

Perceptions of Middle School Turkish Language Teachers on Using e-Learning Tools in Grammar Teaching

Onur ER*, Hakan Saritiken

Faculty of Education, Düzce University, Turkey

Corresponding author: Onur ER, E-mail: onurer1827@gmail.com

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ABSTRACT

By determining the perceptions of Turkish language teachers about using e-learning tools, it is possible to identify the obstacles to the use of e-learning tools in grammar teaching. The study aims to evaluate the Turkish language teachers' perceptions about using e-learning tools in grammar teaching in the distance education process. The research was designed as a qualitative case study. The data collection process of the research was carried out in the 2021-2022 academic year. The study group consists of 22 Turkish language teachers working in public middle schools in Turkey who participated in the research voluntarily. Within the scope of the research, the opinions of Turkish language teachers were taken via semi-structured interview forms. According to the results, the majority of Turkish language teachers stated that e-learning tools should be used in grammar teaching. Teachers of Turkish stated that they benefited from EBA as an education portal in this context. Moreover, Turkish language teachers receive help from programs such as Zoom, Kahoot, Wordwall and Teams in grammar teaching during the distance education process. The majority of Turkish language teachers emphasised that they benefit from traditional measurement tools in the measurement and evaluation process of grammar teaching in distance education. Most of the Turkish language teachers participating in the research stated that they did not know Web 2.0 tools. Based on the findings of the research, it may be argued that Turkish language teachers should be introduced to technology and overcome their fears of using instructional technologies. This would enable the teachers to benefit more from e-learning tools in their lessons.

Key words: Turkish Language Teachers, Turkish Curriculum, Grammar, Distance Learning, E-Learning

INTRODUCTION

Education has coexisted with human beings. Concurrently with human development, it has continued to develop following the requirements of the time. New approaches in education have been developed according to the needs of the people in every era. These approaches are put forward by making use of the current views, arguments and materials of the period. Education has been an area where innovations can be applied and followed for human beings who are in continuous development. From the earliest times, education has been one of the most important elements that shape people and society. Education is not only limited to school life. It is a phenomenon that continues in business and social life, as it continues throughout a person's entire life. In this respect, a person who learns throughout his/her life, starting from the family, continues to learn in all areas of interaction.

Today, education has gained a different identity with various new definitions and application forms, especially through technological advancements. After the internet was made available for individual use, the spatial and temporal limitations were

removed and education moved to a different axis. Having started with mail correspondence, distance education has become an independent education activity by becoming widespread throughout the world today (Kidd and Murray, 2020).

The emergence of distance education can primarily be associated with the fact that conventional education has been unable to resolve several deeply rooted problems. Reasons such as financial inadequacies and material deficiencies make it difficult for individuals to reach equal educational opportunities in education. Distance education, which serves for equality of opportunity by eliminating temporal and spatial limits, has found a rapid development area with new technological developments (De Oliveira et al., 2018). Considering the integrated form of distance education in today's communication technologies, Peraya (2002, as cited in Odabaş, 2004) listed the social and economic reasons that made it a necessity:

- With globalisation, the social structure has begun to change. This situation changed humans as well as the economic and social conditions.

- Alongside the social and economic changes, despite the need for a trained workforce has increased, the working manpower has decreased.
- Today, knowledge, which is seen as more important than elements such as capital and labour, has also gained significance in terms of the economy.
- Parallel to the rapid development of computer technologies and communication technologies, information has also become widespread rapidly, and the need for accurate and up-to-date information has emerged.
- Education has become a necessity not only in schools but also in business areas that require working staff equipped with the changing conditions.

Many universities identify online learning as critical to their long-term growth, adding that the demand for online courses or programs is greater than face-to-face education (Kuo et al., 2013).

Distance education can sometimes be compulsory due to impossibilities. Distance education, which can also be an alternative educational activity benefited by individuals whose financial situation does not allow or who did not have the chance to study, can be defined as a planned and designed comprehensive learning activity, offering individuals learning activities, without being bound by time and space limits, thanks to some special communication methods via electronic or non-electronic systems (Kırık, 2014; Traxler, 2018; Lee, 2020; Gunawardhana, 2020). This planned learning process, which is used alongside communication technologies, has developed based on four basic concepts. Accordingly, distance education:

- Offers a formal education opportunity through government institutions and enables successful students to obtain a diploma or certificate,
- Allows instructors and students to come together at different times and places,
- Can be done synchronously and asynchronously,
- Provides interaction thanks to new communication technologies,
- Facilitates easier budgeting, design and transmission planning while providing a connection between the source and resources (Özarslan, 2008).

