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KEYNOTE SPEAKERS

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WHY DO WE TEACH AND LEARN LANGUAGES?

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Greetings! I would like to start by welcoming all of you to this conference. My name is Nancy Lindberg, and I am an English Language Fellow, teaching in the English Philology Department here at Akhmet Yassawi International Kazakh- Turkish University. Each year, the U.S. Government sends English teachers from the United States to various countries around the world to teach in universities and to participate cultural exchange. I have been in Turkistan since September, where it is truly a privilege to teach and learn alongside the extraordinary faculty, students, and administrators at this University. I have also had the opportunity to share teaching ideas with area schoolteachers during visits, seminars, and conferences at local and regional schools. It is my pleasure to be here and to participate in this conference.

Today, I would like to briefly share some ideas prompted by the question, *why do we teach and learn languages?* This may sound like a very basic question for accomplished language teachers to consider, but I believe that frequently revisiting and reflecting on this question sits at the heart of our success as language teachers and learners.

I will start with my personal story. I am from the very small state of Vermont in the northeastern region of the United States. If I drive 30-minutes north from my home, I reach the border with Canada. Vermont borders on the Canadian Province of Quebec, which is the French speaking area of Canada.

Vermont is a beautiful state with four distinct seasons. Our state is also known for its peaceful Lake Champlain, which is the sixth largest lake in the entire United States, as well as its rolling mountains, forests, fields, and farms. As I was growing up in Vermont, the local schools offered students the opportunity for 'elective' subjects, such as studying a foreign language, or learning to play a musical instrument. Our language choices at that time were French, German, Spanish, and Latin. I chose French, as it seemed I would be able to use it ... just by visiting neighboring Canada. I studied French for 6 years, from class 7 through 12, learned vocabulary and grammar, and I learned to read and write... But becoming a confident communicator eluded me.

In my junior year of high school, I had the opportunity to participate in a summer-long exchange program to Japan. I had only ever met one Japanese person, and since this was the era before the internet, my exposure to the language and culture of Japan was limited. Despite not having studied the language, I got to Japan, and before long, I magically acquired a working Japanese vocabulary and was able to communicate with my host family and new school friends. When I returned home after the summer, I was writing letters back and forth with my host family, using Hiragana, one of the Japanese orthographies. I felt accomplished and confident! A year later I began studying Japanese in the classroom at university. As I memorized Kanji (another and more complicated Japanese orthography) and listened to recordings in the language lab, my interest, enthusiasm, and confidence waned.

A little later in my undergraduate education, I once again had an opportunity to study abroad, this time in Nepal. There, I began to learn Tibetan language, through a combination of listening and speaking classes in conjunction with cultural immersion within the local Tibetan community. Again, as if by magic, I quickly became an adept and confident communicator.

In recent years, prior to becoming an English Language Fellow, I have been teaching English to refugees who have recently resettled in the United States. While their circumstances vary greatly, they are learning English because it is a critical component to their successful adjustment to life in the United States.

I am sure that all of you here today could share many other stories about your own language learning journeys or those of people you know. Reflecting on our language learning journeys reminds us that those journeys were influenced by goals, learning environments, and opportunities (or lack thereof) for communicative engagement. We recognize that a person may be learning a language due to a perceived necessity, or to meet an academic program's requirements, or due to communicative interest. Of course, these categories are not mutually exclusive, and all may be applicable to some language journeys. All these reflections answer a piece of the question, WHY do we learn and teach languages....

However, my reflections also lead me to the questions: Which learners succeed? Which learners persevere? Which learners feel confident? Of course, there is no one answer. Part of the answer surely depends on the abilities and motivation of the learner, the learning environment, and the learning context. But the answer could also depend on the expectations we as teachers place on our students and the learning environment and the opportunities, we create for them. That brings me back to my question, *why do we teach and learn languages?* Do we learn languages to read and write? Do we learn languages to acquire complex grammar? Do we learn languages to pass tests? Do we learn languages to listen and speak? While as teachers we know that all of these are important elements in language learning, I suggest that the core competency that connects all those skills, and therefore the *purpose* of language learning, is communication.

Although this should be obvious, is it? What is communication, really? Among many potential definitions, I offer a definition, that for human beings, communication is the process of understanding each other and connecting with each other. It is an invaluable tool for seeking and finding meaning in our lives. Communication is also humanity's unique tool to avoid and resolve conflict, and to collaborate to improve and save our shared planet.

This leads me to share a central element of my teaching philosophy, and that is that the classroom must inspire and reinforce communicative interest! With language, as with music, we know that the value of the communication is not the sum of its parts. It does not follow the logic of mathematics. While music teachers might begin by teaching the notes, to create the melodies, harmonies, and the feeling that music communicates, the student musicians must *practice* making the music, again and again. They must make their instruments speak, and they must make mistakes. The teacher and conductor help the musicians weave their parts together, like magic, and help them see that their efforts will combine to be much greater than the individual notes or parts they are each playing. I hope the analogy is obvious: it is not enough to teach the four language skills, reading, writing, speaking, and listening. Language teachers need to create an environment in which students practice language as an art, explore content that makes language meaningful and relevant, and understand and embrace the purpose of communication.

Let's think back to the language learning contexts that I shared earlier: learning for necessity, learning for academic purposes, and learning for communicative interest. What if we could create learning environments that feel more like life...where communicative interest and necessity are part of the academic design?

I believe that we can and should aspire to do this. What it involves is a willingness on the part of teachers and administrators to seek and embrace *innovative approaches* to educational design. When appropriate, and as much as possible, let's adjust our short-term objectives to better reflect our longer-term objectives. First, let's share more than the 'what' with our students...let's share the 'why'. Let's help them identify and explore the importance of languages in the world and in their own lives. Let's emphasize meaningful themes with global impact. But above all, let's create dynamic learning environments that reach beyond textbooks and beyond the classroom. When designing those environments, let's employ models that encourage communicative interest.

In closing, I share one other thought. I am sure that I am not alone in thinking, language educators and multilingual, global citizens, are critical to the fields of peacebuilding, conflict resolution, intercultural understanding, and climate action. Ultimately, that is WHY I teach. It is my hope that my classes will help my students' communicative interest soar, and they will seek

and discover their own personally meaningful, and globally impactful answer to the question: WHY do I learn languages?

Thank you everyone! I hope you enjoy the conference!

D2 OLARAK TÜRKÇE AD DURUMLARININ HIRVAT ÖĞRENCİLER TARAFINDAN ÖĞRENİM DÜZEYLERİ

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ÖZET

Yabancı bir dil öğrenen herkesin kendi anadillerinden ses, söz dizim ve hatta semantik öğeleri taşımaları oldukça bilinen bir gerçektir. Bununla birlikte dil bilgisi yapılarının da sıklıkla taşındığı bilinmektedir. Bu çalışmada hedef dil olarak Türkçe (D2) öğrenen 18-25 yaş arası 20 Hırvat üniversite öğrencilerinin Türkçe ad durumlarını hangi seviyede öğrendiği incelenmiştir. Bu inceleme, öğrencilere sorulan ve yazılı olarak istenen bazı sorular karşılığında toplanan verilerden elde edilen sonuçları içermektedir. Elde edilen sonuçlardan hareketle Türkçe ad durumlarının bu çalışma için A1, A2 ve B1 düzeylerdeki öğrenimi yazılı metinler aracılığıyla sunulmuştur.

Anahtar Sözcükler: Türkçe, Hırvatça, Ad durumları, dil tipolojisi

GİRİŞ

Bir Altay dili olan ve çok geniş bir coğrafyada konuşulan Türkçenin, Türkiye Türkçesi kısmı Oğuz grubuna dâhildir. Bu grubun diğer temsilcileri olan Türkiye Türkçesi ile birlikte Azerbaycan, Türkmen, Gagauz, Horasan ve Halaç Türkçeleri de günümüzde geniş coğrafyalarda konuşulmaktadır.

Hırvatça ise Hint-Avrupa dil ailesine mensup Baltık-Slav dillerinin Güney Slav dilleri kolunda bulunmaktadır. Yugoslavya döneminde daha çok Sırp- Hırvatça olarak sınıflandırılırsa da daha sonra Latin harflerine geçişi ve kendi içerisinde Sırpça 'da bulunmayan lehçelere sahip oluşuyla müstakil Hırvatça olarak literatürdeki yerini almıştır.

Türkçe- Hırvatça Ad Durum Tipolojisi

Dil tipolojileri, dillerin tüm yönleriyle incelendiği geniş bir bilim dalıdır. Günümüzde birçok kaynağın ortak bir platformda bir yazılım aracılığıyla sunulduğu tipoloji internet sayfalarının sağladığı bilgilerden dillerdeki bu benzerlik ve farklılıklar haritalar üzerinde sunulmaktadır. Söz konusu bu programların en çok başvurulanlarının başında WALS (World Atlas of Language Structures) ve Ethnologue gelmektedir. Bu programlara göre Türkçe ve Hırvatça ad durum sayıları şöyledir; Türkçe 6-7 durum sayı bölümündeyken Hırvatça 5 durum içeren diller grubunda yer almaktadır. Bu programlarda ad durumları sadece karşılaştırma bakımından sunulmaktadır.

Bununla birlikte Türkçede birçok çalışmada ad durumları 6-10 arasında ele alınmaktadır. Genel bir adlandırmadan bahsedilecek olunursa; yalın, belirtme, yönelme, bulunma, ayrılma, ilgi, vasıta, eşitlik, yön gösterme ve araçlı durum biçimleri Türkçe için en geniş durum biçimlerini tanımlamaktadır (Ergin, 1992; Banguoğlu, 1974; Korkmaz, 2003; Aksan, 2003;

Akbayır, 2006; Karahan, 1999). Genel dil bilgisi kabulü ise Türkçede; yalın, belirtme, yönelme, bulunma, ayrılma, ilgi, vasıta ve eşitlik durumlarıdır.

Hırvatçada ad durumları 7 olarak belirlenmiştir (Browne, 1993; Barić vd, 1995). Bunlar; yalın, belirtme, yönelme, bulunma, ilgi, vasıta ve vokatif (sesleniş) durumlarıdır.

Bu çalışmada Türkçe ve Hırvatça geniş bir biçimde incelenmeyecektir. Çalışmanın asıl konusu verilere dayalı Türkçe ad durumlarının öğrenimi olduğundan bu kısım ele alınacaktır.

YÖNTEM

Çalışmada Zagreb Üniversitesi Türkoloji Bölümü'nde eğitim gören 18-25 yaş arası 20 (n=20) öğrenciden elde edilen sınavlardaki yazma bölümleri incelenmiştir. Yazma bölümünde A1 düzey öğrencilere (n=10); 'Gelecekte neler yapmak istiyorsunuz?' ve 'En iyi arkadaşınızı anlatınız' soruları sorulmuştur. A2 düzey öğrencilere ise (n=5); 'Süper bir gücünüz olsaydı bu ne olurdu? Bu güçle neler yapmak isterdiniz?' ve 'Hangi konularda yeteneklisiniz? Bu yeteneğinizi neden seviyorsunuz? Gelecekte bu yeteneğinizle ilgili neler yapmayı istiyorsunuz?' soruları sorulmuştur. B1 düzey öğrencilere ise (n=5) 'Son yıllarda teknoloji alanındaki gelişmeler hayatımızı birçok yönden etkiliyor. Bazı teknolojik araçların hem çevre hem de insan ilişkileri açısından birtakım sorunlara sebep olduğu da söyleniyor. Siz buna katılıyor musunuz? Neden? Olumlu ve olumsuz yanları hakkında ne düşünüyorsunuz?' sorusu sorulmuştur. Seviyelerine göre 50-150 sözcükle bu sorulara yanıt vermeleri istenmiştir. Çalışmada, belirtme, yönelme, bulunma, ayrılma ve ilgi durumları incelenmiştir.

BULGULAR

A1, A2 ve B1 düzey öğrencilere yöneltilen bu yazma sınav sorusunda elde edilen sonuçlar aşağıdaki tabloda verilmiştir.

Tablo 1. Dil düzeylerine göre D2 olarak Türkçe durum biçimlerinin kullanımı

Ad durumları	A1 Düzey	A2 Düzey	B1 Düzey
Belirtme Durumu	<p>Ben köpeğim görmek istiyorum Gelecekte dünya görmek istiyorum Ablam ve babam görmek istiyorum Tiyatro oyuncular çok seviyorum</p> <p>Louvre ve Mona Lisa'da görmek istiyorum Hayvanlar çok seviyorum</p> <p>Yaz seviyorum Tüm ülke gezme istiyorum O, siyah kıyafetler giymek çok seviyor Saç kahverengi ve gözleri ela.</p>	<p>Ben hala okuldan sonra ne yapacağım bilmiyorum Koşmak çok seviyorum bunu beni rahatlatıyor Hiçbir şeye düşünmüyorum</p> <p>En sevdiğim şey temizlik yaparken şarkıyı söylemek çünkü şarkıyı söylediğimde çok mutluyum. Profesyonel dans etmeye bilmiyorum. Güzel şarkı dinlemek severim ama iyi şarkı söylemek bilmiyorum</p>	
Yönelme Durumu	<p>Varaždin'de gitmek istiyorum Kafede gitmek istiyorum Sinemada gitmek istiyorum Rijeka'da gitmek istiyorum Portekiz'de gitmek istiyorum Türkiye'de gitmek istiyorum Paris'te gitmek istiyorum. Her yaz Trogir'de gidiyorum ama bu yaz Dubrovnik'te gidiyorum Kahveye içiyorum. Sen benim şehrimde geliyorsun Onun odası kalacaksın İstra Opatiya'dan çok yakın Perşembe günü orada gideceğiz Her hafta sonu göle yüzmek gidiyorum.</p>	<p>Türkiye'ye birkaç yıl çalışmayı gitmek istiyorum Sergide duvarda asıldı ve herkese onu sevdi Okulda bir etkinlik şarkı söyledim. Sergide duvarda asıldı ve herkese onu sevdi Bazen arkadaşlarımla Jarun Gölü koşmak gidiyorum Masa tenisi oynamayı devam edeceğim Babam karşı maç kazanmak istiyorum Atım her gün binmek gidiyorum</p>	<p>Her nerede baksak teknoloji görüyorum Teknoloji ders çalışmayı çok yardım etti</p>
Bulunma Durumu	Buraya çok iyi yemekleri var.	Ben mutluluk his var	

	Benim evime kalabilirsin	Çünkü bazen aynı yerler koşmak sıkıcıdır. Ben masa tenisi yetenekliyim	
Ayrılma Durumu		Televizyondan süper kahramanlar iyi. Onlar Almanya'da geliyorlar	
İlgi Durumu	Ailemin görmek istiyorum Yazta arkadaşlarımla kahve içiyorum Yazta fakülte ve ders yok Ema büyük gözleri var O altı kedi var Lorena uzun ve kahverengi saçları var Güzel bir otel var o adı Deniz.	Türkçe hayatımın parçası olması istiyorum Benim annem çok güzel sesi var Erkek kardeşim de sesi çok güzel	Onlar çok iyi siteleri var Yeni bir teknoloji olumsuz yönleri var Bence çocuklar daha çok okuma problemleri var

SONUÇ

Yukarıdaki bulgulardan da görüleceği üzere A1 düzey öğrencilerin belirtme durum ekini kullanmak yerine yalın biçimi sıklıkla kullandığı, yönelme durumu yerine bulunma ekinin yanlış biçimde cümle içinde konumlandırıldığı, bulunma durumunda ise yönelme biçiminin cümlede yanlış konumlandırıldığı görülmektedir. Ayrılma durumu ile ilgili veri az olmakla birlikte bu düzey için yanlış kullanıma rastlanmamıştır. İlgi durumu ise bu seviye için oldukça karmaşık sonuçlarla karşımıza çıkar, belirtme, bulunma ve yalın biçimli kullanımları ilgi durumunun yerini aldığı görülür.

