

Full Length Research Paper

Misconceptions of students related with the Turkish lesson: The grammar example

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Grammar concepts are among the fundamental concepts of Turkish teaching. Improper teaching of them may cause the rise of certain problems in the teaching of high-level lingual concepts. What is intended herein is to identify if 6th Grade students do encounter misconceptions while learning grammar concepts. Data of the study have been obtained via semi-structured interview technique. Interviews were made in the spring term of the 2011 to 2012 academic year with 20 students at their schools in Usak province. Each student was interviewed separately for around 25 min. It has been ascertained as a result of the study that, students do have misconceptions related to grammar, and that they encounter difficulties in describing the concepts in question.

Key words: Turkish Language, Turkish Grammar, grammatical misconceptions.

INTRODUCTION

Mother-tongue education is among the sorts of lifelong education. It is the Turkish lesson, which conveys the mother-tongue education to the school environment in Turkish context. Thanks to this lesson, the rules regarding the mother-tongue are transmitted to the students in the classroom environment. Students grasp the concepts regarding this lesson at their homes before coming to school. Concepts are thereby being learned by a more systematic manner (Kaptan, 1999; Soylu, 2004; Koray and Bal, 2002; Senemoğlu, 2005; Ülgen, 2004; Aydın, 2005). Improper learning of these concepts leads to the rise of certain problems. In concurrence with the conflict between their newly learned concepts and their former knowledge, misconceptions arise among such students. Prior knowledge and experience of the students, teachers, and course books are considered as the factors, which trigger such mistakes (Pine et al., 2001; Manolas and Filho, 2011; Harper and Jong, 2004; Levin et al., 1990; Asçi et al., 2001; Ozay, 2001; Selvi and Yaksan, 2004; Atılboz, 2004; Bilgin and Geban, 2001; Sensoy et al., 2005). Without learning the essential concepts

regarding a particular subject, it is impossible to learn its content and meaning.

The concepts to maintain permanent learning should be taught with reference to the lives of the students. Besides, informal learning situations, misunderstanding of concepts, nonconformance between the colloquial language and scientific language, hearsay knowledge, inadequacy of the learning environment, curricular effects, incomprehensibility of the abstract concepts, disconnection between the course subjects and concepts are also among the causes of misconceptions (Ülgen, 2004; Yılmaz and Morgil, 2001; Ozmen, 2005; Ayas et al., 1997; Yazıcı and Semer, 2003). Various activities are resorted so as to eliminate the aforementioned problems. It is necessary to make use of such techniques, which would help getting both former and new knowledge into an organized form (Cerit and Berber, 2009). In order to eliminate the misconceptions in grammar education, various methods and techniques are used. Some of those are: Conceptual change text (Ayas et al., 2005), concept maps (Atasoy, 2005; Novak and Gowin, 1984; Zhao,

Table 1. The concepts being given in the Turkish textbook of the sixth grade.

Concepts			
Vowel	Commingling	Plural noun	Noun
Consonant	Proper noun	Collective noun	Verb
Haplology	Common noun	Exclamation	Pronoun
Epenthesis	Concrete noun	Conjunction	Adjective
Consonant softening	Abstract noun	Preposition	Phrase
Consonant assimilation	Singular noun	Adverb	

2003), mind maps (Ehrlich, 2001; Balim et al., 2006), concept cartoons (Keogh and Naylor, 1999), analogy (Ayas et al., 2005; Canpolat et al., 2004; Köseoğlu et al., 2003), models (Pınarbaşı and Canpolat, 2002), conceptual associations (Canpolat, 2002), getting confronted with the mistakes, incomprehensibility method, concept analysis (Erden and Akan, 2004), asking questions about the concepts (Riche, 2000), making use of metaphors (Bilgin and Geban, 2001; Palmquist, 2001). As long as the misconceptions remain unsolved, it will be inevitable for the education and teaching to fail. Such mistakes negatively affect the critical thinking skills of both the teachers and the students (Bailin et al., 1999).

