THE VIEWS OF PROSPECTIVE TEACHERS
CONCERNING THE USE OF LOCAL DIALECT

**Kürşad Çağrı Bozkırlı[1i],
Onur Er[2]**
[1]Assoc. Prof. Dr.,
Dede Korkut Faculty of Education,
Kafkas University,
Turkey
[2]Assoc. Prof. Dr.,
Faculty of Education,
Düzce University,
Turkey

Abstract:

This study aims to examine the opinions of teacher candidates on the use of local dialect. 50 teacher candidates, who attended Kafkas, Kilis 7 Aralık and Atatürk Universities in 2019-2020 academic year from different branches and class levels, were chosen according to convenience sampling, and participated in the study which was designed as qualitative research and a case study. The data were collected through the five-question semi-structured interview form, developed by the researchers, and were analyzed with the content analysis method. As a result of the study, it was determined that teacher candidates did not lean towards the use of local dialect mostly, but they felt comfortable while using the local dialect and did not find it necessary to make efforts to reduce the use of local dialect. Besides, it was determined that teacher candidates thought that the city they were born or lived in had an impact on the uses of local dialect, and they used the local dialect most often with their families and their friends.

Keywords: teacher candidate, local dialect, qualitative research, interview, content analysis

1. Introduction

Speaking is an important linguistic skill, which emerged due to the fact that the human being is a social creature, and which still holds a crucial role in maintaining this quality (Gündüz & Şimşek, 2014, p. 17). In communication the method used for the transmission of the message, directly affects the level of perception (Demir & Gül Özdil, 2019, p. 866).

---

[i] Correspondence: email kursad36@gmail.com

Therefore, the impeccability and flawlessness of the speech, which is used frequently by the human being as a method to express herself, ensures that the message to be conveyed will be perceived fully and accurately by the listener.

> "*A language develops, changes and evolves depending on certain characteristics of its speakers such as; their height, the geography they live in, their regions, their raising styles, their social and cultural levels, their education, their professions, their ages, etc.*" (Alyılmaz & Alyılmaz, 2018, p. 9).

And local dialects are just different ways of saying things, arising from several reasons such as geographical and sociocultural differences etc. (Demir, 2002, p. 107; Ekberg & Jan-Ola, 2020, p. 2; Rabanus, 2019, p. 106; Röthlisberger & Szmrecsanyi, 2019, p. 133) and generally can be mutually understood within a certain group of people (Alford & Judith, 1990, p. 479). Although local dialects can be described as a richness in the context of language and culture (Yıldırım, 2015, p. 123), they are a speech disorder that takes its roots mostly in the family (Pehlivan, 2012, p. 137) and then holds on for a long time, especially if not corrected through school system (Akkaya, 2012, p. 407; Büyükikiz & Hasırcı, 2013, p. 59; Erdem, 2013, p. 423; Gündüz & Şimşek, 2014, p. 243; Gürlek & Aksu, 2013, p. 185-186; Temizyürek, Erdem & Temizkan, 2017, p. 167-168; Topçuoğlu Ünal & Özden, 2015, p. 747).

There is a close correlation with the development levels of societies and the qualifications of education systems and educators. One of the main characteristics of the qualified teachers, who play an important role in the emergence of modern societies, is their ability to use the language correctly and effectively. Because in education, the method of transferring information is as important as the knowledge itself. Therefore, teachers should definitely be able to speak eloquently and effectively (Uçgun, 2007, p. 60). Additionally, since teachers are important role models for students, teachers who adopt eloquent and effective speech as a pattern, will be an inspiration for students (Dilekmen & Başçı, 2008, p. 228; Toptaş & Sönmez, 2015, p. 13). In this respect, it is an obligation not an option to speak eloquently and effectively for all teachers regardless of their field (Yelok & Dolunay, 2007, p. 64). Being able to speak eloquently and effectively is dependent on the use of standard language without speech defects. In the short run, the improper use of language- especially by the teachers- may lead to the upbringing of individuals who cannot express themselves and in the long run, it can lead to the establishment of a society that does not share common ideals and cannot speak the same language (literally and spiritually).

