A Recommendation for New Diction Rhymes to be used in Turkish Diction Education Studies

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Abstract

Acquisition of the ability to speak correctly and effectively is one of the main purposes of elocution. One of the conditions required to achieve this is to have a good diction. Although the students speak standard Turkish language at schools, they have poor diction due to being under the influence of local dialects in the family and outside the school. This affects the process of making the students acquire the ability of speaking, one of the main objectives of Turkish teaching. The aim of the study addressed with case study method is to determine how the diction rhymes should be to be prepared by the prospective Turkish teachers in order to correct and improve the diction of the students. The study group constituted 46 first-grade prospective Turkish teachers studying in the Department of Turkish Language Education, in Ataturk University between 2017-2018 academic year. Prospective Turkish teachers were asked to create a diction rhyme for 10 sounds "b, p, d, t, g, k, e, o, u, ü". 434 diction rhymes were obtained as a result of the research. Rhymes were examined in terms of length, including the number of the target sound, entertainment, creativity, and availability in diction training. As a result of the examination, 149 of the recommended rhymes were determined to have the capability to be used in diction training.

Keywords: Diction, Sentence, Rhyme, Availability, Length, Creativity, Entertaining, Prospective Turkish teachers.

Contents

Contribution of this paper to the literature
This study contributes to existing literature by recommending new diction rhymes to be used in Turkish diction education studies and also determines prospective Turkish Teachers' skills of creating diction rhymes.

1. Introduction

Considering the contribution of socialization to success, it is significant to obtain effective and efficient use of verbal communication skills. "Language acquisition begins as a result of the interaction of the child with her family and close circle before school" (Alyılmaz, 2010). It is one of the main purposes to make the students gain verbal communication skills in a world where the benefits of communication are increasing.

"Anything we do with other people must involve communication" (Hartley, 2010). The major provider / tool of the communication is speech. Speech is a psychophysical process formed by sound-light-waves arising from the movement of one's muscles in order to influence an individual/individuals (Taşer, 2009). The individual must have some characteristics in order to be successful in this process. One of them is to have a good diction.

Diction is the art of using the sound correctly to express feelings and thoughts in accordance with the style of speech while speaking. For this purpose, it is the application of the harmony of the sound, the pronunciation, the length of the word syllables in proper positions. The articulation points of the sounds, intonation, emphasis, liaison, stops and harmony of the rhythm with the words bring the success of diction. In addition, it is necessary to focus on the importance of body language supported by gestures appropriate to the word (Temizyürek, Erdem, & Temizkan, 2013). A good diction is up to the ability to make sounds according to their articulation characteristics.

Articulation means that the sound path taking specific positions while making sounds. If these positions are performed correctly and in-position according to the structure of the language and the rules of speech, the sounds will be complete and correct and thus the speech will gain harmony. This is why articulation is considered the basis of diction (Gündüz & Şimşek, 2014). An important issue in beautiful and effective speech is the perfect output of the sound. The perfect output of the sound requires a successful harmony between the output of the sound and the use of breath (Vural, 2007). Considering that language is a means of communication, pronunciation has priority in language learning, and learning pronunciation is of great importance for excellent verbal communication (Aydin & Akyüz, 2017).

Environmental conditions, characteristics of individuals, customs and traditions sometimes cause the failure of pronunciation practices and not to be realized. "One of the possible reasons why some teachers do not prioritize pronunciations in their course curricula is that they think pronunciation is not a fundamental component of language teaching" (Cox, Henrichsen, Tanner, & McMurry, 2019).

"Studies can be carried out to pronounce vowels and consonants primarily in order to pronounce sounds and words correctly and to improve speech training. Rhymes can be used for such purposes" (Gündüz & Şimşek, 2014). Rhymes are phrases composed of alliterations to be used in articulation training. In rhyme training, it is necessary to get rid of the misunderstanding that they should be said very quickly. Rhymes must have simple or complex meanings or they should not have any meaning. Thus the semantic shift in the mind is prevented (Erdem, 2013). These rhymes, also known as fallacies, are particularly effective in children's language development due to the difficult utterances. When these rhymes formed by a combination of long and difficult words and letters mixed together according to their place of formation are tried to be said quickly or accurately. Funny situations can be experienced accordingly. Children who enjoy these funny situations will be willing to learn and use these rhymes (Dedeoğlu, 2009). Rhymes have an important place in pronunciations by the "tongue" in a certain position of the mouth increasing the movement function of the lower jaw, palate and tongue while the rhymes are said at various speeds (Toker, Sevinç, & Önder, 2018).

In fallacies, there are traps that cause misunderstandings when the rhyme is read quickly and repeatedly, and these traps leave the speaker in a difficult position. The ineptitude of the trapped, or the strangeness of what the speaker says without even realizing it, amuses the ones listening. Some fallacies are in the form of poetry, while some are formed by the use of hard-to-say proverbs. Fallacies, which help children to speak beautifully and accurately, have the features of sleight of mouth (Yardımcı, 2004).