METHODOLOGY

Adopting a descriptive research design, this study employs a semi-structured interviews as a data collection technique (Karasar, 2009). Semi-structured interview technique is a technique of preparing the general and mostly open ended questions regarding to the issue under consideration (Yıldırım and Simsek, 2011). The reason behind employing this technique is to allocate a space for students to think and talk as freely as possible.

Sample of the study

Interviews were conducted in the spring term of 2011 to 2012 academic year with 17 sixth grade students, all in the age of 12, who were studying in Usak. The students, having participated in the research were coded as 1.S, 2.S, 3.S... Each student was interviewed separately for around 25 min. Although it was planned to interview 20 students, because of some problems three of them could not attend the interviews in planned occasions. Students academic achievement scores of Turkish lessons, were taken as the criteria in the choice of the interviewees. The students, whose marks in the Turkish lesson were 2 out of 5, were included in the study. In Turkish system marks mean as these: 1, fail, 2, passing, 3, average, 4, good and 5 excellent. Therefore, those students whose scores are not good enough to pass are excluded from the study. The students who had participated in the study were asked with the grammar concepts from the Turkish textbook for the grade sixth. The reason of asking concepts from this level is that the students in this level come across the different grammar concepts for the first time in the sixth grade.

Data collecting tool

The grammar concepts being given in the Turkish course books of

the sixth grade were conveyed in the semi-structured interview form. The concepts being given in the Table 1 are those being given in the textbooks of the sixth grade. Students' opinions regarding the aforementioned concepts were taken through asking these three questions for each concepts "What is your opinion about this concept?", "What do these concepts inspire in you?", "Can you define these concepts?".

Data analysis

The interviews were recorded via tape recorder, then transcribed and written in MS Word, and finally printed to examine. The views and opinions mentioned on each concept were assessed by the researcher on the basis of the previous studies. The answers, having been received from the students in response to the concepts, were arranged at first as they were in Table 1 (Annexes). In order to put forth the misconceptions, the correspondence of the respective concepts in the literature studies were given across the answers from the students in response thereto. The misconceptions were interpreted thereafter by way of comparison in view of frequency.

FINDINGS AND COMMENTS

The opinions of the sample of the study with regard to the concepts are given as a whole in Table 1 (Annexes). While the concept, *Vowel* was exemplified correctly by 15 students, the remaining 2 mistook the concept, *Vowel* with the concept, *Consonant*. While *Haplology* was answered mistakenly by 5 students, 5 students left it blank, and 7 students exemplified it correctly. While *Epenthesis* was mistaken with *Consonant assimilation* by 1 student, 1 student exemplified it mistakenly, and 15 students delivered no comment with regard thereto. While *Consonant softening* was mistaken with *Haplology* by 1 student, 1 student exemplified it mistakenly, 2 students did not give any answer, and 13 students exemplified it correctly. While *Consonant assimilation* was answered mistakenly by 1 student, 2 students did not give any answer, and 14 students exemplified it correctly. While the concept, *Commingling* was not answered by 3 students, it was exemplified correctly by 4 students, and answered mistakenly by 10 students. While the concept, *Proper noun* was mistaken by 3 students with the concept, *Common noun*, 1 student did not answer it, and it was exemplified correctly by 13

Table 2. Students' frequency and percentage rates regarding the misconceptions.

Concept	F	%
Collective noun	1	5,8
Consonant	2	11,8
Consonant assimilation	2	11,8
Common noun	2	11,8
Conjunction	2	11,8
Preposition	2	11,8
Hapology	3	17,6
Pronoun	6	35,2
Commingling	9	52,9

