Native Language Awareness of Preservice Teachers

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Abstract: The language, in the most basic sense, is a means of communication among people. Since the proper and effective use of people's native language will shape the whole life of an individual, individuals are expected to have native language awareness. There is a strong bilateral relationship between the effective use of native language and native language awareness. All the teachers/preservice teachers and especially native language teachers/preservice teachers, who are role models as being instructors, are expected to have this awareness and help students to gain and transfer it to the future generations. By this motivation, this study aims to examine language awareness of preservice teachers, an example from Turkey. Through phenomenological design of the qualitative research methods, it has been aimed to reach this goal. Accordingly, the data were collected through semi-structured and structured opinion forms from 60 preservice teachers studying in a state university. In the study, it was seen that preservice teachers generally have this awareness. It has been revealed that the preservice teachers tend to correct their use of language that they think is wrong, they investigate the word they do not know the spelling when they are indecisive, and they mostly find it necessary to obey the language rules in multimedia. It was concluded that attention in the use of language emphasizes the negativities to be encountered in the dimension of providing social communication in daily life.

Keywords: *Native language, language awareness, preservice teachers.*

Introduction

In recent years, developments in technology have changed the role of the education system and brought countries closer through this change and development, communication across countries has gained importance and that paved the way for intercultural exchange. In addition to the development of the common language of communication, the countries have also attached importance on developing their mother language so that they will not to be influenced by the other languages. Importance of language and language awareness, which was not seen as such an important concept before, gained importance as the role of communication technologies, globalization and social media in our lives increased.

Human-language relation is an adventure that begins in the womb. The relationship of the individual with the language that starts in the inner circle continues its development as the individual enters into the social life and it enables them to interact with the society (Aksan, 1990). Languages are cultural transmitters as well as being used by human beings to communicate. According to Aksan (1998), the language is a very powerful, magical order that directly pertains to human; and a system of thinking and conveying ideas. Similarly, Chomsky (2002) states that it is a tool that serves to express thoughts. Language, an important part of social life, provides interpersonal communication as well as cultural transmission across generations.

Porzig (1990) emphasizes the social dimension of language by saying that, "the success of human communities and the existence of the culture are possible only through a language community". No culture can continue its existence without having a means of communication among people living there. Similarly, the language cannot maintain its existence except for being a means of communication because it is associated with social life (İşidağ, 2008). Elements of national culture are conveyed to individuals and by individuals through language. The nation and culture that individuals feel belonging is embodied in language. Language, which makes human communities different from each other and saves them from being a mass and mass within the whole (Kaplan, 2010), is the source of life of a nation, its reason for existence.

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Depending on the native language acquisition, a sense of native language consciousness develops throughout the individual's life by starting from infancy and has an impact on his life (Adalı, 1983; Kırkkılıç & Ulaş, 2003; Özdemir, 1983). Human beings, who started to acquire their native language much earlier than the school period, continue their language development with native language education at the beginning of school life. The main purpose of native language education is to gain the skills which will enable them to communicate properly and effectively, to acquire the ability to understand and evaluate national and international realities, to promote their critical thinking skills, to contribute to their socialization process, to enrich their vocabulary, and to improve language awareness and consciousness (Sever, 2004).

Language awareness is a term defined as "the explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use" by Association for Language Awareness (2012). According to Hawkins (1999), language awareness is a theme that he put forward for the first time at the Manchester conference in 1973. Later, Hawkins introduces this area to the world with his work "Awareness of Language: An Introduction." Language awareness is a mental feature that develops with a deliberated attention to the language in use and enables language learners to gradually gain insight into how languages work. It is also a pedagogical approach that aims to help students gain such insights (Bolitho et al., 2003).