One of the most important practices that will improve the students' education about sound, emphasis and intonation is the repetition of rhymes. Rhymes to be used by the teachers after identifying the diction inadequacies of their students are essential materials for beautiful speaking. The teacher can make the students sing rhymes when the time and place is right. The practice of repeating a rhyme until the best one is said by the students can be performed. The ones succeeded in this practice can be rewarded. For these training, students may use rhymes either previously learned or to be heard in the class for the first time (Temizyürek, 2007). Rhymes are also used to the correct the diction disorders. Teaching the physical pronunciation of sound is important to get rid of the lisps. The contact point of the tongue should be shifted to the lower gingiva in order to get rid of the lisp pronunciation of the s and z sound that occurs when the tongue contacts between the teeth and pronunciation should be performed in the right position. Lisps should be tried to be eliminated by trying to pronounce rhymes related to these sounds and words (Erdem, 2013).

There are different uses according to the regions of a country where a language is spoken. These differences considered within the scope of local dialects cause individuals to make negative transfers from them while they speak the common language. A good verbal communication requires clear sounds, correct pronunciation of words and their transfer to the sentence level.

Correct pronunciation of sounds is successful with diction practices. One of the methods often used in diction improvement practice is the use of rhymes / exercise sentences. These sentences can be used in diction practice as well as in the training of correcting the individual's own diction. The length of these sentences should be well adjusted, involve the sufficient number of the sound to be improved, and be fun. According to Tanrıkulu (2017) Turkish teachers find it "positive to include diction and rhymes" in the evaluation of the contents in EIN (Education Informatics Network).

Çifci (2006) suggests that "teachers must be provided with adequate diction training in their undergraduate education so that they can give diction training to their students and become the right model". Er and Demir (2013) drew attention to the results of local dialect, inadequacy, fatigue, question-answer, boring expression and monotonous language use for a lively and fluent style among the negative views on the pattern and texture expressed by Turkish teachers at schools where the prospective Turkish teachers work as trainees.

Türk (2017) also highlighted this situation and stated that rhymes could be used in such cases. It is important for Turkish teachers to pronounce the words correctly. Pronunciation errors are seen as the inability to speak according to some experts. Inability to speak can be minimized by practices such as rhyme exercises, breathing exercises, training of speech muscles, drama, pantomime, theatre and oral reading. Performing exercises expressed to completely eliminate mispronunciations can be a beneficial process for the use of correct pronunciations (Türk, 2017).

Senyiğit and Okur (2019) state that rhymes can be used in pronunciation training for teaching Turkish to foreigners. Erdem, Şengül, Gün, and Büyükaslan (2015) also highlighted the use of a similar case for teaching Turkish to foreigners.

It has become possible to find rhymes in renewed educational and training settings. Especially the websites having educational content come to the forefront for this issue. "The rhymes given under the titles 'Diction Rhymes' which is the second category on the righthand side of the site and 'Twists-Fallacies' which can be found in the eighth category are intended to improve children's language skills and so that they can pronounce words correctly. These rhymes consisting of words that are difficult to say phonetically, outnumber the others. And there are registered 117 rhymes under the title 'Diction Rhymes' and 340 in the category 'Twists-Fallacies'. Considering the diction rhyme 'Bir berber bir berbere bre berber beri gel diye bar bar bağırmış. Bizde bize biz derler, sizde bize ne derler?' and twists-fallacies 'Kırk kırık küp, kırkının da kulpu kırık kara küp', it is possible to say that the rhyme texts in the site are composed largely of rhyme texts generally expressed in the oral tradition" (Büyükokutan, 2017).

The aim of education and training of Turkish language is to provide students with the ability to use verbal language skills effectively as well. This study was conducted to determine the skills of prospective Turkish teachers (PTT) to create diction rhymes to be used in order to improve the pronunciation when they have students having bad pronunciation in their professional lives. In the study, the answer to the question "What is the diction rhyme development skills of prospective Turkish teachers?" was sought. The answers for the following questions were also sought to answer the above mention question:

1. How is the length of diction rhymes prepared by prospective Turkish teachers?
2. How much does the diction rhymes prepared by the prospective Turkish teachers contain the sound intended to be developed?
3. Is the entertainment factor taken into account in the prepared rhymes?
4. What is the level of creativity of rhymes?
5. What is the availability of rhymes in diction improvement practice?

2. Method

Case study method from qualitative research methods was used in the study. Case study is "An in-depth depiction and analysis of a limited system" (Merriam, 2013). "It is the examination of a complex, special and interesting phenomenon and situation within their own circumstances" (Sönmez & Alacapınar, 2014).

2.1. Research Group

During the determination of the research group of the study, easily accessible case sampling method, one of the intended sampling methods, was used. "This sampling method accelerates the study and provides practicality because the researcher selects a case that is close and easy to access with this method" (Yıldırım & Şimşek, 2013). The research group constitutes 46 first-grade prospective Turkish teachers studying in the Department of Turkish Language Education, in Atatürk University between 2017-2018 academic year.

2.2. Collection and Analysis of Data

After 46 first-grade prospective Turkish teachers studying in Atatürk University, Department of Turkish Language Teaching were informed in the Verbal Lecture class about the features diction rhymes must have, they were asked to create diction rhymes for b, p, d, t, g, k, e, o, u, ü sounds to determine what kind of sentences they can prepare to improve the poor diction of students when they become teachers. 434 diction rhymes were obtained due to rhymes that could not be created for some sounds. The data obtained were analyzed with the content analysis method. "(B), (P), (Ü)" was added to the rhyme formed by each prospective Turkish teacher with abbreviations such as PTT_1, PTT_2, PTT_3, indicating which sound the rhyme was created for. When giving rhymes, an alphabetical order was preferred from being available to being unavailable.