E-learning, which can be utilized in face to face education and cannot be limited to distance education, is an educational approach that uses electronic media and devices together with information and communication technologies and is predominantly offered over the internet (Beniczky et al., 2020). Web and internet-based applications as well as all other electronic technologies and features are used in e-learning applications (Tsai and Machado, 2002).

Today, the epidemic, which has been experienced in all areas of life and rapidly developing technology brought in the need to use distance education (Bojović et al., 2020) and therefore e-learning tools in lessons. It is needed to determine the skills of teachers, who are necessarily involved in the distance education process, to recognise distance education as well as e-learning tools and to use these tools competently in lessons, in terms of revealing the necessity and inevitability of using e-learning tools supported by today's technologies effectively in lessons. As stated in the General Competencies

for Teaching Profession of the Ministry of National Education, the teacher uses information and communication technologies effectively in the teaching and learning process and also realizes effective learning by using appropriate strategies, methods and techniques in this process. He/She effectively uses tools, materials and materials suitable for the learning and teaching processes (MEB, 2017). In order for teachers to have these qualifications, teachers' digital literacy skills must also be developed (Riel et al., 2012):

Digital literacy is the ability to efficiently and accurately use digital information technologies and the information retrieved from them in a variety of contexts, such as academic, career, or daily life. In other words, digital literacy is both knowing how to use technologies in today's world as well as how to retrieve, use, and analyze information that digital media provides. (p. 3)

Turkish lessons' efficiency will increase if Turkish language teachers also equip themselves to benefit from technology and use technology to realize the gains in the Turkish Lesson Curriculum. In this context, technology cannot be ignored in the teaching of grammar, which has a significant role in the functional use of language that supports basic language skills (Alyılmaz and Alyılmaz, 2018; Göçer and Arslan, 2019). The use of technology in grammar teaching will save grammar subjects from mediocrity and boringness (Sorohiti and Aini, 2021). Although there are many studies on grammar teaching in teaching Turkish as a mother tongue in the related literature, no studies on grammar teaching in distance education or the use of e-learning tools in grammar teaching have been found.

Objectives and Research Questions

This study aims to determine teachers' views of e-learning tools and their ability to use these tools in the grammar teaching process. At the same time, the study seeks to identify the obstacles to the use of e-learning tools in grammar teaching. Based on these conditions, the problem statement of the research is: How do Turkish language teachers use e-learning tools in grammar teaching in the distance education process? The research aims to evaluate the perceptions of Turkish language teachers about using e-learning tools in grammar teaching in the distance education process. In this context, answers to the following questions will be sought:

1. Do Turkish language teachers consider e-learning tools necessary in grammar teaching?
2. Do Turkish language teachers utilise e-learning tools in grammar teaching?
3. Do Turkish language teachers think that e-learning tools contribute to the academic success of students in terms of grammar?
4. Do Turkish language teachers think that e-learning tools contribute to students' motivation towards grammar learning?
5. Do Turkish language teachers think that e-learning tools help students relate their grammatical gains to real life?
6. Which measurement tools do Turkish language teachers prefer in the measurement and evaluation of grammar teaching?

METHOD

Research Model

This study, which aims to identify Turkish language teachers' perceptions on using e-learning tools in realizing grammar acquisitions in the distance education process, was designed as a case study, one of the qualitative research designs. Qualitative research can be defined as research in which a qualitative process is followed by using qualitative data collection techniques (Yıldırım and Şimşek, 2008). A case study is a type of qualitative research that helps researchers gather detailed and in-depth information on a real situation or event (Aytaçlı, 2012; Creswell, 2015).

