Social Media and Literacy Education: An Evaluation of Turkish Teaching Accounts on Instagram

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ARTICLE INFO

ABSTRACT

Along with the developments in technology, education and training activities have been moved to different channels. Social media, used by young and old alike, are also seen as educational tools. When we searched Instagram for Turkish language teaching accounts with the highest number of users, we found eight active and effective accounts. The aim of this study is to examine these accounts that were opened to teach Turkish, to examine their shares and their effects on followers, and to reveal their contributions to literacy education. For this purpose, document analysis and discourse analysis were used. The accounts were examined in terms of page layout, content, frequency of posts, way of handling Turkish, and methods used in teaching the language. In addition, the interaction with the followers, the number of likes, comments, the frequency responses was discussed and the effect values of the commented accounts on the followers were explored. As a result, it has been determined that there is no certain standard in the analyzed accounts. It was observed that the most followed pages shared posts about the exams held throughout the country, giving summary information, and explaining the answers to the questions. Since all these posts are mostly aimed at reading skills, it can be concluded that the followers improve their reading skills. As evident from followers' comments, they develop literacy skills by reading the information given in these accounts and writing them in the comments. In addition, it is seen that these pages, which were opened to teach Turkish, were mostly opened by Turkish language and Turkish literature teachers. Considering that the use of technology is increasing, we believe that the study will contribute to the field of language education and literacy.

Key words: Teaching Turkish, Turkish, Turkish Language, Social Media, Instagram

INTRODUCTION

In line with the changing and developing technology, education and training activities have been moved to different channels. Global Digital Data (WEB3, 2022) reveals Turkey's average daily internet usage as eight hours in the data published on January 26, 2022. Individuals who spend one-third of the day on the Internet spend more than two hours on social media. Although the negative aspects of this time spent are widely discussed, this fact does not change. For this reason, presenting useful content on social media from another perspective will contribute to users. As a matter of fact, social media, which engage users of all ages from various age groups, have also begun to be seen as a tool that can be used for education. The Internet is a potential learning tool. Every individual with internet access can easily reach many resources that can be used to learn and teach languages (Taş & Uğurlu, 2019). Social media applications built on Web 2.0 technologies allow communication, unity, group formation and project partnership due to their interactive nature (Akar, 2010). The many features and possibilities of social networks support teachers to support their educational processes with active, creative and collaborative learning, to increase student-student, student content and teacher-student interaction, and to help students use and develop their research, questioning and problem-solving skills (Gülbahar et al., 2010). The fact that it plays a key role in reaching millions of users and that it can be easily adapted to all kinds of technical innovations makes social media a remarkable topic in almost every field (Avşar, 2022). Another positive feature of online learning environments is that they provide unlimited interaction and instant feedback 24 hours a day and 7 days a week.

Social media provide an environment where individuals can create and/or follow different accounts on the internet, interact and share. Social media first emerged with Usenet, which was founded in 1979 by Jim Elis and Tom Truscott. Usenet is derived from the abbreviation of user's network in English and is considered the first example of a discussion platform that aims to bring together multiple internet users. This platform, which allows general message sending

between users, also allows users to create their own profiles. It is reminiscent of the structure of today's social networks (Kaplan & Haenlein, 2010).

Social media, such as Tiktok, Instagram, Facebook, Telegram, Snapchat, etc., include applications, such as Global Digital Data (WEB3, 2022), which shares the data that the Instagram application ranks second among the applications downloaded from Google Play Store and Apple İos App Store.

Instagram was established in 2010, used in computers and smart devices, for sharing videos, photos, etc. It is an application that provides sharing and messaging. Burgaz (2014) defines Instagram as a free photo sharing and photo editing application created by two entrepreneurs named Kevin Systrom and Mike Krieger. It was first made for use on I-phone smart phones. Shares on Instagram can be open to everyone as well as to designated people; comments can be written under the share. These shares can be liked with the 'like' and 'share' buttons and shared if necessary permissions are given. The definition of a list of the key terms and abbreviations used in social media is presented in the Appendix. With the story feature on Instagram, individuals can share video or audio files anytime they wish. Additionally, with the message feature, users can send messages, shares and profiles to each other. Reportedly, Instagram is the most used application after WhatsApp application (WEB3, 2022). More than a quarter billion new users joined Instagram in 2021, with the platform's global ad reach reaching almost 1.5 billion users by early 2022 (WEB3, 2022). Considering that the world population is approximately 8 billion, it is clearly seen that the majority of the online people are Instagram users, if the disadvantaged regions are taken into account.