Rhymes have been analyzed in terms of their length, how much they contain the sound to be developed, being entertaining and creative, and their availability. When evaluating how much the sentences contain the desired sound, 1-5 interval was determined to be less; 6-10 interval was determined to be medium; 11 and more were determined to be sufficient.

While analyzing the sentences, 1 Dr. and 1 Prof. working in the Department of Turkish Language were the score-givers. A consensus has been reached where different ideas were found.

3. Results

Table-1. Length status of diction rhymes.

		f	%
Length	*Short*	152	35
	Normal	245	56,5
	Long	37	8,5

When Table 1 is examined, it can be seen that 152 (35%) of the suggested rhymes are short, 245 (56.5%) are normal and 37 (8.5%) are long. The suggested rhymes appear to consist mainly sentences of normal length.

Table-2. Sound hosting status of diction rhymes.

		f	%
Sound hosting	*Less*	98	22,6
	Medium	235	54,1
	Sufficient	101	23,3

According to Table 2 analysis related how much place was given to the sound desired to be improved, it was determined that 98 (22,6%) rhymes had less target sound, 235 (54,1%) rhymes had medium and 101 (23,3%) rhymes had sufficient level. It has been determined that the suggested rhymes had a positive impression in terms of giving the target sound a sufficient number of places.

Table-3. Entertaining status of diction rhymes.

		f	%
Entertaining	*Low*	144	33,2
	Moderate	172	39,6
	Sufficiently	118	27,2

According to the information given in Table 3, it is shown that 144 (33.2%) rhymes contain a low rate in terms of entertainment. It has been found that a moderate level of entertainment was in 172 (39.6%) rhyme. It can be seen that 118 (27.2%) sentences seemed to have the sufficiently entertaining qualification. It can be noted that the criteria for being entertaining in rhymes are adequately provided.

Table-4. Creativity status of diction rhymes.

		f	%
Creativity	*Insufficient*	161	37,1
	Average	152	35
	Sufficient	121	27,9

When Table 4 is examined it was found that 161 (37.1%) rhymes were insufficient in terms of creativity. Rhymes widely used and known by everyone were also evaluated under this title. 152 of the recommended rhymes (35%) were found to be average in terms of creativity. 121 of the rhymes (27.9%) have a sufficient level of creativity. It is noted that rhymes are found to be above-average in terms of creativity.

Table-5. Availability of diction rhymes.

		f	%
Availability	*Unavailable*	155	35,7
	Partly available	130	30
	Available	149	34,3

As can be seen in Table 5, 155 (35.7%) of the recommended rhymes to be used in diction practices were found to be below the level of availability for diction practices. 130 of the rhymes (30%) were found to be partially usable in diction exercises. 149 rhymes (34.3%) were found to be suitable for diction exercises. The rhymes already used for diction exercises and suggested by the participants were also evaluated under this title. It was found that 64.3% of the recommended diction rhymes can be used in diction exercises.

It is possible to draw attention to the rhymes determined to be useful in diction practices from the suggested rhymes as follows:

Table-6. Available diction rhymes created by prospective Turkish teachers.

Diction Rhymes	Length	Sound hosting	Entertaining	Creativity
A be ben sana beni bu kadar absürt beyle bir araya getirme diye bir bağ balıkla biraz da baklava vermedim mi? PTT$_{38}$ (B)	Long	Sufficient	Sufficiently	Sufficient
A be kuru dayı ne kuru sarı darı bu darı a be kuru dayı. PTT$_{38}$ (D)	Normal	Less	Sufficiently	Insufficient
Al bu takatukaları takatukacıya götür. Takatukacı takatukaları takatukalamazsa takatukaları takatukalatmadan getir. PTT$_{14}$ (T)	Long	Sufficient	Sufficiently	Insufficient
Al bu takatukaları takatukacıya götür. Takatukacı	Long	Sufficient	Sufficiently	Insufficient