Language awareness is "the conscious sensitivity and awareness that the individual develops for the characteristics of language and its functions in life" (Little, 1997, p. 33). Language awareness only is gained when the affective dimension of education is taken into account and this topic is examined from a holistic perspective (Börekçi, 2009). Language awareness can be defined as the study of language based on the latest linguistic and pedagogic principles underlying mother tongue or modern foreign language teaching. It envisages the use of language across three dimensions of human development: instrumental, affective and emancipatory. Together they cover the needs of a mother tongue education which is to empower the pupil (emancipatory outcome), to encourage national and international communication (instrumental aim) and to release the creative (affective) dimension of language. Language awareness refers to the development in learners of enhanced consciousness of sensitivity to the forms and functions of language (Carter, 2003).

According to Tomlison (2003), language awareness is not taught by the teacher or by a coursebook. It is developed by the learner. Language awareness is the internal and gradual realization of the realities of language use. It is guided by a positive curiosity of the student, who consciously pays attention to language examples in an effort to discover and express language usage patterns. Language awareness is a person's sensitivity to and conscious awareness of the nature of language and its role in human life' (James& Garrett, 1992; Swart, et al., 2019). In all languages, it is an important issue and has become more important in case of globalization. The idea of language awareness as such is very elusive and difficult to define. Largely, it can be classified as a psycholinguistic phenomenon, yet its strong cognitive substrate pertaining to the subject-matter knowledge about the language (mostly grammar) has been considered helpful for language users to become more sensitive to the way linguistic means are utilized in communication. Hence, the notion has always had a teaching dimension aimed at linguistic consciousness-raising (James & Garrett 1992).

What about teachers' language awareness? According to Thornbury (1997), teacher language awareness is the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively. This definition brings about the importance of the relationship between the subject-matter knowledge and how this knowledge is implemented by the teacher.

Teacher language awareness, which might be defined as "sensitivity to the nature of language and its significance in everyday life" (Danilewicz, 2011, p.16), received attention only in the second part of the 20th century and the notion underwent re-conceptualization in the wake of changing fashions in mother language or foreign language teaching. Teacher language awareness is an area of increasing interest to those involved in language teacher education. It's clear that the more aware a teacher is of language and how it works, the better. A linguistically-aware teacher will be in a strong and secure position to accomplish various tasks. Indeed, the first period of the teaching process is very important in terms of gaining the love of the native language and improving its consciousness (Bağcı & Baz, 2018). Competent use of the native language primarily requires awareness of the use of the native language so that all teachers have the responsibility to develop this consciousness and awareness. The teachers of native language should not merely teach their students the structure and rules of language but also positive attitudes and behaviors about the language and create language awareness.

Language awareness only is gained when the affective dimension of education is taken into account and this topic is examined from a holistic perspective (Börekçi, 2009). In addition, being proficient in their native language will increase students' academic success to perceive and make sense of the world; competent use of the native language, which is seen as a key in achieving academic, cultural, personal and social developments (İpek, 2015), requires primarily language awareness (Yıldız & Karababa, 2018). When the studies about the language awareness of teachers and preservice teachers who handled with teaching process are examined, some studies come to the fore. Güneyli and Aslan (2008) and Aydın (2011) examined the perceptions of preservice Turkish teachers about the concept of "native

language and as a result of the study, they determined that preservice teachers had awareness about their native language through the metaphors they developed as preservice native language teacher. Kolaç (2008) has reached to the conclusion that preservice classroom teachers, Arslan and Kılıç (2012) Turkish teachers and preservice teachers, Bağcı and Baz (2018) preservice Turkish and Turkish language and literature teachers had a high level of language awareness.

Language awareness gaining requirement on the students during the education and providing them with achieving academic, cultural, personal and social developments require both the organization of the educational activities accordingly and the teachers' language awareness. Within this framework, the purpose of this study was to identify the language awareness of the preservice teachers who will play a leading role in shaping the native language awareness. In this regard, preservice teachers were asked about their opinions on functional language use with the subject of "things to be careful about using language, their reactions to their use of language that is considered wrong, the words they do not know how to spell/are indecisive, use of languages in multimedia (virtual/digital/electronic) and the use of foreign words." In addition, it was aimed to determine their opinions on the importance and effect of gaining language awareness and the teachers who should gain this awareness.