In the literature review, it was observed that there are some studies (Karakoç Öztük & Altuntaş, 2012; Sarikaya, 2019; Topçuoğlu Ünal & Degeç, 2012; Toptaş & Sönmez, 2015), in which the teachers from different branches provide their opinions about speaking problems, among which the use of local dialects was listed. Yet there are very few studies (Akkaya, 2012) aimed at figuring out the opinions of prospective teachers on the use of local dialects. In the above-mentioned study, prospective teachers were asked to evaluate the problems in their speaking and the use of local dialects was

listed as one. It is thought that this research, which aims to examine the prospective teachers' use of local dialects, will reveal how future teachers evaluate this speech defect, if they use the local dialects, the reasons behind and locations they use it. Thus, it will contribute to the field in solving this problem, if it exists at all. The fact that this research was conducted with prospective teachers from different grade levels and branches studying in three universities in different cities of Turkey, strengthens the results in terms of generalizability. Thus, in the research the answers to the following questions were sought:

1) What is the prospective teachers' point of view on the use of local dialects?
2) Does the city in which prospective teachers were born- live in influence the use of local dialects?
3) In which environments do the prospective teachers use local dialect?
4) Do the prospective teachers feel comfortable when using local dialect?
5) What do the prospective teachers do in order to decrease the use of local dialect?

2. Method

The qualitatively designed research was conducted as a case study, aiming to collect in-depth information on a real situation (McMillan & Schumacher, 2010, p. 24).

2.1 Sample / Participants

50 prospective teachers from various branches studying at Kafkas, Kilis 7 Aralık and Atatürk Universities in the 2019-2020 academic year, participated in the research. The study group was determined by convenience sampling method. The main criteria for choosing in this method are proximity and ease of access (Yıldırım & Şimşek, 2008, p. 77). Various information about the prospective teachers in the study group are listed in Table 1:

Table 1: Personal information of the prospective teachers in study group

Rank	University	Department	Grade	Gender	Hometown
1.	Kilis 7 Aralık	Turkish	4	Male	Şanlıurfa
2.	Kilis 7 Aralık	Turkish	4	Male	Gaziantep
3.	Kilis 7 Aralık	Turkish	4	Female	Gaziantep
4.	Kilis 7 Aralık	Turkish	2	Male	Kahramanmaraş
5.	Kilis 7 Aralık	Turkish	2	Male	Adıyaman
6.	Kilis 7 Aralık	Turkish	2	Female	Gaziantep
7.	Kilis 7 Aralık	Turkish	2	Female	Kahramanmaraş
8.	Kilis 7 Aralık	Turkish	3	Male	Adana
9.	Kafkas	Turkish	4	Female	Van
10.	Kafkas	Turkish	4	Male	Kahramanmaraş
11.	Kafkas	Elementary School Math	4	Female	Balıkesir
12.	Kafkas	Elementary School Math	3	Male	Çorum
13.	Kafkas	Elementary School Math	3	Male	Manisa
14.	Kafkas	Elementary School Math	3	Female	Kahramanmaraş
15.	Kafkas	Elementary School Math	2	Female	Ardahan

16.	Kafkas	Elementary School Math	2	Male	Mersin
17.	Kafkas	Elementary School Math	2	Female	Şırnak
18.	Kafkas	Elementary School Math	4	Male	Erzurum
19.	Kafkas	Elementary School Math	2	Male	İstanbul
20.	Kafkas	Grade	3	Male	Kars
21.	Kafkas	Science	3	Male	Balıkesir
22.	Kafkas	Grade	1	Male	Erzurum
23.	Kafkas	Grade	1	Male	Diyarbakır
24.	Kafkas	Turkish	4	Male	Van
25.	Kafkas	Guidance and Psychological Counseling	1	Male	Van
26.	Kafkas	Guidance and Psychological Counseling	1	Male	Van
27.	Kafkas	Turkish	2	Male	Şanlıurfa
28.	Kafkas	Turkish	3	Male	Mardin
29.	Kafkas	Turkish	3	Male	Kayseri
30.	Kafkas	Preschool	2	Male	Diyarbakır
31.	Kafkas	Preschool	2	Female	Kars
32.	Kafkas	Turkish	4	Male	Ardahan
33.	Kafkas	Turkish	4	Male	Erzurum
34.	Kafkas	Turkish	4	Male	Erzurum
35.	Kafkas	Turkish	4	Male	Diyarbakır
36.	Kafkas	Turkish	4	Male	Diyarbakır
37.	Atatürk	Turkish	4	Female	Giresun
38.	Atatürk	Elementary School Math	2	Female	Erzurum
39.	Atatürk	Elementary School Math	2	Female	Kars
40.	Atatürk	Elementary School Math	2	Female	Gümüşhane
41.	Atatürk	Turkish	4	Female	Trabzon
42.	Atatürk	Turkish	4	Male	Gümüşhane
43.	Atatürk	Turkish	3	Female	Gümüşhane
44.	Atatürk	Turkish	3	Male	Kars
45.	Atatürk	Turkish Language and Literature	1	Male	Erzurum
46.	Atatürk	Guidance and Psychological Counseling	1	Male	Erzurum
47.	Atatürk	Turkish	3	Female	Diyarbakır
48.	Atatürk	Grade	2	Male	Erzurum
49.	Atatürk	Geography	4	Male	Erzurum
50.	Atatürk	History	3	Male	Erzurum

