ass a course not only for Turkish teachers but also for other departments. Therefore, they thought that this course was necessary and that it provided significant contributions to them in academic terms.

The Turkish teacher candidates indicated that after taking the *"Mass Communication and Turkish"* course, they learned to pay attention to the spelling rules and punctuation marks; they became conscious about the rules of Turkish grammar; their level of awareness of incoherencies improved; they corrected several language errors they made in the social media and in mass communication tools; and the course contributed to the effective and accurate way of gaining the habit of listening, speaking, reading and writing in Turkish. They stated that they had a positive change in grammar rules, spelling rules, basic language skills, mass communication and its importance, correct and effective use of Turkish language in mass communication, basic aims of mass communication, language problems experienced in mass communication and solutions of these problems. They stated that the course affected them to approach language with a national conscience and increased their awareness level. They thought

that the *"Mass communication and Turkish"* course made significant contributions to them academically.

The Turkish teacher candidates stated that they were able to learn topics easily through activities in the "Mass Communication and Turkish" course through learning by doing and by experience. They stated that the practice-based activities after the theoretical information was taught improved their motivation and desire to learn. Thanks to the practices through the panel technique, they thought that their research and investigation habits had improved and that there were reinforcing effects on their learning. The answers to open-ended questions can be said to be the most obvious indicator of these.

Although Turkish teacher candidates thought they had national consciousness, they said that they were unable to learn and apply these issues in elementary school, in secondary schools, in high school and even in the university in a healthy way. They stated that the language used in social media brought improper attitudes and behaviors. They also stated that their written and verbal narrative skills were not at the desired level. Certain attitudes and behaviors especially in social media erode the language consciousness and harm the national culture in the information society where mass communication and mass communication tools are important and in the globalizing world where technology is heavily used. Therefore, it is a requirement of the information age and national consciousness that teacher candidates — who are obliged to do teaching as the fundamental profession that gives direction to society — obtain a proper language education in terms of understanding, teaching and effective communication. Today, the media where language is used have changed. In this respect, the following views were reflected in the views of the Turkish teacher candidates who participated in the study: It is important to learn by doing and by experience instead of the traditional learning. In today's world where technology is heavily used, the dimensions of globalizing communication should not be overlooked. A student-centered teaching approach where research and investigation are important facilitates learning and enhances the motivation for the course. The Mass Communication and Turkish course was the locomotive for them to gain the habits of effective communication and using language effectively.

The following recommendations can be made in the context of the results obtained from the study:

- As shown by the results of the present study, authorized institutions and organizations should play a slightly more active role in minimizing the negative consequences of the use of mass communication and mass communication tools, and the negative reflections on Turkish brought by this use.

- The contents of the "Turkish language" courses offered in each department should be enriched or changed to include social media with content such as mass communication and effective communication. In universities, "Turkish language" courses should not be seen as "perfunctory courses." To the contrary, it should be taught that one of the fundamental ways of effective communication and success is to receive a proper language education. Therefore, "Turkish language" courses should be offered by people who have the title of a faculty member who specialize in the field in a real sense.

- Before anything else, it is of vital importance to ingrain in students that the language issue is "a matter of state" and that the annihilation of the language will mean the destruction of the nation and the culture. It is, again, of vital importance to try to raise students' awareness of language consciousness/national consciousness.

- It is a fact that there are problems in language education and teaching in general. Much more tangible public service announcements, educational/instructive programs, videos, events, seminars and workshops are necessary to address especially the problems and issues experienced during the use of social media. This is because, the improper use of language, which is the basic means of communication, and failure to use it in accordance with its rules also brings much psychological, social and cultural negativity.

- As a requirement of the information age, different approaches should be exhibited in language teaching. For all students in almost every level, especially for Turkish teacher candidates, activity-based, student-centered and practice-based teaching methods and techniques should be used in accordance with the constructivist learning approach, in which learning by doing and by experience is valued as well as research and investigation, rather than traditional teaching methods.