Methodology

Research Design

Language sensitivity is an issue that is not paid attention to in-depth and in detail in daily life, yet it is multi-layered and needs to be analyzed in depth. Hence, a qualitative research method was adopted in the study in order to make the subject clearer and not limit the answers of the participants. Yin (2003a, 2003b) defines the case study as a research design which is used by the researcher when he focuses on "how" and "why" questions, has little or no control over events, studies the event or phenomenon in its natural border and the link between the event and real life is not clear enough. The exploratory case study design, which is a subtype of the case study, was selected in the study in order to examine cases such as language sensitivity which are generally not clear and do not have a single output. The exploratory case study is used to discover the researched phenomenon within the data collected in line with the focal point of the researcher (Zainal, 2007).

Sample and Data Collection

A purposeful sampling technique was used to select the participants taking part in the study. When determining the study group 5 field experts' opinions were consulted and they suggested that participants who had taken pedagogical, general culture and field education courses should be chosen in order to understand the structure and purpose of the study. As a result, 3rd and 4th -grade preservice teachers were considered as the ones who fulfilled these requirements. However, it was decided in accordance with the experts' opinion that senior students should be excluded from the study due to their preparation for a high-stakes test.

The data were collected from voluntary participants at a university in Turkey. Participating teachers were asked to write essays on language awareness and the data were collected from 97 voluntary participants. These compositions were used both for preparing the interview form and for selecting the participants. Also, these compositions were examined by three researchers, and 10 students were determined from each department who were thought to convey their opinions on language sensitivity in an explanatory and comprehensive manner. As a result of these stages, 60 preservice teachers formed the study group of the research. Table 1 provides information on the participants.

Table 1: Descriptive Statistics for the Participants

Department	N	%
Elementary Mathematics Education	10	16,6
Science Teaching	10	16,6
Turkish Language Teaching	10	16,6
Social Studies Teaching	10	16,6
Preschool Education	10	16,6
Primary School Education	10	16,6
Total	60	100

In order to collect data in the research, a structured interview form was created by taking into account the literature review and the composition data obtained from the participants. Bearing in mind that it covers the main lines of the topic, a draft consisting of 8 questions was prepared. The draft was piloted to 10 participants to test the clarity of the questions. For the content validity evidence, it was asked to three field experts and some corrections were made based on the feedback of the experts and the form took its final version. The data gained in the study were collected from 60 voluntary prospective teachers through semi-structured interviews lasting 15-20 minutes. In order to avoid data loss

and increase reliability, a voice recorder was used. The recordings were transcribed, and 127 pages of data were obtained.

Analyzing of Data

The collected data were analyzed using the content analysis technique. The data obtained in the descriptive analysis were summarized and interpreted according to the pre-determined themes. In the descriptive analysis, direct quotations were used to reflect the views of individuals. The aim of this type of analysis is to present the findings in an edited and interpreted form. The data obtained for this purpose are first described systematically and clearly. Then, these descriptions are explained and interpreted, cause-effect relationships are examined, and some conclusions are reached (Yıldırım & Şimşek, 2013). In the analysis of the data, the data obtained from the interviews were coded according to the predefined themes by 3 researchers and 2 field experts and the results were presented under the themes. The analyses conducted by two researchers were compared and the number of consensus and disagreement were determined, and reliability was calculated as 0.79 using Miles and Huberman's (1994) formula [Reliability = consensus / (consensus + dissensus)]. The data obtained from the interviews, some of the participants' statements were given without making any changes in order to reveal the current situation. The frequency of use of expressions for themes was given in the frequency list (Yıldırım & Şimşek, 2013). These statements were interpreted by giving them together with the findings obtained in the study.

Findings

In this section, it was sought to answer the research questions below. In this context, the findings were presented in the tables, and they were interpreted according to the frequency numbers to be more comprehensible.

1. Findings on the considerations related to language use according to preservice teachers

The responses of the preservice teachers to the question "What should be taken into consideration in using the language?" are presented in Table 2.