Study Group

Within the scope of the research, the easily accessible case sampling method was utilised. In this sampling method, researchers prefer a situation that is close to them and easy to reach (Yıldırım and Şimşek, 2008). The data collection process of the research was carried out in the 2021-2022 academic year. The study group in the research consists of 22 Turkish language teachers working in secondary schools affiliated with the Ministry of National Education, who participated in the research voluntarily. Some personal characteristics of Turkish language teachers in the study group of the research are presented in Table 1.

As seen in Table 1, most of the participants are female, have a bachelor's degree and have professional seniority of 11-20 years.

Data Collection Tools and Data Collection

In the research, a semi-structured interview form, which was developed by the researchers by the purpose of the research was utilised as the data collection tool (Appendix). The draft form prepared with the researchers was presented to five faculty members for expert opinion in order to learn the perceptions of Turkish language teachers about using e-learning tools in realising grammar acquisitions in the distance education process. Necessary corrections were made in line with the feedback received from the experts. Pilot interviews were conducted with five Turkish language teachers to ensure the clarity and validity of the semi-structured interview form. In line with the feedback received, the semi-structured interview form was given its final form. The final version of the

Table 1. Personal characteristics of Turkish language teachers participating in the research

| Personal Characteristics of Participants | | f |
|--|--------------------|----|
| Gender | Female | 13 |
| | Male | 9 |
| Educational Background | Bachelor's Degree | 17 |
| | Master's Degree | 5 |
| Professional Seniority | 1-10 years | 9 |
| | 11-20 years | 10 |
| | 21 years and above | 3 |

semi-structured interview form was filled out by the Turkish language teachers. The answers given by the Turkish language teachers to the open-ended questions were examined separately by two researchers and the reliability among the coders was calculated as 87% using the formula of Miles and Huberman (1994) [Agreement/(Agreement + Disagreement) x 100]. Reliability calculations above 70% are considered sufficient for the research (Miles and Huberman, 1994; McMillan and Schumacher, 2010). In the first part of the semi-structured interview form, there are three questions about teachers' gender, educational career and professional seniority. In the continuation of the semi-structured interview form, there are seven open-ended questions. In addition, there are four sub-questions in this form.

Analysis and Interpretation of Data

In the research, the data were evaluated with the content analysis method, which is one of the qualitative analysis methods. The primary purpose of content analysis is to reach concepts and relationships that can explain the data obtained by the researcher or researchers (Yıldırım and Şimşek, 2008).

The data obtained from the teachers interviewed in the research were first coded within a general framework. Codes are divided into common themes and categories according to their relationships. Tables were used to present the coding and the themes and categories that emerged. In the reporting of the interview data, the sentences reflecting the opinions of the interviewed participants were given directly to clearly reveal their perceptions. While quoting the opinions of the teachers, the numbers given to the teachers (for example, S1) were added to the end of the quotations.

FINDINGS

Turkish Language Teachers' Perceptions on the Necessity of E-Learning Tools in Grammar Teaching in the Distance Education Process

The results of the first research question are reported in Table 2.

When Table 2 is examined, 24 codes were extracted from Turkish language teachers who deemed e-learning tools necessary in grammar teaching in the distance education process. Some of the codes extracted from teachers who consider e-learning tools necessary in grammar teaching are "because it facilitates learning" (f= 7) and "because it increases the interest in the lesson" (f= 6). The opinions of two teachers who consider e-learning tools necessary in grammar teaching are presented below:

Yes. I can teach the courses remotely following the curriculum, and I have not had any problems with this subject. With the contribution of smart board applications, I was able to teach without difficulty, especially on subjects that we need to teach by examining, such as grammar. (T9)

Yes. Not always, but in necessary parts of the lesson, it should be used to draw attention to the lesson and to increase motivation. (T10)

Table 2. Turkish language teachers' perceptions towards using e-learning tools in grammar teaching

| The case of considering e-learning tools necessary | | | |
|---|----------|--|----------|
| Necessary Because It | f | Not Necessary Because It | f |
| Facilitates learning (T ₁₀ , T ₁₃ , T ₁₅ , T ₁₈ , T ₁₉ , T ₂₀ , T ₂₁) | 7 | Does not having the competence to use e-learning tools (T ₇) | 1 |
| Increases the interest in the lesson (T ₄ , T ₉ , T ₁₂ , T ₁₄ , T ₁₆ , T ₁₈) | 6 | | |
| Objectifies the course content (T ₃ , T ₈) | 2 | | |
| Facilitates assessment and evaluation (T ₅ , T ₁₀) | 2 | | |
| Facilitates communication with students (T ₆ , T ₁₇) | 2 | | |
| Makes the class fun (T ₁₀ , T ₁₄) | 2 | | |
| Makes it easy to do activities (T ₅) | 1 | | |
| Allows repeating the topic (T ₅) | 1 | | |
| Reduces the teacher's burden (T ₁₅) | 1 | | |
| Total | 24 | Total | 1 |