As listed in Table 1, 8 of the prospective teachers participating in this research, study at Kilis 7 Aralık; 28 at the Kafkas and 14 at Atatürk University. 25 of the participants are majoring in Turkish, 12 in elementary school math, 4 in elementary school teaching, 3 in Guidance and Psychological Counseling, 2 in preschool, 1 in history, 1 in geography and 1 in Turkish language and literature. They are from 21 different cities and 34 of those prospective teachers are male and 16 are female.

2.2 Instrument

Data for the research were collected via qualitative interviews. Interview is a qualitative method of data collection in which the researcher asks questions appropriate for his/her purposes and the participants answer these questions in line with their own tendencies (Glesne, 2012, p. 140). As a tool for data collection, a semi-structured interview form prepared by the researchers was used. While preparing the interview form, a literature review was conducted first, and a draft was prepared. Afterwards, opinions of four field experts on the draft form were received the form was finalized accordingly.

2.3 Data Analysis and Data Collection Procedures

Data collected in the research was analyzed with content analysis method. "*In that kind of analysis, the text, the content of the document should be examined. Then, these data should be classified (categorized) and main categories and subcategories should be created*" (Sönmez et al. 2011, p. 159).

The formula of Miles et al. (1994, p. 64) (Reliability = Number of Consensus / Total Number of Consensus+ Number of Dissensus) was used to determine the reliability of the data obtained as a result of the codings separately made by the researchers. It was determined that the compatibility among coders were calculated to be 85%. According to Miles et al. (1994, p. 64), a minimum of 70% compliance rate is sufficient for reliability.

The codes and themes obtained in the research were presented in separate tables after the research question and the sentences of participants were included directly to reflect their perspectives. A code has been added at the end of sentence to identify the participant (e.g. T1).

3. Results

In this section the results of the research, are presented in tables in line with the research questions.

3.1. What is the prospective teachers' point of view on the use of local dialects?

Table 2: Prospective teachers' perspective on using local dialects

Positive	f	Negative	f
Using it conditionally (T_5, T_{14}, T_{19}, T_{33}, T_{34}, T_{35}, T_{49}, T_{50})	8	Acting as a role model (T_1, T_2, T_3, T_9, T_{10}, T_{11}, T_{22}, T_{24}, T_{26}, T_{28}, T_{30}, T_{32}, T_{36}, T_{37}, T_{41}, T_{42}, T_{44}, T_{45}, T_{47}, T_{48})	20
Cultural richness (T_7, T_{13}, T_{15}, T_{23}, T_{34})	5	Causing misunderstandings (T_6, T_8, T_{16}, T_{17}, T_{20}, T_{21}, T_{29}, T_{31}, T_{38}, T_{39}, T_{40}, T_{43}, T_{46})	13
Genuine communication with the student (T_{12}, T_{27})	2	Introducing standard Turkish to students (T_4, T_{18})	2
Teacher feeling comfortable (T_{25})	1		
Total	**16**		**35**

As can be seen in Table 2, there have been 16 positive codes from the prospective teachers in the study regarding their perspective on using local dialects. There have been 35 negative codes regarding the prospective teachers' perspective on using local dialects. It can be said that the prospective teachers' perspective on using local dialects is negative. The below codes are achieved from the answers of the prospective teachers who gave a positive opinion: "using it conditionally" (f: 8), "cultural richness" (f: 5), "genuine communication with students" (f: 2), "teacher feeling comfortable" (f: 1).

The opinion of one of the prospective teachers who were coded as "using it conditionally" is as follows:

"Is it correct for me? Depends on the situation. For example, in the East side of Turkey, it is better to speak using the dialect- the specific dialect of East in classroom. You can speak accordingly in West" (T33).