A2 düzey öğrencilerde ise belirtme durum kullanımında A1 düzeydeki yalın biçimli kullanımın nispeten azaldığı ve hatta yalın kullanılması gereken yerlerde fazladan kullanıldığı 'şarkıyı söylemek' görülürken yönelme kullanımının yine A1 düzeye göre bulunma durumu ile karıştırıldığı ama buna dair örneklerin bu düzeyde daha az olduğu birkaç örnekte yönelme yerine yalın ve belirtme durumlarının kullanıldığı görülmektedir. Bulunma durumu bu seviyede yanlış kullanım örnekleri bakımından görece azdır. Bu yanlış kullanımlar A1 düzeyindeki gibi yönelmeyle karıştırılarak değil de yalın biçimiyle hatalı kullanımla karşımıza çıkar. Ayrılma durumunun bu düzeydeki hatalı kullanımı bulunma ile karıştırılmasına dayanmaktadır. Yine bu seviyede ilgi durumunun cümlede ek olarak kullanılmadan yalın biçimli ad durumlarıyla kullanıldığı görülmektedir.

B1 düzey öğrencilerde belirtme durumunun yanlış kullanımına örneklem grubu içerisinde rastlanmamıştır. Bununla birlikte yönelme durumunun az örnekte belirtme ve bulunma durumlarıyla karıştırıldığı tespit edilmiştir. Bu seviye öğrencilerde bu örneklem grubu için bulunma ve ayrılma kullanımlarında hata tespit edilmemiştir. İlgi durumunun ise kullanımında yine yalın biçimli yanlış kullanımlara rastlanmıştır.

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TÜRKÇE ÖĞRETİMİNDE BİR UYGULAMA ALANI OLARAK KURUMSAL PROJELER: SIFIR ATIK PROJESİ

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Özet

Modern dil öğretim yöntemleri “iletişim çağının” en belirgin konularından biri olma özelliği göstermektedir. İletişimle birlikte kısalan mesafeler güncel dil öğretim yaklaşımlarının her geçen gün yenilenmesini ve geliştirilmesini gerekli kılmaktadır. Dil öğrencilerinin talepleri ve yönelimleri doğrultusunda özellikle eğitim kurumları tarafından gerçekleştirilen faaliyetler, alanda yapılan çalışmalara da yön vermektedir. Bu çalışma alanlarından biri olan “kurumsal projeler” dil öğrencilerinin “Etkinlik Yaklaşımı” çerçevesinde dâhil olabileceği ve talep edilen dili, özellikle ileri seviye, öğrenmede etkili sonuçlar doğurması beklenmektedir. Yaşayarak ve uygulayarak öğrenme dil öğreniminde en başarılı yöntemlerden biri olmaya devam etmektedir. Bu amaçla, kurumsal -üniversite- projelerine doğrudan dâhil edilecek öğrencilerden dil öğreniminde akademik alanlarıyla ilişkili kelime varlığı, konuşma kalıpları öğrenmeleri dilin doğal kullanım alanında yer alarak yazma ve okuma becerilerini geliştirmeleri beklenmektedir. “Sıfır Atık” ve benzeri projeler hem sosyal hem bilimsel alanda katılımcıların dil becerilerini geliştirebileceği alanlardır. Bu çalışma, “kurumsal projelerin” dil öğreniminde uygulama alanı olarak kullanılmasını göstermeyi amaçlamaktadır.

Anahtar Kelimeler: Türkçe Öğretimi, Yabancı Dil Olarak Türkçe, Etkinlik Yaklaşımı, Kurumsal Projeler, Sıfır Atık Projesi

Abstract

Language teaching methods are a prominent issue in the communication age. The need to shorten distances through communication requires the continuous renewal and development of current language teaching approaches. Educational institutions carry out activities in line with the demands and tendencies of language learners, which also guide studies in the field. "Institutional projects" is an area of study that can involve language learners through the "Activity Approach". This approach is expected to produce effective results in learning the requested language, particularly at the advanced level. Learning through experience and practice remains one of the most successful methods in language learning. For this purpose, learners who will be directly involved in corporate-university projects are expected to acquire the vocabulary and speech patterns related to their academic fields through language learning. They should also develop their writing and reading skills by participating in the natural use of the language.

Projects such as 'Zero Waste' provide opportunities for participants to enhance their language skills in both social and scientific contexts. This study aims to demonstrate how 'institutional projects' can be used as an application area in language learning.

Keywords: Turkish Language Teaching, Turkish as a Foreign Language, Activity Approach, Institutional Projects, Zero Waste Project

Giriş

21. yüzyıl dünyasında bilim, teknoloji, ulaşım, eğitim ve sanatta ulaşılan seviye ile yeni bir dil öğrenme, farklı milletlerle kendi dilleri üzerinden iletişim kurma, onların kültürleriyle tanışma isteği başka bir boyuta taşınmıştır. Birleşmiş Milletler verilerine göre dünyada iki yüz sekiz devlet vardır. Buna karşın tüm dünyada bugünkü veriler ışığında toplam 7164 dil bulunmakta ve bu dillerin de yalnızca yirmi üçü dünya nüfusunun yarıdan fazlasını oluşturmaktadır [1]. Bu dilleri konuşan insanlar, doğudan batıya, kuzeyden güneye dünyanın farklı coğrafyalarına dağılmış durumdadır ve bu insanlar, bugün olduğu kadar birbirleriyle bu kadar kolay etkileşimi hiçbir zaman kurmamıştır. UNESCO'nun verilerine göre dünyada çok geniş bir coğrafyaya yayılan ve 220 milyondan fazla kişi tarafından konuşulan Türkçe, dünyanın farklı bölgelerinden insanların öğrenmek istediği diller arasında yerini almıştır. Zorbaz (2013), insanları Türkçe öğrenmeye iten sebepleri: “Kimileri Türklerle içi içe ya da komşu olduğu için, kimileri Türklerin yönetimindeki yerlerde yaşayıp devlet kademelerinde görev yapmak için, kimileri ticaret yapmak için veya dinini yaymak için Türkçe öğrenmiş, bazıları hayatına farklı bir yön vermek niyetiyle ya da ülkesine istihbarat sağlamak amacıyla Türkçe öğrenmek için” [2, 159 s.] şeklinde sıralamıştır. Gerekçesi her ne olursa olsun insanların Türkçe öğrenme taleplerini karşılayabilmek, onların istediği standartlarda dil öğretimini gerçekleştirebilmek için Türkiye’de, tüm dünyada uygulanan dil eğitimi metotları kullanılmaktadır. Türkiye’de ve Türkiye dışındaki dil öğretimi devlet kurumları (Yunus Emre Enstitüsü, Türk Maarif Teşkilatı, Üniversiteler vd.) ve özel kuruluşlar aracılığıyla gerçekleştirilmektedir.

Yabancılara Türkçe Öğretimi ve Kurumsal Projeler

Yabancılara Türkçe öğretimi, Türkler için yeni bir kavram değildir. Tarihsel süreç açısından bakıldığında Kaşgarlı Mahmut’un 1074 yılında tamamladığı *Dîvânu Lugâti’t Türk*, Türkçe öğretimi konusunda bilinen ilk eserdir [3, 475 s.]. Kaldı ki Kaşgarlı Mahmut bu eseri, Büyük Selçuklu Sultanı Alparslan’ın Malazgirt zaferinden hemen sonra İslam dünyasında Türklerin, Türklüğün ve Türk dilinin öneminin daha da arttığı bir dönemde Araplara Türkçeyi öğretmek, Türkçenin Arapça kadar zengin dil olduğunu ortaya koymak amacıyla yazmıştır [4, 46 s.]. Araplara Türkçe öğretmeyi bir misyon edinen bu kitaptan sonra da 15. yüzyıla kadar *Ed-Dürretü’l-Mudiyeye fi’l-Lügati’t-Türkiyye*¹, *Kitâbü’l-İdrâk li-Lisâni’l-Etrâk*², *Muhâkemetü’l-Lugateyn*³ ve *El-Kavânînü’l-Külliyeye li Zabti’l-Lügati’t-Türkiyye*⁴ gibi pek çok eser Türkçe öğretimi konusunda bir yol ve yöntem gösterici olmuştur. Fakat bu bireysel çalışmaların dışında kurumsal olarak dil öğretimine eğilme Cumhuriyetle birlikte daha başka bir noktaya evrilmiştir. Cumhuriyetin ilk yıllarındaki sosyo-ekonomik şartlar, siyasi ve toplumsal durumlar Türkçenin yabancı dil olarak öğretimi konusunun arka planda kalmasına neden olmuştur. Yine de 1932 yılında kurulan Türk Dili Tetkik Cemiyeti (Türk Dil Kurumu) başta olmak üzere yapılan pek çok yenilikle dil konusuna ayrı bir önem verilmiştir. Özellikle 1980 sonrası şekillenen yeni eğitim

¹ 13. yüzyılda Araplara Türkçe öğretmek için yazılan ve yirmi dört bölümden oluşan bir eserdir.

² 14. yüzyıl başlarında Esirü’l-din Ebu Hayyân tarafından yazılan bu eser, Dil Bilgisi ve Sözlük bölümlerinden oluşmaktadır.

³ Ali Şir Nevai tarafından 1499’da tamamlanmış olan bu eserde, Türkçe ile Farsça karşılaştırılarak Türkçenin dil bilgisi ve söz varlığı üstünlükleri ortaya konulmuştur.

⁴ 15. yüzyılda Araplara Türk kültürünü ve dönemin Türkçesini öğretmek için yazılmıştır.

modelleri içinde Türkçenin yabancı dil olarak öğretimi meselesi kurumsal boyutta ele alınmaya başlanmış ve kısa bir zaman diliminde büyük mesafeler katedilmiştir. Cumhuriyet döneminde yabancılara Türkçe öğretiminin lokomotifi üniversiteler olmuştur. Üniversiteler bünyesinde açılan (TÖMER, DİLMER, DEDAM, FÜSEM vd.) dil merkezleri sayesinde bugün tüm Türkiye sathına yayılmış bir şekilde dil öğretimi yapılmaktadır.

Günümüzde yabancı dil olarak Türkçe öğretiminin yapısal sisteminin temelleri 2009'da faaliyetlerine başlayan Yunus Emre Vakfı tarafından atılmıştır. Bugün seksenden fazla merkezi bulunan Vakıf, "Türkiye'yi, Türk dilini, tarihini, kültürünü ve sanatını tanıtmak; bununla ilgili bilgi ve belgeleri dünyanın istifadesine sunmak; Türk dili, kültürü ve sanatı alanlarında eğitim almak isteyenlere yurt dışında hizmet vermek; Türkiye'nin diğer ülkeler ile kültürel alışverişini arttırıp dostluğunu geliştirmek amacıyla 2007'de kurulmuştur." [5]. Yine yabancılara Türk dilini Türk kültürünü öğretmek için kurulan "Türkiye Maarif Vakfı, Türkiye'nin uluslararası eğitimde dünyaya açılan kapısıdır. 17.06.2016 tarihli 6721 sayılı kanun ile kurulan Vakıf, yurt dışında Türkiye Cumhuriyeti adına eğitim faaliyeti yürütme yetkisine sahip bir kuruluştur." [6].

Gerek kurumsal yapı dâhilinde gerekse üniversiteler marifetiyle hayata geçirilen "dil öğretim merkezleri" yabancılara Türkçe öğretimi konusuna ciddi bir ivme kazandırmıştır. Tüm Türkiye'ye yayılmış üniversite ve özel kuruluşlar sayesinde yabancılara ülke içinde Türkçe öğretilirken; Yunus Emre Vakfı, Türkiye Maarif Vakfı, TİKA vd. gibi kurumlar vasıtasıyla da Türkiye coğrafyası dışında, farklı ülkelerde Türkçe öğretimi faaliyetleri yürütülmektedir.

Dil öğretimi, bilimsel temeller üzerine inşa edilen, çağın gerektirdiği modellere göre şekillenen dinamik bir süreçtir. Dünyada dil öğretiminde yaklaşımlar 1900'lerin başından günümüze kadar her alanda yenilenecek gelmiştir. *Dil Öğretimi Yaklaşımları*⁵ kendi alt başlıkları altında dil öğretimine dair birtakım öneriler ortaya koyar. Piaget, Vygotsky, Bruner gibi uzmanların görüşlerinden hareketle geliştirilen, "Yapılandırıcı Yaklaşım" başlığı altında sınıflandırılan "Etkinlik Yaklaşım" günümüzde birçok ülkede uygulanmaktadır. Son yıllarda da *Diller İçin Avrupa Ortak Başvuru Metni* de yaygın olarak benimsenmiştir [7, 37 s.]. Bu yaklaşımın dil öğretimine getirdiği yenilik, öğrenciye yoğun bir dil bilgisi ya da kelime öğretmekten ziyade öğrencinin bir etkinlik yapmak suretiyle aktif olarak öğrenme sürecine dâhil olmasını amaçlanmaktadır. Öğrencinin zihinsel ve bedensel olgunluk seviyesine uygun görevler vermek suretiyle onların aktif öğrenme süreçlerine katılmaları sağlanır.

Etkinlik yaklaşımına göre dil, bir sosyal iletişim aracıdır ve etkinlik yaklaşımında bireyler toplumda çeşitli rol ve görevleri yerine getiren sosyal aktörler olarak ele alınırlar. Sosyal aktörler toplumsal görevlerini yerine getirirken dili çeşitli alanlarda ve sosyal hayatın içinde kullanırlar [7, 43 s.]. Dili doğal ortamında kullanmak ve öğrenimin bu yolla kalıcı hâle gelmesi de dil öğretiminde bu yaklaşımı kullananların öğrenciden/katılımcıdan beklediği çıktılardır. Etkinlik yaklaşımına göre yabancı bir dili öğrenmenin temel koşulu öğrencinin aktif çabasını gerektirir. Öğrencinin pasif olduğu, öğretmenin aktif bir şekilde bilgileri aktardığı ortamda öğrencinin dil becerisinin yetkin bir şekilde gelişmesi beklenemez. Güneş (2017), öğrencinin dil becerisinin gelişmesinin, öğrencinin kendi çabalarıyla, çevresiyle etkileşim kurmasıyla mümkün olacağını söyler. Güneş ayrıca, bu süreçte okuma, yazma, araştırma, sorgulama, sorun çözme gibi etkinliklerinin önemli olduğunu, öğrencinin bu etkinliklerle bilgiyi aldığını, zihninde işlediğini, ön bilgileriyle bağ kurduğunu, anlamlandırdığını, kendi yorumlarını katarak zihnine yerleştirdiğini, son olarak da bu yaklaşımla, öğrendiklerini uygulamaya aktardığını söyler [8, 49 s.]. Bu yöntemle katılımcı dil ve zihinsel becerilerini geliştirirken dil öğreniminde bir koşul olan kelime dağarcığını da çeşitlendirir. Bu sebeple öğrencilerin seviyelerine uygun olan etkinliklerde görev almaları sağlanmalıdır.

⁵ Dil öğretimi yaklaşımları konusunda geniş bilgi ve sınıflandırma için bkz. [7, 38-47 s.].