A code was obtained from the Turkish language teachers, who did not consider e-learning tools necessary in grammar teaching in the distance education process. The code obtained from the teacher who did not consider e-learning tools necessary in grammar teaching was "not having the competence to use e-learning tools" (f: 1). The view of the teacher who does not consider e-learning tools necessary in grammar teaching is presented below:

I don't think it's necessary. Because I don't know how to use it. I can teach without using them. (T7)

Turkish Language Teachers' Use of E-Learning Tools in Grammar Teaching in the Distance Education Process

The results of the next research question, "Do Turkish language teachers utilise e-learning tools in grammar teaching in the distance education process?" are reported in Table 3.

When Table 3 is examined, 71 codes were extracted from Turkish language teachers who utilised e-learning tools in grammar teaching in the distance education process. Some of the codes extracted from teachers who use e-learning tools in grammar teaching are "EBA" (f= 18), "Zoom" (f= 18) and "Kahoot" (f= 7). The opinions of two teachers who use e-learning tools in grammar teaching are presented below:

Yes. Eba, Zoom, Kahoot and Wordwall. But I would like to get better training. (T6)

EBA, Zoom, Socrative, Kahoot, Canva, Prezi, Edmodo, Momentcam, Poll Everywhere, etc. I use many tools in my lessons. In this regard, I constantly update myself by following social media and various web pages. After reading the articles of people who introduce new web 2.0 tools, I can access lecture videos and access all necessary information about the vehicle. (T9)

A code was extracted from the Turkish language teacher who did not use e-learning tools in grammar teaching in the distance education process. The code obtained from the teacher who did not utilise e-learning tools in grammar teaching is "not having the competence to use e-learning tools" (f= 1). The view of the teacher who did not use e-learning tools in grammar teaching is presented below:

No. I do not know how to use it. I would like to receive training. (T7)

Turkish Language Teachers' Views on the Contribution of E-Learning Tools to the Success of Students in Learning Grammar

The results of the next research question "Do Turkish language teachers think that e-learning tools contribute to the academic success of students in terms of grammar in the distance education process?" are reported in Table 4.

When Table 4 is examined, 24 codes were extracted from Turkish language teachers who think that e-learning tools contribute to the academic success of students in terms of grammar in the distance education process. Some of the codes derived from the teachers who think that e-learning tools contribute to the academic success of the students in grammar are "because it is remarkable" (f= 4) and "because it makes the Turkish lesson fun" (f: 4). The opinions of two of the teachers who think that they contribute to the academic success of the students are presented below:

I think it has a positive effect on children. These applications, which allow more visual and more activities rather than lectures with plain lectures and note-taking requirements, motivate students more easily. Moreover, it creates fun while saving time. (T18)

Yes, e-learning tools enable more learning areas to be used together effectively. (T21)

A code was obtained from one Turkish language teachers who thought that e-learning tools did not contribute to the academic success of students in terms of grammar in the distance education process. The code obtained from the teacher is that "they do not contribute to learning" (f= 1). The view of the teacher who thinks that it does not contribute to the academic success of the students is presented below:

I don't think it's effective. Students who are willing, hardworking and fulfilling their responsibilities learn anyway. (T7)

Turkish Language Teachers' Views on the Contribution of E-Learning Tools to Students' Motivation Towards Grammar Learning in the Distance Education Process

The results of the research question "Do Turkish language teachers think that e-learning tools contribute to students'