The opinion of one of the prospective teachers who were coded as "genuine communication with the student" is as follows:

"I believe it is good to use local dialect in class because it provides sincerity with students" (T27).

The below codes are achieved from the answers of the prospective teachers who gave a negative opinion: "acting as a role model" (f: 20), "causing misunderstandings" (f: 13), "introducing standard Turkish to students" (f: 2).

The opinion of one of the prospective teachers who were coded as "acting as a role model" is as follows:

"I mean, it is not right. Because at the end of the day, we are graduates of Turkish literature. Or rather, studying at Turkish teaching and we will set an example for our students, who will take us as role models. I believe we should be able to speak Turkish eloquently" (T1).

The opinion of one of the prospective teachers who were coded as "causing misunderstandings" is as follows:

"For me, it is wrong. Information can be transferred incorrectly to the student" (T16).

3.2. Does the city in which prospective teachers were born- live in influence the use of local dialects?

Table 3: The effect of the city prospective
teachers were born- live in on their use of local dialects

It affects	f	It does not affect	f
Influence of the family (T_1, T_{13}, T_{17}, T_{18}, T_{20}, T_{22}, T_{23}, T_{26}, T_{27}, T_{28}, T_{29}, T_{30}, T_{31}, T_{32}, T_{34}, T_{39}, T_{40}, T_{41}, T_{42}, T_{43}, T_{44}, T_{45}, T_{47}, T_{48})	24	Being away from hometown (T_8, T_{10}, T_{50})	3
Influence of social environment (T_{11}, T_{12}, T_{14}, T_{15}, T_{16}, T_{17}, T_{20}, T_{21}, T_{22}, T_{23}, T_{24}, T_{25}, T_{26}, T_{27}, T_{29}, T_{30}, T_{33}, T_{35}, T_{36}, T_{38}, T_{40}, T_{49})	22	Being able to control the use of local dialects (T_7, T_{19}, T_{46})	3
The distance between the city I was born and the city I live in (T_2, T_3, T_4, T_5, T_6)	5	Influence of the family (T_{21})	1
Involuntary Use (T_9, T_{30}, T_{37})	3		
Total	**54**		**7**

As can be seen in Table 3, there have been 54 codes from the prospective teachers expressing the effect of the city they were born- live in on their use of local dialects. There have been 7 codes from the prospective teachers expressing that the city they were born- live in has no effect on their use of local dialects. It can be said that for the prospective teachers participating in the research, the city in which they were born- live in influences the use of local dialects.

The below codes are achieved from the answers of the prospective teachers who expressed that it affects: "influence of the family" (f: 24), "influence of social environment" (f: 22), "the distance between the city I was born and the city I live in" (f: 5), "involuntary use" (f: 3).

The opinion of one of the prospective teachers who were coded as "influence of the family" is as follows:

"*Of course, due to the society we are in, we continue with the dialect we hear from our parents*" (T_{18}).

The opinion of one of the prospective teachers who were coded as "influence of the social environment" is as follows:

"*Of course, it affects. All in all, it is a possibility that I'm affected by my (social) environment and so I am*" (T_{38}).

The below codes are achieved from the answers of the prospective teachers who expressed that it does not affect: "being away from hometown" (f: 3), "being able to control the use of local dialects" (f: 3), "influence of the family" (f: 1). The opinion of one of the prospective teachers who were coded as "being away from hometown" is as follows:

"*Unavoidably, our local dialect of Adana decreases a bit in Kilis*" (T_1).

The opinion of one of the prospective teachers who were coded as "being able to control the use of local dialects" is as follows:

"I can use or not use the local dialect whenever I want" (T16).