students. While the concept, *Common noun* was mistaken by 2 students with the concept, *Proper noun*, it was exemplified correctly by the remaining 15 students. The concepts, *Concrete* and *abstract* were both defined by the students with correct examples. The concept, *Singular noun* was not answered by 1 student, while 16 students exemplified it correctly. The concept, *Plural noun* was not answered by 11 students, while 6 students exemplified it correctly. While the concept, *Collective* was mistaken by 1 student with the concept plural, 5 students did not answer it, and the remaining 11 students exemplified it correctly. While the concept, *Exclamation* was not answered by 1 student, the remaining 16 students exemplified it correctly. The concept, *Conjunction* was not answered by 1 student, while 3 students mistook it with the concept, *Preposition*, and the remaining 13 students exemplified it correctly. The concept, *Preposition* was mistaken by 1 student with the concept, *Exclamation*, and by 1 student with the concept, *Conjunction*, while 6 students did not answer and the remaining 9 students exemplified it correctly. The concept, *Adverb* was not answered by any one of the students. The concept, *Adjective* was not answered by 5 students, while 12 students exemplified it correctly. The concept, *Phrase* was not answered by 4 students, while 13 students exemplified it correctly. The concept, *Noun* was not answered by 5 students, while 12 students exemplified it correctly. The concept, *Pronoun* was not answered by 8 student, while 1 student answered it mistakenly, 5 students mistook it with the concept, *Adjective*, and the remaining 3 students exemplified it correctly. The concept, *Verb* was not answered by 7 students, while 10 students exemplified it correctly. In accordance with the aforementioned data, the misconceptions of the students have been extracted as being listed in Table 2 (Annexes) and Table 2.

Students were seen to be mistaken the least with the *collective noun* (1 student), and the most with the *commingling* concept. Distribution of other misconceptions is as follows: While the concepts *Consonant*, *Consonant assimilation*, *Conjunction*, *Preposition* were mistaken by 2

students per each, 3 students fell into misconception with the *Hapology* concept, and 6 students with the *Pronoun* concept (Table 2).

DISCUSSION AND CONCLUSION

Various misconceptions may be encountered at all stages of education and training. All the aforementioned misconceptions arise from numerous causes. Upon review of the respective studies, especially those conducted in the field of sciences, it is found out that, the aforementioned misconceptions arise from the problem of harmony between the former and new knowledge (Zwiep, 2008; Smith et al., 1993). In order to eliminate their misconceptions, such students are to bring their former knowledge into conformity with the new ones. It is suggested that, the points which were supposed to have caused the misconceptions, are to become eliminated (Yılmaz et al., 1999; Yağbasan et al., 2005). Having the students' contradictory knowledge, or concepts eliminated, their problems regarding misconceptions are thereby to become eliminated (Kılıç, 2001). Piaget indicated that, the elimination of such mistakes could only succeed upon bringing the related students into the center. A situation similar to that giving rise to the misconceptions in Science teaching is encountered also in Turkish teaching. While the subjects of this lesson are abstract in general, and that the concepts being taught cannot be concretized precisely, misconceptions therefore arise. In this context, one should be more careful while teaching the grammar concepts in Turkish lessons; that is so, because mistakenly learned concepts may lead to mistaken comprehensions in the following years. Distinguishing and concretizing examples should be used regarding the confused concepts, in order to avoid misconceptions. Concept and mind maps and imageries may respectively be made use of. Considering the respective findings, students have been found unable to define all the concepts being included in their course books. Students encountered difficulties in defining the concepts. It is accordingly concluded that, students could not have fully perceived the definitions of the concepts. The aforementioned concepts, which are frequently used within the Grammar subjects, were defined at a quite low level by most of the students. Comparing the meanings of the concepts within the literature, and those being put forth by the students, many concepts were found to have been used in substitute of each other.

Teachers should to informed and trained to eliminate the misconceptions. Besides, applied studies are also to be made with such concepts, which are homonyms, but whose meanings and duties vary according to the sentence they are used in. These concepts should be correlated with the daily life (Bodner, 1986; Chi, 1992; Linder, 1993). While teaching the concepts, they should at first be exemplified, and defined thereafter (Riche,

2000). Concepts should then be undergone comparative studies, in order to put the differences between each other forth.

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ANNEXES

Table 1. Answers received from the students with regard to the concepts.