Table 3. Turkish language teachers' use of e-learning tools in grammar teaching

| The utilisation of e-learning tools | | | |
|--|----------|---|----------|
| Utilising | <i>f</i> | Not Utilising | <i>f</i> |
| EBA (T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₆ , T ₉ , T ₁₀ , T ₁₂ , T ₁₃ , T ₁₄ , T ₁₅ , T ₁₇ , T ₁₈ , T ₁₉ , T ₂₀ , T ₂₁ , T ₂₂) | 18 | Not having the competence to use e-learning tools (T ₇) | 1 |
| Zoom (T ₁ , T ₂ , T ₄ , T ₅ , T ₆ , T ₈ , T ₉ , T ₁₀ , T ₁₁ , T ₁₂ , T ₁₃ , T ₁₅ , T ₁₇ , T ₁₈ , T ₁₉ , T ₂₀ , T ₂₁ , T ₂₂) | 18 | | |
| Kahoot (T ₆ , T ₉ , T ₁₀ , T ₁₂ , T ₁₆ , T ₁₈ , T ₂₁) | 7 | | |
| Wordwall (T ₅ , T ₆ , T ₁₄ , T ₁₆ , T ₂₁) | 5 | | |
| Teams (T ₁₂ , T ₁₄ , T ₁₆ , T ₁₈ , T ₁₉) | 5 | | |
| Socrative (T ₉ , T ₁₂ , T ₁₆) | 3 | | |
| Canva (T ₉ , T ₁₂ , T ₁₆) | 3 | | |
| Quizizz (T ₁₀ , T ₁₆) | 2 | | |
| Prezi (T ₉) | 1 | | |
| Edmodo (T ₉) | 1 | | |
| Momenteam (T ₉) | 1 | | |
| Classroom (T ₁₀) | 1 | | |
| Pool Everywhere (T ₉) | 1 | | |
| Flipgrit (T ₁₆) | 1 | | |
| Nearpot (T ₁₆) | 1 | | |
| Mentimeter (T ₁₆) | 1 | | |
| Kaggle (T ₁₆) | 1 | | |
| Wordart (T ₁₆) | 1 | | |
| Total | 71 | Total | 1 |

Table 4. Teachers' views on the contribution of e-learning tools to students' academic success in learning grammar

| Contribution to academic success in grammar | | | |
|--|----------|---|----------|
| Contributes to Success | <i>f</i> | No Contribution to Success | <i>f</i> |
| Because it's remarkable (T ₁₃ , T ₁₄ , T ₁₅ , T ₁₉) | 4 | Does not contribute to learning (T ₇) | 1 |
| For making Turkish lesson fun (T ₁₄ , T ₁₅ , T ₁₆ , T ₁₈) | 4 | | |
| For giving the opportunity to enrich with examples (T ₁ , T ₁₈) | 2 | | |
| Because it allows practice (T ₁ , T ₁₀) | 2 | | |
| Because it gives the opportunity to give feedback (T ₁₀ , T ₁₆) | 2 | | |
| Because it enables interaction (T ₁₉ , T ₂₁) | 2 | | |
| Because it facilitates learning (T ₁₂ , T ₁₅) | 2 | | |
| Because it gives the opportunity to reinforce the subject (T ₅) | 1 | | |
| Because it allows game-based activities (T ₆) | 1 | | |
| For making the Turkish subject lessons more likeable (T ₉) | 1 | | |
| Because it makes the learning more permanent (T ₁₀) | 1 | | |
| Because it increases motivation (T ₁₈) | 1 | | |
| Because it gives the opportunity to use time efficiently (T ₁₈) | 1 | | |
| Total | 24 | Total | 1 |

motivation towards grammar learning in the distance education process?" are reported in Table 5.

When Table 5 is examined, 19 codes were extracted from Turkish language teachers who think that e-learning tools contribute to students' motivation towards grammar learning in the distance education process. Some of the codes obtained from the teachers who think that they contribute to the motivation of the students towards grammar are "making it fun" ($f=4$) and "being interesting" ($f=4$). The opinions

of two of the teachers who think that they contribute to the motivation of the students are presented below:

Yes, different applications and different activities attract students' attention and increase students' interest in the lesson. (T5)

They make the learning process as enjoyable as playing a game. They also contribute to the sense of competition in the classroom, which cannot be fully achieved in distance education. (T12)

Two codes were extracted from Turkish language teachers who think that e-learning tools do not contribute to students' motivation towards grammar learning in the distance education process. The code obtained from the teachers who think that they do not contribute to the motivation of the students is "decreased effect in case of continuous use" (f= 2). The opinion of a teacher who thinks that it does not contribute to the motivation of the students is presented below:

Because the process was long, e-learning tools started to lose their first effect. (T19)

Turkish Language Teachers' Views on Usefulness of E-Learning Tools on Helping Students Relate Their Grammatical Gains to Real Life in the Distance Education Process

The results of the next research question "Do Turkish language teachers think that e-learning tools help students relate their grammatical gains to real life in the distance education process?" are presented in Table 6.