3.3. In which environments do the prospective teachers use local dialect?

Table 4: The environment in which prospective teachers use local dialects

Codes	I use it	f	I do not use it	f
Among friends	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18, T19, T20, T21, T22, T23, T24, T25, T26, T27, T28, T29, T30, T31, T32, T33, T34, T35, T36, T37, T38, T39, T40, T41, T42, T43, T44, T45, T46, T47, T48, T49, T50	50	-	
Among family	T1, T2, T3, T6, T7, T8, T9, T10, T11, T12, T14, T15, T17, T18, T19, T22, T23, T24, T25, T27, T29, T30, T31, T32, T33, T34, T35, T36, T37, T38, T39, T40, T41, T42, T43, T44, T45, T46, T47, T48, T49, T50	42	T3, T4, T5, T13, T16, T20, T21, T26, T28	9
In school	T12, T13, T14, T15, T18, T20, T21, T22, T23, T24, T25, T27, T28, T29, T30, T33, T34, T35, T36, T43, T49, T50	22	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T16, T17, T19, T26, T31, T32, T37, T38, T39, T40, T41, T42, T44, T45, T46, T47, T48	28
In public enterprises	T12, T15, T22, T23, T29, T34, T36	7	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T13, T14, T16, T17, T18, T19, T20, T21, T24, T25, T26, T27, T28, T30, T32, T33, T35, T37, T38, T39, T40, T41, T42, T43, T44, T45, T46, T47, T48, T49, T50	42
Total		**121**		**79**

As can be seen from the Table 4, the environments in which prospective teachers use their local dialects, vary. The prospective teachers may use local dialects "among friends" (f: 50), "among family" (f:42), "in school" (f:22), "in public enterprises" (f:7). There are also prospective teachers who express that they do not use local dialects "among family" (f: 9), "in school" (f: 28), "in public enterprises" (f: 42).

The opinion of one of the prospective teachers who use local dialect "among family" is as follows:

"Since Turkish language is not used in the family environment, my family always speaks with an accent. I feel more comfortable using it" (T36).

The opinion of one of the prospective teachers who do not use local dialect "among family" is as follows:

"No, they do not use dialects. But I do not use it either. At least, I try not to use much. But since we are Kurds, the language spoken at home is Kurdish. So, as I told before, throat voices are dominant. Aside from that, there is no local dialect characteristic" (T3).

The opinion of one of the prospective teachers who use local dialect "in public enterprises" is as follows:

"It is spoken in governmental agencies, for example the ones in Diyarbakır, but not much. I try not to use but sometimes I cannot help it" (T23).

The opinion of one of the prospective teachers who do not use local dialect "in public enterprises" is as follows:

"In fact, I rarely use local dialect, but one cannot see herself or maybe I'm using it without realizing but I'm trying not to" (T43).

3.4. Do the prospective teachers feel comfortable when using local dialect?

Table 5: Prospective teachers' status on feeling comfortable using local dialects

I feel comfortable	*f*	I do not feel comfortable	*f*
Being able to speak as they wish (T1, T8, T11, T13, T15, T22, T23, T24, T25, T26, T27, T29, T30, T31, T32, T33, T34, T36, T37, T39, T41, T42, T43, T45, T46, T47, T50)	27	Not appropriate for the occupation (T28, T38, T44)	3
Sincerity (T7, T9, T10, T12, T17, T18, T20, T21, T35, T40, T48, T49)	12	Social environment (T14, T16, T19)	3
Love of hometown (T2, T4, T5, T6)	4	Feeling uneducated (T3)	1
Family environment (T14)	1		
Total	**44**		**7**

As can be seen from Table 5, prospective teachers in the study are generally comfortable using local dialects. The below codes are achieved from the answers of the prospective teachers who feel comfortable: "being able to speak as they wish" (f: 27), "sincerity" (f: 42), "Love of hometown" (f: 22), "family environment" (f: 7).

The opinion of one of the prospective teachers who were coded as "being able to speak as they wish"" is as follows:

"All I all, I speak as I feel" (T1).

The opinion of one of the prospective teachers who were coded as "sincerity" is as follows:

"And it can change depending on the situation. For example, I can use my local dialect comfortably in a familiar environment, in an environment where I feel sincerity, but when

I enter an unfamiliar environment, for example where there are people that I'm not very close to, I feel a little bit discomfort"(T_{48}).

The below codes are achieved from the answers of the prospective teachers who feel uncomfortable: "not appropriate for the occupation" (f: 3), "social environment" (f: 3), "feeling uneducated" (f: 1).

The opinion of one of the prospective teachers who were coded as "not appropriate for the occupation" is as follows:

"Frankly, I am a bit uncomfortable. As a prospective teacher I need to use eloquent Turkish" (T_{28}).

The opinion of one of the prospective teachers who were coded as "social environment" is as follows:

"It is acceptable within the family but not outside" (T_{14}).