Social media accounts are not used merely for sharing or entertainment purposes. Many accounts opened for information sharing, education and training purposes. While schools, colleges, and universities are no longer the only places where people learn, in the age of lifelong learning, learning has become a desire that occurs easily at home or at work (Lauder et al., 2006). There are educational-tutorial accounts on Instagram. There are many accounts especially on language learning and the number of followers of these accounts reaches hundreds of thousands. There are also many accounts related to the teaching of Turkish. Students who want to obtain information about Turkish can also follow these social media accounts.

The Turkish language is built on four basic skills. Reading skill is one of them. When the pages opened for teaching Turkish on social media are examined, it is seen that mostly written content is shared. This improves the reading skill of the followers. Followers sometimes read aloud by sharing what they read with their neighbors; sometimes they do silent reading while browsing social media; sometimes they read by looking at the sharing briefly; and sometimes they do focused reading and guided reading for comprehension purposes.

LITERATURE REVIEW

Looking at the literature, we can see that studies on social media have intensified in recent years. Yoğurtçu and Ünal

(2020) examined the researches on social media and reported that most of the studies generally focus on the function, effects, content of social media and the behavioral characteristics of social media users. There are also studies on the effect of social media on educational activities (Taş & Uğurlu, 2019; Karalı et al., 2021; Feyzioğlu, 2016; Çalışkan & Mencik, 2015; Polat, 2016; Gülbahar et al., 2010; Konu & Güntaş, 2019; etc.). When these studies are examined, it is seen that a common conclusion has been reached about the contribution of social media to education. Considering the distribution of topics in Yoğurtçu and Ünal›s (2020) study, social media and education are at the bottom. In the studies on social media and education in the literature, it is stated that social media provides an important advantage in terms of diversifying the course materials of educators and uninterrupted communication with students, providing cooperative learning, active learning and improving students' problem-solving skills. In addition, it is emphasized in the studies that the information shared in the social media should be organized and users' awareness of information reliability should be increased. There are also different studies on the positive and negative aspects of social media with families and young people (Drahošová & Balco, 2017; Floros & Siomos, 2013). Şener and Yiğit (2021) and similar studies are available in the literature. When the aforementioned studies are examined, it is seen that most of them deal with the issue of social media in education. This study, on the other hand, aimed to deal with the subject of teaching Turkish and literacy education in social media with its positive and negative aspects.

Objectives and Research Questions

In this study, Instagram accounts were examined in terms of literacy education. The selected accounts are the accounts established for the purpose of teaching Turkish language. For this reason, the subjects of Turkish language they deal with, the teaching methods and techniques they use, and the way account holders handle Turkish are explained in detail. Finally, the number of comments and likes in the accounts were predicted. Thus, the interactions in the accounts were explored. Accounts, interaction with followers, the number of likes, comments, frequency of response were discussed and the effect values of the commented accounts on the followers were investigated. The number of followers of the examined accounts and the accounts that made comments were assumed as real accounts, and the analysis was made accordingly.

- What is the contribution of social media to Turkish language teaching, based on the
  1. Numerical data of Instagram accounts opened for teaching Turkish?
  2. Features of Instagram accounts opened for teaching Turkish?
  3. Methods and techniques of teaching Turkish in Instagram accounts opened for teaching Turkish?
  4. Interaction situations created by the Instagram pages opened for teaching Turkish?

METHOD

The target population consists of accounts that teach Turkish on Instagram. As a result of the search for the words *Turkish* and *Turkish Language* in our research on our Instagram account, fifty-two accounts were found according to the algorithm. These accounts were followed between May 2022 and October 2022 in terms of being a source for the study, and data were obtained and all of the pages were examined one by one. Pages teaching Turkish to foreigners were excluded from the study; another elimination was made by considering data such as the number of followers, the number of comments, the number of shares, and the frequency of sharing. In this elimination, which was made by taking expert opinion, accounts that were inactive, had low number of followers and had low interaction were eliminated. Ultimately, eight active and effective accounts were identified on Turkish and Turkish language subjects, which constitute the sample of the study. These accounts are ranked and coded using alphabetical letters according to the number of followers.