Özellikle üniversiteler bünyesinde uygulanan kültürel ve çevresel projeler, modern dil öğretiminde katılımcının öğrendiği dilin kelime varlığını edinimi için uygulama alanına dâhil edilmelidir. Bilindiği üzere, uygulayarak öğrenme dil öğretiminde en etkin tekniklerden biridir. Bu sebeple özellikle ileri seviye (C1) katılımcılarının projelerde yer alması “Etkinlik Yaklaşımı” açısından görülebilir ve takip edilebilir bir kaynak oluşturma potansiyeline sahiptir. Kısa veya uzun süreli bir projeye dâhil edilecek katılımcıdan, süreç içerisinde alana dair verilerin edinimi ve kalıcılığı beklenebilecektir. Gerek lisans gerekse lisans üstü eğitim ve öğretimde karşılaşılan sorunlarından birisi şüphesiz, dil öğrencilerinin alana yönelik söz varlığının, özellikle terimlerin, eksikliğidir. Temel dil öğretiminde hedef dilin dil bilgisi yapıları, günlük konuşma kalıpları, temel ihtiyaç kavramları, bilindik mecaz ifadeleri gibi genel dil çerçevesinin öğretimi sağlanmaktadır. Ancak alana/branşa yönelik bir dil öğretiminin yapılması çoğu zaman mümkün olmamaktadır. Bu durumda dil öğrencisi hedef alandaki eğitime başladığında gerekli verimliliği gösterememektedir. Dil öğretiminde projelerin bir “uygulama” alanı olarak kullanımı öğretimde eş zamanlı ve kalıcı bir fayda sağlayabilecek durumdadır. Örneğin üniversitede “arkeoloji” alanında eğitim almayı planlayan bir katılımcının yine arkeoloji alanında yürütülen bir projeye dâhil edilmesi katılımcıyı “zorunlu” olarak -ihtiyaç duyma- alana yönelik terim ve kavramların edinimini sağlayacaktır. Uygulayarak öğrenme ve edinimin pekiştirilmesi sayesinde de öğrenilen dilin kalıcılığı sağlanacaktır. İlerleyen süreçte “planlanan eğitim alanında” katılımcıdan daha verimli olması beklenecektir.

Sıfır Atık Projesi

Sıfır Atık Projesi, Türkiye’de 2017 yılında Emine Erdoğan Hanımefendi’nin himayesinde başlatılan ve Çevre, Şehircilik ve İklim Değişikliği Bakanlığı tarafından yürütülen bir projedir. Aradan geçen yedi yıl gibi kısa bir sürede: Sıfır Atık Bilgi Sistemi kuruldu, Sıfır Atık Yönetmeliği oluşturuldu, On Birinci Kalkınma Planı ile sıfır atık ülke politikası haline geldi, Türkiye Çevre Ajansı kuruldu, Paris Anlaşması onaylandı, Türkiye Yeşil Mutabakat Eylem Planı hazırlandı, Orta ve Uzun Vadeli Programa sıfır atık dahil edildi, İklim Değişikliği Başkanlığı kuruldu ve BM Genel Kurulu’nun aldığı kararla 30 Mart “Uluslararası Sıfır Atık Günü” olarak ilan edildi.

Türkiye’de birçok kurum, kuruluş ve üniversitelerde uygulanmaya başlanan “Sıfır Atık Projesi”, 22.02.2024 tarihinden itibaren Hoca Ahmet Yesevi Uluslararası Türk-Kazak Üniversitesi’nde Almatı Eğitim Ataşeliğinin destekleriyle uygulanmaya başlanmıştır. Hem bu proje ile ilgili farkındalık yaratmak hem de “Sıfır Atık” bilincini öğrencilere yerleştirmek ve bu projeyi, Türkçe öğretiminde bir uygulama alanı olarak kullanmak hedeflenmiştir.

Dil öğretiminde “Etkinlik Yaklaşımı”nın uygulanacağı döngüsel bir bağlamda “Sıfır Atık” projesi, “Sürdürülebilir üretim ve tüketim alışkanlıklarını teşvik eder ve kaynakların verimli kullanılmasını destekler. Sıfır atık, israftan kaçınmayı ve atığın önlenmesini, azaltılmasını, yeniden kullanılmasını ve geri dönüştürülmesini savunur. Böylece sosyal dayanışmanın geliştirilmesi de dâhil olmak üzere olumlu sosyo-ekonomik sonuçlara ulaşılmasına yardımcı” [9] olmayı hedefleyen bir yaklaşımdır. Projede bahsedilen döngüsel ekonominin sınırları “Azalt, yeniden kullan ve geri dönüştür”⁶, “Uzun ömürlü tasarım”⁷ ve “Döngüyü kapat”⁸ başlıkları ile sınıflandırılmıştır.

⁶ Bu ilke, öncelikle malzeme ve kaynak kullanımını en aza indirerek üretilen atık miktarını azaltmayı amaçlar. Atık kaçınılmaz olduğunda, mümkün olduğunca yeniden kullanılmalı veya geri dönüştürülmelidir [9].

⁷ Bu ilke, ürün ve malzemeleri mümkün olduğu kadar uzun süre kullanılabilir şekilde tasarlamayı amaçlar. Bu, ürünleri daha dayanıklı, onarılabilir ve yükseltilebilir hale getirerek yapılabilir [9].

Döngüsel ekonominin uygulanmasıyla elde edilmesi beklenen avantajlar ise: “Azaltılmış atık ve kirlilik⁹”, “İyileştirilmiş kaynak verimliliği¹⁰”, “Sürdürülebilir ekonomik büyüme¹¹” başlıkları altında sıralanmıştır. Döngüsel uygulama alanları ise, “Geri dönüşüm¹²”, “Tamir¹³”, “Yeniden kullanım¹⁴” ve “İleri dönüşüm¹⁵” aşamaları ile tanımlanmıştır.

Sonuç

Merkeze alınan konu, projenin içeriğinden çok projenin “dil öğrencileri” üzerindeki olumlu etkilerinin ortaya konulmasıdır. Bu amaçla söylenebilir ki üniversite düzeyindeki katılımcıların “Sıfır Atık” gibi projeye dâhil edilmelerinden dil öğrenimi adına bazı olumlu beklentiler oluşmaktadır. Öğrencilerin, okuma, yazma, dinleme ve konuşma becerilerinden hedeflenen herhangi biri, yukarıda aktarılan “Sıfır Atık” aşamalarından biriyle ilgili “Etkinlik Yaklaşımı”nı esas alan uygulamalar yapılabilir.

Sonuç olarak, dil öğreniminin yanı sıra katılımcılardan sürdürülebilir kalkınma ve çevrecilik konularında farkındalıklarının artması ve konuya dair bilinçli bir yaklaşımın gelişmesi beklenir. Kurumsal bir projede yer almak öğrenilen dilin uygulama alanına erişimini kolaylaştıracağı gibi katılımcıların çeşitli becerilerini kullanmalarına fırsat sağlayacaktır. Yine benzer bir şekilde dil öğreniminde hedeflenen “kültürel etkileşim” için de katılımcılara “doğal” bir zemin hazırlanmış olacaktır. Farklı kültür dairesine mensup insanların bir araya gelerek yürütecekleri projeler kendilerine gerek dil gerekse bilimsel alanda geliştirme imkânı verecektir.

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⁸ Bu ilke, ürünlerin, bileşenlerin ve malzemelerin ekonomi içinde mümkün olduğu kadar uzun süre kullanımda kalmasını amaçlar. Bu, atık malzemeleri toplayıp geri dönüştürerek veya kolayca demonte edilip yeniden kullanılabilen ürünler tasarlayarak yapılabilir [9].

⁹ Döngüsel ekonomi, ekonomimizin ürettiği atık ve kirliliğin miktarını azaltmaya yardımcı olabilir. Bunun nedeni, ürünleri, bileşenleri ve malzemeleri mümkün olduğu kadar uzun süre kullanımda tutmayı hedeflemesidir, bu da yeni kaynaklar çıkarma ve yeni ürünler üretme ihtiyacını azaltır [9].

¹⁰ Döngüsel ekonomi, ekonomimizin kaynak verimliliğini artırmaya yardımcı olabilir. Bunun nedeni, ilk etapta malzeme ve kaynak kullanımını en aza indirmeyi, atık malzemelerin yeniden kullanımını ve geri dönüşümünü en üst düzeye çıkarmayı hedeflemesidir [9].

¹¹ Döngüsel ekonomi, sürdürülebilir ekonomik büyümeyi desteklemeye yardımcı olabilir. Bunun nedeni, atık bertaraf maliyetlerinin düşürülmesine ve geri dönüşüm ve yeniden kullanım endüstrilerinde yeni işler yaratılmasına yardımcı olabilmesidir [9].

¹² Atık malzemelerin yeni malzeme ve ürünlere dönüştürülmesi işlemidir. Geri dönüşüm, düzenli depolama alanlarına gönderilen atık miktarının azaltılmasına yardımcı olabilir ve aynı zamanda doğal kaynakları da koruyabilir (URL 4).

¹³ Kırık veya hasarlı ürünlerin tamir edilmesi işlemidir. Onarım, ürünlerin kullanım ömrünün uzamasına yardımcı olabilir ve aynı zamanda ekonomik tasarruf da sağlayabilir [9].

¹⁴ Ürünlerin tekrar kullanım amacına uygun olarak kullanılması işlemidir. Yeniden kullanım, üretilen atık miktarının azaltılmasına yardımcı olabilir ve aynı zamanda ekonomik tasarrufu da sağlayabilir [9].

¹⁵ Bu, atık malzemeleri daha yüksek değere sahip yeni ürünlere dönüştürme sürecidir. İleri dönüşüm, üretilen atık miktarının azaltılmasına yardımcı olabilir ve ayrıca yeni işler yaratabilir [9].

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YABANCI DİL OLARAK TÜRKÇE ÖĞRETİMİNDE YAPAY ZEKÂ DESTEKLİ OKUMA METİNLERİNİN OKUNABİLİRLİK BAĞLAMINDA DEĞERLENDİRİLMESİ

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Özet

Yabancı dil öğretiminde anlama becerileri kapsamında yer alan okuma, yalnızca bilgi toplama ve anlama faaliyeti değil aynı zamanda bir dilin yaratıcı, sanatsal ve kültürel kodlarını da içeren hem etken hem de edilgen olmayı gerektiren ve metinler aracılığıyla aktarılan bir dil becerisidir. Etkileşimli ve iletişimsel aktiviteler ile desteklenen okuma araçları ve etkinlikleri belirli bir amaca ve işleve göre oluşturulmaktadır. Bunlar genel okuma, yazışmaları okuma ve anlama, fikir sahibi olmak için okuma, bilgi edinme ve kanıt elde etme amaçlı okuma, yönerge ve serbest – boş zaman etkinliği okuma gibi amaçlara ayrılmış ve bu amaçların dil seviyelerine göre kazanımları Diller İçin Avrupa Ortak Öneriler Çerçevesi (CEFR) tarafından belirlenmiştir. Günümüzde yabancı dil öğretiminde dil becerilerinde kullanılabilir malzemelerin üretiminde yapay zekâ programlarından da destek alınmaktadır. Yapay zekâ tarafından üretilen dil malzemeleri, öğreticilerin yeterli ve doğru komutları ile oluşturulmakta ve dolayısıyla yeniden düzenlemeye gerek duyabilmektedir. Bunun yanı sıra yabancı dil olarak Türkçe öğretiminde geleneksel yollarla hazırlanan ve kullanılan ders kitapları da hâlen önemli bir yere sahiptir. Bu çalışmada geleneksel ve modern yollarla oluşturulan okuma metinlerinin dil öğretiminde kullanılan bir değerlendirme yaklaşımı olan okunabilirlik bağlamında incelenmesi amaçlanmıştır. Bu doğrultuda, uluslararası öğrenciler için Türkçe ders kitabı olarak hazırlanan “A1 Yeni İstanbul” içerisindeki okuma metinleri ile A1 seviyesindeki öğrenciler için yapay zekâ metin oluşturma programı <https://rytr.me/> tarafından oluşturulan okuma metinleri Ateşman (1997) formülü kullanılarak okunabilirlik ölçütünde karşılaştırmalı olarak değerlendirilmiştir. İki kaynaktaki okuma metinleri ortak tema ve kazanım çerçevesinde ele alınmıştır. Bu çalışma, nitel araştırma yöntemi ile desenlenerek, nitel veri toplama yöntemlerinden doküman incelemesi ve nitel veri analiz türlerinden içerik analizi ile tasarlanmıştır. Çalışma sonucunda geleneksel ve modern yöntemlerle hazırlanmış okuma malzemelerinin niteliklerinin ve okunabilirlik seviyelerinin kolay okunabilir olduğu tespit edilmiştir.

Anahtar Kelimeler: Okuma becerisi, yabancı dil olarak Türkçe öğretimi, yapay zekâ

EVALUATION OF ARTIFICIAL INTELLIGENCE SUPPORTED READING TEXTS IN THE CONTEXT OF READABILITY IN TEACHING TURKISH AS A FOREIGN LANGUAGE

Abstract

Reading, which is within the scope of comprehension skills in foreign language teaching, is not only an activity of collecting and understanding information, but also a language skill that requires both being active and passive, including the creative, artistic and cultural codes of a language and is transferred through texts. Reading tools and activities supported by interactive and communicative activities are created according to a specific purpose and function. These are divided into purposes such as general reading, reading and comprehension of correspondence, reading to have an opinion, reading to obtain information and evidence, reading for instruction and leisure reading, and the achievements of these purposes according to language levels are determined by the Common European Framework of Reference for Languages (CEFR). Today, artificial intelligence programmes are also supported in the production of materials that can be used in language skills in foreign language teaching. Language materials produced by artificial intelligence are created with sufficient and correct commands of the instructors and therefore may need to be reorganised. In addition, textbooks prepared and used in traditional ways still have an important place in teaching Turkish as a foreign language. In this study, it is aimed to examine the reading texts created by traditional and modern ways in the context of readability, which is an evaluation approach used in language teaching. In this direction, the reading texts in "A1 Yeni İstanbul" prepared as a Turkish textbook for international students and the reading texts created by the artificial intelligence text generation programme <https://rytr.me/> for A1 level students were comparatively evaluated in terms of readability criterion using Ateşman (1997) formula. This study was designed with qualitative research method, document analysis from qualitative data collection methods and content analysis from qualitative data analysis types. As a result of the study, it was determined that the qualities and readability levels of reading materials prepared with traditional and modern methods are easy to read.

Keywords: Reading skills, teaching Turkish as a foreign language, artificial intelligence

ОЦЕНКА ТЕКСТОВ ДЛЯ ЧТЕНИЯ С ПОДДЕРЖКОЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В КОНТЕКСТЕ УДОБСТВА ЧТЕНИЯ ПРИ ОБУЧЕНИИ ТУРЕЦКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

Резюме

Чтение, которое входит в сферу навыков понимания при обучении иностранному языку, - это не только деятельность по сбору и пониманию информации, но и языковой навык, требующий как активной, так и пассивной позиции, включающий творческий, художественный и культурный коды языка и передаваемый через тексты. Средства и виды чтения, поддерживаемые интерактивной и коммуникативной деятельностью, создаются в соответствии с конкретной целью и функцией. Они подразделяются на такие цели, как общее чтение, чтение и понимание корреспонденции, чтение для того, чтобы иметь свое мнение, чтение для получения информации и доказательств, чтение для обучения и чтение для отдыха, а достижения этих целей в соответствии с языковыми уровнями определяются Общеввропейской системой уровней владения иностранным языком (CEFR). Сегодня программы искусственного интеллекта также поддерживаются при создании материалов, которые могут быть использованы для развития языковых навыков при обучении иностранным языкам. Языковые материалы, созданные искусственным интеллектом,

создаются с достаточным количеством правильных команд преподавателей и поэтому могут нуждаться в реорганизации. Кроме того, учебники, подготовленные и используемые традиционным способом, по-прежнему занимают важное место в преподавании турецкого языка как иностранного. Целью данного исследования является анализ текстов для чтения, созданных традиционным и современным способами, в контексте удобочитаемости, которая является оценочным подходом, используемым в преподавании языка. В этом направлении тексты для чтения в "A1 Yeni İstanbul", подготовленном как учебник турецкого языка для иностранных студентов, и тексты для чтения, созданные с помощью программы создания текстов на основе искусственного интеллекта <https://rytr.me/> для студентов уровня A1, были сравнительно оценены с точки зрения критерия удобочитаемости по формуле Ateşman (1997). Тексты для чтения в двух источниках были проанализированы в рамках общих тем и достижений. Данное исследование было разработано с использованием качественного метода исследования, анализа документов, одного из качественных методов сбора данных, и контент-анализа, одного из видов качественного анализа данных. В результате исследования было установлено, что качество и уровень читабельности материалов для чтения, подготовленных традиционными и современными методами, были легкими для чтения.