3.5. What do the prospective teachers do in order to decrease the use of local dialect?

Table 6: Prospective Teachers' Status on Showing Efforts to Reduce Local Dialects

Doing Something	f	Not Doing Something	f
Reading (T_{16}, T_{17}, T_{22}, T_{23}, T_{24}, T_{26}, T_{27}, T_{31}, T_{32}, T_{42}, T_{43})	11	Seeing it as redundant (T_{14}, T_{19}, T_{20}, T_{25}, T_{28}, T_{29}, T_{33}, T_{36}, T_{37}, T_{38}, T_{39}, T_{40}, T_{41}, T_{44}, T_{45}, T_{47}, T_{48}, T_{50})	18
Elocution training (T_{21}, T_{35}, T_{46}, T_{49})	4	I feel comfortable (T_6, T_7, T_{12}, T_{13}, T_{15}, T_{18})	6
Oral reading (T_1, T_2)	2	Carrying the dialect to future (T_{30}, T_{34})	2
Breathing Exercises (T_1)	1	There is no elocution training available (T_3, T_{10})	2
Listening to Poetry (T_{17})	1	Feeling that it cannot be changed (T_8, T_9)	2
Reading Poetry (T_1)	1	Lessons at school are sufficient (T_5)	1
Establishing a dialogue with friends not using local dialect (T_4)	1	Sincerity (T_{12})	1
Total	**21**		**32**

As can be seen in Table 6, there have been 21 codes from the prospective teachers who are showing effort to decrease the use of local dialects. There have been 32 codes from the prospective teachers who are showing no effort to decrease the use of local dialects. The below codes are achieved from the answers of the prospective teachers who are showing effort: "reading" (f: 9), "elocution training" (f: 4), "oral reading" (f: 2), "breathing exercise" (f: 1), "listening to poetry" (f: 1), "reading poetry" (f: 1), "establishing a dialogue with friends not using local dialect" (f: 1).

The opinion of one of the prospective teachers who were coded as "reading" is as follows:

"I read and I try to correct when a wrong word is being used" (T_{32}).

The opinion of one of the prospective teachers who were coded as "elocution training" is as follows:

> *"Once I was quite lisping. I attended the elocution courses and 14 days language exercise groups. I had quite troubles with lisping, but I managed to solve it eventually. After that, there were some problems with the dialect and now they are fixed"* (T21).

The below codes are achieved from the answers of the prospective teachers who are not showing effort: "seeing it as redundant" (f: 18), "I feel comfortable" (f: 6), "carrying the dialect to future" (f: 2), "there is no elocution training" (f: 2), "feeling that it cannot be changed" (f: 2), "lessons at school are sufficient" (f: 1), "sincerity" (f: 1).

The opinion of one of the prospective teachers who were coded as "seeing it as redundant" is as follows:

> *"As I said, since they do not stay at the same place, same family, or same location with a specific language, I recommend that they do not use their accent in everywhere. Elocution training should be attended but I never tried as I do not use it"* (T20).

The opinion of one of the prospective teachers who were coded as "I feel comfortable" is as follows:

> *"I just use it since I think it is natural"* (T18).

4. Conclusion and Discussion

The opinions regarding the use of local dialects of prospective teachers of 2019-2020 academic year from different grade levels and branches studying in universities in three different cities of Turkey were examined in this research. It was determined that the prospective teachers participated in the research, did not think that the use of local dialects is correct. Cheshire & Trudgill (1989) also found out that educated people tend to reflect fewer local dialects on their speech.

It was determined that the participants did not approve the use of local dialects, especially in the context of teacher being a role model (f: 20) and that speaking this way may lead to misunderstandings (f: 13). Prospective teachers who feel positive about the use of local dialects stated that it can be used conditionally (f: 8) and that it is a cultural richness (f: 5). It is thought that the continuation of this positive attitude towards the use of local dialects after starting their professional life, is a serious problem. Likewise, according to the research conducted by Topçuoğlu Ünal & Degeç (2012), the use of local dialects among secondary school students is one of the most common speech problems in speaking activities encountered by Turkish teachers. Considering that many students have parents using local dialects, their exposure to local dialects both at school and at home, will probably grow this speech problem of students.

Prospective teachers, who expressed that the city they were born- live in has an impact on their use of local dialects, showed family (f: 24) and social environment (f: 22) as the prominent cause of this situation. Prospective teachers, who expressed that the city they were born & live in has no impact on their use of local dialects, attributed this situation to being away from hometown (f: 3) and to their ability to control the use of local dialect (f: 3). In a study conducted by Cheshire et al. (1989, p. 95) most of the highly educated people informed that they were not affected by the cities they were born-live in, in terms of using local dialects.