Table 2: The Departmental Distribution of Preservice Teachers' Opinions about the Considerations on the Use of Language

Statements	EMT*	ST*	TLT*	SST*	PT*	PST*	Total
Should be paid attention to stress, intonation and pronunciation	5	3	1	-	3	6	18
Should be spoken shortly	5	3	1	-	3	6	18
Standard language should be used	6	1	4	1	3	1	16
Noting the use of words of foreign origin	2	2	4	5	2	-	15
No difference should be between written and verbal usages	4	3	4	1	1	2	15
Should be spoken simply and clearly	3	4	-	1	1	1	10
Should be avoided from using slang and abusive uses	-	1	-	1	2	-	4
Should be paid attention to spelling and punctuation rules	-	-	1	1	-	1	3
Should be communicated with more words in everyday life	-	-	-	1	-	-	1

*EMT (Elementary Mathematics Teaching), STT (Social Studies Teaching) ST (Science Teaching), PT (Preschool Education), TLT (Turkish Language Teaching), PST (Primary School Education)

As seen in Table 2, the issues such as "Attention should be paid to stress, intonation and pronunciation", "Should be spoken shortly and simply" and "Standard language should be used" are the most highlighted areas mentioned by the preservice teachers for the considerations on the use of language. In addition, when the frequency value of the theme "Noting the use of words of foreign origin" is examined, it is seen that this theme was mainly expressed by the participants studying in the department of Turkish Language Teaching and Social Studies Teaching. Sample statements to support these findings can be given as follows:

> *"While speaking, stress and intonation should be noted because there may be a difference between what you tell and what is understood." (P3, EMT),*

> *"I think that words of foreign origin should not be used a lot." (P36, SST),*

> *"I think that the language should be free of foreign words, and we should pay more attention to pronunciation and spelling while using the language." (P21, TLT).*

2. Findings on the reactions of the preservice teachers for the misuses of the language

The responses of the preservice teachers to the question "How do you react to the misuses of the language?" are presented in Table 3.

Table 3: The Departmental Distribution of the Findings on the Reactions of the Preservice Teachers for the Misuses of the Language

Statements	EMT	ST	TLT	SST	PT	PST	Total
Warning/Correcting	8	8	9	9	9	8	51
Getting annoyed	-	2	1	-	1	1	5
Ignoring	1	-	-	1	-	1	3
Not paying attention to mistakes	1	-	-	-	-	-	1

As can be seen in Table 3, the preservice teachers mostly "warns/corrects" the misuse of the language. Compared to other responses, this theme is far more preferred by the participants in all departments. Sample statements to support this finding can be given as follows:

"I'm correcting it properly sometimes by joking." (P14, ST),

"I don't do much, but sometimes I warn." (P55, PST).

3. Findings on the preservice teachers' reaction when they do not know or hesitate in the spelling of a word

The responses of the preservice teachers to the question "What do you do when you do not know or hesitate in the spelling of a word?" are presented in Table 4.

Table 4: The Departmental Distribution of the Preservice Teachers' Reaction When They Do Not Know or Hesitate in The Spelling of a Word

Statements	EMT	ST	TLT	SST	PT	PST	Total
Searching on the Internet	6	3	-	4	6	5	26
Checking spelling checker/dictionary (printed or electronic)	2	3	7	3	2	4	21
Using a different word	1	2	1	3	2	2	11
Asking people around me	-	1	1	1	1	1	5
Writing as I remember	2	1	1	-	1	-	5
Asking a teacher	1	-	-	-	-	-	1

Table 4 shows that "Searching on the Internet" and "Checking spelling checker/dictionary (printed or electronic)" are the most preferred themes by the preservice teachers when they do not know or hesitate in the spelling of a word. When the statements were examined in detail, most of the participants in all the departments, except for the ones in Turkish language teaching, stated that they would search on the Internet when they are in such a situation. On the other hand, the participants in the Turkish language teaching mostly preferred "Checking spelling checker/dictionary (printed or electronic)" theme for such a case. Sample statements to support these findings are as follows:

"I immediately search on the Internet" (P5, EMT),

"I use the website of the Turkish Language Association. I check the spelling dictionary or GOOGLE it." (K44, PT),

"I check it in a spelling dictionary." (P29, TLT).