Concept	1.S	2.S	3.S	4.S	5.S	6.S
Vowel	a, e, i, ü	a, e, i, ü, o,o,ü,u	a, e, i, ü	a, e, i, ü, o,o,ü,u	a, e, i, ü, o,o,ü,u	a, e, i, ü, o,o,ü,u
Consonant	b,c, d, f, g, ğ	b,c, d, f, g, ğ	a,o,o,u	b,c, d, f, g, ğ	b,c, d, f, g, ğ	a, e, i, ü, o,o,ü,u
Haplology	Letters such as a, e, cause haplology	l-l	l-l	Some suffixes drop the suffixes linked to the words. Omuz omzu	Not uttered when a word with the letters i, i, u, or ü, is supplemented with an suffix.	Letters apart from a, e, i, ü.
Epenthesis	-	-	-	-	-	Found in some monosyllables
Consonant softening	u-u	P, ç, t, k become b, c, d, g	P, ç, t, k become b, c, d, g	P, ç, t, k become b, c, d, g	P, ç, t, k become b, c, d, g	P, ç, t, k become b, c, d, g
Consonant assimilation	Consecution of the letters p, f, s, t, k by the letters p, ç, t, k.	Consecution of the letters p, f, s, t, k by the letters p, ç, t, k.	Consecution of the letters p, f, s, t, k by the letters p, ç, t, k.	Consecution of the letters p, f, s, t, k by the letters p, ç, t, k.	Consecution of the letters p, f, s, t, k by the letters p, ç, t, k.	Consecution of the letters p, f, s, t, k by the letters p, ç, t, k.
Commingleing	The letters i, y, u, ü being read between two consonants	The letters i, i, u, ü being read between two consonants	The letters i, i, u, ü being read between two consonants	The letters being put in between, when a word starting with a vowel is supplemented with an suffix starting with a vowel.	The words in between which the letters y, s, ş, or n is put.	The letters y, s, ş, or n is put in between two consonants.
Proper noun	Cansu, Mükerrerem, Bircan	Begins with capital letter	Ali, Ahmet, Can	Karabaş	Naming of a single individual	Name of a single individual
Common noun	Table, chair, cat	The noun which counts for more than one	Chair	The noun being given to an object, and to the likes thereof.	Nouns being single.	Anything that is single
Concrete noun	Anything we may sense by means of our sense organs	Anything we may sense by means of our sense organs	Anything we may sense by means of our sense organs	Anything we may sense by means of our sense organs	Anything we may sense by means of our sense organs	Anything we may sense by means of our sense organs
Abstract noun	Anything we may not sense by means of our sense organs	Anything we may not sense by means of our sense organs	Anything we may not sense by means of our sense organs	Anything we may not sense by means of our sense organs	Anything we may not sense by means of our sense organs	Anything we may not sense by means of our sense organs
Singular noun	Table, toast	The feature which indicates a single individual	Desk, pencil	A noun which describes a single thing	Represents an individual, or an object	Indicates only one individual.
Plural noun	They are teachers.	Substitutes for more than one thing	Teachers	Describes more than one object.	-	-
Collective noun	Class, army, forest	Anything which is consisted of more than one individuals of the same type	Army, class	Anything that describes more than one object, and which cannot be supplemented with plural suffix. Army, class	Words which refer more than one individual	Words which refer more than one individual

Table 1. Contd.

Exclamation	To rejoice, to grieve, to be surprised	Being put at the end of a sentence revealing rejoice, grief, excitement, etc.	Being used when one becomes surprised and grieved	Being put at the end of the sentences which reveal such incidences as surprise, grief, rejoice.	Being put at the end of the sentences which reveal such incidences as surprise, fear, excitement, grief, rejoice.	Indicates the senses of fear, excitement, rejoice
Conjunction	-	Conjoins a word with another	The sentence gets deteriorated when <i>de, da</i> is taken out of the sentence	Not being alone, it conjoins two sentences with each other.	The words which does not mean anything, when being used alone	The words which does not mean anything, when being alone
Preposition	It may by no means be taken out of a sentence.	It is not taken out of the sentence	It may by no means be taken out of a sentence.	The words which do not mean anything, when being alone	Being put at the end of the sentences which reveal such incidences as surprise, grief, rejoice.	The words which does not mean anything, when being alone
Adverb	-	-	-	-	-	-
Adjective	Red carton	Beautiful baby	Red car	Indicates the color, and condition of the noun	The words which characterize the nouns from various points of view	Characterizes the nouns.
Phrase	-	Both defining and defined gets suffix.	-	Definite, indefinite, without suffix, successive	Definite, indefinite, without suffix, successive	Definite, indefinite, without suffix, successive
Noun	The name given to beings.	The name given to beings.	The name given to beings.	A word which describes an object	Words given to the beings and concepts	The name of a person, in other words the proper known belonging to him/her
Pronoun	-	Keep this board.	Take this money from the floor.	Substitutes for the nouns	There are two types of pronouns: Word and group	-
Verb	He was playing games.	-	-	Indicates the fulfillment of a work.	-	-