Ключевые слова: навык чтения, преподавание турецкого языка как иностранного, искусственный интеллект

GİRİŞ

Yabancı dil öğretiminde okunabilirlik, dil öğrenimini ve akademik başarıyı etkileyen önemli bir faktördür [1, 16 s.]. Yabancı dil öğrenenlere sunulan metinlerin okunabilirliğini değerlendirmek öğrenenlerin metinleri anlama ve öğrenmelerini etkileyebilir [2]. Yabancı dil öğretiminde otantik ve teknik metinlerin kullanımı gibi yeni yöntemler, öğrenme sürecini uygun hâle getirmeye ve öğrenciyi motive etmeye yardımcı olabilir [3, 228 s.]. Ayrıca, son yıllarda farklı dil öğretim yöntemlerini okunabilirlik açısından karşılaştırmak için hesaplamalı analiz kullanılmış ve dil bilgisi temelli yöntemin daha tutarlı bir ilerleme gösterdiği görülmüştür [4, 125 s.].

Yabancı dil öğretiminde okunabilirliğin önemi çok yönlüdür; bu kavram anlama, öğrenme etkinliği, kültürel entegrasyon ve uygun okuma materyallerinin seçimi üzerindeki etkiyi kapsar. Okunabilirlik, bir metnin okunup anlaşılmasındaki kolaylık düzeyini ifade eder ve yabancı dil öğretiminde rol oynar. Metnin okunabilirliğinin değerlendirilmesi, farklı yeterlilik seviyelerindeki okuyuculara uygun seviyedeki metinlerin atanması için gereklidir [5, 488 s.]. Bu, öğrenciler için metinlerin seçilmesine yardımcı olduğu ve böylece motivasyonu ve öğrenmeyi artırdığı için özellikle önemlidir [6, 380 s.]. Dahası, okunabilirlik, metinlerin hazırlanması ve anlaşılması süreçlerinde kilit bir faktördür ve öğrenciler için uygun okuma materyallerinin seçimini etkiler [7] Ayrıca, dil öğrenenlere yönelik yardımcı teknolojilerin kalitesini artırmak için de önemlidir [8].

Yapılan okunabilirlik çalışmalarına bakıldığında örneğin, Crossley vd., [9, 481 s.] psikodilbilimsel teorisiyle uyumlu olarak, L2 okuyucuları için İngilizce metin okunabilirliğini ölçmek amacıyla sözcüksel eşdeğerlik, sözdizimsel cümle benzerliği ve sözcük sıklığı gibi Coh-Metrix değişkenlerini kullanmıştır. Ayrıca, doğal dil işleme teknikleri, klasik okunabilirlik formüllerinin ötesine geçerek okuma süreçlerinin teorik açıklamalarını daha iyi temsil eden yeni okunabilirlik formülleri geliştirmek için de değerlendirilmiştir [10, 1008 s.].

Yabancı dil öğretimindeki okunabilirlik çalışmaları, metinlerin okunabilirliğini değerlendirmek ve geliştirmek için çeşitli dilbilimsel ve hesaplamalı yaklaşımları kapsamaktadır. Son zamanlarda yapılan araştırmalar, okuma süreçlerinin teorik açıklamalarını daha iyi temsil eden yeni okunabilirlik formülleri geliştirmeye yönelmiştir. Örneğin Nahateme, [10] ikinci dil okumada metin okunabilirliğini ve işleme çabasını ölçmek için bilişimsel ve göz izleme araştırması yürütmüş ve okuma süreçlerinin teorik açıklamalarını daha iyi temsil eden yeni okunabilirlik formülleri geliştirmek için doğal dil işleme tekniklerini kullanmıştır [10, 1009 s.].

Örneğin Çincenin yabancı dil olarak öğretiminde metinlerin okunabilirliği ile ilgili yapılan çalışmada Sung, [11, 376 s.] metinleri yeterlilik düzeyine göre sıralamak için Yabancı Dil Olarak Çince için Çince Okunabilirlik Endeksi Gezgini (CRIE-CFL) gibi okunabilirlik değerlendirme sistemleri geliştirmiştir [11]. Ayrıca, makine öğrenmesi algoritması kullanarak yabancı dil olarak Çince öğretiminde kitapların otomatik okunabilirlik değerlendirmesini yapan bir çalışma da bulunmaktadır [12, 4 s.]. Bu çalışmalar, dil öğrenme materyallerinin etkinliğini artırmak için dilbilimsel, hesaplamalı ve dile özgü yaklaşımları kapsayan yabancı dil öğretiminde okunabilirlik değerlendirmesinin anlaşılmasına ve uygulanmasına katkıda bulunmaktadır. Bunun yanı sıra yabancı dil öğrenimi için okunabilirlik değerlendirilirken diller arası etkiyi ve öğrencinin okuma konusundaki daha yüksek deneyimini hesaba katmanın önemi vurgulanarak, öğrencinin dilsel geçmişini ve okuma deneyimini dikkate alma ihtiyacı belirlenmiştir [13, 158 s.]. Ayrıca, metin okunabilirliğinin değerlendirilmesi, diller arası etkiyi, bilişsel temelli endeksleri ve çok düzeyli dilsel özellikleri dikkate alacak şekilde genişletilmiş ve öğrenenin dilsel geçmişini, okuma deneyimini ve yeterlilik düzeyini hesaba katma ihtiyacı ön plana çıkmıştır [14]. Yabancı dil öğreniminde okuma seviyesini ve metnin duygusal yönlerini değerlendirmek için istatistiksel dil modellerinin, destek vektör makinelerinin ve metnin duygusal değerlendirmesinin kullanımı araştırılmıştır [15]. Ayrıca, Ateşman Okunabilirlik Formülü ve Fry Graph Formülü gibi okunabilirlik formüllerinin uygulanması, dünyada çeşitli dillerin yabancı ve ikinci dil öğretiminde ve ders kitaplarındaki farklı temaların belirli dil bağlamlarında metin okunabilirliğini ölçmek için kullanılmıştır [16, 350 s.; 17, 210 s.].

Yabancı dil olarak Türkçe öğretiminde okunabilirlik, etkili dil öğrenimine katkıda bulunan çeşitli yönleri kapsar. Özellikle teknolojinin de dil öğretiminde yer almasıyla birlikte yapılan çalışmalara bakıldığında bilgisayar destekli eğitimin yabancı dil olarak Türkçe öğretimi üzerindeki etkisi araştırılmış ve teknolojinin okunabilirliği artırma üzerindeki potansiyel etkisi vurgulanmıştır [18, 1704 s.]. Ayrıca, sadece okuma becerisinin değil Türkçenin yabancı dil olarak öğretimi bağlamında dinleme becerilerinin geliştirilmesi için şiir metinlerinin kullanımı ve okunabilirliği değerli bir araç olarak vurgulanmıştır [19, 133 s.]. Bunun yanı sıra Türkçenin yabancı dil olarak öğretiminde drama teknikleri, fıkralar ve anlamsal olarak kalıplaşmış birleşik fiiller gibi kültürel unsurlar okuma metinlerinde yer almış ve kültürel unsurların dil öğretimine entegre edilmesinin önemi vurgulanmıştır [20, 21]. Diğer yandan yalnızca ders malzemelerinin değil Türkçe internet sitelerindeki hasta bilgilendirme metinleri gibi otantik metinlerde de okunabilirlik ve içeriğin değerlendirilmesi tartışılmış ve Türkçe dil bağlamında okunabilirliğin önemine vurgu yapılmıştır [22, 93 s.].

Yabancı dil öğretimi bağlamında, okunabilirlik ilk olarak, dil materyallerinin öğrenciler tarafından anlaşılmasını ve dolayısıyla dil öğreniminin etkililiğini önemli ölçüde etkiler [10, 1014 s.]. İkinci olarak, okunabilir metinlerin kullanımı, yabancı dil olarak Türkçe öğretimi bağlamında gösterildiği gibi, dinleme becerilerini geliştirmek için de gereklidir. Buna ek olarak, kültürel unsurların dil öğretimine entegre edilmesi, dilsel ve kültürel bilgilerin etkili bir şekilde aktarılmasında okunabilirliğin önemi vurgulanmaktadır. Ayrıca, okunabilirliğin etkisi ve yabancı dil öğrenimindeki önemi öğrencilerin okuma becerilerine dayalı uygun okuma materyallerinin seçimine kadar uzanmaktadır [12, 6 s.]. Bu farklı bakış açıları, dil öğrenimini ve anlamayı geliştirmek için teknolojik, kültürel ve dilbilimsel hususları kapsayan ve yabancı dil olarak Türkçe öğretiminde de okunabilirlik anlayışına toplu olarak katkıda bulunmaktadır.

YÖNTEM

Bu çalışma, nitel araştırma yöntemi ile desenlenerek, nitel veri toplama türlerinden doküman incelemesi ve nitel veri analiz türlerinden içerik analizi ile tasarlanmıştır. Nitel bir veri toplama yöntemi olan doküman incelemesi, anlamlı bilgi elde etmek için dokümanların sistematik olarak incelenmesini içerir [23, 45 s.]. Nitel veri analizinin bir türü olan içerik analizi hem nicel hem de nitel yöntemlerle metinsel verileri analiz etmeye yönelik esnek ve sistematik bir yaklaşımdır [24, 28 s.]. Doküman incelemesi, anlamlı içgörüler ve anlayışlar elde etmek için yazılı ve görsel çeşitli belge türlerinin sistematik olarak incelenmesini ve yorumlanmasını içeren

nitel bir veri toplama yöntemidir. İçerik analizi araştırmaya konu olan verileri içeren dokümanların toplanması, kontrolünün gerçekleştirilmesi, sorgulanarak analiz edilmesi ve yorumlanması süreçlerini içeren bilimsel bir araştırma yöntemidir.

İçerik analizi, örüntüleri, temaları ve anlamları belirlemek için metinsel veya görsel verilerin sistematik olarak kategorize edilmesini ve kodlanmasını kapsar. Özetle, doküman analizi mevcut dokümanların incelenmesi yoluyla ampirik veri toplamaya yönelik bir yöntemken, içerik analizi örüntü ve temaların belirlenmesi amacıyla metinsel veya görsel verilerin sistematik olarak kategorize edilmesi ve yorumlanmasını içeren nitel bir veri analizi yaklaşımıdır. Bu çalışmada uluslararası öğrenciler için hazırlanan Yeni İstanbul A1 kitabı ve rytr.me adlı yapay zekâ uygulaması tarafından oluşturulan okuma metinleri incelenen dokümanları oluşturmada, bu kaynaklardan elde edilen okuma metinlerinin içerik ve anlaşılabilirlik gibi nitel özellikleri ile birlikte okunabilirlik nicel değerleri içerik analizi kapsamında ele alınan araştırma malzemeleri olmuştur.

VERİLERİN TOPLANMASI VE ÇÖZÜMLENMESİ

Çalışmada uluslararası öğrenciler için Türkçe ders kitabı olarak hazırlanan “A1 Yeni İstanbul (2020)” içerisindeki okuma metinleri ile A1 seviyesindeki öğrenciler için yapay zekâ metin oluşturma programı <https://rytr.me/> tarafından oluşturulan okuma metinleri Ateşman (1997) formülü kullanılarak okunabilirlik ölçütünde karşılaştırmalı olarak değerlendirilmiştir. Yeni İstanbul Uluslararası Öğrenciler İçin Türkçe Ders Kitabı, 2020 yılında Kültür Sanat Basımevi tarafından çevrim içi ve matbu olarak kullanılacak şekilde yeniden basılmıştır. Çalışmanın bir diğer veri toplama aracı olan Rytr.me ise, 2021 yılında Copysmith Artificial Intelligence şirketi tarafından kurulmuş yapay zekâ destekli bir yazma asistanıdır. Rytr.me, Şekil 1’de de görüleceği üzere dil seçimi, metin türü, metin başlığı, anahtar kelime, metin içeriğindeki yaratıcılık ve 3 farklı varyant ile birlikte yazılan metnin seslendirilmesinde kullanılacak yapay zekâ veya yazarın kendi ses tonunun seviyesi gibi çeşitli özelliklere sahiptir. Bu program, ücretsiz kullanılabilmeyle birlikte daha gelişmiş ve sınırsız kullanım haklarına da sahip olunabilen ücretli paketleri de kullanıcılarına sunmaktadır.

Şekil 1. Rytr Yapay Zekâ Yazma Asistan Programının Metin Oluşturma Arayüzü

Çalışmada Yeni İstanbul A1 kitabında yer alan 18 okuma metni ele alınmış ve aynı sayıda yapay zekâ metni üretilmiştir. Rytr.me tarafından üretilen metinler, Yeni İstanbul kitabında yer alan okuma metinlerinin içeriklerine göre belirlenen anahtar kelime ve yönergeler ile oluşturulmuştur.

BULGULAR VE YORUM

Uluslararası öğrenciler için Türkçe ders kitabı olarak hazırlanan “A1 Yeni İstanbul (2020)” kitabındaki metinlerin ortalama kelime, cümle uzunlukları, Ateşman okunabilirlik indeksi ve okunabilirlik düzeyleri tablo 1’de gösterilmiştir.

Tablo 1. A1 Yeni İstanbul Okuma Metinleri Okunabilirlik Değerleri

Metnin Başlığı	Kelime Uzunluğu	Cümle Uzunluğu	Ateşman Okunabilirlik İndeksi	Okunabilirlik Düzeyi
Okul	2,64	3,4	83,9	5 – 6. Sınıf
Kültürden Kültüre	2,64	4,9	80	7 – 8. Sınıf
Bir Günüm	2,60	4,2	83,4	5 – 6. Sınıf
Sosyal Gruplar	2,80	5,1	73	7 – 8. Sınıf
Hafta Sonu Ne Yapıyorsun?	2,44	2,6	94	< 4. Sınıf
Kültürden Kültüre	2,48	5,4	85,1	5 – 6. Sınıf
Benim Ailem	2,28	3,9	97	< 4. Sınıf
Benim Sınıfım	2,36	4,9	91,2	< 4. Sınıf
Mektup	2,68	4,6	79,1	7 – 8. Sınıf
Hafta Sonu Planı	2,07	2,4	109,4	< 4. Sınıf
Bayram Sabahı	2,56	5,2	82,4	5 – 6. Sınıf
Önemli Günler	2,44	6,8	83,1	5 – 6. Sınıf
Anneler Günü	2,20	7,7	90,3	< 4. Sınıf
Kültürden Kültüre	2,60	8	73,5	7 – 8. Sınıf
Akrabalarım	2,28	5	94,2	< 4. Sınıf
Benim Mahallem	2,64	6	77,1	7 – 8. Sınıf
Hastayım	2,40	3,1	94,3	< 4. Sınıf
Farklı Kültürler	2,76	9,2	63,9	9 – 10. Sınıf

Uluslararası öğrenciler için Türkçe ders kitabı olarak hazırlanan “A1 Yeni İstanbul (2020)” kitabındaki metinlerin okunabilirlik düzeylerine bakıldığında genel olarak (beklenildiği üzere) okunabilirlik düzeylerinin 4 ve 10. Sınıf düzeyi arasında yer aldığı görülmektedir. Değerlendirilen 18 metnin 7 tanesinin 4. Sınıf ve seviyesinin altında olduğu, 5 tanesinin 5 – 6. Sınıf ile 7 – 8. Sınıf, 1 tanesinin de 9 – 10. Sınıf seviyelerinde olduğu tespit edilmiştir. Buna göre kitaptaki metinlerin yabancı dil olarak Türkçeyi A1 seviyesindeki öğrenenler için anlaşılır ve okunabilir olduğu söylenebilir.

Kitaptaki metinlerin içerik ve teması ile benzer şekilde belirlenen anahtar kelimeler ve yönergeler ile hazırlanan yapay zekâ yazma asistan programının oluşturduğu metinlerin ortalama kelime, cümle uzunlukları, Ateşman okunabilirlik indeksi ve okunabilirlik düzeyleri tablo 2’de gösterilmiştir.