When Table 6 is examined, nine codes were extracted from Turkish language teachers who thought that e-learning tools helped students relate their grammar acquisitions with real life in the distance education process. Some of the codes derived from the teachers who think that they help students relate the acquisitions related to grammar with real life are "complying with grammar rules in virtual environments" (f= 6), "choosing examples from daily life" (f= 2). The opinion of a teacher who thought that it helped the students relate to real life is presented below:

Yes. They realise that they need to pay attention to the grammar rules in the virtual environments they use in daily life. (T10)

Six codes were extracted from Turkish language teachers who thought that e-learning tools did not help students relate their grammatical gains to real life in the distance education process. The code obtained from the teachers who think that

e-learning tools do not contribute to students' associating the acquisitions related to grammar with real life is "possible with face-to-face education" (f= 6). The opinions of two teachers who think that e-learning tools do not contribute to students' associating the acquisitions related to grammar with real life are presented below:

I do not think that e-learning tools have an extra effect on associating with real life. (T1)

These tools are related to a certain aspect of teaching and I have seen that face-to-face communication is more effective in touching children in many other areas. (T19)

Measurement tools Preferred by Turkish Language Teachers in the Measurement and Evaluation of Grammar Teaching in the Distance Education Process

The final research question "Which measurement tools do Turkish language teachers prefer in the measurement and evaluation of grammar teaching in the distance education process?" is addressed in Table 7.

When Table 7 is examined, 11 codes were extracted from Turkish language teachers who preferred web 2.0 tools in the measurement and evaluation of grammar teaching in the distance education process. The codes obtained from the teachers who prefer Web 2.0 tools are "web 2.0 tools" (f= 7) and online testing system (f= 4). The opinions of two of the teachers who preferred Web 2.0 tools are presented below:

I prefer e-exam tools. Because it would be more functional. (T12)

E-exam. I would prefer it because it provides convenience in the measurement of both usage and outcomes, attracting student attention and increasing motivation. (T21)

In the distance education process, 12 codes were extracted from Turkish language teachers who preferred traditional measurement tools in the measurement and evaluation of grammar teaching. The code "Not having knowledge about Web 2.0 tools" (f= 8), was taken from the majority of

Table 5. Teachers' views on the contribution of e-learning tools to students' motivation to learn grammar

| Contribution to motivation for grammar learning | | | |
|--|----|---|---|
| Contributes to Motivation | f | No Contribution to Motivation | f |
| Making it fun (T ₈ , T ₉ , T ₁₂ , T ₁₃ , T ₁₅ , T ₁₆ , T ₁₈ , T ₂₀) | 8 | Decreased effect in case of continuous use (T ₁₉ , T ₂₂) | 2 |
| Being interesting (T ₄ , T ₅ , T ₈ , T ₉ , T ₁₀ , T ₁₄) | 6 | | |
| Developing a sense of competition (T ₁₂ , T ₁₈) | 2 | | |
| Facilitating learning (T ₁₈ , T ₂₀) | 2 | | |
| Allowing a variety of questions (T ₁) | 1 | | |
| Total | 19 | Total | 2 |

Table 6. Teachers' views on e-learning tools helping students to associate their grammar acquisitions with real life

| The case of associating students' grammar acquisitions with real life | | | |
|---|---|---|---|
| Can Relate | f | Cannot relate | f |
| Complying with grammar rules in virtual environments (T ₁₀ , T ₁₂ , T ₁₅ , T ₁₆ , T ₁₈ , T ₂₁) | 6 | Possible with face-to-face education (T ₁ , T ₈ , T ₁₃ , T ₁₄ , T ₁₉ , T ₂₂) | 6 |
| Choosing examples from daily life (T ₄ , T ₆) | 2 | | |
| Discovering his/her mother tongue (T ₉) | 1 | | |
| Total | 9 | Total | 6 |