Concept	7.S	8.S	9.S	10.S	11.S	12.S
Vowel	a, e, i, ü, o,o,ü,u	a, e, i, ü, o,o,ü,u	a, e, i, ü, o,o,ü,u	a, e, i, ü, o,o,ü,u	a, e, i, ü, o,o,ü,u	a, e, i, ü, o,o,ü,u
Consonant	b,c, d, f, g, ğ,h,k,l,m,n, p,f, s, t, k	There are 21 consonants	b,c, d, f, g, ğ,h,k,l,m,n, p,f, s, t, k	b,c, d, f, g, ğ,h,k,l,m,n, p,f, s, t, k	b,c, d, f, g, ğ,h,k,l,m,n, p,f, s, t, k	b,c, d, f, g, ğ,h,k,l,m,n, p,f, s, t, k
Haplology	l-u	l-u	-	u-u	-	Occurs with the words whose first syllables end with ý,i,u,ü
Epenthesis	-	-	-	-	-	-
Consonant softening	P, ç, t, k become b, c, d, g	P, ç, t, k become b, c, d, g	k-ğ	k-ğ	P, ç, t, k become b, c, d, g	P, ç, t, k become b, c, d, g
Consonant assimilation	Consecution of the letters p, f, s, t, k by the letters p, ç, t, k.	Consecution of the letters p, f, s, t, k by the letters p, ç, t, k.	k	f,s,t,ç	The letters p, f, s, t, k are applicable	-
Commingling	The letters i, i, u, ü being read between two consonants	The letters i, i, u, ü being read between two consonants	The letters y, s, ð, n being read between two consonants	The letters y, s, s, n being read between two consonants	The letters y, s, s, n being read between two consonants	The letters y,ð,s,n.

Table 1. Contd.

Proper noun	Büşra, Duygu, Ankara	Duygu, Merve, Karabaş	İzmir	Atatürk	Titled to beings from the same type	Noun
Common noun	Multiple existence of a material in the world at once. Eraser, pencil	Desk, table, chair, cat	Water	Bug	Titled to those from the same type, and existing in more than one	Common noun
Concrete noun	Anything we may sense by means of our sense organs	Anything we may sense by means of our sense organs	Pencil	Air	Anything we may sense by means of our sense organs	Anything we may sense by means of our sense organs
Abstract noun	Anything we may not sense by means of our sense organs	Anything we may not sense by means of our sense organs	Happy	Hand	Anything we may not sense by means of our sense organs	Anything we may not sense by means of our sense organs
Singular noun	A noun which describes a single thing Eraser, pencil	Indicates only one individual. Desk, pencil box, scissors	Table	Pencil	Pencil	Notifies a single being
Plural noun	The feature indicating more than one beings Bees, bugs	Indicates multiple beings Bees, stones	-	-	-	-
Collective noun	The feature indicating multiple beings from a single type Army, flock	A community being consisted of numerous beings from a single type. Army	Forest	Flowers	Forest	Notifies multitude without getting plural suffix
Exclamation	Being put at the end of the sentences which reveal such incidences as surprise, fear, excitement, grief, rejoice. aa!	Indicates the senses of fear, excitement, rejoice	Help!	Help!	Being used while expressing our feelings and thoughts	Notifies excitement, fear, grief, and surprise
Conjunction	When the conjunction is taken out of the sentence, no incomprehensibility occurs.	No sentence disorder occurs upon taking the conjunction is taken out of the sentence. It is written separately.	My aunt will travel by bus	-	-	de, da in the form of conjunction are written separately.
Preposition	-	It may by no means be taken out of a sentence.	.It may by no means be taken out of a sentence.	-	It may by no means be taken out of a sentence.	de, da in the form of preposition are written separately.
Adverb	-	-	-	-	-	-
Adjective	Red car	Red pencil	Red dress	Round table	-	-
Phrase	Definite, without successive	indefinite, suffix, Gets both defining and defined affixes.	Definite, indefinite, without suffix, successive	Definite, indefinite, without suffix, successive	Definite, indefinite, without suffix	Definite, indefinite, without suffix, successive

Table 1. Contd.