Tablo 2. Yapay Zekâ Programı Okuma Metinleri Okunabilirlik Değerleri

Metnin Başlığı	Kelime	Cümle	Ateşman	Okunabilirlik
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	Uzunluğu	Uzunluğu	Okunabilirlik İndeksi	Düzeyi
Okulumuzda	3,33	11,7	34,5	Lisans
Farklı Ülkeler	2,93	11,2	51,9	11. – 12. Sınıf
İstanbul'da Hayat	2,76	12,6	55,1	11. – 12 Sınıf
Üniversitemiz	2,80	12,6	53,4	11. – 12. Sınıf
Hafta Sonu Planı	2,48	3,3	90,6	< 4. Sınıf
Farklı Kültürler	3,01	11,4	48,1	13. – 14. Sınıf
Ailem	2,60	10,5	67	9. – 10. Sınıf
Yeni Sınıfım	2,97	10,2	52,9	11. – 12. Sınıf
Saygıdeğer Ailem	2,85	9,6	59,3	11. – 12. Sınıf
Boş Vakit	2,40	3,9	92,2	< 4. Sınıf
Bayram Gelenekleri	2,60	6,2	78,2	7. – 8. Sınıf
Özel Günler	2,56	14,4	58,4	11. – 12. Sınıf
Anneler Günü	2,60	12,5	61,7	9. – 10. Sınıf
Festivaller	2,85	11,7	53,8	11. – 12. Sınıf
Ailem ve Akrabalarım	2,85	11,2	55,1	11. – 12. Sınıf
Mahallem	2,97	12,6	46,6	13. – 14.Sınıf
Hasta ve Doktor	2,56	4,9	83,2	5. – 6. Sınıf
Kültürler	2,76	14,6	49,8	13. – 14. Sınıf

Yapay zekâ metin oluşturma asistan programının hazırladığı metinlere bakıldığında 8 tanesinin 11. ve 12. sınıf seviyesinde, 3 tanesinin 13. ve 14. sınıf düzeyinde 2 tanesinin 9. ve 10. sınıf seviyesinde, 2 tanesinin 4. sınıf ve altı seviyesinde 1 tanesinin 7. ve 8. Sınıf seviyesinde ve 1 tanesinin 5. ve 6. Sınıf düzeyinde ve 1 tanesinin de lisans düzeyinde olduğu görülmektedir.

Yapay zekâ yazma asistan programının hazırladığı metinlerle Yeni İstanbul A1 seviyesindeki metinlerin okunabilirlik seviyesi karşılaştırıldığında yapay zekâ programı rytr.me tarafından hazırlanan metinlerin okunabilirlik düzeyinin daha üst kademelere göre hazırlandığı görülmektedir. Özellikle birinci okuma metni olan okul temalı okuma parçasının Yeni İstanbul A1 kitabında 5-6. Sınıf seviyesinde yapay zekâ tarafından hazırlanan metnin ise lisans seviyesinde okunabilir olması iki malzeme arasında en yüksek farkın olduğu metin olmuştur. Bununla birlikte “Hafta Sonu Ne Yapıyorsun?” ve “Hafta Sonu Planı” başlıkları ve temalarındaki iki malzemede yer alan okuma metinlerinde okunabilirlik düzeyinin aynı olduğu görülmüştür.

Bunun yanı sıra yapay zekâ tarafından oluşturulan metinlerin kelime uzunluğu ve cümle uzunlukları daha fazladır. Ancak bu durum, programa girilecek komutlar ve sınırlılıklar ile düzenlenebilir. Bu çalışmada, yapay zekâ programı tarafından hazırlanan metinlerin özgün olması ve A1 seviyesine uygun olarak hazırlanması komutu verildiği için kelime sınırlaması yoluna gidilmemiştir. Fakat programı kullanacak kişiler, kelime sayısının ne kadar olması gerektiğini yazma asistan programına belirterek hedeflenen kelime sayısında metinler elde edilebilir. Rytr.me uygulamasında verilen komutlar ve anahtar kelimeler doğrultusunda hazırlanan metinlerin tematik olarak Yeni İstanbul A1 kitabındaki metinler ile uyumlu olduğu görülmektedir.

Yapılan çalışmalara bakıldığında Türkçenin ortalama kelime uzunluğunun ortalama 2,60 hece olduğu belirtilmiştir. Değerlendirilen materyallerdeki metinlere bakıldığında özellikle yapay zekâ üretimi okuma metinlerinde başlangıç seviyesi için bu ortalama yakın metinler elde edilmiştir. Bununla birlikte okunabilirlik seviyesi Yeni İstanbul A1 kitabında üniteler ilerledikçe zorlaşmaktadır. Tüm verilere bakıldığında belirtildiği üzere bu çalışmanın amaçlarının başında

yapay zekâ programı tarafından hazırlanan metinler ile geleneksel yollarla hazırlanan metinler arasında içerik ve okunabilirlik bağlamında uyumun sağlanıp sağlanamayacağının tespit edilmesi yer almaktadır. Bu durum da bize göstermektedir ki öğrencilere ve öğrenenlere kişiselleştirilmiş, geliştirilebilir ve deneyimlenebilir bir öğrenme ortamı sunan yapay zekâ araçları, yabancılara Türkçe öğretiminde kullanılabilir okuma metinlerinin üretiminde de kullanılabilir. Burada önemli olan nokta, hazırlanacak metinlerin belirli bir amaca ve hedef kitleye uygun şekilde doğru komutlarla yapay zekâ araçlarını yönlendirmek ve değerlendirmektir.

TARTIŞMA ve SONUÇ

Okuma becerisi, yabancı dili anlamak ve iletişim kurmak için temel bir yetenektir. Okunabilir metinler, kelime dağarcığını genişletmek, gramer yapısını anlamak ve dilbilgisi kurallarını uygulamak gibi önemli hedeflere ulaşmada etkili bir araçtır. Okunabilirlik, bir metnin anlaşılması ve akıcı bir şekilde okunabilmesi yeteneğidir. Yabancı dil öğretiminde, metinlerin uygun düzeyde okunabilir olması, öğrencilerin motivasyonunu artırır ve onların dil becerilerini geliştirmelerine yardımcı olur. Okunabilirlik çalışmaları, metinlerin karmaşıklık düzeylerini belirlemek için kullanılır. Bu sayede, öğrencilerin zorluk yaşamadan metni okuyabilmesi ve anlayabilmesi sağlanır. Böylece, yabancı dil öğrenenlerin motivasyonu artar ve başarıları da olumlu yönde etkilenir. Yabancı dil öğretiminde güncel okunabilirlik çalışmaları, dil öğretimi sürecindeki etkili iletişimi ve anlaşılabilirliği teşvik etmek amacıyla önemli bir rol oynamaktadır. Bu çalışmalar, öğrencilerin yabancı dil metinlerini daha rahat anlamalarını ve daha iyi bir şekilde içselleştirmelerini sağlamayı hedeflemektedir. Güncel okunabilirlik çalışmalarında, metnin kelime dağılımı, cümle yapısı ve paragraf organizasyonu gibi faktörler dikkate alınır. Ayrıca, görsellerin kullanımı ve yazının düzenlenme biçimi de önemli unsurlardır. Bu çalışmalarda teknolojinin de büyük bir rolü bulunmaktadır; otomatik değerlendirme araçları ve yazılımlar sayesinde metnin okunabilirlik düzeyi objektif olarak analiz edilebilir.

Yabancılara Türkçe öğretimi de gelişme ve değişime açık bir süreç olduğu için ders içi ve dışında kullanılacak materyallerin güncel takibinin yapılması önemlidir [25, 2522, s.]. Metinlerin okuyan tarafından kolay ya da güç anlaşılır olması kavramı olan okunabilirlik, anlaşılabilirlik ile birlikte bir bütün olarak değerlendirilse de anlaşılabilirlik metnin içeriği ve niteliği, okunabilirlik ise metnin dilbilgisel özellikleri, sözcük ve cümle ortalamaları gibi niceliği ile ilgilidir [26, 172, s.]. Yabancı dil öğretiminde okuma becerisinin kazanılmasında esas materyallerden biri olan okuma metinlerinin de hem okunabilirlik hem de anlaşılabilirlik kalitesi göz önünde bulundurulur açık, net, seviyeye uygun bilinen sözcükler ile anlamı açık tasarlanması gerekir.

Okunabilirlik her ne kadar metinlerle ilgili nicel ve nitel veriler sunsa da yabancı dil ve ana dil öğretiminde metnin bir bireye veya sınıfa yüzde yüz oranında uygunluğu, kolay ya da güçlüğü hakkında yargıda bulunmamızı sağlamaz [27, 178 s.]. Fakat okunabilirlik, yabancı dil olarak Türkçe öğrencilerinin okuma becerilerinin değerlendirilmesinde hâlen önemli bir yere sahiptir. Son yıllarda yabancı dil olarak Türkçe öğretiminde yapılan okunabilirlik çalışmaları Yedi İklim, Gazi TÖMER, Yeni Hitit gibi kitaplarda bulunan metinlerin yeniden gözden geçirilerek okunabilirlik seviyelerinin geliştirilmesini önermektedir [28]. Metinlerin yalnızca kelime sayısının değerlendirilmesi, okunabilirlik bakımından bir sonuca varmak için yeterli değildir. Zira kelime sayısı fazla olmasına rağmen okunabilirlik oranı yüksek olan metinler de olabilmektedir [29, 36 s.] Yabancı dil öğretiminde güncel okunabilirlik çalışmalarının amacı, öğrencilerin yabancı dil metinlerini daha kolay ve etkili bir şekilde okuyabilmesini sağlamaktır. Bu çalışmalar, dil öğretimi sürecinde kaliteli materyallerin kullanılmasını teşvik ederken, öğrencilerin dil becerilerini geliştirmelerine yardımcı olur.

Yabancı dil olarak Türkçe öğretiminde okunabilirlik sağlamak için bazı stratejiler kullanılabilir. Bu stratejiler arasında basit ve anlaşılır cümle yapıları kullanmak, sık kullanılan kelimeleri tercih etmek, görsellerle desteklemek ve konuyla ilgili gerçek hayattan örnekler sunmak yer alır. Yapay zekâ araçları da yabancılara Türkçe öğretiminde okuma malzemeleri geliştirmek için kullanılabilir ve bu çalışmada ele alınan rytr.me programı bunlardan biridir. Yeni İstanbul A1 seviyesindeki metinlerin kolay okunabilir seviyede olması doğaldır ancak burada

önemli olan nokta 21.yüzyılda dil öğretiminde uyarlanabilir öğrenme ortamları, kelime dağarcığı edinimi, kişiselleştirilmiş öğrenme ortamı gibi olanaklara sahip olmasıyla yapay zekâ araçlarının artık göz ardı edilemez şekilde hayatımıza girdiği ve dolayısıyla bu araçları bilinçli, ihtiyaç anında ve doğru bir şekilde kullanılması gerektiğidir.

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TÜRKÇENİN YABANCI DİL OLARAK ÖĞRETİMİNDE YAPAY ZEKÂNIN KULLANIMI ÜZERİNE YAPILAN ÇALIŞMALARIN İNCELENMESİ

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Özet. Yapay zekâ, bilgisayar denetimli yapay araçların oluşturduğu ve insana özgü, düşünme, karar verme ve öğrenme gibi davranışları gerçekleştirebilen sistem olarak tanımlanmaktadır. Başlangıç itibari ile 1940’lı yıllara kadar götürülebilen yapay zekâ çalışmaları, 1950 yılında Alan Turing’in çalışmaları ile hızlı bir gelişim seyrine girmiş, günümüzde ise oldukça yaygın bir kullanım alanına ulaşmıştır. Uzman sistemler, akıllı öğretici sistemler ve diyalog tabanlı sistemler aracılığıyla yapay zekânın kullanıldığı alanlardan biri de eğitimidir. Yapay zekâ; öğrenci ödevlerinin değerlendirilmesi, öğrencilerin öğrenme eksiklikleri tespit edilerek kişiselleştirilmiş öğrenme ortamlarının oluşturulması, öğrencinin ihtiyacına uygun öğrenme planları ve eğitim içerikleri hazırlanması gibi birçok konuda eğitim sürecine katkı sağlamaktadır. Alanyazın incelendiğinde yapılan çalışmaların yabancı dil öğretiminde sohbet robotlarının kullanımı, yapay zekâ destekli dil öğretiminin öğrencilerin başarısı, motivasyonu, konuşma performansı ve konuşma kaygısı üzerindeki etkileri, yapay zekâ destekli değerlendirme ve geri bildirimlerin etkililiği ve eğiticilerin yabancı dil öğretiminde yapay zekâ kullanımına yönelik niyet ve algıları olmak üzere çeşitlendiği görülmektedir. Bu çalışmaların büyük çoğunluğunda ise hedef yabancı dil İngilizcedir. Buna karşın Türkçenin yabancı dil olarak öğretiminde yapay zekâyâ yer veren çalışmaların sayıca az ve konu bakımından sınırı olduğu görülmektedir. Bu kapsamda ulusal tez merkezi, TR Dizin ve DergiPark gibi veri tabanlarında “yabancı”, “Türkçe” ve “yapay zeka” terimlerinin birlikte geçtiği çalışmalar aratılmış ve bu kriterlere uygun herhangi bir lisansüstü teze rastlanmazken Türkçenin yabancı dil olarak öğretiminde ChatGPT kullanımını araştıran bir makaleye rastlanmıştır. Uluslararası veri tabanlarında ise "foreign language learning/foreign language teaching", "artificial intelligence" ve “Turkish” terimlerinin birlikte geçtiği kaynaklar tüm metin üzerinde aratılmış ve listelenen sonuçlar içerisinde araştırma konusu ile ilgili iki çalışmaya rastlanmıştır. Bu çalışmalardan ilki Türkçeyi yabancı dil olarak öğrenen öğrencilerin dijital araçlara yönelik eğilimlerine odaklanırken diğer çalışma bir yabancı dil öğrenme yönetim sistemi önerisi sunmaktadır. Sonuçta Türkçenin yabancı dil olarak öğretiminde yapay zekâ kullanımına odaklanan çalışmaların oldukça sınırlı olduğu görülmektedir. Bu açıdan yapay zekânın yabancılara Türkçe öğretiminde etkililiği artıracak yönde kullanımının sağlanması ve buna yönelik bilimsel çalışmaların artırılması gerektiği söylenebilir.

Anahtar Kelimeler: Yabancılara Türkçe öğretimi, Türkçe, yabancı dil, yapay zekâ, teknoloji.

REVIEW OF STUDIES ON THE USE OF ARTIFICIAL INTELLIGENCE IN TEACHING TURKISH AS A FOREIGN LANGUAGE

Abstract: Artificial intelligence is defined as a system created by computer-controlled artificial tools that can perform human-specific behaviors such as thinking, decision-making and learning. Artificial intelligence studies, which can be traced back to the 1940s, entered a rapid development with the work of Alan Turing in 1950, and have reached a very widespread use today. Education is one of the areas where artificial intelligence is used through expert systems, intelligent tutor systems and dialogue-based systems. Artificial intelligence; It contributes to the educational process in many areas such as evaluating student assignments, creating personalized learning environments by identifying students' learning deficiencies, and preparing learning plans and educational contents suitable for the student's needs. When the literature is examined, it is seen that the studies are diversified as the use of chatbots in foreign language teaching, the effects of AI-supported language teaching on students' achievement, motivation, speaking performance and speaking anxiety, the effectiveness of AI-supported assessment and feedback, and instructors' intentions and perceptions towards the use of artificial intelligence in foreign language teaching. In the majority of these studies, the target foreign language is English. On the other hand, it seems that the studies that include artificial intelligence in teaching Turkish as a foreign language are few in number and limited in terms of subject matter. In this context, studies in which the terms "foreign", "Turkish" and "artificial intelligence" were used together were searched in databases such as the national thesis center, TR Dizin and DergiPark, and while no postgraduate thesis meeting these criteria was found, an article investigating the use of ChatGPT in teaching Turkish as a foreign language was found. . In international databases, sources where the terms "foreign language learning/foreign language teaching", "artificial intelligence" and "Turkish" were mentioned together were searched throughout the text, and two studies related to the research topic were found among the results listed. While the first of these studies focuses on the tendencies of students learning Turkish as a foreign language towards digital tools, the other study offers a foreign language learning management system proposal. As a result, it seems that studies focusing on the use of artificial intelligence in teaching Turkish as a foreign language are quite limited. In this respect, it can be said that artificial intelligence should be used in a way that will increase the effectiveness of teaching Turkish to foreigners and scientific studies on this subject should be increased.