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takatukaları takatukalamazsa bana geri getir. PTT$_{22}$ (T)				
Al bu takatukaları takatukacıya götür. Takatukacı takatukaları takatukalamazsa geri bana getir. PTT$_{23}$ (T)	Long	Sufficient	Sufficiently	Insufficient
Al bu takatukaları takatukacıya götür. Takatukacı takatukaları takatukalamazsa bana geri getir. PTT$_{39}$ (T)	Long	Sufficient	Sufficiently	Insufficient
Babamın babama babasından kalan Bartın'daki evine babamla birlikte gittik. PTT$_{23}$ (B)	Normal	Medium	Moderate	Average
Bak bak bal gibi bol bol bal. PTT$_{24}$ (B)	Short	Medium	Sufficiently	Sufficient
Bara gelen berber ile bardan gelen berber beraber pirelendi. PTT$_{36}$ (B)	Normal	Medium	Moderate	Sufficient
Beli belendi yedi balandı yattı belendi kalktı balandı. PTT$_{33}$ (B)	Normal	Less	Moderate	Sufficient
Ben bana baka baka biber biberi bala batıra batıra kandırmış. PTT$_{4}$ (B)	Normal	Medium	Sufficiently	Sufficient
Ben benden bene bütün benceleri benlerle bombalayıp büblettim. PTT$_{41}$ (B)	Normal	Medium	Moderate	Average
Ben beni bilirim ben beni, ben beni bilirim ben beni bilirim, ben beni bilmezsem patlatırlar ensemi. PTT$_{21}$ (B)	Normal	Sufficient	Sufficiently	Insufficient
Berber berbere "Bre berber barbar berber batılı berber" der. PTT$_{35}$ (B)	Normal	Sufficient	Moderate	Sufficient
Bir berber bir berbere bre berber gel beraber bir berber dükkânı açalım demiş. PTT$_{31}$ (B)	Normal	Sufficient	Moderate	Insufficient
Bir berber bir berbere gel beraber Berberistan'da bir berber dükkânı açalım demiş. PTT$_{45}$ (B)	Normal	Sufficient	Moderate	Insufficient
Bir berber bir berbere gel beraber bir berberci dükkânı açalım demiş. PTT$_{22}$ (B)	Normal	Sufficient	Low	Insufficient
Bir berber bir berbere gel beraber bir berberci dükkânı açalım demiş. PTT$_{39}$ (B)	Normal	Sufficient	Moderate	Insufficient
Bir berber bir berbere gel bir berber dükkânı açalım demiş. PTT$_{2}$ (B)	Normal	Medium	Moderate	Insufficient
Bir berber bir berbere gel bir berber dükkânı açalım demiş. PTT$_{34}$ (B)	Normal	Medium	Moderate	Insufficient
Bitli bacı, bitli bakkal Bilal ile bitlenince nasıl bitli bitlerinden kurtulacaklarını aramaya başlardılar. PTT$_{15}$ (B)	Normal	Medium	Sufficiently	Sufficient
Bitli bebek büyük biberonla bitsiz sütü bitiledi. PTT$_{37}$ (B)	Normal	Medium	Moderate	Sufficient
Boş yere bırbır oluşturmayı bırak da bırbırlarını başka bırbırcıya sat. PTT$_{42}$ (B)	Normal	Medium	Moderate	Sufficient
Buradan Bursa'ya başlayan bu tur Bursa'dan Burdur'u bulana dek son bulamadı. PTT$_{7}$ (B)	Normal	Medium	Moderate	Sufficient
Dal sarkar kartal kalkar, kartal kalkar dal sarkar. PTT$_{45}$ (D)	Normal	Medium	Sufficiently	Insufficient
Daldan dala daldan dala dal kırıldı, daldan yere çakıldı. PTT$_{39}$ (D)	Normal	Sufficient	Sufficiently	Sufficient
Daldan dala dallanan dalları budamaya, dal ile dallanan dalları görmeye dalından kopan çiçeğin dalından sallanan dalın, dalını dalından kesmeye gidiyormuş. PTT$_{5}$ (D)	Long	Sufficient	Sufficiently	Sufficient
Dededen denemeden de derin derelere düştü. PTT$_{16}$ (D)	Short	Medium	Moderate	Sufficient
Değirmene girdi köpek değirmenden çaldı kepek hem dayak yedi köpek hem kepek yedi köpek. PTT$_{45}$ (D)	Normal	Medium	Sufficiently	Insufficient
Deli Danyal deli deli bakarken birden delirmeye başladı. PTT$_{14}$ (D)	Normal	Medium	Sufficiently	Sufficient
Delik deşik durdu duvar dedem tepindi dam dam. PTT$_{37}$ (D)	Normal	Medium	Sufficiently	Sufficient
Demirci demirleri darbelerle dolayıversin demirletmeden de darbelesin. PTT$_{35}$ (D)	Normal	Medium	Moderate	Sufficient
Dım dım diyip dımdımlandırılıp dıp dıp diyip dipdiplendirilmeden dimdik durdurulup don don dondurulmalı dondurmayı. PTT$_{41}$ (D)	Long	Sufficient	Sufficiently	Sufficient
Dondurma doldursak da mı dondursak dondurmasak da mı doldursak. PTT$_{33}$ (D)	Normal	Sufficient	Sufficiently	Sufficient
Döndü'nün dünyası düğünde döne döne döner dilimlemektir. PTT$_{3}$ (D)	Normal	Medium	Sufficiently	Sufficient
Dura dura dul kalan Durmuş Dayı durduğu yerde durmaya doyamadan durmadan yürüyüp durakta durmuş. PTT$_{6}$ (D)	Long	Sufficient	Sufficiently	Sufficient
Dün Derya ile Deniz dünyaya dalınca dedeleri Dündar, "Dünyaya dalmayın, dünyalık dünyada kalır" demiş.	Long	Sufficient	Moderate	Average