4. Findings on the preservice teachers' opinions on teachers in which subject area are responsible for gaining language awareness

The responses of preservice teachers to the question "What field of teachers should be responsible for gaining language awareness?" are presented in Table 5.

Table 5: Departmental Distribution of the Preservice Teachers' Opinions on What Field Teachers Should Be Responsible for Gaining Language Awareness

Statements	EMT	ST	TLT	SST	PT	PST	Total
Turkish language teaching	4	7	3	8	4	3	29
Primary school edu.	3	-	6	-	3	8	20
All the departments	3	3	2	1	1	1	11
Preschool education	-	-	4	-	7	-	11
Turkish language and literature	-	1	-	2	1	-	4
Social studies teaching	-	-	-	2	-	-	2

As stated in Table 5, the departments of primary school education and Turkish language teaching were considered as the ones which should play a significant role in gaining language awareness to children. While the preservice teachers

in the departments of preschool and primary school education thought that they should be responsible for this duty, the ones in the departments of science teaching, elementary mathematics teaching and social studies teaching believed that the department of Turkish language teaching should have the primary role in helping students to gain language awareness. On the other hand, the preservice teachers in the department of Turkish language teaching show the department of primary school education as being responsible for this mission. It can be interpreted that the departments of Turkish language teaching, preschool education and primary school education should have this mission. Sample statements to support these findings as follows:

> "Turkish language teachers play an important role. In my opinion, Turkish lessons come to my mind. I pay attention to the speeches, readings on these lessons, and they leave an impression on me." (P7, EMT),

> "The effect of primary school teachers and Turkish language teachers will be higher. Since there is no field teacher in the first grades, this mission will firstly be performed by primary school teachers and then Turkish language teachers." (P33, SST),

> "That is surely the duty of primary school teachers." (P28, TLT).

5. Findings on the preservice teachers' opinions on obeying rules of language in multimedia

The responses of preservice teachers to the question "Should it be obeyed the language rules in multimedia (virtual/digital/electronic)?" are presented in Table 6.

Table 6: Departmental Distribution of the Preservice Teachers' Opinions on If It Should Be Obeyed the Language Rules in Multimedia

	Statements	EMT	ST	TLT	SST	PT	PST	Total
Required	Mistakes are spreading	4	3	4	4	2	4	21
	It is required to obey the rules of languages in all circumstances.	1	1	2	4	3	3	14
	It causes creolization.	-	4	1	1	2	1	9
	It is understood easier.	2	1	-	1	2	1	7
Not Required	No problem as long as there is communication	2	-	1	-	1	1	4
	Being faster is more important	1	-	1	-	-	-	2
	Does not affect-Unnecessary	-	1	-	-	-	-	1

When the data in Table 6 were examined, it was found out that preservice teachers often found it necessary to comply with language rules in multiple settings. The reasons behind it were defined as "Fossilizations become prevalent" and "It is required to obey the rules of languages in all circumstances." According to the participants, not obeying the rules the rules of language in multiple settings will cause big problems. Sample statements to support these findings are as follows:

> "We should follow the rules not to have a language full of mistakes" (P59, PST),

> "We should follow the rules in all circumstances because unclear and improper sentences make cause misunderstanding. Especially with the effect of social media, the sentences consisting of incorrectly spelt words are becoming prevalent." (P26, TLT).

6. Finding on the preservice teachers' opinions on the use of words of foreign origin

The responses of the preservice teachers to the question "What do you think about the use of words of foreign origin?" are presented in Table 7.