Key Words: Teaching Turkish to foreigners, Turkish, foreign language, artificial intelligence, technology.

Giriş

Yapay zekâ günümüzde genellikle bir bilgisayar teknolojisi olarak tanımlanmaktadır. Buna göre bir bilgisayarın insana özgü “akıl yürütme, problem çözme, anlam çıkarma ve genelleme” gibi üst düzey bilişsel becerileri gerçekleştirebilmesi yapay zekânın tanımı ve özellikleri arasında sayılmaktadır [1, 76 s.]. Bir diğer tanımda ise yapay zekâ, yapay araçların oluşturduğu ve insana özgü, düşünme, karar verme ve öğrenme gibi davranışları gerçekleştirebilen “bilgisayar denetimli teknoloji” şeklinde tarif edilmiştir [2, 2 s.].

Yapay zekâ destekli uygulama ve araçlar, bugün hayatın pek çok alanında yaygın bir kullanıma ulaşmıştır. Bu açıdan kalıcı ve başarılı olmak isteyen kişi, kurum ve devletlerin yapay zekâyı karşı direnmek veya görmezden gelmek yerine yapay zekâyı kullanmak ve geliştirmek zorunda oldukları üzerinde durulan konular arasındadır [3, 948 s.]. Yapay zekânın kişiler ve devletler tarafından doğru kullanımı ve kamu hizmetlerine entegrasyonu ile birlikte eğitim, sağlık, yerel hizmetler vd. hizmetlere ulaşım kolaylığı sağlamak, kişiselleştirilmiş ürün ve ihtiyaçlar ile bireylerin gerçek ihtiyaçlarına cevap verebilmek mümkün olabilecektir [4, 109 s.].

Yapay zekâ, “uzman sistemler, akıllı öğretici sistemler ve diyalog tabanlı sistemler” aracılığıyla eğitim alanında da kullanılmaktadır [1, 82-84 s.]. Öğrenci ödevlerinin değerlendirilmesi, öğrencilerin öğrenme eksiklikleri tespit edilerek kişiselleştirilmiş öğrenme

ortamlarının oluşturulması, öğrencinin ihtiyacına uygun öğrenme planları ve eğitim içerikleri hazırlanması gibi birçok konuda eğitim sürecine katkı sağlamaktadır.

Yapay zekânın yabancı dil öğretimi süreçlerinde kullanılabilmesi ise «doğal dilin işlenmesi» yeteneği ile ilişkilidir. Doğal dilin işlenmesi genellikle diyalog tabanlı gelişen ve anlamın modellenmesi, cümle analizi, imla hatalarının algılanması ve düzeltilmesi ile otomatik çeviri sistemleri sayesinde mümkün olabilmektedir [2, 9 s.]. Yapay zekâ ve dilbilimin bir alt dalı olarak değerlendirilen doğal dil işleme, doğal dillerin işlenmesi ve kullanılması üzerine araştırmalar yapan bir bilim dalıdır. Söz konusu araştırmaların geldiği noktada yapay zekâ, öğrendiği içerikleri kullanıcılara aktarmada ve kullanıcı sorularının cevaplanmasında yapay zekâ araçlarına veri sağlanabilmektedir [5, 533 s.].

Alanyazın incelendiğinde yabancı dil öğrenme süreçlerinde bir yapay zekâ aracı olarak başta ChatGPT olmak üzere sohbet robotlarının kullanımına sıklıkla yer verildiği ve yabancı dil olarak Almanca [6], İngilizce [7; 8], Çince [9] ve Arapça [10] öğretiminde kullanılabilirliğinin ve etkinliğinin incelendiği araştırmalara rastlanmaktadır.

Yabancı dil öğretiminde yapay zekâ kullanımının öğrenci üzerindeki etkilerini inceleyen araştırmalar ise öğrencilerin akademik başarı ve motivasyonu [11], yabancı dilde iletişim yeterliği, konuşma becerileri, konuşma kaygısı ve konuşma performansı üzerindeki etkisi [12; 13; 14] konularını ele almaktadır.

Öğrencilerin yabancı dildeki etkinliklerinin değerlendirilmesinde yapay zekâ uygulamalarına yer veren çalışmalar ise yabancı dilde yazma becerisinin geliştirilmesinde yapay zekâ destekli geri bildirimlerin etkinliği [15] ve yapay zeka destekli otomatik puanlama uygulamalarının öğrencilerin sürekli öğrenme niyeti üzerindeki etkilerini [16] araştırmaktadır.

Eğiticilerin yabancı dil öğretiminde yapay zekâ kullanımına yönelik deneyim, algı ve görüşleri [17; 18], derslerinde yapay zekâ kullanımına yönelik niyetleri [19] ve yapay zekâ tabanlı uygulamaları benimsemelerini etkileyen faktörler [20] de alanyazında yer alan ve eğiticiler üzerine odaklanan çalışmalardır.

Bu çalışmaların büyük çoğunluğunda hedef yabancı dil İngilizcedir. Buna karşın Türkçenin yabancı dil olarak öğretiminde yapay zekâyâ yer veren çalışmaların sayıca az ve konu bakımından sınırlı olduğu görülmektedir. Bu sebeple bu çalışmada Türkçenin yabancı dil olarak öğretiminde yapay zekâ kullanımı ile ilgili akademik çalışmaları tespit etmek ve derinlemesine incelemek amaçlanmıştır. Bu amaca uygun olarak «*Türkçenin yabancı dil olarak öğretimi ile ilgili alanyazın incelendiğinde akademik çalışmalarda yapay zekâ kullanımına ne şekilde yer verilmiştir?*» sorusu araştırmanın temel problemini oluşturmaktadır.

Yöntem

Araştırma Deseni

Araştırma nitel araştırma desenlerinden biri olan durum çalışması deseninde yürütülmüştür. Durum çalışmaları, araştırma problemi olarak ele alınan bir durumun uygun veri kaynakları ile detaylı bir şekilde incelendiği araştırma desenlerinden biridir. Durum çalışmalarında amaç sınırlandırılmış olan durum ile ilgili bütünsel bir betimleme ve açıklama ortaya koymaktır [21, 43 s.]. Durum çalışmalarında “gözlem, görüşme, doküman ve raporlar” veri kaynakları olarak kullanılabilir [22]. Bu çalışmada da Türkçenin yabancı dil olarak öğretilmesinde yapay zekânın kullanımına yer veren akademik çalışmaların durumunu tespit etmek amaçlanmıştır.

Veri Kaynakları

Araştırmanın veri kaynaklarını Türkçenin yabancı dil olarak öğretilmesinde yapay zekâ kullanımını inceleyen akademik çalışmalar oluşturmaktadır. Bu akademik çalışmalara ulusal ve uluslararası akademik veri tabanlarında yapılan taramalar sonucunda ulaşılmıştır. Bu amaçla YÖK Ulusal Tez Merkezi, TR Dizin ve DergiPark ulusal veri tabanlarında “yabancı”, “Türkçe”

ve “yapay zeka” terimlerinin birlikte geçtiği çalışmalar aratılmıştır. Bu kriterlere uygun herhangi bir lisansüstü teze rastlanmazken Türkçenin yabancı dil olarak öğretiminde ChatGPT kullanımını inceleyen bir makaleye ulaşılmıştır. Uluslararası akademik çalışmalara ulaşmak içinse EBSCOHost veri tabanında "foreign language learning/foreign language teaching", "artificial intelligence" ve “Turkish” terimlerinin birlikte geçtiği kaynaklar tüm metin içerisinde aratılmış ve araştırma konusuna uygun iki çalışma tespit edilmiştir. Buna göre araştırmanın veri kaynağı olarak tespit edilen çalışmalar Tablo 1’deki gibidir.

Tablo 1: Araştırmanın veri kaynaklarını oluşturan akademik çalışmalar.

Tür	Yazar	Başlık	Yıl
1. Makale	Zileli, E. N.	Yabancı dil olarak Türkçe öğreniminde ChatGPT örneği	2023
2. Makale	Dağ-Pestil, A.	Trends in digital integration among international students of Turkish language	2023
3. Makale	Sarıgül, K.	Yabancı dil öğrenme yönetim sistemi tasarımı önerisi	2021

Verilerin Analizi

Araştırmanın veri kaynaklarını oluşturan akademik çalışmaların analizinde betimsel içerik analizi kullanılmıştır. Betimsel içerik analizi, gelecekte yapılacak çalışmalara yön verebilmek ve araştırma eğilimlerini ortaya koymak amacıyla, belirli bir konuda yapılan çalışmaların detaylı bir şekilde incelenmesini esas almaktadır [23]. Bu çalışmada da buna uygun olarak, tespit edilen çalışmaların amaçları, bulguları ve Türkçenin yabancı dil olarak öğretiminde yapay zekânın kullanımı noktasında ne düzeyde bir uygulama ortaya koyduğu tespit edilmeye çalışılmıştır.

Bulgular

Araştırma problemine cevap aramak amacıyla tespit edilen veri kaynakları detaylı olarak incelenmiş aşağıdaki bulgulara ulaşılmıştır:

Zileli (2023) tarafından yürütülmüş olan “*Yabancı Dil Olarak Türkçe Öğreniminde ChatGPT Örneği*” başlıklı çalışmada Türkçenin yabancı dil olarak öğretiminde bir sohbet robotu olarak geliştirilen ChatGPT yapay zekâ aracının “diyalog kurma, kelime anlamı, cümle anlamı, cümlelerin içindeki kelimenin anlamı, metnin anlamı, İngilizce bir metnin Türkçeye çevrilmesi ve geri bildirim, telaffuz, okuma metni, yazılan bir metin hakkında geri bildirim, örneklerle konu anlatımı ve alıştırmaya hazırlama” süreçlerinde kullanılabilir olup olmadığı Diller İçin Ortak Başvuru Metni’nde (2021) belirtilen standartlara göre tespit edilmeye çalışılmıştır [24]. Araştırmacının ChatGPT aracılığıyla yaptığı uygulamalarda diyalog süreçlerinde yapay zekâ aracının kullandığı cümle yapılarının orta ve ileri seviye dil öğrenenler için uygun olduğu, kelime anlamı, cümle çevirisi, cümle içerisindeki bir kelimenin anlamı, Türkçe bir metni İngilizceye çevirme, Türkçe telaffuz hakkında İngilizceden örnekler vererek yazılı açıklamalar yapma, orta ve ileri seviyeye uygun metin oluşturma, Türkçe bir dil bilgisi konusunu her iki dilde de örnekler vererek açıklama gibi konularda doğru sonuçlar verdiği ve kullanılabilir olduğu sonucuna ulaşılmıştır. Buna karşın yapay zekâ aracının İngilizceden Türkçeye çevrilen metindeki hatalar konusunda eksik geri bildirimde bulunduğu, yazılan Türkçe metindeki anlamsal hatayı tespit edemediği ve yapay zekâ aracının oluşturduğu Türkçe çoktan seçmeli ve boşluk doldurma alıştırmalarında hatalar olduğu görülmüştür.

Dağ-Pestil (2023) tarafından yürütülen “*Uluslararası Türkçe Öğrencileri Arasında Dijital Entegrasyon Eğilimleri*” başlıklı çalışmada Türkçeyi yabancı dil olarak öğrenen öğrencilerin öğrenme süreçlerinde dijital araçları kullanma durumları incelenmiş ve öğrencilerin büyük çoğunluğunun dijital araçlara yöneldiği ve bu araçlar içerisinde yapay zekâ araçlarının da yer aldığı tespit edilmiştir [25].

Sarıgül (2021) tarafından hazırlanan “*Yabancı Dil Öğrenme Yönetim Sistemi Tasarımı Önerisi*” başlıklı çalışmada ise teorik olarak Türkçe öğretim merkezlerinde de kullanılabilecek

bir sistem tasarımı önerisi sunulmuştur. Bu öneride, geliştirilecek sistemde içerik, içeriği kullanan bireylerin analizinin sağlanabilmesi ve uyarlanabilir bireysel öğrenmenin gerçekleştirilebilmesi için yapay zekâ rehberliğinden yararlanmanın önemi vurgulanmaktadır [26].

Tartışma, Sonuç ve Öneriler

Araştırma kapsamında ulusal ve uluslararası veri tabanlarında yapılan tarama sonucunda üç çalışmaya rastlanmıştır. Bu çalışmalardan biri yabancı dil öğrenme yönetim sistemi tasarımı önerisi sunan teorik bir çalışmadır ve söz konusu tasarımda yapay zekâ entegrasyonuna dikkat çekmektedir [26]. Bir diğer çalışma, Türkçeyi yabancı dil olarak öğrenen uluslararası öğrencilerin dil öğrenim süreçlerinde dijital araçları kullanımlarını tespit etmeye yönelik bir durum çalışmasıdır ve öğrencilerin içerisinde yapay zekâ araçlarının da bulunduğu dijital araçları büyük oranda kullandıkları tespit edilmiştir [25]. Bu tespit, Türkçenin yabancı dil olarak öğretiminde dijital araçların ve yapay zekânın kullanımı konusunda öğrenci düzeyinde bir hazırbulunuşluğun oluştuğunu ve bireysel uygulamaların yer aldığını göstermesi bakımından önemlidir. Buna karşın Türkçe öğretim süreçlerinde yapay zekâ kullanımına öğretici, kurum ve program düzeyinde yer verme konusunda eksiklikler olduğu söylenebilir.

Çalışmalardan bir diğeri ise sohbet robotu olan ChatGPT'nin Türkçenin yabancı dil olarak öğretiminde çeşitli düzeylerde kullanılabilir olup olmadığını incelemektedir [24]. Çalışmada uygulamaya yer verilmesine karşın bu uygulamalar öğrencilerin de süreç içerisinde olduğu deneysel bir uygulama olmayıp araştırmacının bireysel tespitlerini içermektedir. Bu tespitlerde ChatGPT'nin özellikle Türkçe anlamsal dil hatalarını tespit etme ve alıştırmalar oluşturmada kullanılabilir olmadığı görülmüştür. Ayrıca çalışmada ana dili İngilizce olan öğrencilerin Türkçeyi yabancı dil olarak öğrendiği bir öğrenme süreci kurgulanmış olması da dikkat çeken önemli bir husustur. Bu durum ChatGPT'nin dil desteği konusunda en verimli sonuçlara İngilizcede ulaşılmasının bir sonucudur. Bu sebeple yapay zekâ araçlarının Türkçenin yabancı dil olarak öğretiminde kullanımı için öğrencinin ana dilinin farklılaştığı araştırma kurgularının oluşturulması gerektiği ve mevcut yapay zekâ araçlarının Türkçe dil desteği konusundaki özelliklerinin detaylı bir şekilde tespit edilmesi gerekmektedir. Ayrıca öğrencilerin de katılımcı olarak yer aldığı deneysel çalışmalar gerçekleştirilmelidir.