PTT₁₃ (D)				
Ebe gümeci ebe gümeleri ebe gümeleyenleri eliyle elletti. PTT₂ (E)	Normal	Sufficient	Moderate	Sufficient
Edirneli ellilik Emin Emmi elmalarını elli beş liraya edindi. PTT₃₁ (E)	Normal	Medium	Sufficiently	Sufficient
El eder söz eder Erdem oğlan çok sever gelinin entarisini el öper. PTT₄₅ (E)	Normal	Sufficient	Sufficiently	Sufficient
El ele verilir, eşek yükü un elenir. PTT₃₇ (E)	Short	Medium	Sufficiently	Sufficient
El ele vermezsen benimle el ele verirsin ile. PTT₁₃ (E)	Normal	Sufficient	Moderate	Sufficient
Ela Emre'ye evden eleği, eteği, eldiveni getirmesini emretti. PTT₂₅ (E)	Normal	Sufficient	Moderate	Sufficient
Elalem bir ev alıp evlendi de biz daha bir ev alıp evlenemedik. PTT₁₅ (E)	Normal	Sufficient	Moderate	Insufficient
Elalem ele gözlü Esma'nın ellerini es es eledi de esti. PTT₁₂ (E)	Normal	Sufficient	Moderate	Average
Elalem elinde elma, ey ehlin endamı Selma. PTT₂₆ (E)	Normal	Medium	Sufficiently	Sufficient
Eledim eledim ununu, eyledim ettim senin sonunu. PTT₂₇ (E)	Normal	Medium	Sufficiently	Sufficient
Elindeki elli liranın elli kuruşlarından elli tane elli kuruş alıp ellere dağıt. PTT₄₂ (E)	Normal	Medium	Sufficiently	Sufficient
Elli elle ellediğin eller ile elli elle ellenmek ister. PTT₃₆ (E)	Normal	Sufficient	Sufficiently	Sufficient
Emel emellerine ulaşmak için erken erken evden kaçıp evlendi. PTT₄₃ (E)	Normal	Sufficient	Sufficiently	Sufficient
Eren evine en erken enikler el ele verdiği zaman dönebilir. PTT₃₀ (E)	Normal	Sufficient	Sufficiently	Sufficient
Esen'in elindeki eski etek, Ersin'in köpeği çaldı kepek. PTT₂₈ (E)	Normal	Sufficient	Sufficiently	Sufficient
Eski evlerin içinde var bir elek, eleğin içinde bir etek, etek emziğe sarılmış ezelinden beri orada durur. PTT₃₈ (E)	Long	Sufficient	Sufficiently	Sufficient
Eskişehirli edepsiz Edip edebinden edepsizlik edemezdi. PTT₉ (E)	Normal	Sufficient	Moderate	Average
Eşek eşeğe eş diye eş bulamadan eşsiz eşeğe eş demiş. PTT₇ (E)	Normal	Sufficient	Moderate	Average
Eye büze süse küse süs püs süsletti. PTT₅ (E)	Short	Medium	Moderate	Sufficient
Gel gidelim gene güne geceye gaglayıp gıglamadan gösterelim gangam gardırobun gözünü. PTT₄₁ (G)	Long	Sufficient	Sufficiently	Sufficient
Gel Gümüşhane'de gülcü Gülşen'in gününe gidelim günümüzü gün edelim. PTT₁₄ (G)	Normal	Medium	Sufficiently	Sufficient
Gele gele göze geldi göremeyecesiceler. PTT₃₉ (G)	Short	Less	Sufficiently	Sufficient
Gelen geleni gele gele giden gideni gide gide güdermiş. PTT₄ (G)	Normal	Medium	Sufficiently	Sufficient
Gelibolu'dan gele gele Gelibolulu gelin geldi. PTT₃₆ (G)	Short	Medium	Sufficiently	Sufficient
Gelin gider gavura, gavur söver karıya, gün görmeyen gelin girer gavurun kanına. PTT₄₅ (G)	Long	Medium	Sufficiently	Sufficient
Geri geri giden Gazanfer gerideki gazlı bezi almaya gitmiş. PTT₄₃ (G)	Normal	Medium	Sufficiently	Sufficient
Gırgırlamayı kes gırıl gırıl gerçekçi gibi gırıl gırıl gurulda. PTT₄₂ (G)	Normal	Medium	Sufficiently	Sufficient
Gizli gizli gel git, git gel de götürttürtme. PTT₅ (G)	Short	Medium	Sufficiently	Sufficient
Gözlerim gözlerinin gözlediği gözleri gözleseydi gözlerimle gözlerin göz göze gelirdi. PTT₁₂ (G)	Normal	Medium	Sufficiently	Sufficient
Gurbet guguk kuşunu gugukturdu, guguktan gurbet gukturdu. PTT₁₈ (G)	Normal	Medium	Sufficiently	Sufficient
Güzel gelinlikli güzel gelin Gana'daki düğüne koşup gelin. PTT₂₈ (G)	Normal	Medium	Sufficiently	Sufficient
İt iti itti bit biti itti it gitti bit gitti itti bitti gitti. PTT₈ (T)	Normal	Sufficient	Sufficiently	Sufficient
Kalın kemikle kalın olmayan kemik karşılaşmış kalın olanı kalın olmayana "Neden sen de kalın değilsin?" demiş. PTT₃₁ (K)	Long	Medium	Sufficiently	Sufficient
Kalpsiz katırcı koluyla kaldık da kalpsiz katırcı donakaldı. PTT₃₅ (K)	Normal	Medium	Sufficiently	Sufficient
Kara kedinin kırmızı kurdelesi kıtır kıtır kıttırıldı. PTT₁₃ (K)	Normal	Medium	Sufficiently	Sufficient
Kara Kemal kara kömür ile karalandı, karısını da kara su ile karaladı. PTT₁₅ (K)	Normal	Medium	Sufficiently	Sufficient
Kartal kalkar dal sarkar, dal sarkar kartal kalkar. PTT₃₇ (K)	Normal	Medium	Sufficiently	Insufficient
Kartal kalkar, dal sarkar, dal sarkar, kartal kalkar. PTT₂₂ (K)	Normal	Medium	Sufficiently	Insufficient
Kaz kazanı kazayla kızardı, kız kızanı kazı görüp kızardı. PTT₃₆ (K)	Normal	Medium	Sufficiently	Sufficient
Kekeme kekelemede kelimelere denemeden deneme edemez.	Normal	Sufficient	Sufficiently	Sufficient