In this study, document analysis and discourse analysis, which are qualitative analysis methods, were used. Document analysis includes the analysis of written materials containing information about the case or cases that are aimed to be investigated (Yıldırım & Şimşek, 2016). Discourse analysis aims to reveal the rules, structures and situations that produce and maintain discourse. It is preferred to traditional methods because it examines the phenomenon or subject in more depth and examines the human facts in a more holistic and contextual way (Fairclough, 2003, as cited in Gür, 2013). Discourse analysis is a research method used in comprehensive social and cultural studies that deal with meaning products formed through speech and texts (Çelik & Ekşi, 2013). The detected Instagram accounts were examined in terms of page layout, content, frequency of posts, way of handling Turkish, methods used in teaching the language, and interaction.

Expert opinion was taken for the examination criteria, and the accounts were examined one by one in line with these criteria. First of all, the data analysis of the accounts was made with the document analysis method. The data were summarized and tabulated and the content characteristics of the accounts were given in detail.

RESULTS AND DISCUSSION

This section is divided into four subsections based on the research questions.

Numerical Data of Instagram Accounts Opened for Teaching Turkish

Table 1 shows the number of shares, followers, likes and comments, the frequency of sharing and the year the account opened for teaching the Turkish language.

In Table 1, the accounts are listed in alphabetical order, starting with the largest number of followers. It is seen that the account with the highest number of followers with 255,000 is ahead of the other accounts in the number of likes and comments. There is a difference in the number of followers of about one hundred thousand between accounts A and B, which are in the first and second place. The second-ranked account B is the account with the least number of comments. It is seen that account E, which is in the fourth place, is the newest account opened as of 2019 and has the most shares with 4,322 shares. It is noteworthy that account H with the least number of followers in the table is the account with the second highest number of likes.

It is seen that one of these accounts, which is in the top eight according to the number of followers, posts twice a day, three of them every day, one of them almost every day, one of them once every two days, and two of them every three days. It is noteworthy that account A with the highest number of followers, comments and likes posts once every two days and account B with the least number of comments posts twice a day. The fact that F, the account with the least number of likes with 73 likes, is the second account with the most comments with an average of 24.6 comments, shows that the comments are not directly proportional to the likes. Again, the number of followers of the accounts has no effect on the number of followers; it is understood that account A with the highest number of followers has only two followers. With the date of opening an account in 2016, the second oldest account G has the least number of shares. The account, which was opened in 2014, was established two years after the e-Instagram was opened for the purpose of teaching Turkish, and it is seen that it is still active for this purpose and that it shares every day during the process it is watched.

Table 1. Statistical data of accounts

Account Name	Shares (f)	Followers (f)	Follow (f)	Likes Average (f)	Comments Average	Sharing Frequency	Account Opening Year
A	1,004	255K	2	1,444	52.6	Once in two days	2017
B	2,814	156K	106	265.2	0.8	Twice a day	2018
C	2,442	79.6K	2	478.6	16.1	Everyday	2018
D	2,488	54K	33	235.2	10.9	About every day	2017
E	4,322	46.1K	363	197	3.6	Every day	2019
F	1,019	34K	196	73	24.6	Every day	2014
G	166	30.9K	34	794	10.5	Once in three days	2016
H	362	24.2K	27	1,258	5.9	Once in three days	2018

Features of Instagram Accounts Opened for Teaching Turkish

Account A was opened by a teacher who prepared Turkish grammar and question bank books. Although in the past the visuals were complex in his posts, recently it is seen that plain, professional visuals have been shared. Although the background standard has not been met since the account was opened, it has become simpler and more understandable. The up-to-datedness of the account is maintained by sharing every two days on this account. It was observed that the number of followers drastically fluctuated during the process of monitoring account A. The account is generally a popular account.

The identity of the account holder for account B is not specified. The account, which also includes the subtleties of Turkish, offers a visual integrity. In account B, a single background is used and colors are standard. The page layout looks very plain and unprofessional.