Table 7. Measurement tools preferred by Turkish language teachers in the assessment of grammar teaching

| Assessment Tools Preferred by Turkish Language Teachers | | | |
|---|----------|--|----------|
| Web Tools | f | Traditional Measuring Tools | f |
| Web 2.0 tools (T ₉ , T ₁₀ , T ₁₁ , T ₁₂ , T ₁₆ , T ₂₁ , T ₂₂) | 7 | Lack of knowledge of Web 2.0 tools (T ₁ , T ₂ , T ₃ , T ₄ , T ₅ , T ₁₃ , T ₁₅ , T ₁₈) | 8 |
| Online testing system (T ₂ , T ₆ , T ₁₇ , T ₁₉) | 4 | Thinking that the reliability of Web 2.0 tools is low (T ₈) | 1 |
| | | Student reluctance to use Web 2.0 tools (T ₂₀) | 1 |
| | | Not thinking measurement and evaluation with Web 2.0 tools necessary (T ₇) | 1 |
| | | Finding Web 2.0 tools as time-consuming (T ₁₄) | 1 |
| Total | 11 | Total | 12 |

teachers who preferred traditional measurement tools. The opinions of two of the teachers who preferred traditional measurement tools are presented below:

Traditional assessment and evaluation because it is more reliable. Of course, I would like to use web tools with high reliability and no possibility of cheating. (T5) I prefer traditional assessment and evaluation tools. Because I do not know about web-based tools. (T15)

DISCUSSION AND CONCLUSION

E-Learning Tools Considered Necessary in Grammar Teaching

Turkish language teachers participating in the research highlighted the role of e-learning tools in facilitating learning and increasing interest in Turkish lessons in grammar teaching in the distance education process. Tenekeci (2020) stresses that e-learning tools are interactive. As they are supported by various audio and visual elements, these tools also provide instant feedback and e-learning tools help to arouse the desire to participate in the course in students. At the same time, web applications for teaching Turkish and grammar diversify teaching in terms of students and teachers by offering many learning and activity opportunities with their rich content. It has been stated in the literature that the use of new technologies in teaching activities is effective and contributes to students' learning (Kekeç et al., 2015; Taranto et al., 2011).

E-Learning Tools Utilized in Grammar Teaching

Within the scope of the research, the e-learning tools that Turkish language teachers use most in the process of realising the acquisitions for grammar teaching are determined as EBA, Zoom, Kahoot, Wordwall and Teams. For the EBA application, this can be explained by the reasons such as the fact that the application is developed by the Turkish Ministry of National Education, its mandatory use at certain times, its consideration as being safe and its rich content. In terms of

other applications, it can be listed as easy-to-use interface, constantly developed content and applications that can be easily accessed by everyone.

Contribution of e-Learning Tools to Academic Success and Motivation in Grammar Teaching

In some studies, it has been pointed out that Web 2.0 tools have become more attractive to use in educational environments, thanks to their features such as easier access to information, enabling to work in groups, enabling social interaction and giving feedback (Faizi et al., 2015; Elmas and Geban, 2012). The findings in the study concur with these. Almost all of the Turkish language teachers participating in the research deemed that e-learning tools contributed to the academic success and motivation of the students toward grammar.

Helping of e-Learning Tools to Relate Grammar to Real Life

Some of the Turkish language teachers who participated in the research think that e-learning tools do not help students to associate their grammatical gains with real life, and they stated that it is only possible for students to associate their grammar acquisitions with real life in face-to-face education. Cantoni, Cellario, and Porta (2004) underline that since there is no physical interaction in e-learning, students may feel isolated from their teachers and classmates. This may make it difficult for students to relate what they have learned to real life. İşcan (2007) accentuates that in the grammar teaching process, the fact that teachers present grammatical rules to students in addition to traditional grammar methods will enable students to use the language easily in every environment rather than memorizing grammar rules.