- By means of mass communication tools, a remedy should be considered for the language erosion which has been spreading to all individuals. As individuals and the society, we should not be mere spectators to the erosion of language in social media which affects all layers of society. An awareness should be created especially for the effective and proper use of the language in accordance with its rules. If necessary, legal sanctions must be imposed, as well. In this context, anarchy should not be allowed in the language. Educators and linguists, especially the Turkish Language Association, should play a more active role in what these

sanctions might be.

- In-service trainings can be provided in "mass communication and the use of Turkish" for Turkish, language and expression, and literature teachers, especially for elementary school teachers and other branch teachers who are the locomotives of the basic education.

- The Turkish Language Association, the Ministry of National Education and the Council of Higher Education in coordination can establish a common action plan on mass communication and the use of Turkish.

- As stated in the opinion of the Turkish teacher candidates, a number of software programs can be developed to encourage the use of effective and accurate Turkish language in social media as well as having the ability to impose sanctions for and crate awareness of misspellings.

References

Akalın, Ş. H. (2003). *Türkçenin teknik terim zenginliği*. Teknik Bir Dil Olarak Türkçe Çalışma Grubu Toplantısında sunulmuş bildiri. İstanbul: Harbiye Kültür Sitesi.

Akar, E. (2010). *Sosyal medya pazarlaması: sosyal webde pazarlama stratejileri*. Ankara: Efil Yayınevi.

Akgün-Çomak, N. (2002). *Kitle iletişim araçları ve dil sorunları bağlamında dilde yabancılaşma* (pp. 68-73). Selçuk İletişim.

Altunışık, R., Çoşkun, R., Yıldırım, E., & Bayraktaroğlu, S. (2001). *Sosyal bilimlerde araştırma yöntemleri*. Sakarya: Sakarya Kitabevi.

Aşılıoğlu, B. (1993). *Ortaokullarda Türkçe öğretimi*. Ankara Üniversitesi Sosyal Bilimler Enstitüsü Yayımlanmamış Doktora Tezi, Ankara.

Atalay, F. B., Barutcu, G., Koçak, A. Ö., Taş, E. G., & Üstündağ, I. (2013). *Başkent üniversitesi öğrencilerinin medya tüketim alışkanlıkları, XV.* Öğrenci Sempozyumu Çalışma Grubu Raporları. Retrieved from http://tip.baskent.edu.tr/kw/upload/600/dosyalar/cg/sempozyum/ogrsmpzsnm15/15.S3.pdf

Aydın, T. (2010). *1990 yılı ve sonrası türkiye'de kitle iletişim araçları ve müzik medya üzerindeki etkisi*. İstanbul Teknik Üniversitesi Sosyal Bilimler Enstitüsü yayımlanmamış yüksek lisans tezi. İstanbul.

Aytekin, M. (2014). *Yenilenen Medya*. İstanbul: Kocav Yayınları.

Bağcı, H. (2011). İlköğretim 8. sınıf öğrencilerinin noktalama işaretleri ile yazım kurallarını uygulayabilme düzeyi. *Turkish Studies–International Periodical for the Languages, Literature and History of Turkish or Turkic, 6*(1), 693-706.

Bal, H. (2004). İletişim sosyolojisi. S.D.Ü. (p. 82). Basımevi, Isparta.

Banguoğlu, T. (2007). *Türkçenin grameri*. Ankara: Türk Dil Kurumu Yayınları.

Batur, Z. (2010). Kitle iletişim araçlarının oluşturduğu yeni bir dil katmanı: öğretmen adaylarının kullandığı kitle iletişim jargonu. *Uşak Üniversitesi Sosyal Bilimler Dergisi, 3*(2), 63-73.

Berelson, B., & Steiner, G. A. (1964). Human Behavior, Harcourt, Brace and World. New York.

Börekçi, M. (2009). *Türkiye Türkçesinde yapı ve işlev bakımından sözcükler*. Erzurum: Eserofset matbaacılık.

Bülbül-Oğuz, B. (2012). Sosyal medya dilinin görüntüsel gösterge boyutu ve bunun dile etkisi. *Turkish Studies–International Periodical for the Languages, Literature and History of Turkish or Turkic, 7*(4), 1157-1166.