For account C, the identity of the account holder is not specified. It can be assumed that the high number of likes is related to the sharing made using a humorous language and the use of frames taken from visual media. The page has no visual standard.

For Account D, the identity of the account holder is not specified. Popular items are converted into content and shared. It can be thought that this increases the number of likes. A standard background is used on the page of the account, and it is seen that there are too many articles in the posts.

The founder of account E is an educator-writer. Interviews shared on social media, as well as clips from movies and broadcasts are also included in the account. It is not known whether any copyright-related work was done while these citations were made. Caricatures are also included in the posts. Shared images are not included in a systematic way, and the shape, color and font are constantly changing.

Account F was opened by a Turkish teacher who prepared questions for some education companies. Images in the account are prepared in a standard format. Text density comes to the fore in shares. It is also seen that images from the class where the owner of the account is present and sometimes the students are also shared.

Account G was opened by a Turkish teacher who introduces himself as an education and life coach. Pastel tones are used as a background in the images in the posts. The texts in the images are quite long.

Account H states that it is based on the Turkish Language Institution as the source. The same template is used in the images of the posts.

In general, it is seen that the number of followers of the accounts, which catches the day and tries to teach Turkish with different perspectives, is high, although the number of followers is low compared to other accounts. The simple and standard nature of the images used in the sharing also positively affects the number of likes. This finding reveals that followers like plain templates more. It is seen that the accounts with the highest number of comments are the accounts that share questions. The answers to the questions are written in the comments, thus increasing the interaction rate.

Teaching Turkish on Instagram Accounts

In account A, vocabulary, sound, grammar, spelling rules, suffix-root knowledge, examples of proverbs and idioms and information about exams are shared both as images and as videos. When we look at the information shared, it is seen that the shares do not only cover students or candidates preparing for the exam, but also appeal to everyone related to the subject. The posts contain content that everyone can benefit from and use in daily life. It is thought that the use of a humorous language in the shares supported by videos attracts a high number of views. This shows the interest of the followers in humorous content. In the videos on the page, the subject is usually explained and the question is answered. Topics fixed in the featured section are as follows; introductions, the meanings of proverbs and idioms, word, sentence information, suffix-stem distinction, TV commercials and compilation of messages from followers.

In account B, the mistakes made in the pronunciation and writing of the words and the correctness of these mistakes are shared. Information on spelling rules and punctuation marks is shared, and examples of idioms and proverbs and their meanings are given. Information given with plain visuals is included, and video sharing is not done. The information given in the prominent ones is presented as two-choice questions, and no information is given about which option is correct. Topics fixed in the featured section are as follows; period-specific summary information on literature, book recommendations and introduction.

In account C's profile is written KPSS, YKS, LGS, an attempt to indicate that he produces exam content. Word, sound and grammar examples are shared as content in the account. Humorous content and interesting shots from television are shared with examples from daily life. Summary information is presented in the form of notes, and it is seen that videos are shared from time to time. Topics fixed in the featured section are as follows; examples of typos, test questions, grammar rules, grammatical rules prepared with information specific to Turkey, affix-root information, sentence elements, word types, sound events, phrases, meaning in the sentence and the wrong or wrong of some of the confused information, questions about various subjects shares.

Account D is an account that shares about exams (KPSS, YKS, TYT, AYT, DGS) as content. Shares are made about grammar, vocabulary, meaning and phonetics. There are examples of questions in the content of the sharing and these questions attract a lot of attention. It is seen that the questions are supported with pictures from time to time, and this is thought to increase the interest. Questions are also generated based on the visuals and songs of the music groups that are followed especially by young people. Course introductions are also shared on account D. Topics fixed to the highlights are as follows. Examples of questions on different subjects, types of nouns, introductions, survey, information about redirecting to YouTube page, survey on spelling mistakes, history essay and question sharing on suffix-root.

Account E shares include examples on grammar, phonetics, and vocabulary. Preparation studies for exams (KPSS, LGS, TYT, etc.) are also shared, along with sharing that will

be of interest to all segments, such as the correct spelling of words. Topics fixed to the highlights are as follows; spelling of dates, narration, grammar rules, spelling mistakes, proverbs and idioms, spelling mistakes, word semantics, book suggestions, summary information about paragraph question solution, spelling and pronunciation errors and the corrections of these mistakes, semantics, follower questions and answers.