Noun	The name given to beings.		Words which are not suffixed with the suffixes –mek and -mak	Cat	Words which are not suffixed with the suffixes –mek and -mak	-
Pronoun	Take this book	This car is beautiful	This cat	Substitutes for the beings Flowers are shattered		-
Verb	I am playing ball	I am speaking with my friend	I am running	He was jumping	Words which are suffixed with the suffixes –mek and -mak	-
Concept	13.S	14.S	15.S	16.S	17.S	
Vowel	a, e, i, ü, o,o,ü,u	a, e, i, ü, o,o,ü,u	a, e, i, ü, o,o,ü,u	a, e, i, ü, o,o,ü,u	A, e, i, ü,	
Consonant	There are 23 consonants	b,c, d, f, g, ğ,h,k,l,m,n, p,f, s, t, k	There are 23 consonants	b,c, d, f, g, ğ,h,k,l,m,n, p,f, s, t, k	B,c, d, f, g, ğ,h,k,l,m,n, p,f, s, t, k	
Haplology	-	l-l	-	When the words, first syllables of which includes the letters ý,i,u,ü, are suffixed with suffixes starting with a vowel, their second vowels are dropped.	-	
Epenthesis	Ç	-	-	-	-	
Consonant softening	The letters b,c,d,g turn into b,c,d,g	p-b	P, ç, t, k become b, c, d, g	-	-	
Consonant assimilation	Consecution of a strong consonant by a strong consonant	-	Vowels' resembling each other	-	-	
Commingling	The letters y,b,s,n.	-	-	-	-	
Proper noun	Personal name	Anything that is single	Beings which are unique in the world.	Begins with capital letter	-	
Common noun	Common noun	Anything that forms a type. Cat, dog	Common noun	-	-	
Concrete noun	Anything that we may touch with our hands	Money, human	Anything that is real	Money, child	-	
Abstract noun	Grief, excitement, rejoice	Dream, imagery	Anything that is not real	Fear, rejoice	-	
Singular noun	Words which are not suffixed	Nouns which are not suffixed	Nouns which are not suffixed	Tree	-	
Plural noun	-	-	-	-	-	
Collective noun	Worker group	-	Family, forest, army, school	A team which comprises a community	-	

Table 1. Contd.

Exclamation	Notifies rejoice, excitement, fear, grief, and surprise	Notifies rejoice, excitement, fear, grief, and surprise	Notifies conditions.	Notifies conditions.	
Conjunction	The suffixes –ki, -de are conjunctions.	There is –ki conjunction	Ki	De, ki	de, ki
Preposition	-	-	-	-	-
Adverb	-	-	-	-	-
Adjective	Characterizes a being, a noun	-	Characterizes the nouns.	-	-
Phrase	Definite, indefinite, without suffix, successive	Definite, indefinite, without suffix, successive	Definite, indefinite, without suffix, successive	-	-
Noun	-	Eraser, pencil	Pencil	-	-
Pronoun	-	Substitutes for the nouns	-	-	-
Verb	-	Suffixed with the suffixes –mek, and –mak	Suffixed with the suffixes –mek, and -mak	De, ki	-

Table 2. Comparison between the students' misconceptions and the true meanings of the mistaken concepts in the literature.