Bulut, M. (2012b). *Millî kıraat adlı Türkçe-edebiyat ders kitabının Türkçe ve Türk dili ve edebiyatı öğretimi açsından incelenmesi*. Atatürk Üniversitesi Eğitim Bilimleri Enstitüsü Yayımlanmamış Doktora Tezi. Erzurum.

Bulut, M. (2014a). Atatürk'ün Türkçeye yönelik özleştirme/sadeleştirme çalışmaları ve bu bağlamda yaşanan dil tartışmaları üzerine bir değerlendirme. *Turkish Studies–International Periodical for the Languages, Literature and History of Turkish or Turkic, 9*(11), 131-147.

Bulut, M. (2014b). Dil bilgisi öğretiminde yaşanan kavram kargaşasının Türkçe öğretimine etkisi. *Turkish Studies–International Periodical for the Languages, Literature and History of Turkish or Turkic, 9*(12), 43-55.

Bulut, M., Orhan, S., & Kırbaş. A. K. (2012a). "Türkçeye fransız kalmak" üzerine bir inceleme. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 16*(1), 129-150.

Büyükdoğan, B., Gedik, H., Albayrak, S., & Özdemir, N. (2017). *Social media usage of students at state and foundation university: a comparison in terms of uses and gratification theory, 3*(12), 293-302.

Büyüköztürk, Ş., Kılıç-Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2014). *Bilimsel araştırma yöntemleri*. Ankara: Pegem A Yayıncılık.

Çakır, H., & Topçu, H. (2005). Bir iletişim dili olarak İnternet. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 19*(2), 71-96.

Cemiloğlu, M. (2004). Üniversitelerde okutulan türk dili dersi ile ilgili tespitler değerlendirmeler ve öneriler. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi, XVII*(2), 173-182.

Çepni, S. (2007). *Araştırma ve proje çalışmalarına giriş* (Genişletilmiş 3. Baskı), Trabzon: Celepler Matbaacılık

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. California: Sage Publications.

Demir, M. (2015). Kullanım ve doyumlar kuramı bağlamında sosyal medya kullanımı: Beykent üniversitesi örneği. *iletişimde sosyal medya sosyal medyada etkileşim* (der. Ö. Oğuzhan, pp. 131-198). İstanbul: Kalkedon Yayınları.

Dilber, F. (2014). Kitle iletişim araçları ve suç olgusu. *KMÜ Sosyal ve Ekonomık Araştırmalar Dergisi, 16* (I), 60-66.

Drever, E. (1995). *Using semi-structured interviews in small-scale research*. Glasgow: SCRE Publication.

Ekiz, D. (2003). *Eğitimde araştırma yöntem ve metotlarına giriş*. Ankara: Anı Yayıncılık.

Erdoğan, H. A. (2009). *Günümüz kitle iletişim araçlarının görünen ve görünmeyen yüzü: Türkiye örneği*. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Yayımlanmış Yüksek Lisans Tezi. Konya.

Ergin, A. (2005). *Öğretim Teknolojisi İletişim*. Ankara: Anı Yayıncılık.

Eröz-Sü, S., & Doğdubay, M. (2012). Turistik ürün tercihinde sosyal medyanın rolü ve etik ilişkisi. *Dokuz Eylül Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 27*(1), 133-157.

Gerbner, G. (1967). Mass media and human communication theory. In F. E. X. Dance (Ed.), *Human Communication Theory Original Essays* (pp. 40-60). Holt, Rinehart & Winston, Canada.

Gömleksiz, M. N. (2004). Kitap okuma alışkanlığına ilişkin bir tutum ölçeğinin geçerlik ve güvenirliği. *Fırat Üniversitesi Sosyal Bilimler Dergisi, 14*(2), 185-195.

Güngör, N. (2011). *İletişim, kuramlar, yaklaşımlar*. Ankara: Siyasal Kitabevi.