PTT$_{17}$ (K)				
Kel bakıp tabakta kabak keser, tabak kırılıp kelin elini keser. PTT$_{46}$ (K)	Normal	Medium	Sufficiently	Sufficient
Kel Kâhya Kâzım, koşarak kurstan kaçarken kuşları korkutunca kapılmış kuşların korkusuna da hevesi kursağında kalmış. PTT$_{14}$ (K)	Long	Sufficient	Sufficiently	Sufficient
Kır kara bir kedi Karayazı'da kara köşede koşuşturuyor. PTT$_{34}$ (K)	Normal	Medium	Sufficiently	Sufficient
Kırk küp kırkının da kulpu kırık küp. PTT$_{3}$ (K)	Short	Medium	Sufficiently	Insufficient
Kırk küp, kırkının da kulpu kırık, kırık küp. PTT$_{8}$ (K)	Short	Sufficient	Sufficiently	Insufficient
Kim kem kümleşti kim kem kümleşemeden kemleşti. PTT$_{33}$ (K)	Normal	Medium	Sufficiently	Sufficient
Kitabın kapağını kapatan kabanlı kadın kitabın kapağındaki kabanlı kadına kendini kaptırınca kararan havayı fark edemedi. PTT$_{7}$ (K)	Long	Sufficient	Sufficiently	Sufficient
Köyde oldu kepek, ketek çaldı köpek, kötek aldı köpek. PTT$_{26}$ (K)	Normal	Sufficient	Sufficiently	Insufficient
Kurttan kurtulan küçük kurt kurttan kurtuldu da kurt kendini kürk olup kürksüz kımıldamaktan kurtulamadı. PTT$_{41}$ (K)	Long	Sufficient	Sufficiently	Sufficient
Okuyan tren garında okumayanlar okudukça okudukları akıllarına okur demiş. PTT$_{20}$ (O)	Normal	Less	Moderate	Sufficient
Oluk oluk olur Olur'un oltasının orkinosu. PTT$_{36}$ (O)	Short	Medium	Moderate	Sufficient
Onca olan olaydan sonra olanları ona onaylatmamı onadı. PTT$_{25}$ (O)	Normal	Medium	Moderate	Average
Onun oğluna Oya doya doya oya yapmamış mı? PTT$_{46}$ (O)	Normal	Medium	Sufficiently	Sufficient
Oradan oraya otlayan ot obur ortadan otlarken otlamaya gelen ot oburları otlatmadan ortadan kayboldu. PTT$_{7}$ (O)	Long	Sufficient	Moderate	Sufficient
Osman oğlu Osmaniyeli Orhan Ormanda oyun oynarken otlağın ortasında oturuvermiş de ormancı orada yok muymuş. PTT$_{14}$ (O)	Long	Sufficient	Moderate	Sufficient
Osman'ın o'suyla, Orhan'ın O'su o gün orada olmuştu. PTT$_{28}$ (O)	Normal	Medium	Sufficiently	Sufficient
Osman'ın oğlu Onur oturup oğlakları otlatmaya koyuldu, Osman oturan oğlu Onur'u oturup oyalandığını sanıp oturtmaktan alıkoydu oturtmalıklı Onur'u. PTT$_{41}$ (O)	Long	Sufficient	Moderate	Average
Palavracı Pala Ferit, palasıyla piton parçaladığı palavrasını herkese duyurdu. PTT$_{22}$ (P)	Normal	Medium	Sufficiently	Sufficient
Paramparça pırasaların pırasa değerleri parıl parıl parlarken paparazzilerin pırasaları şipşaklamasıydı. PTT$_{42}$ (P)	Long	Sufficient	Moderate	Average
Parayı peşin alan pazarcı parayı bozamadan pırasayı parça parça paralayıp parayı pul diye paralamış. PTT$_{7}$ (P)	Normal	Sufficient	Sufficiently	Sufficient
Parisli patavatsız Pınar pırasaları parça parça edip patavatsızlığını posterledi. PTT$_{9}$ (P)	Normal	Medium	Moderate	Average
Pasajdan pasaklı paspas parasına, parlattığı paltosunu pat küt kaldıran paspasa pasajdan paldır palas bakan kız. PTT$_{6}$ (P)	Long	Sufficient	Sufficiently	Sufficient
Pasaklı pasajcı verdi pası, pis paspasçı sildi pası. PTT$_{36}$ (P)	Normal	Medium	Sufficiently	Sufficient
Patır patır gelen pireler, pıtır pıtır gittiler. PTT$_{15}$ (P)	Short	Less	Sufficiently	Sufficient
Pazar Pazar pazara pastırmaya palazlananlar pazar parasını palazlana palazlana paralanırlar. PTT$_{4}$ (P)	Long	Medium	Sufficiently	Sufficient
Pazardaki Pülümürlü pekmezci Peyker'in pekmezi paklaşmış mıdır, paklaşmamış mıdır? PTT$_{14}$ (P)	Normal	Medium	Sufficiently	Sufficient
Peçete paketini parala, paranı peçete paketiyle pakla. PTT$_{44}$ (P)	Normal	Medium	Moderate	Sufficient
Pısırık pırasaları patır patır pırtlayarak aldı. PTT$_{5}$ (P)	Short	Less	Moderate	Average
Pir gelip bir gelen Pelin pırasa pırasa saçlarını partlattı. PTT$_{43}$ (P)	Normal	Medium	Moderate	Average
Piresiz panda pireli pandaya pek de pireli bir pandasın demiş. PTT$_{20}$ (P)	Normal	Medium	Sufficiently	Sufficient
Tak tek takalayıp tukalayıp tüt tut tat tittitretik takla tuttur. PTT$_{41}$ (T)	Normal	Sufficient	Sufficiently	Average
Takılarız tezgâha taşı da takı, toka takılmasın topuğuma. PTT$_{11}$ (T)	Normal	Medium	Sufficiently	Sufficient
Taksideki Tuzlalı tatlı kız tuzlu tarçınlı tatlı tattı. PTT$_{28}$ (T)	Short	Medium	Sufficiently	Sufficient
Tamirci Turan Trabzon ve Tekirdağ'da tamı tamına dört yüz dört tır tamiri yaptı. PTT$_{31}$ (T)	Normal	Sufficient	Sufficiently	Sufficient
Tap tip top kim geliyor trap trip trop. PTT$_{2}$ (T)	Short	Medium	Sufficiently	Sufficient