Table 7: Departmental Distribution of the Preservice Teachers' Opinions on the Use of Words of Foreign Origin

Statements	EMT	ST	TLT	SST	PT	PST	Total
It is not right	-	6	1	7	3	5	22
Can be used when there is no equivalent	2	1	5	2	2	1	13
Should not be used unless you have to	4	1	2	-	2	4	13
Should be decreased	4	2	-	-	2	-	8
Can be used	-	-	1	1	1	-	3

As seen in Table 7, the preservice teachers reported negative opinions on the use of words of foreign origin. On the other hand, there are the ones who stated that "they could be used if there are no equivalents". Sample statements to support these findings are as follows:

> *"I am against the use of foreign words, especially conjugating them into our language. the TDK (Turkish Language Association) should take actions when there is a new invention or term arises." (P13, ST),*

> *"I think it should not be used. A clear Turkish should be used." (P47, PT),*

> *"Words which do not have Turkish equivalents or sufficient equivalents and become common can be used." (P23, TLT).*

7. Findings on the preservice teachers' opinions on how language awareness can be gained

The responses of preservice teachers to the question "How can language awareness be gained?" were presented in Table 8.

Table 8: Departmental Distribution of the Preservice Teachers' Opinions on How Language Awareness Can Be Gained

Statements	EMT	ST	TLT	SST	PT	PST	Total
Through training methods	4	3	6	3	2	3	21
By being a role model	-	3	2	5	4	2	16
By reading/letting to read books	5	3		2	2	3	15
Through mass media awareness-raising activities	2	-	1	1	-	2	6
Attracting notice/Encouraging	1	3	1	1	-	-	6
Public sanctions	-	-	-	-	-	1	1

Table 8 describes the ways which will provide language awareness for children. As seen in the table, the most preferred ways were "Through training methods", "By being a role model" and "By reading/letting to read books". Based on the statements of the preservice teachers, it can be understood that individual efforts are important in terms of being a role model and attracting the students. Sample statements to support these findings are as follows:

> *"Language awareness should firstly be gained in school. To do this, it should be informed that language is not independent of individuals and it should be maintained for the existence of individual and society." (P60, PST),*

> *"First of all, the parents should be sensitive. If there is a reading habit and love of language in the family, it becomes a role model for the child because they start to learn in the preschool period." (P41, PT),*

> *"If celebrities and artists properly use the language on television and encourage it, language awareness develops by itself." (P4, EMT).*

8. Findings on the preservice teachers' opinions on the effects of gaining language awareness

The responses of preservice teachers to the question "What should be the effects of gaining language awareness?" are presented in Table 9.

Table 9: Departmental Distribution of the Preservice Teachers' Opinions on the Effects of Gaining Language Awareness

Statements	EMT	ST	TLT	SST	PT	PST	Total
The correct use of the language becomes prevalent	1	1	3	6	5	2	18
Communication will be easier	5	5	-	2	2	2	16
Language/Culture is protected	3	2	3	1	-	5	14
It contributes to the development of language	1	1	3	1	1	1	8

As stated in Table 9, the preservice teachers characterized the effects of gaining language awareness through themes such as "The correct use of the language becomes prevalent", "Communication will be easier" and "Language/Culture is protected". In line with these opinions, it can be said that the importance of the social impact of gaining/letting to gain language awareness is emphasized. Sample statements to support these findings are as follows:

> *"We use the language more carefully and try not to misuse it and correct errors. Thus, we start using it correctly." (P53, PST),*

> *"Our language can be maintained correctly and permanently. When written literature develops, our language is protected against foreign cultures." (P25, TLT).*

Discussion

The results obtained from this study appear to reflect a number of conclusions and discussion of those conclusions can be drawn within the size of the participant group. The most commonly stated opinion by the preservice teachers is to have language awareness. Preservice teachers believe that teachers should be knowledgeable about the language they teach. Because they will enable them to create awareness for their students. If they do not have that knowledge, they will not be able to convey this to their students. The role of teachers as a transmitter of this awareness is also included in the literature with the same parameters (Andrews, 2003; Brumfit, 1997; Leech, 1994).