Sonuçta Türkçenin yabancı dil olarak öğretiminde yapay zekâ kullanımına yer veren akademik çalışmaların sayı bakımından oldukça sınırlı olduğu görülmektedir. Ayrıca mevcut çalışmalardan yalnızca birinde uygulamaya yer verilmiş ve bu uygulama da araştırmacı düzeyinde sınırlı kalmıştır. Bu açıdan gerek öğrencilerin Türkçeyi öğrenme sırasında yapay zekâ araçlarını kullanım süreçlerinin tespit edilerek detaylı bir şekilde incelenmesi gerekse yapay zekâ araçlarının Türkçenin öğretiminde etkililiği artıracak şekilde entegrasyonunun sağlanabilmesi için deneysel uygulamaların çoğaltılması önemli görülmektedir.

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Özet

Yabancı/ikinci dil olarak Türkçe öğretimi alanının en temel ve güncel sorunlarından biri standartlaşmanın gerçekleşmemiş olmasıdır. Bir merkezden C1 seviyesi sertifikası alan bir öğrenci başka merkezde girdiği sınavda daha düşük seviyede çıkabilmektedir. Söz konusu tutarsızlığın önüne geçilebilmesi için alan standartlarının belirlenmesi gerekir. Standartlaşmanın en önemli alt kollarından biri ölçme-değerlendirme standartlarının belirlenmesi ve nesnel bir değerlendirme yapılabilmesidir. Yabancı/ikinci dil olarak Türkçe öğretiminde ölçme-değerlendirme faaliyetleri dört temel dil becerisi (okuma, dinleme, konuşma ve yazma) üzerinden gerçekleştirilmektedir. Anlama becerileri olan okuma ve dinleme becerileri için ölçme araçları hazırlanması ve uygulanması zor ancak değerlendirilmesi kolaydır. Anlatma (üretici) becerileri olan konuşma ve yazma becerileri için ise ölçme araçları hazırlanması görece daha kolay olsa da değerlendirilmesi güç becerilerdir. Özellikle analiz, sentez, yorumlama gibi üstbilişsel becerilerin yoğun olarak gerçekleştirildiği yazma becerilerinin nesnel olarak değerlendirilmesi zor olabilmektedir. Değerlendiricilerin bir kısmı yazma becerisinde özellikle dil bilgisi ve yazım üzerine odaklanmakta; metnin organizasyonu olan içerik, metin yapısı gibi metinsel özellikleri göz ardı edebilmekte, dolayısıyla yetersiz değerlendirebilmektedir. Öğrenci performanslarında bir başka husus ise değerlendiriciler arası tutarsız değerlendirmelerin söz konusu olabilmesidir. Yazma becerisinin değerlendirilmesindeki tüm bu hususların önüne geçilebilmesinin yollarından biri performans değerlendirme türlerinden biri olan dereceli

puanlama anahtarlarının kullanılmasıdır. Çalışma kapsamında dereceli puanlama anahtarlarının yabancı/ikinci dil olarak Türkçe öğretiminde yazma becerisinin değerlendirilmesinde kullanımı ele alınacaktır.

Anahtar Sözcükler: yabancı dil olarak Türkçe öğretimi, Türkçe öğretimi, yazma becerisi, standartlaşma

STANDARDIZATION AND ASSESSMENT OF WRITING SKILLS IN TEACHING TURKISH AS A FOREIGN/SECOND LANGUAGE

Abstract

One of the most fundamental and recent problems in the field of teaching Turkish as a foreign/second language is not being able to achieve standardization. A learner who receives a C1 level certificate from one center may receive a lower level in the exam he/she takes at another center. In order to prevent this inconsistency, field standards must be set. One of the most important sub-branches of standardization is determining measurement-evaluation standards and making an objective evaluation. Assessment and evaluation activities in teaching Turkish as a foreign/second language are carried out on four basic language skills (reading, listening, speaking and writing). Measuring tools for reading and listening comprehension skills are difficult to prepare and implement, but simple to evaluate. Although it is relatively simple to prepare measurement tools for speaking and writing skills, which are narrative (productive) skills, they are difficult to evaluate. It may be difficult to objectively evaluate writing skills, especially those in which metacognitive skills such as analysis, synthesis and interpretation are intensively performed.

Some of the evaluators focus especially on grammar and spelling skills of writing, and may ignore textual features which are the organization of the text such as content and text structure, thus carrying out an inadequate evaluation. Another issue in learner performances is that there may be inconsistency of evaluations among evaluators. One way to avoid these issues in evaluating writing skills is to use rubrics, one of the types of performance evaluation. Within the scope of this study, the use of rubrics in evaluating writing skills in teaching Turkish as a foreign/second language will be discussed.

Key Words: teaching Turkish as a foreign language, teaching Turkish, writing skills, standardization

ТҮРІК ТІЛІН ШЕТ ТІЛІ/ЕКІНШІ ТІЛ РЕТІНДЕ ОҚЫТУДА СТАНДАРТТЫЛЫҚ ЖӘНЕ ЖАЗУ ИКЕМІНІҢ БАҒАЛАНМАСЫ

Аңдатпа

Түрік тілін шет тілі/екінші тіл ретінде оқыту саласындағы ең негізгі және өзекті мәселелердің бірі- стандарттау жүйесінің жүзеге асырылмағандығы. Бір орталықтан C1 деңгейі туралы сертификат алған үйренуші басқа орталықта кірген емтиханды төменгі деңгейде тапсыруы мүмкін. Бұл сәйкессіздіктің алдын алу үшін алаңдағы стандарттарды анықтау қажет. Стандарттаудың маңызды төменгі салаларының бірі - өлшеу және бағалау стандарттарын анықтау және объективті бағалау жүргізу мүмкіндігі. Түрік тілін шет тілі/екінші тіл ретінде оқытудағы өлшеу және бағалау барысында төрт негізгі тілдік икемі (оқу, тыңдау, сөйлеу және жазу) негізінде жүзеге асырылады. Түсіну икемі болып табылатын оқу және тыңдау икемінің өлшеу құралдарын дайындау және қолдану қиын, бірақ бағалау оңай. Түсіндіру икемі болып табылатын сөйлеу және жазу икемі үшін өлшеу құралдарының дайындалуына қарағанда оңай болса да, бағалануы қиын икем болып табылады. Атап айтқанда, талдау, синтез, түсіндіру сияқты үстіңгі танымдық қабілет

қарқынды орындалатын жазу икемінде объективті бағалау қиын болуы мүмкін. Кейбір бағалаушылар жазу икемінде грамматика мен орфографияға ерекше назар аударады; олар мәтіннің мазмұны, құрылымы, мәтіннің ұйымдастырылуы сияқты мәтіндік ерекшеліктерін елемей, сондықтан оны жеткіліксіз бағалайды. Үйренуші үлгерімінің тағы бір аспектісі - бағалаушылар арасында сәйкес келмейтін бағалаулар болуы мүмкін. Жазу икемін бағалауда осы мәселелердің барлығын болдырмаудың бір жолы- өнімділікті бағалаудың бір түрі болып табылатын бағаланған баллдық кілттерді пайдалану. Зерттеу аясында түрік тілін шет тілі/екінші тіл ретінде оқытуда жазу икемін бағалауда бағаланған баллдық кілттерді пайдалану талқыланады.

Кілт сөздер: Түрік тілін шет тілі ретінде оқыту, Түрік тілін оқыту, Жазу икемі, стандарттау

GİRİŞ

Yurt dışında yabancı dil olarak Türkçe öğretimi ile yurt içinde ikinci dil olarak Türkçe öğretimi uygulamalarına ilişkin temel sorunlardan biri alanda standartlaşmanın gerçekleşmemiş olmasıdır. Öğretim programları, öğretim sürecinin başından sonuna kadar ölçme-değerlendirme de dâhil olmak üzere gerçekleştirilecek tüm öğretim işlemlerini kapsamaktadır. Yabancı/ikinci dil olarak Türkçe öğretiminde genel kabul görmüş standart bir öğretim programı olmadığından Türkçe öğretim merkezleri arasında farklı uygulamalar söz konusudur. Bu durum ölçme-değerlendirme faaliyetlerinin yani öğretimin çıktılarının da farklı olmasına sebep olabilmektedir. Ders içerikleri gibi ölçme ve değerlendirme uygulamalarındaki farklılıklar sebebiyle öğretim merkezleri arasında öğrenci seviyelerinin belirlenmesinde de farklılıklar görülmektedir. Bir merkezde girdiği sınava göre B2 olduğu belirlenen bir öğrencinin bir başka Türkçe öğretimi merkezinde yapılan ölçme uygulamasında A2 seviyesinde olduğu görülebilmektedir. Türkçe öğretim merkezleri arası tutarlıkların yanı sıra aynı öğretim merkezinde çalışan öğreticilerin özellikle üretici beceriler olan konuşma ve yazma becerilerinin değerlendirilmesinde tutarsızlıklar olabilmektedir. Bu tutarsızlıkların önlenmesi de dört temel dil becerisi odaklı gerçekleştirilen ölçme-değerlendirme uygulamalarında da standartlaşmanın sağlanması ile mümkün olabilecektir.

Okuma ve dinleme becerileri ölçülürken dil testleri kullanıldığından değerlendirmeler tüm değerlendiricilerde tutarlı sonuçlar verebilmektedir. Ancak üretici beceriler olan konuşma ve yazma becerileri genellikle açık uçlu sorularla ölçüldüğünden ve öğrenci performansları müstakil özellik taşıdığından değerlendirilmesi güçtür ve değerlendiriciler arasında tutarsız sonuçlara çokça rastlanmaktadır. Özellikle yazma becerisi yenilenmiş Bloom Taksonomisinin analiz, sentez, değerlendirme basamaklarının aktif olduğu üstbilişsel olma, okuru etkileme, gözden geçirip düzenleyebilme gibi özelliklerinden ve birçok unsuru bünyesinde barındırdığından dolayı birçok açıdan değerlendirilmesi gereken bir beceridir. Dolayısıyla değerlendirmede tüm bu unsurların göz önünde bulundurulması gerekir. Ancak alandaki değerlendiricilerin çoğunun dil bilgisi ve yazım-noktalama hatalarına odaklandığı bilinmektedir. Değerlendiriciler öğrencilerin yazma performanslarını puanlamada farklı açılardan bakmakta ve değer biçmekte bu durumlardan dolayı da değerlendirmeler arası tutarsızlık yazma becerisinde sıkça görülmektedir. Bu durumun önlenbilmesinin yollarından biri değerlendiriciler tarafından kullanılmak üzere standart dereceli puanlama anahtarlarının geliştirilmesidir.

Dil öğretimi faaliyetlerinde yaygın olarak kullanılan iki tür dereceli puanlama anahtarı vardır. Bunlardan biri genel bir puanlamaya olanak sağlayan *bütüncül (holistik) puanlama anahtarlarıdır* [5]. Bu tür puanlama anahtarları basit işaretlemeye ve puanlamaya dayalıdır ve kullanımları pratik olduğu için genellikle yerleştirme sınavları gibi yüksek sayıda katılım olan sınavlarda kullanılmaktadırlar. Bu puanlama anahtarlarında yazmanın geneline tek bir puan verilir ve öğrenci performanslarının eksik yönlerine ilişkin ayrıntılı bilgi elde edilmesi güçtür. *Analitik puanlama anahtarları* ise bütüncül anahtarlara göre daha ayrıntılı sonuçlar vermektedir. Boyut ve ölçütlerden oluşan analitik puanlama anahtarları öğrenci performansının farklı

açılardan değerlendirilmesine imkân sağlamaktadır. Tek bir puan yerine çeşitli ölçütlere ve özelliklere göre içerik, organizasyon, uyum, sözcük bilgisi, gramer gibi bölüm bölüm ayırarak öğrencinin veya öğretimin eksikliklerinin ayrıntılı olarak görülmesini sağlar [7].

Bütüncül ve analitik dereceli puanlama anahtarlarına ilişkin özellikler aşağıda özetlenmiştir [1, 7].

Bütüncül Puanlama Anahtarları:

- Tüm kriterler bir arada değerlendirilir.
- Puanlama analitik anahtarlara göre daha hızlı gerçekleşmektedir.
- Özetleyici değerlendirme uygulamalarında kullanılmak için daha uygundur.
- Tek genel bir puan verir, iyileştirme için yapılması gerekenler hakkında ayrıntılı bilgi vermez.
- Biçimlendirici değerlendirme için kullanışlı değildir.

Analitik Puanlama Anahtarları:

- Her kriter ayrı ayrı değerlendirilir.
- Kurs verenler için somut, tanımlayıcı bilgiler verir.
- Kursiyerlere, performanslarına ilişkin biçimlendirici dönütler verir.
- Değerlendiriciler için talimatlara uymak bütüncül puanlama anahtarlarına göre daha kolaydır.
- Biçimlendirici değerlendirme uygulamalarında kullanmak için uygun, özetleyici değerlendirme uygulamaları için ise uyurlanabilir.
- Not vermek için genel bir puana ihtiyaç olduğunda puanlar birleştirilebilir.
- Puanlama bütüncül anahtarlara göre daha fazla zaman alır.

Puanlama anahtarlarının ikisi de yazma becerisinin değerlendirilmesinde nesnel değerlendirmenin sağlanabilmesi için kullanılabilir.

YÖNTEM

Araştırmada nitel araştırma yöntemlerinden doküman analizi yöntemi kullanılmıştır. Doküman analizi yöntemi, araştırmadaki verilerin asli kaynağı olarak çeşitli dokümanların toplanması, incelenmesi, irdelenmesi ve analiz edilmesi olarak tanımlanan bir bilimsel araştırma yöntemidir. Yaygın olarak diğer yöntemlerin tamamlayıcısı olarak kullanılan bir yöntem olsa da tek başına bir yöntem olarak da kullanılmaktadır [3, 228]. Araştırma kapsamında bazı örnek bütüncül ve analitik dereceli puanlama anahtarları doküman analizi yöntemi ile incelenmeye çalışılmıştır.

BULGULAR

Yabancı/ikinci dil olarak Türkçe öğretimi alanında standartlaşma çalışmalarının bir alanı da ölçme-değerlendirmede standartların belirlenmesi ve uygulanmasının sağlanmasıdır. Değerlendirilmesinde özelliğın sıkça görülebildiği yani değerlendiriciler arası tutarsızlıkların sıkça görülebildiği alanlardan birisi yazma becerisidir. Yazma becerisinin nesnel bir şekilde değerlendirilmesinde dereceli puanlama anahtarları önemli bir role sahiptir. Ancak yabancı/ikinci dil olarak Türkçe öğretimi alanında genel kullanıma sahip dereceli puanlama anahtarları bulunmamakta, hatta bazı Türkçe öğretim merkezlerinde puanlama anahtarı kullanılmamaktadır. Yabancı/ikinci dil olarak Türkçe öğretimi alanında Göktaş ve Aksak Gönül [4, s. 142] tarafından 167 katılımcıyla gerçekleştirilen araştırmada; katılımcıların %64,07'si yazma değerlendirmelerinde puanlama anahtarlarından yararlanmadıklarını ifade etmişlerdir. Nesnel değerlendirme için gerekli puanlama anahtarı kullanım oranlarının çok daha yüksek olması beklenmektedir. Tutarlı değerlendirmelerin yapılabilmesi için ortak kullanıma sahip dereceli puanlama anahtarlarına ihtiyaç duyulmaktadır. Bu nedenle araştırma kapsamında ilgili alanda kullanılmakta olan bütüncül ve analitik örnek dereceli puanlama anahtarları incelenmek istenmiştir.

Bütüncül Puanlama Anahtarlarına İlişkin İncelemeler:

Yapılan incelemelerde, bütüncül puanlama anahtarlarının yapısı gereği genellikle yüzeysel kaldığı ve ayrıntılara girilmediği görülmektedir. Tek bir satırda bazen sadece boyut belirtilerek öğrencilerin genel bir puan verilmesi istenmiştir. Yalnızca bir puanlama anahtarında verilen boyutlara ilişkin kısa açıklamalar verilmiş, ancak bu kez de puanlaması güç şekilde hesaplamalar yapılmasının istenmesi söz konusu olmuştur. Ölçme değerlendirmenin ilkelerinden biri kullanışlılıktır. Bütüncül puanlama anahtarları kullanışlı gibi görülseler de puanlamalar küsuratlı ve zor olduğunda kullanışlılık özellikleri azalmaktadır.