When environments in which the participants use the local dialects were examined, all of them (f: 50) stated that they used local dialects in a friend environment. Aside from the circle of friends, they prefer to use local dialects mostly among family (f: 42). In terms of the environment, school occupies a separate place in local dialect use. Almost half the participants (f: 22) stated that they did not use local dialects in school and the remaining group (f: 28) informed that they used it at school. The environment in which participants use local dialects least (f: 42) is public enterprises. The environment in which prospective teachers use local dialects most, following family and friend circles, is school. On the other hand, Dunstan & Jaeger (2015, p. 793), in their research with college students, found out that students avoid the use of local dialects because they see the campus as a scientific environment.

Most prospective teachers stated that they felt comfortable using their local dialects because of "being able to speak as they wish" (f: 27) and out of "sincerity" (f: 12). Prospective teachers who expressed that they are not comfortable using local dialects, explained it to be not appropriate for their occupation (f: 3) and not appropriate for the social environment (f: 3).

While some of the prospective teachers do not do anything to reduce their use of local dialects because they see it as redundant (f: 18) and they feel comfortable (f: 6); the things that come first in order to decrease the use of local dialects are reading (f: 11) and attending diction courses (f: 4). Er & Demir (2013, p. 1434) also found out that some of the Turkish teachers participated in their research, were using local dialects during the lesson. Therefore, it would be wise for the prospective teachers who use local dialects to take precautions in order not to continue this speech problem when they start performing their profession.

Even though there was no such intention to detect this or that no data was collected in order to do so, it was understood from the researchers' observations during the interviews and from the detailed examinations at the transcription stage of voice recordings, that the prospective teachers were having difficulties in two areas. First, it was seen that some of the prospective teachers participated in the interviews, defined the questions of local dialect as questions about different mother tongue or accent, and thus giving answers in that regard. It is thought that this situation indicates the theoretical knowledge deficiencies/ mistakes of the students regarding the basic concepts of language teaching. Second problem was that some of the prospective teachers who stated that they do not approve or use local dialects have speech disorders that are thought by the researchers to be originated from local dialects. This result is consistent with the

research Akkaya (2012, p. 417) conducted on senior students from various branches of the faculty of education. Likewise, the prospective teachers who participated in this study defined their use of local dialect as the most important speech problem they experienced. It is thought that both these situations may become a source for further research.

References

Akkaya, A. (2012). The opinions of teacher candidates about speech problems. *Mustafa Kemal University Journal of Social Sciences Institute*, *9*(20), 405-420. Retrieved from https://dergipark.org.tr/tr/pub/mkusbed/issue/19549/208420.

Alford, R. L. & Judith, B. S. (1990). Attitudes of native and nonnative speakers toward selected regional accents of U.S. English. *ESOL Quarterly*, *24*(3), 479-495. Doi: 10.2307/3587231.

Alyılmaz, S. & Alyılmaz, C. (2018). The importance of dialectology studies in regards to Turkish teaching. *Journal of Language and Literature*, 45, 7-38. Doi: 10.24155/tdk.2018.55.

Büyükikiz, K. K. & Hasırcı, S. (2013). The importance of speaking skill in mother tongue education. *Research in Reading & Writing Instruction*, *1*(1), 57-63. Retrieved from https://dergipark.org.tr/tr/pub/oyea/issue/20479/218126.

Cheshire, J. & Trudgill, P. (1989). Dialect and education in the United Kingdom. *ed*. J. Cheshire, V. Edwards, H. Münstermann ve B. Weltens. *Dialect and education*. Philadelphia: Multilingual Matters, 94-109.

Demir, N. (2002). Ağız terimi üzerine. *Türkbilig,* 4, 105-116.

Demir, S. & Gül Özdil, B. (2019). Speaking skills of secondary school students by teachers' opinions. *Bolu Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 19*(3), 865-881. Doi: 10.17240/aibuefd.2019.19.49440-431301.

Dilekmen, M. & Başçı, Z. (2008). Eğitim fakültesi öğrencilerinin iletişim becerileri. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi 12*(2), 223-231. Retrieved from https://dergipark.org.tr/en/pub/ataunisosbil/issue/2822/38075.

Dunstan, S. B. & Jaeger, A. (2015). Dialect and influences on the academic experiences of college students. *The Journal of Higher Education*, 86, 777-803. Doi: 10.1080/00221546.2015.11777383.