Concept	Students' misconceptions	True meaning of the mistaken concept in the literature
Consonant	3S. Consonants are comprised of such letters as a, o,u,ü. 6S. Consonants are comprised of such letters as a, e, ý,i, o,u,ü.	Consonants: Comprised of such letters as <i>b, c, ç, d, f, g, ð, h, j, k, l, m, n, p, r, s, þ, t, v, y, z</i> (Hengirmen, 1998; Ergin, 1998; Banguođlu, 1998)
Haplology	1S. Haplology: Letters such as a, e, cause haplology 5S. Not uttered when a word with the letters i, i, u, or ü, is supplemented with an suffix. 6S. Haplology: Letters apart from a, e, i, ü.	Haplology: Haplology is the drop of the narrow vowel in the second syllable of some of the two-syllable Turkish and foreign words, while the first syllables of which include wide vowels (a, e, o, ö), the second syllables thereof include narrow vowels (ý, i, u, ü), when the abovementioned vowel to become unstressed when suffixed by suffixes either starting with a vowel, or comprised of a single vowel (Hengirmen, 1998; Ergin, 1998; Banguođlu, 1998).
Consonant assimilation	9S. Consonant assimilation may be exemplified with "kulak kulađa". 10S. Consonant assimilation is just like in the word "bahçe".	In Turkish, strong consonants are not followed with soft consonants. The words ending with strong consonants are not suffixed with suffixes starting with soft consonants. This rule is called the consonant assimilation (Hengirmen, 1998; Ergin, 1998; Banguođlu, 1998).

Table 2. Contd.

Commingling	<p>1S. The letters i, i, u, ü being read between two consonants 2S. The letters i, i, u, ü being read between two consonants 3S. The letters i,ý, u, ü are the commingling letters 6S. The letters y, s, s, or n is put in between two consonants. 7S. The letters i, i, u, ü being read between two consonants 8S. The letters i, i, u, ü being read between two consonants 9S. The letters y, s, s, n being read between two consonants 10S. The letters y, s, s, n being read between two consonants 11S. Commingling occurs upon reading of the letters y,s,þ,n in between two consonants</p>	<p>In Turkish words, two vowels may not be adjoined. That is why, in case a word ending with a vowel is suffixed with a suffix starting with vowel, a consonant is put in between the aforesaid two vowels. This consonant commingles the aforesaid two vowels. The aforesaid consonant is called the commingling letter, and the process itself is called commingling. Commingling letters, which are called auxiliary consonants in certain sources, are –y-þ-s-n (Hengirmen, 1998; Ergin, 1998; Banguođlu, 1998).</p>
Common noun	<p>5S. Nouns being single. 6S. Anything that is single</p>	<p>These are the names of beings from the same type. Fundamental concepts of the language are the common nouns. Stone, road, tree, river, book, magazine, leaf, house, child, water, desk, dream, thought, homeland, longing, party, punishment, ... (Hengirmen, 1998; Ergin, 1998; Banguođlu, 1998)</p>
Collective noun	<p>10S. Flowers</p>	<p>Nouns, which are singular structurally, but plural semantically, while describing more than one beings, which are from the same type. Called to be to the words, which refer to the community comprised of singles, to the plurality. Army, flock, forest, class, school, nation... (Hengirmen, 1998; Ergin, 1998; Banguođlu, 1998)</p>
Conjunction	<p>9S. My aunt will travel by bus 10S. He will come by car 11S. My father came by car</p>	<p>Conjunction is called to the words which constitute semantic correlation between the sentences, or the words with similar duties by way of conjoining each other (Hengirmen, 1998; Ergin, 1998; Banguođlu, 1998).</p>
Preposition	<p>5S. Being put at the end of the sentences which reveal such incidences as surprise, grief, rejoice. 10S. Me and my friend came.</p>	<p>Preposition is called to the words which do not have any intrinsic meaning, but constitutes various and new semantic correlations by way of being grouped with different words, and bring in meaning and duty in the words with which they are used (Hengirmen, 1998; Ergin, 1998; Banguođlu, 1998).</p>
Pronoun	<p>2S. Keep this board. 3S. Take this money from the floor. 5S. There are two types of pronouns: Word and group 7S. Take this book 8S. This car is beautiful 9S. That cat ran away.</p>	<p>Pronouns are the words being used in place of nouns. All pronouns, unlike the adjectives, may be suffixed with noun inflection suffixes (Hengirmen, 1998; Ergin, 1998; Banguođlu, 1998).</p>