Measurement Tools in the Evaluation of Grammar Teaching

In some studies on Web 2.0 tools (Kutlu Demir, 2018; Dellos, 2015, Graham, 2015), from the student's perspective, the use of these tools in educational environments contributes to the learning environment in many ways. These benefits are listed as increasing participation in the lesson, attracting attention more effectively, making the process satisfying, giving the opportunity to have fun, making the students feel committed positively, changing behaviour, improving problem solving skills, providing competition and motivation. Participant Turkish language teachers highlight that e-learning tools mostly helped students to associate their grammar achievements with real life. In terms of providing behavioural change, Turkish language teachers assume that e-learning tools enable students to comply with grammar rules, especially in virtual environments.

As Johnson et al. (2016) reveal, even though teachers know how to use new technological tools, they may feel inadequate and incomplete. Thorvaldsen and Madsen (2020) underscore that new technological tools are not known enough by teachers and teachers do not give sufficient value

to these tools. Teachers may also find it difficult to implement these tools in the educational process. The majority of Turkish language teachers participating in the research in this study stated that they used traditional measurement tools because they did not have knowledge about Web 2.0 tools in the measurement and evaluation process for grammar teaching.

Based on the findings of this study, the following recommendations can be made:

1. It may be claimed that the effective use of e-learning tools in the education and training process can only be possible if teachers are familiar with these technologies and are competent users. Many studies point out that the integration of e-learning processes can only be achieved if teachers have technological equipment. For this reason, it is necessary for teachers to get acquainted with technology, overcome their fears, and most importantly, use e-learning tools in their lessons. In this context, teachers should be supported with practical in-service training and they should be introduced to learning tools. In addition, organising workshops that will enable them to be aware of educational software and use it in lessons would increase the role of the teacher in this process.
2. Application development groups consisting of educators and teachers who can use technology effectively can be established and a pool of e-learning tools can be created with examples that each teacher can adapt to their own lesson. In addition, application examples from teachers who use e-learning tools in their lessons can be collected in a pool or similar digital platform that all teachers can access.
3. Putting computer laboratories, which are always open in educational institutions and where e-learning tools and applications can be experienced into the service of teachers would reduce the distance between technology and teachers and will enable these tools to be used effectively in education.
4. The official Fatih Project of the Ministry of National Education aimed to bring technology to classrooms and schools in Turkey. We observe that the use of various technological tools and applications accelerates the process, thanks to the project. From this point of view, it is important for the digital literacy of our teachers and students for the project to be applicable and achieve its purpose and that every school and classroom in Turkey use information technologies. Increasing digital literacy will play an important role in the quality of the teaching process (Sharp, 2018). In particular, our teachers will need to use different designs and different tools while preparing materials along with technological support. Among these tools, Web 2.0 tools have a significant place. Teachers should be supported and trained to use web 2.0 tools in lesson designs (Arabacı and Akilli, 2021).

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APPENDIX

Semi-Structured Interview Form for Turkish Language Teachers

Our study aims to evaluate the Turkish language teachers' perceptions about using e-learning tools in grammar teaching in the distance education process.

We hope that the results of this research will contribute to the field of Turkish education. Everything you say during the interview will be confidential. This information will not be visible to anyone other than the researcher. In addition, none of the participants' names will be reflected in the report while writing the research result.

Institution

Gender: Female Male

Education career: Bachelor's Degree Master's Degree Doctoral degree

Date:

Seniority:

Interview Questions

1. Do you think that e-learning tools are necessary to realize the acquisitions related to grammar in the Turkish lesson curriculum? Why?
2. Do you use e-learning tools in realizing the acquisitions related to grammar in the Turkish lesson curriculum?
 - a. If yes, which tools do you use?
 - b. If no, why not use it?
3. Do you think that e-learning tools that will serve you to achieve the acquisitions related to grammar have an effect on the academic success of the student in grammar? Why?
4. Do you think that e-learning tools that will serve you to achieve the acquisitions related to grammar have an effect on the student's motivation? Why?
5. Do you think that e-learning tools help the student to relate the acquisitions of grammar with real life? Why?
6. Which tools do you use to measure and evaluate the acquisitions related to grammar in the distance education process?
 - a. Do you use web-based tools for measurement and evaluation?

Thank you for participating in the research.