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Tatlı sudaki tatlı balık tatlılıktan taralandı. PTT$_{35}$ (T)	Short	Medium	Sufficiently	Sufficient
Tatlıyı temiz temiz taslara tabaklara koy da tarlada tahteravallinin üstündeki torbalara taşı. PTT$_{38}$ (T)	Long	Sufficient	Sufficiently	Sufficient
Tedarikli davranan talebeler test kâğıtlarını tek tek teslim etti. PTT$_{40}$ (T)	Normal	Medium	Moderate	Average
Tepeden tepinerek inen tavşan tepine tepine indiği tepeden tepinemeden tepeye geri tepindi. PTT$_7$ (T)	Normal	Medium	Sufficiently	Sufficient
Tersinden tepesinden tepilen tilki, tepilmiş ağaca tepelenmeden tepenir. PTT$_6$ (T)	Normal	Medium	Sufficiently	Sufficient
Tısır tısır tıslayarak trenle tıkır tıkır geldi. PTT$_5$ (T)	Short	Medium	Sufficiently	Sufficient
Tokatlıyı tokatlayan tekin ve tek olmayan Tekir dostlarını topladı. PTT$_{43}$ (T)	Normal	Medium	Sufficiently	Sufficient
Tükkanda tost tostturulmadı, tost tostturan tukkan taradık aradık. PTT$_{18}$ (T)	Normal	Sufficient	Moderate	Sufficient
Tümendeki tüfekçi tütüncüyle tütün tüttürdü. PTT$_{45}$ (T)	Short	Medium	Sufficiently	Sufficient
Ufuk, ufkunu, umutlarını un ufak edip unut. PTT$_{24}$ (U)	Short	Sufficient	Sufficiently	Sufficient
Ulu Umut usturayla uflaya uflaya uladı. PTT$_{12}$ (U)	Short	Medium	Sufficiently	Sufficient
Uluyan ulu kurt ile ulumayan ulu kurt el ele ulumuşlar. PTT$_{31}$ (U)	Normal	Sufficient	Sufficiently	Sufficient
Umarsız umut unuttuğunu unutunca uçak uçtu. PTT$_{19}$ (U)	Short	Sufficient	Sufficiently	Sufficient
Umduğunu bulamayan umacağını umduğu umuduyla umudunu ummayı ümit ederken umduğunu bulamayıp umulanı umar. PTT$_6$ (U)	Long	Sufficient	Sufficiently	Sufficient
Umutsuz Umut, ulu orta uğursuz uğursuz uzaklardan bir şeyler umdu. PTT$_{43}$ (U)	Normal	Sufficient	Sufficiently	Sufficient
Urmiye dereleri uçak bucak uçladı Remzi Paşa uçuğumu purtlattı. PTT$_2$ (U)	Normal	Medium	Sufficiently	Sufficient
Uyumak uyumaya uysaydı uykucu Umut uykudan uyandığında umutlarını uykudaki Umut'un umuduna bırakmayıp umup uyumaya uyurdu. PTT$_{41}$ (U)	Long	Sufficient	Sufficiently	Sufficient
Uzak uzak diyarlardan uyarılar bize ulaşırken, ulu uzun boylu budalalar bunlarla uzaktan yakından uyarılara uymadılar. PTT$_{38}$ (U)	Long	Sufficient	Sufficiently	Sufficient
Uzaktan uzağa uluyan kurtlar ufak ufak tufak kufak uluştular. PTT$_{13}$ (U)	Normal	Sufficient	Sufficiently	Sufficient
Uzaya uzaya giden uzak yol uzadıkça uzayınca uzun adam uzayıp giden uzak yola uzun uzun baktı. PTT$_7$ (U)	Long	Sufficient	Sufficiently	Sufficient
Uzun uzayan uzayın uzaklığı uzun uzamayan uzayın uzaklığını uzattı. PTT$_{33}$ (U)	Normal	Sufficient	Sufficiently	Sufficient
Uzun uzun ulumaları kuru ve duru kuzuları durdurdu. PTT$_{17}$ (U)	Normal	Sufficient	Sufficiently	Sufficient
Üç üçüz üçü de üçüz anası üçüz. PTT$_{35}$ (Ü)	Short	Medium	Sufficiently	Sufficient
Üf püf üfüleyip tüttürmeli ütüyü, ünü, bünü büsbütün tüttürmeli. PTT$_{40}$ (Ü)	Normal	Sufficient	Sufficiently	Sufficient
Üflemeden üflemeye başlayan üfürükçü üflediği üfürüğe bakıp yine de üflerken üfürttüğü üfürüğe bir üfürdü. PTT$_6$ (Ü)	Long	Sufficient	Sufficiently	Sufficient
Ümbül gümbül sümbüller üretimi süpürürler. PTT$_2$ (Ü)	Short	Medium	Sufficiently	Sufficient
Üstüne üstelik ütücünün ütüyü ütülenmek için ütülettiği üfürüldü. PTT$_{33}$ (Ü)	Normal	Sufficient	Sufficiently	Sufficient
Üzdü Ümran'ı üzüm, üleştirdi Ümit'e üç üzüm. PTT$_{36}$ (Ü)	Short	Medium	Sufficiently	Sufficient
Üzgün üvey üç çocuk üç üzüm için üzülmüş, süzülmüş. PTT$_{26}$ (Ü)	Normal	Sufficient	Sufficiently	Sufficient
Üzgünce sevgilisi Ümit'i, ümit eden Ümmü ümidini kaybetmedi. PTT$_{30}$ (Ü)	Normal	Medium	Sufficiently	Sufficient
Üzüldüğüne üzülen adam üzülürken üzüntüden üzüldüğünü unutmuş. PTT$_7$ (Ü)	Normal	Sufficient	Sufficiently	Sufficient
Üzüm üstüne üzdürüldü, üzdürülür mü üstüne üzüm? PTT$_{18}$ (Ü)	Normal	Sufficient	Sufficiently	Sufficient
Üzüm üzüm üzülen üzüm, üzülen mürdüm eriğine üzülmemesini söyledi. PTT$_{29}$ (Ü)	Normal	Sufficient	Sufficiently	Sufficient
Üzüm yaprağı yiyen üzüm gözlü kız üzüm yaprağı yiyince pek üzülmüş. PTT$_{20}$ (Ü)	Normal	Medium	Moderate	Average
Üzümün üzülmesi üzümü üzmezmiş de üzüm üzümü üzermiş. PTT$_4$ (Ü)	Normal	Sufficient	Sufficiently	Sufficient
Yaban ellerde elle eleği eleye dursun, elek de eller de elensin dursun. PTT$_{35}$ (E)	Normal	Sufficient	Sufficiently	Sufficient
Ye demekle emek derilmez emek yemek demek de emekçiyi emeklilikten etmez. PTT$_{41}$ (E)	Normal	Sufficient	Sufficiently	Sufficient