The results of this study examining the language awareness of the preservice teachers were discussed according to the sub-objectives of the study. The most mentioned points expressed by the preservice teachers in terms of the considerations in the use of language were the themes such as "Should be paid attention to stress, intonation and pronunciation", "Should be spoken shortly and simply" and "Standard language should be used". They also highlighted the potential problems of incorrect use of language in social communication unless it was paid attention to the use of language. This result can be interpreted as an indication that the practical experiences rather than the theory are more effective on the individual. Venkatagiri and Levis (2007) state that phonological awareness may be a factor in the comprehensibility of EFL speakers and that greater amounts of overt knowledge of phonological patterns and rules may pave the way for the realization of higher level of speech comprehensibility. This remark supports the conclusion of Venkatagiri and Levis (2007) on mother language that the preservice teachers are aware of phonological and pronuncial patterns. Similarly, in studies of teacher education (Moats & Foorman, 2003; Spear-Swerling & Brucker, 2003), researchers demonstrated that teachers can acquire some level of knowledge and skills in the structure of language through a combination of instruction and practice.

Also, Saraç (2006) stated the benefits of language in daily life through his words "Language awareness will not be meaningful in the eyes of the students unless the benefits a person will have only when he uses Turkish effectively in daily life, school and business life is perceptibly explained." The preservice teachers in the departments of Turkish language teaching and social studies teaching mostly expressed an opinion on the theme "Noting the use of words of foreign origin". This result can be interpreted that the preservice teachers studying Turkish and social studies teaching are more attentive to preserving their native language from the influence of foreign languages than the others and they are conscious of protecting the language from foreign languages as an important determinant of Turkish social identity. Preservice teachers believe that they have to be critical of the language content and the methods they use in the classroom. This notion is in line with previous studies that discuss the criticism towards the methodologies that emerges language awareness as a different methodology that has to be implemented by teacher training programs (Borg, 1994; Bolitho & Tomlinson, 1995; Ellis, 2012; Hawkins, 1999).

It was also found that the preservice teachers had similar reactions to the misuse of the language. They mainly stated that they would "warn/correct" any misuse. The correct use of the native language is of great importance in all fields. The fact that the preservice teachers do not remain unresponsive to their language use can be perceived as an indication that they are sensitive towards using their native language correctly. Kolaç (2008) determined the language awareness of primary school teachers who will gain language awareness and will help children in the first step of education in gaining language awareness.

It was revealed that when the preservice teachers did not know or hesitated in the spelling of a word, they mainly preferred either "to search on the Internet" or "check spelling checker/dictionary." When the statements were examined in depth, the majority of the preservice teachers studying in other departments except Turkish teaching dedicated on searching on the Internet when they did not know or hesitated in the spelling of a word. Those who mainly choose to check spelling checker/dictionary was the preservice Turkish language teachers. It can be concluded that the preservice Turkish language teachers preferred spelling checker/dictionary, which is more reliable source of reference. Maden and Maden (2018) also found that the majority of preservice Turkish teachers use e-dictionary and spelling guide in their study and reached a similar result with the results of this. Most researchers conducting studies on dictionaries is that teaching learners' appropriate strategies to utilize dictionaries and training them is important (Carduner, 2003; Chan, 2011; Chen, 2010; Chon, 2008). Therefore, it is essential to raise learners' awareness of dictionary not as a source to provide word meanings but as a source to enrich their language knowledge and skills. Learners need to know that they can obtain much information through dictionaries, and it is crucial to develop detailed searching skills (Carduner, 2003).

As a result of the research, preservice teachers think that Turkish language and Primary school teachers are the ones primarily responsible to help students gaining language awareness. While primary school and preschool preservice teachers stated that their departments should be pioneers; the ones in the departments of science teaching, elementary mathematics teaching and social studies teaching believed that the department of Turkish language teaching should have the primary role in gaining language awareness. In line with these findings, it can be said that the stereotype the idea of "Protecting Turkish language is the duty of Turkish language teachers." is still in the minds of the preservice teachers. However, gaining language awareness is not a specific task for Turkish language teachers. All teachers should be responsible for loving language, having language awareness and being a role model in this regard. Preservice

teachers refer to the importance of teachers' responsibilities to create language awareness in their students. As a result of the research, highlighted sections by preservice teachers regarding which teachers should be pioneers in gaining language awareness.