In account F, exam questions are usually shared. Summary information is provided on every subject related to the exam, such as semantics, spelling rules, grammar, and paragraphs. Shares with question content are in the majority. Topics pinned to the Featured section are generally for promotional purposes. There are messages about the camps. The information of the lessons held by the account holder on Zoom, the LGS exam results were shared under the title of congratulations. The account holder has included the news about him in the press and fixed the essays he shared.

In the posts of account G, topics for preparation for exams (TYT, KPSS, etc.) are included. The content of the posts includes grammar rules, vocabulary, details about exams, and subtleties about Turkish language. Notes are presented in written form; no video sharing or visuals are used. It is seen that there is a large amount of sharing about the questions asked in previous years. Short lecture notes are also among the shares. Training certificates are fixed in the featured section.

On account H, posts are made for the correct use of Turkish. Words that are frequently made wrong are included in the posts. Summary information about spelling rules and punctuation marks is given. Short written posts are made with standard visuals, and no video is shared except for a single video. Topics fixed in the featured section are as follows; maxim from quotations, accent, dialect, dialect differences, awards received, promotions, questions and answers directed to the page, proverbs and idioms, meaning in words, spelling mistakes, and Turkish equivalents to foreign words.

The information given about Turkish in the calculations consists of the subjects that are given weight in the exams in general. On the pages that appeal to the general public, more spelling mistakes and pronunciation issues come to the fore. It is understood from the comments written under the posts that the people who want to use Turkish correctly, especially following these accounts. Again, it is seen that the topics requested in the comments are added to the highlights in the accounts and the content production for these topics is done by the account owners.

In the accounts, it is seen that video sharing is made in addition to the information given by direct narration, such as lectures, definitions, summary information, for the purpose of teaching Turkish. In video question solutions, information about the subject is given through examples. There are also images of questions about Turkish in current knowledge contests and images of artists. The high number of comments and likes on these posts proves that they attract the attention of the followers.

It is seen that the number of likes and comments is high in the posts on spelling mistakes and pronunciation. The words given as right and wrong attract a lot of attention from the followers. For this reason, it seems that there are only Turkish pages that share this content.

In general, the video sharing feature of Instagram is not used much, instead, summary information sharing in which the rules of Turkish is given is concentrated. The information given is supported by examples, and humorous sharing is made from time to time in order to keep it in mind. Instagram stands out as an educational platform where the followers write about the topics they read, understand, do not understand or are curious about.

Interaction on Instagram Accounts

Interaction in Instagram accounts is with followers or visitors to the page. All of the accounts examined in our study are open accounts; that is, they share their information with everyone without the obligation to follow. The effectiveness of the shares can be predicted by the number of likes and comments. The content of the shares made in the analyzed accounts, the number of likes and comments are shown in tables.

It is seen that the content of sharing in account A is mostly about vocabulary. It is understood that the highest number of likes and comments belong to the shares made on vocabulary. It can be thought that the high number of comments on the announcement of the lottery is due to the obligation of those who want to participate in the lottery to comment. When the comments are examined, especially the comments made by the students come to the fore. In the comments; Those who write on the way to school, those who state that they know the question in the exam thanks to the posts made by the account, those who follow the account and write that they like Turkish, those who thank for being successful in the exams, those who want to share on different topics, those who express that they want to reach them from different social media channels, those who ask questions and wait for the answer to be explained, there are those who claim that the subject explained in the video is wrong. The account owner makes explanations by responding to all comments as much as possible. In general, the number of comments on account increases, especially in sample question solutions. Candidates ask questions in the comments section and give feedback that the shares are useful. It is seen that the comments made on the page are answered by account A. The account owner's response to comments increases interaction and positively affects the number of followers and comments.