Hartmann, R. R. K., & Stork, F. C. (1972). *Dictionary of language and linguistics*. New York-Toronto, John Wiyey&Sons.

Hengirmen, M. (1998). *Dilbilgisi ve dilbilimleri terimleri*. Ankara: Anı Yayıncılık.

İmançer, D. (2003). Çağdaş kimliğin yapılanma süreci ve televizyon. kimlikler. *Doğu-Batı Düşünce Dergisi, 6*(23), 223-250. Ankara: Doğu- Batı Yayınları.

Kabadayı, O. (2006). Ağ ortamında türkçeye genel bir bakış. *Türk dili Dil ve Edebiyat Dergisi, 652*, 298-314.

Karahisar, T. (2013). Dijital nesil, dijital iletişim ve dijitalleşen. *Online Academic Journal of Information Technology, 4*(12).

Karasar, N. (2009). *Bilimsel araştırma yöntemi*. Ankara: Nobel Yayıncılık.

Kaya, K., & Tuna, M. (2008). İlköğretim çağındaki çocukların sosyalleşmesinde televizyonun etkisi. *SDÜ Fen Edebiyat Fakültesi Sosyal Bilimler Dergisi, 17*, 160.

Köstekçi, M. (1992). *Üniversite öğrencilerinin cümle hataları üzerine bir analiz çalışması*. Gazi Üniversitesi Sosyal Bilimler Enstitüsü. Yayımlanmamış Yüksek Lisans Tezi, Ankara.

McQuail, D., & Windahl, S. (2006). *İletişim modelleri: Kitle iletişim çalışmalarında*. İstanbul: İmge Yayınları.

Oktay, M. (2002), *Politikada halkla ilişkiler*. İstanbul: Derin Yayınları.

Öner, T. (2006). Bilişimde özenli türkçenin önemi. *Bilişim ve Bilgisayar Mühendisliği Dergisi, 1*(1).

Özerkan, Ş. (1993). İletişim ve dil. *Marmara İletişim Dergisi, Sayı 2*.

Özkan, N. P. (2013). *Sosyal ağ kullanıcılarının e-sosyalleşme sürecindeki kimlik yapılandırma süreçleri, II*. International Conference on Communication, Media, Technology and Design, Famagusta-North Cyprus.

Sağır, M. (1995). Bazı yazım yanlışları ile anlatım bozukluklarının sorumluları. *Türk Dili, 513*, 238-245.

Şencan, H. (2005). *Sosyal ve davranışsal ölçümlerde güvenilirlik ve geçerlilik*. Ankara: Seçkin Yayıncılık.

Tarcan, A. (2006). Sanal dünyada dil savaşları. *Üniversite ve Toplum Dergisi, 6*(1), 1-9.

Tattersal, A. (2003). *The internet and French language*. Center for Language in Education Occasional Papers. University of Southampton.

Tokatlı, S. (2005). Türkiye Türkçesinin bugünkü durumu ve sorunları üzerine yazılan kitaplar. C.Ü. *Sosyal Bilimler Dergisi, 29*(2), 191-196.

Tüm, G. (2014).Views of prospective teachers concerning native language used on the mass media. *Education and Science, 39*(171).

Türnüklü, A. (2000). Eğitim bilimi araştırmalarında etkin olarak kullanılabilecek nitel bir araştırma tekniği: görüşme. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi, 34*, 547.

Ünalan, Ş. (2006). *Dil fukaralığı: söz varlığından söz darlığına*. Ankara: Ankara İl Millî Eğitim Müdürlüğü Yayınları.

Uzuner-Yurt, S., & Aktaş, E. (2016). The knowledge level of meeting the meanings of foreign words by prospective teachers. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi, 37*, 166-186.

Yalçın, S. K., & Şengül, M. (2007). Dilin iletişim süreci içerisindeki rolü ve işlevleri. *Turkish Studies/Türkoloji Araştırmaları, 2*(2), 749-769.

Yıldırım, A., & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri*. 9. baskı. Ankara: Seçkin Yayıncılık.

Copyrights