It was found that the preservice teachers often considered it necessary to comply with language rules in multiple settings. The statements that stand out as the reasons for this necessity were characterized as "Fossilizations become prevalent.", and "It is required to obey the rules of languages in all circumstances." According to the participants, ignoring to follow the rules of language in multiple environments will cause significant problems. Contrary to what expected, the fact that the majority of teachers who spend most of their time in multiple environments in daily life often find it necessary to comply with the language rules in multiple environments can be interpreted as a concrete indicator that every individual having language consciousness and love of native language will protect his language in all circumstances.

The points that the preservice teachers mentioned most about how to gain language awareness emerged as "Through training methods", "By being a role model" and "By reading/letting to read books". Similar to the statements made by preservice teachers, Çer (2011) examined the works of children's literature as an instructional helping in gain to language consciousness and awareness and emphasized that children's literature plays an important role in gaining them. Moreover, Yıldız and Karababa (2018) touched on the significance of course books to gain language awareness in their study. Considering the opinions, the teachers should be role models for this mission. Therefore, they should gain language awareness before they graduate because they can transfer this consciousness and awareness to their students as a role model only when they have it themselves. Similarly, Şeref and Varışoğlu (2020) were found out that preservice teachers have a higher level of linguistic awareness in Turkish, it was also seen that their lowest awareness is in the morphological awareness sub-dimension and highest awareness is in the cultural awareness sub-dimension. It is also seen that there is a significant difference in favor of female prospective teachers according to the gender variable, but the department variable does not have a significant effect on their Turkish metalinguistic awareness.

The prominent themes such as "The correct use of the language becomes prevalent", "Communication will be easier", and "Language/Culture is protected" emerged from the question on the benefit of gaining language awareness. In line with these themes, it can be said that the importance of the social impact of gaining/letting to gain language awareness was emphasized. In this regard, it is very important to ensure social awareness in terms of the protection of the native language by all the individuals and spreading the correct use of the language. İpek (2015) in his study put forth some similar suggestions for improving language awareness firstly in the individuals with reference to the idea that the societies having higher language awareness protect the national unity and solidarity more. Preservice teachers make references to the importance of the responsibility of the teachers in order to create language awareness in their students. This view is supported by studies by Borg (1994), Andrews (2003), Ellis (2012), and Venuti (2015). This implementation suggests that especially language awareness promotes the reflection on students' own learning.

It is observed that preservice teachers reported negative opinions about the use of foreign words. On the other hand, there are participants expressing their opinions on the opposite side. Similarly, Uzuner et al. (2016) concluded that the preservice teachers did not demonstrate sufficient awareness and sensitivity to choose Turkish equivalents of foreign words in their use of Turkish in their study. In addition, Şimşek and Direkci (2019) emphasized that the students used some foreign words instead of Turkish. The importance of using the equivalent of a new word or concept in a language should be emphasized and the fact that individuals who know their native language well can learn the foreign language in the best way should be explained clearly and the negative judgment on this subject should be eliminated. For a language to develop, it is necessary to gain the consciousness of the new words and concepts and the awareness that the educators should be pioneers and should be able to use these words and concepts socially.

Conclusion

In this study, it was seen that the competent use of the native language requires first to have awareness of the use of the native language. Based on the results obtained from the current study and the studies in the literature, it was observed that the preservice teachers generally had this awareness. However, the preservice teachers should be informed about the use of words of foreign origin which became prevalent via multimedia instruments used with the developing technology and the importance of their position should be emphasized in order to be a role model for the students they will train and each preservice teacher should have language awareness regardless of their department.

Recommendations

Language awareness, is seen as a key in competent use of the native language, provides achieving academic, cultural, personal, and social developments. Alongside this, the research will reach more explanatory results with more research done on different faculty, different grades, and departments. For the following research, it is advised to the researchers to analyze the awareness of native language with variables such as social environment and mother-tongue using the applied studies. For the practitioners, it is assumed that language awareness as a methodology could be included in teacher training programs, and also be beneficial for developing preservice teachers' own language awareness.

Limitations

The study was conducted with 60 preservice teachers. Data were collected from a university in Turkey. The voluntary participants were selected from faculty of education 3rd and 4th grade. Therefore, the conclusions of this study cannot be generalized.

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