It is seen that there is a lot of sharing about spelling mistakes in account B. Shares on pronunciation errors have the highest number of likes and comments. Shares on the meaning of the word are also at the forefront of the number of likes. Account B shares content that appeals to everyone. It is thought to be an account with a high number of likes, as it shares interesting details, which are generally called correct known mistakes. Sharing the correct use of words or phrases that followers use in daily life attracts attention and as a result, the number of 'likes' increases. However, it is seen that the number of likes is low considering the number

of followers. There is a rapid decrease and increase in the number of followers. This finding suggests that there may be unnatural follower exchanges. When the comments are examined, it is observed that the number of comments is quite low compared to the number of likes, and it is seen that there are no comments for many shares. The comments made are mostly emoji content and expressions such as applause, approval, verification, surprise is used. In some comments, it is stated that there is someone who is using the wrong thing, and in some comments, objections are expressed such as wrong information actually exists in this usage. It is seen that the account owner is unresponsive to the comments. This affects the interaction negatively.

When account C is examined, it is seen that sharing with questions and solutions comes to the fore. It is seen that the screen frame shares from the quiz published on a private channel are the ones that receive the most likes and comments. This finding shows that followers are not insensitive to shares with familiar and up-to-date content. In account C, not only pictures but also videos are shared, but it is seen that the number of likes of the videos is less than other shares. In general, there is a YouTube page in the identity section of account C. It is seen that the promotions of this page are included in the posts. The YouTube page, where sharing about exams is made, has more than forty-eight thousand subscribers. In the Instagram account, there are posts about exams in general. The videos in which question examples are shared are viewed over ten thousand times. It is seen that the comments are concentrated under the example question shares. In the comments, explanations of the wrong choices are requested, and there are criticisms that the given tactics do not always work. Compliments, applause and emojis expressing appreciation are also included in the comments. Followers write their answers to the shared questions as comments and make comments on how the problem was solved. It is seen that the page administrator tries to respond to all comments, and in this sense, it can be said that it is an account with intense interaction.

In account D, question sharing comes to the fore. The most liked of the questions about spelling mistakes; it is seen that the sharing of questions on semantics are the ones that receive the most comments. Account D also has a YouTube channel with over eighteen thousand subscribers. The promotions of this page are made from the Instagram account. In Account D, there is a lot of sharing about the exam. There are examples of questions about the exams and these posts are very interesting. The comments are generally concentrated under these shares. In addition to writing the correct options in the comments, there are also those who explain why they said that option and ask different questions to the account owner. However, it can be concluded that the account owner does not respond to comments, so interaction is limited.

In account E, the topics of sharing are varied and evenly distributed. The number of likes and comments on the action-action-themed posts is considerably higher than the other posts. Information, punctuation marks and the meaning of the word were not commented on or made very little. It can

be thought that the comments are few, since there are not too many questions shared in account E. Emojis are more prominent in the comments; emojis expressing applause, approval, love, happy face, thank you, celebration are shared in the comments. Why do you make such an explanation under the given information from time to time? etc. or even if there are comments in the nature of objection to the explanation made, the account holder sometimes responds to such comments and sometimes does not. In the question and answer section in the highlights section, questions from the followers were shared. For example; *How many admins does this page have? Are you a teacher? Our page has two administrators. Yes, we are Turkish teachers. Sir, I am also a Turkish teacher. Do you have a companion book on the subject? Dear teacher, we will have a surprise soon. Stay tuned. Favorite food? Tantuni* etc. While some of the questions are related to Turkish, some of them are specific to the account holder. This finding shows that the account owners who share as well as the shares are curious by the followers.

Shares of account F consist of questions. While the question shares on the meaning of the sentence were the most liked shares, the question shares on the word types were the shares with the most comments. Most of the questions focus on meaning. Apart from the shares on meaning, the question shares on the verbs received the most likes. In general, the followers of account F write the answers they think are correct under the sharing questions and make comments on the solution of the questions. The high number of likes may be because it is said to learn the answers to the questions asked in the posts by clicking twice. When you click on the post twice, the like button is activated. This may have been deliberately chosen by the account owner to increase the number of likes. However, it is enough to click once to see the answer. In addition, students are included in the images and videos used in the account. Under the question-containing posts, the followers write the answers to the questions. Discussions about the questions are also made in these comments. The followers, who expressed their satisfaction with the camps held for the exam, shared the results of the exam and the information that the questions in the exam were among the subjects covered in the course they took at the camp. The information that the account owner's lessons will be shared via zoom has been given in the stories, and this post has also been commented on by the followers. Generally, reviews are positive or positive comments may have been added. Under the title of congratulations, the scores of the students in the LGS exam are shared. By opening such a title and pinning it to the highlights, the account owner not only increases the interaction with the followers, but also contributes to the promotion of the page.