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When Table 6 is examined, it is seen that 149 diction rhymes are suitable for use in diction education studies. In terms of length, 23 of these diction rhymes are short (15.4%), 98 are normal (65.8%) and 28 are long (18.8%). The sound targeted to improve the pronunciation is less (4%) in 6, medium (49.7%) in 74 and sufficient (46.3%) in 69 of diction rhymes. In terms of entertainment, it was determined that 1 of the diction rhyme is not entertaining. 38 of the diction rhymes have moderate (25.5%) and 110 of them have enough (73.8%) level of entertainment. Regarding the creativity levels of diction rhymes, it is seen that prospective Turkish Teachers are sometimes under the influence of the diction rhymes used before. Of the diction rhymes, 20 have insufficient (13.4%) and 15 have average (10.1%) creativity levels. It is seen that 114 (76.5%) diction rhymes have a sufficient level of creativity.

4. Conclusion and Recommendations

In this study where how the diction rhyme preparation skills of prospective Turkish teachers is determined, it can be seen that even though the prepared rhymes' sentence lengths are very short in some sentences, they generally have normal sentence lengths. Giving enough place to the target sound desired to be corrected in the rhyme is found to be a positive result.

The fact that rhyme sentences have a fun aspect makes it easier to use them in diction exercises. Thus, they become interesting. This feature has been found to be adequately provided in prepared rhymes. In terms of carrying the characteristics of creativity, it has been observed that rhymes are sometimes written in the same way as they were previously known or put forward with minor changes. Authenticity has been obtained in most of the rhymes though.

Although the prospective Turkish teachers were studying at first grade, they were able to provide the 64.3% rate of the prepared rhymes in terms of their use in diction exercises. This is an indication that they have sufficient skills in this regard.

It is believed that moving Turkish teachers from their passive listener and the exercise implementer roles to the active creator roles will have positive contributions in speaking education and diction practices in terms of teaching Turkish.

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