Ekberg, L. & Östman, Jan-Ola (2020). Identity construction and dialect acquisition among immigrants in rural areas - the case of Swedish-language Finland. *Journal of Multilingual & Multicultural Development*. Doi: 10.1080/01434632.2020.1722681.

Er, O. & Demir, Ö. (2013). An investigation of speaking skills of Turkish teachers from the viewpoint of the preservice Turkish teaching teachers. *Turkish Studies*, *8*(1), 1417-1436. Doi: 10.7827/TurkishStudies.3696.

Erdem, İ. (2013). Speech disorders encountered during speech therapy and therapy techniques. *Adıyaman University Journal of Social Sciences*, *6*(11), 415-452. Doi: 10.14520/adyusbd.453.

Glesne, C. (2012). *Nitel araştırmaya giriş* (A. Ersoy & P. Yalçınoğlu, Trans.). Ankara: Anı (Original work published 2011).

Gündüz, O. & Şimşek, T. (2014). *Anlatma teknikleri 2 konuşma eğitimi*. Ankara: Grafiker.

Gürlek, M. & Aksu, E. (2013). Konuşma hataları. In A. Kılınç & A. Şahin (Ed). *Konuşma eğitimi* (pp. 181-197). Ankara: Pegem.

Karakoç Öztük, B. & Altuntaş, İ.(2012). Teachers' views about speaking education in elementary school: A qualitative study. J*ournal of Research in Education and Teaching, 1*(2), 342-356.

McMillan, J. & Schumacher, S. (2010). *Research in education evidence-based inquiry* (7th Edition). Boston: Pearson.

Miles, M. & Huberman, M. (1994). *Qualitative data analysis*. London: Sage.

Pehlivan, A. (2012). Öğretmen adaylarının Anadolu ağızlarına yönelik tutum ölçeğinin geçerlik ve güvenirlik çalışması. *Bilig*, 63, 135-158.

Rabanus, S. (2019). Language mapping worldwide: Methods and traditions. In S. D. Brunn & R. Kehrein (Eds.). *Handbook of the changing world language map* (pp. 103-129). Cham: Pearson.

Röthlisberger, M. & Szmrecsanyi, B. (2019). Dialect typology: Recent advances. In S. D. Brunn & R. Kehrein (Eds.). *Handbook of the changing world language map* (pp. 131-156). Cham: Pearson Yay.

Sarikaya, B. (2019). Problems and solution proposals for Turkish education teachers working in rural areas: Muş sample. *Sosyal Bilimler Enstitüsü Dergisi*, 43, 151-171. Retrieved from https://dergipark.org.tr/tr/pub/yyusbed/issue/44211/545674.

Sönmez, V. & Alacapınar, G. F. (2011). *Örneklendirilmiş bilimsel araştırma yöntemleri*. Ankara: Anı.

Temizyürek, F., Erdem, İ. & Temizkan, M. (2017). *Konuşma eğitimi sözlü anlatım*. Ankara: Pegem.

Topçuoğlu Ünal, F. & Degeç, H. (2012). The problems in speaking education according to teacher' judgements. *The Journal of Academic Social Science Studies, 7*(5), 735-750. Doi: 10.9761/JASSS178

Topçuoğlu Ünal, F. & Özden, M. (2015). *Diksiyon ve konuşma eğitimi*. Ankara: Pegem.

Toptaş, B. & Sönmez, A. (2015). Effects on the right and effective speaking skills of individual voice training course in school of fine arts department of music. *İnönü University Journal of Culture and Art, 1*(1), 1-15. Retrieved from https://dergipark.org.tr/tr/pub/ijca/issue/7995/105017

Uçgun, D. (2007). The factors affecting the speaking education. *Erciyes University Journal of Social Sciences Institute*, 22, 59-67.

Yelok, V. S. & Dolunay, S. K. (2007). Telaffuz meselesi ve ülkemizde telaffuz eğitimi. *Türk Yurdu 27*(239), 63-66.

Yıldırım, A. & Şimşek, H. (2008). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin.

Yıldırım, B. (2015). The use of local components in humour and development of social criticism discourse: In the case of Fırfırik magazine published in Erzurum. *Atatürk*

Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 19(2), 121-160. Retrieved from https://dergipark.org.tr/en/pub/ataunisosbil/issue/2839/38770.