In account G, shares are made on different subjects and in various ways. Sometimes a question on the subject is shared, sometimes information notes are given, and sometimes spelling rules are reminded. The posts with the highest number of likes and comments are on punctuation marks. The videos prepared on the subject of grammar have the least number of likes and the shares are not commented on or made very little. Again, the images in which the correctness

of the spelling errors are shared receive a lot of comments, especially there are objections to the correctness of foreign names. The account holder cites TDK as the source for those who make these objections. In general, although the account owner is not included in the comments, he responds to expressions that exceed the limit of respect or to followers who claim the opposite of the sharing and reject the sharing with an inappropriate language. This finding shows the sensitivity and reaction of the account owner to inappropriate content on the page.

When account H is examined, it is understood that the shares are concentrated on spelling and semantics. Since the account owner stated that he received an award in the posts on promotion, thanks to the congratulatory messages, the posts with the highest number of comments were. The posts on spelling rules have the highest number of likes and the second highest number of comments. The number of comments is quite low compared to the number of likes. In the comments, questions about the content of the sharing were asked or opinions were expressed about close meanings. Especially in the comments made about the spelling mistakes, the followers express their astonishment and question the reasons. Since the account owner responds to almost every comment, it can be said that it is a page with high interaction. In the *question-answer* section, the following answers were received from the followers: *More stories about the spelling and pronunciation of words. -We post regularly. Tests are getting a little underwhelming. -We can make additions. The only page I follow as a page. -Thank you.* The answers given to the questions show that the account holder cares about the views and suggestions of the followers.

DISCUSSION AND CONCLUSION

In this study, in which numerical data, account features, ways of handling Turkish and interactions of Instagram accounts opened for teaching Turkish were examined, the following results were obtained:

When the numerical data of Instagram accounts opened for teaching Turkish are examined, it is seen that there is no significant relationship between the number of followers and the number of likes and comments. Account A with the highest number of followers has the highest number of likes, but the account that is in the second place in terms of the number of likes is in the last place in terms of the number of followers. Account A has the highest number of followers in terms of number of comments. However, account B, which ranks second in terms of number of followers, is the account with the lowest number of comments.

When the way the accounts opened for teaching Turkish are handled in Turkish; it is seen that most of the accounts teach Turkish through question sharing and summary information for exams (KPSS, YKS, LGS, YKS, MSU, DGS, etc.). Account B, which is in the second place, and account H, which is in the last place, make posts that appeal to the general public, not for the exam. While account B mostly shares the information about the spelling mistakes in the form of correct and incorrect; account H shares information on spelling and semantics. As Avcı and Topçu (2021) stated

in their study, daily spoken language is affected by the words and concepts used in social media. Taş and Uğurlu (2019) examined many studies on the subject and concluded that the new generation students' predisposition to web-based learning and technology facilitates second language learning. In the visuals in the accounts, summary information about the rules of Turkish is given in written form. It can be said that these shares also improve reading comprehension skills. As a matter of fact, in direct proportion to this finding, Feyzioğlu (2016) found in his study that teachers and school administrators support social media in this sense.

The interaction on these pages opened for teaching Turkish facilitates learning Turkish and contributes to correcting known mistakes. Taş and Uğurlu (2019) also reveal in their study that social media contributes to language teaching. The followers, who can communicate with the account holders via likes, comments and messages 24 hours a day, 7 days a week, sometimes wrote the right choice of questions, sometimes demanded an explanation and sometimes conveyed their thanks. Drahošová and Balco (2017) revealed in their study that the biggest impact of social media is information exchange and communication. This finding supports our study. In the analyzed accounts, it is written in the comments that people who follow these pages to learn Turkish contribute to the correct use of Turkish and help to learn the rules of Turkish. The number of followers who state that they love and understand Turkish thanks to the account they follow, and that they are successful in the exams in Turkish thanks to these accounts is not to be underestimated.

As a result, Instagram accounts opened for teaching Turkish have hundreds of thousands of followers, and since each of them is an open account, they share the contents of the richness of Turkish, the correct use of Turkish and grammar rules, which they have prepared without having to follow them. Polat (2016) and Feyzioğlu (2016) have obtained findings that these pages are positive in terms of diversifying the course materials and enriching the teaching. Sharing content that takes serious effort and effort these accounts, which offer open educational environments where they can learn Turkish and ask their questions about Turkish, are seen to be actively followed by students most when the comments are examined. The followers, who have the chance to ask questions 24/7, can ask questions about any subject related to Turkish, especially under question-related posts. Follower comments are included in the titles that many accounts (E, F, H) pin to the highlights. In these comments, the followers thanked the account holders and stated that they could find the answers to the questions that they could not understand in the lesson or could not find a solution to in these accounts. This finding shows that continuing education continues effectively on these platforms. The interaction here shows that the followers read and understand what is shared and comment on it by thinking about it. This finding shows that the four basic skills of Turkish are supported by the sharing of these accounts. In particular, the fact that the posts are written reveals that they contribute to the reading skills of the followers. In this sense, Floros and Siomos (2013) discusses whether to add time spent on social media to the definition of

addiction in their study. As a matter of fact, interaction, communication and learning activities also take place in these accounts. The fact that the accounts we examined provide uninterrupted Turkish teaching and are generally opened by Turkish teachers (A, C, E, F, G, H) show that they are given professional support. It is seen that the teachers who open the account occasionally share images from their classes and publish the videos they took while they were in class. Whether this is ethically appropriate is open to debate. In order to reduce the harms of social media to the educational function, it is necessary to increase the social media studies used in the field of education, to create content in this field, and to raise the awareness of the students with social media trainings (Şener and Yiğit, 2021). In the study of Konuk and Güntaş (2019), it was emphasized that social media does not provide content based on a curriculum, the information is irregular, applications cannot be made with the information accessed from social media, there may be false information, and it is emphasized that awareness on this issue should be increased. Producing correct and effective content and raising students' awareness will contribute to education.

The following suggestions can be developed regarding the subject; mostly the negative aspects of the internet and social media are discussed and the damages they cause are discussed. However, the data also shows that we are connected to the internet most of our time. Turning this situation, which has turned into a kind of necessity and habit, into an advantage, producing clean content and feeding educational activities from here will contribute to those who spend time on social media. Institutions that share on Instagram, such as the Turkish Language Association, will have realized this because they have started to include details about Turkish in their posts. In addition, these pages opened for the purpose of teaching Turkish, Turkish Language Institution, Ministry of National Education, etc. It will be useful in terms of confirming the sharing contents. The increase in similar studies, the detailed examination of the pages that teach Turkish, one by one, the measurement of the level of benefit of the followers, etc. studies will contribute to the field. Karali et al. (2021), in their study, examined the YouTube comments and detected typos. A similar study can be done within these accounts, and the owners of these accounts, which were established for the purpose of teaching Turkish, may have the chance to correct the spelling mistakes in the comments. Thus, these accounts may have contributed to the development of not only reading skills but also writing skills. Because in the accounts, information about writing skills is given and incorrect spellings are corrected in the comments. It is essential to keep up to date with the changing and developing technology. Contributing to the learning of Turkish by producing correct and effective content on social media, where the new generation, called the Z and alpha generation, mostly spend time, will help transfer our language to future generations.

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APPENDIX

Definitions of Key Terms and Abbreviations

Number of likes: The number of likes for the posts made by the account
Account: Pages opened on Instagram for the purpose of teaching Turkish
Sharing: Content shared for teaching Turkish
Sharing frequency: The frequency with which content is shared
Number of followers: The number of accounts that actively follow the account
Number of followers: The number of accounts the account follows
Number of comments: The average of the number of comments made on the posts
AYT: Field proficiency tests
B: Thousand
DGS: Vertical Transfer Exam
KPSS: Public Personnel Selection Exam
LGS: High School Entrance System
MSU: National Defense University Military Student Candidate Examination
TDK: Turkish Language Association
TYT: Basic Proficiency Test
YKS: Higher Education Institutions Exam