Değerlendiriciler puanlama anahtarı konusunda yeterli eğitime sahip olmadığında veya deneyimsiz olduklarında belirtilen boyut/ölçütleri farklı bakış açılarıyla ele almaları da muhtemeldir. Bu durum bir dil öğretim merkezinde gerçekleştirilen değerlendirme uygulamalarında iç tutarsızlık yaşanmasına yani, aynı öğrenci performansının farklı değerlendiriciler tarafından değerlendirildiğinde tutarsız sonuçlar vermesine, öznel, adil olmayan bir değerlendirme yapılmasına sebep olabilmektedir. Ayrıca incelenen örnek puanlama anahtarlarında boyutlarda dil bilgisi, yazım, başlık, sözcük bilgisi gibi ortaklıklar bulunmasının yanında farklılar da söz konusudur, örneğin metnin uzunluğu bazı puanlama anahtarlarında değerlendirmeye dâhil edilmiş, bazılarında ise dâhil edilmemiştir. Bu durum dil öğretim merkezleri arasındaki değerlendirmelerde de farklılık bulunmasına sebep olabilmektedir.

Bütüncül puanlama anahtarlarında yer alan ortak boyutlar hazırlanabilecek muhtemel puanlama anahtarları için örnek olması açısından aşağıda belirtilmiştir.

- Başlık
- Dil Bilgisi
- Sözcük Bilgisi
- Yazım-Noktalama
- Anlam Bütünlüğü
- Metnin Uzunluğunun Yönergeye Uygunluğu
- Yönergeye Uygun İçerikte Yazabilme

Belirtilen boyutlara uygun ölçüt veya tanımlayıcıları yazılarak yabancı/ikinci dil olarak Türkçe öğretimi uygulamalarında kullanılabilecek geçerli ve güvenilir puanlama anahtarları geliştirilebilir.

Analitik Puanlama Anahtarlarına İlişkin İncelemeler:

Analitik puanlama anahtarları, yazma becerisinin değerlendirilmesinde öğreticiyi sınırlaması ve yazma performansını birçok açıdan ele alması yönüyle bütüncül puanlama anahtarlarına göre daha nesnel sonuçlar verebilmektedir. Böylece dil öğretim merkezi içinde değerlendiricilerin puanlamaları sınırlandığında daha tutarlı sonuçlar elde edilebilmekte ve çeşitli boyutlara özgü kendi içinde puanlama yapılabildiğinden öğretimin ve öğrencinin eksik yönleri tespit edilebilmektedir. Bu açıdan analitik puanlama anahtarı kullanan Türkçe öğretim merkezlerinin değerlendirmelerinde iç tutarlıklarının bütüncül anahtar kullananlara göre daha yüksek olabileceği düşünülmektedir.

İncelenen analitik puanlama anahtarlarında boyutlar, ölçütler ve ölçüt tanımlayıcıları arasında farklılıklar görülmektedir. Örneğin bazı dil öğretim merkezlerinde sayfa düzeni değerlendirmeye dâhil edilirken bazılarında değerlendirme dışı bırakılmıştır. Boyutlarda ölçütlerde ve ölçüt tanımlayıcılarında bir bütünlük olmadığı gözlenmiştir. Benzer şekilde derecelendirmelerde de farklılıklar görülmektedir. Kimi puanlama anahtarlarında “muhteşem-iyi-orta-yetersiz” şeklinde derecelendirilip 15 puan üzerinden ölçütler puanlanmış, kimi “3 (çok iyi)-2 (iyi)-1 (yetersiz)-0 (başarısız)” olarak 25 puana göre derecelendirilmiş kimi ise 100 puan ölçütlere dağıtılarak puan aralıkları verilmesiyle “mükemmel-çok iyi, iyi-orta, vasat-zayıf, çok zayıf” şeklinde aralıklarla derecelendirilmiştir. Puanlamalar arası farklılıkların ölçme-değerlendirme sistemlerindeki farklılıklardan kaynaklandığı düşünülmektedir. Öğrencinin yeterli/yetersiz oluşunu belirleme ölçütü standart olduğunda puanlamalar arasındaki farklılıkların

önemli bir sorun teşkil etmeyeceği düşünülmektedir. Ancak Türkçe öğretim merkezlerinde öğrenim gören öğrencilerin kurları tamamladıklarında benzer yeterliklere sahip olmaları, benzer iletişimsel yetileri gerçekleştirebilmeleri için değerlendirme kriterleri yani boyut ve ölçütler ile bu boyut ve ölçütlere atfedilen puan değerlerinin benzer olması, değerlendiricilerin ölçütlerden benzer anlamları çıkarabilmeleri gereklidir. Bu nedenle örnek puanlama anahtarlarından derlenen ve muhtemel hazırlanabilecek puanlama anahtarlarına örnek olması açısından bazı boyutlara ve ölçütlere aşağıda yer verilmiştir.

Başlık	İçerikle uyumlu ve özgün olma
Dil Bilgisi	Seviyede öğretilen kuralların yapı, işlev ve anlam bakımından doğru kullanımı
Sözcük Bilgisi	İçerikle uyumlu, düzeye uygun, çeşitlendirilmiş sözcük kullanımı
Söz Dizimi	Türkçenin söz dizimine uygunluk
Yazım ve Noktalama	Yazım kurallarına uygunluk Noktalama işaretlerinin doğru kullanımı
Metin Planı	Giriş, gelişme ve sonuç yazabilme Yönergede belirtilen sözcük sayısına uygun yazabilme Türe özgü biçimsel özelliklere uyabilme
İçerik	Yönergede verilen konuyu kavrama düzeyi Ana fikir ve yardımcı fikirlerin işlenmesi Düşünceyi geliştirme
Anlatım	Açık ve akıcı bir dil kullanma Bağdaşıklık ve tutarlılık Uygun üslubu seçebilme

Tablo 1: Analitik Dereceli Puanlama Anahtarları İçin Örnek Boyutlar

Belirtilen boyut ve ölçütlerden de anlaşılacağı üzere analitik puanlama anahtarları bütüncül anahtarlara göre ayrıntılara daha fazla odaklanmakta ve yazma becerisini farklı boyutlardan ele alabilmektedir.

SONUÇ

Standartlaşma, öğretimin iyileştirilmesi ve bütünlüğün sağlanabilmesi için bir gerekliliktir. Standartlaşmadan öğretimin kısıtlanması değil, özgün öğretim metotları kullanılsa da benzer sonuçlara ve hedeflere ulaşılabilmesi için bir yol çizilmesi anlaşılmalıdır. Diller İçin Avrupa Ortak Öneriler Çerçeve Metni de benzer hedeflerle hazırlanmıştır. Standartlaşma, genelden özele veya özelden genele olarak gerçekleştirilebilir. Yani öğretim hedeflerinden, programlarından ders araç-gereçleri, ölçme-değerlendirme ve sertifikalandırmaya giden bir standartlaşma veya tersi olarak sonuçlardan hareketle aşağıdan yukarıya doğru gerçekleştirilen bir standartlaşma yolu izlenebilir. Söz konusu yollardan hangisi tercih edilirse edilsin öğretim sürecinin bir yansıması olan ölçme-değerlendirme çalışmalarında standartlaşmanın sağlanması önemlidir.

Yabancı/ikinci dil olarak Türkçe öğretiminde ölçme-değerlendirme çalışmaları, dört temel dil becerisinin sınanmasıyla gerçekleştirilmektedir. Anlama becerileri olan okuma-dinleme becerileri için ölçme aracı hazırlamak zor, ancak değerlendirme kolaydır. Üretici beceriler olan konuşma-yazma için ise ölçme aracı hazırlamak kolay, ancak nesnel değerlendirme yapmak güçtür [2]. Üretici becerilerin değerlendirilmesinde dereceli puanlama anahtarlarının kullanımı nesnellüğün sağlanması için önemli bir uygulamadır.

Yazma becerisinin değerlendirilmesinde kullanılacak dereceli puanlama anahtarları, Çerçeve Metin’de yer alan seviyeye ait kazanım ve temalara uygun şekilde [1, s. 57] ve öğretimin amaç ve hedeflerine ulaşım ulaşıldığını sınavacak nitelikte hazırlanmalıdır. Yazma becerisinin değerlendirilmesinde hangi puanlama anahtarı türünün tercih edileceğine değerlendirme amaç ve hedeflerine göre karar verilebilir. Ancak yazma becerisinin çok boyutlu yapısı gereği değerlendirilmesinde analitik puanlama anahtarı kullanılmasının; nesnellüğün sağlanması, yazmanın söz konusu unsurlarının değerlendirmeye dâhil edilmesi, farklı açılardan

ayrıntılı değerlendirme yapılabilmesi ve öğrencilerin eksik yönlerinin tespit edilerek geri bildirim verilebilmesi gibi konularda yarar sağlayacağı düşünülmektedir. Dolayısıyla yazma becerisinin adil ve nesnel olarak değerlendirilebilmesi için analitik dereceli puanlama anahtarlarının bütüncül puanlama anahtarlarına göre daha etkili olduğu söylenebilir. Bu yönüyle sınıf içi uygulamalar ve kur sınavlarında analitik puanlama anahtarlarının daha fazla tercih edilmesinin uygun olacağı düşünülmektedir.

Yeterlik, muafiyet, seviye belirleme gibi yüksek katılımcıya sahip sınavlarda öğrencinin belirli bir düzeye ait kazanımlara sahip olup olmadığı hızlıca bakılması istendiği uygulamalarda ise bütüncül puanlama anahtarları daha kullanışlı olabilmektedir. Bütüncül puanlama anahtarları kur sınavlarında veya sınıf içi uygulamalarda kullanılmak istendiğinde kontrol listeleri ile kullanılmasının daha yararlı olacağı ve daha nesnel sonuçlar alınacağı düşünülmektedir.

Hangi tür seçilirse seçilsin puanlama anahtarının ölçme değerlendirme kriterlerinden özellikle geçerlik, güvenilirlik ve kullanışlılık ilkelerine uygun olması gerekmektedir. Geliştirilen puanlama anahtarları için geçerlik ve güvenilirlik testleri yapılmalıdır. Ayrıca kullanışlılık ilkesine uygun olarak puan hesaplamalarının ve işaretlemelerinin değerlendiriciyi zorlamayacak şekilde yapılandırılmış olması gerekir.

İncelenen örnek puanlama anahtarlarının geneline bakıldığında düzeye göre farklılaştırılmış puanlama anahtarı kullanan çok az Türkçe öğretim merkezine rastlanmıştır. Oysa her düzeyde öğrenciden beklenen performans ve öğretim çıktıları farklılaşmaktadır, dolayısıyla A1 düzeyinde kullanılan puanlama anahtarı ile C1 düzeyinde kullanılan aynı olmamalıdır. Hatta temel düzeyde kısa, basit metinler yazıldığından temel düzeyde bütüncül puanlama anahtarları kullanılıp orta ve ileri düzeyde analitik puanlama anahtarları kullanılabilir.

Puanlama anahtarları metnin türüne veya göreve göre de çeşitlendirilebilir. Örneğin, öyküleyici ve bilgilendirici metin türleri için ayrı puanlama anahtarları geliştirilebilir.

Geliştirilen çeşitli puanlama anahtarlarının tüm Türkçe öğretim merkezlerinde ortak kriterlere göre uygulanması ve değerlendiricilerin puanlama anahtarlarını doğru ve etkili şekilde kullanabilmesiyle hedeflenen standartlaşma sağlanabilecektir. Değerlendiricilerin puanlama anahtarlarını etkili bir şekilde kullanımı için ise puanlama anahtarı kullanım kılavuzları hazırlanmalı ve değerlendiricilere hizmet içi eğitimler verilmelidir. Bu şekilde gerçekleştirilen standartlaşma çalışmaları dil öğretiminde tutarlık ve etkililiğin sağlanmasına yardımcı olacaktır.

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TÜRKÇE ÖĞRETİMİNDE DİLBİLGİSİ ÇEVİRİ YÖNTEMİNİN ARTILARI

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Özet

Dil öğretimi ve dil öğrenimi süreci uzun ve zorlu ama bir o kadar da eğlenceli bir serüvene benzemektedir. Bu serüvende öğreten ve öğrenenler çeşitli zorluklarla karşılaşmaktadırlar. Bu zorlukları aşmak için de hem dili öğretenler hem de onu öğrenenler zorlukları aşmak için çeşitli metotlara başvurumaktadırlar. Bu metotlardan biri de çok tercih edilmeyen ya da edilemeyen dilbilgisi çeviri yöntemidir. Dilbilgisi çeviri yönteminde çeviri merkezde olup gramer ve çeviri aracılığıyla dili öğretmek hedeflenmektedir. Yapılan bazı çeviriler kelimesi kelimesine yapıldığından yahut öğretilen dil ile öğrenilen dilin mantığının birbirinden farklı olmasından bazı sorunlar ortaya çıkmaktadır. Ancak dilbilgisi çeviri yönteminin artıları da azımsanmayacak kadar çoktur. Özellikle dil öğrenen ve kendi ana dilinin dilbilgisi kurallarına hâkim bireyler için bu yöntemin birçok faydası göz ardı edilemez. Biz bu çalışmada Türkçe öğretiminde ana dili Kırgızca ya da Rusça olan bireylere Kırgızca ve Rusça aracılığıyla yapılabilecek ve öğrencilerin dilin kurallarını anlamasını daha kolay ve etkin hale getirebilecek uygulamalardan örnekler vererek bahsetmeye çalışacağız.

Anahtar kelimeler: Dilbilgisi, Rusça, Kırgızca, Türkçe, dil öğretimi

Abstract

The process of language teaching and language development seems like a long and challenging but also fun adventure. In this adventure, teachers and learners face various difficulties. In order to overcome this failure, both those who teach the language and those who learn it resort to various methods. One of these methods is the grammar translation method, which is not preferred or cannot be used. In the grammar translation method, translation is at the center and language education is aimed through grammar and translation. Some problems may arise due to the fact that some translations have been changed or the logic of the language taught and the language learned are different from each other. However, the advantages of the grammar translation method are considerable. The many benefits of this method cannot be ignored, especially for individuals who learn a language and follow the rules of their native language. In this effective Turkish teaching, we try to tell individuals whose native language is Kyrgyz or Russian, by using examples, applications that can be carried out in Kyrgyz and throughout the world and that can make the understanding of the language at a distance easier and more effective.

Key words: Grammar, Russian, Kyrgyz, Turkish, language teaching

Giriş

Dilbilgisi Çeviri Yöntemi klasik Yunanca ve Latince öğretiminin geleneksel dil yöntemlerinden türetilen bir yabancı dil öğretim metodudur. Bu yöntem, öğrencilerin tüm metni kelimesi kelimesine çevirmesini gerektirdiği gibi çok sayıda dilbilgisi kuralını, istisnasını öğrenmeyi gerektirir. Ayrıca hedef dili öğrenenler kelime haznelerini geliştirmelidirler. Hedef dili Dilbilgisi Çeviri Yöntemi ile öğretmenin temel amaçlarından biri, hedef dilde yazılmış literatürü okuyabilmektir (Elmayantie, 2015: 126).

Dilbilgisi çeviri yöntemi kullanılırken öğretmen şu yollara başvurabilir:

1. Hedef dil öğretilirken öğrencinin anlamadığı konularda öğretmen zaman zaman öğrencinin ana dilinde konuları açıklayabilir;
2. Ettirgen yapılar ve birleşik zamanlar gibi konular anlatılırken Türkçenin incelikleri öğrencilere anlatılır;
3. Ana dilden Türkçeye metin çevirileri yapılırken öğretmen öğrencilere yardımcı olur;
4. Yapılan bazı hatalar görmezden gelinir ve öğretmenin esnek olması gerekebilir;
5. Özellikle ana dili Rusça olanların telaffuzlarına önem verilmez.

1. Şimdiki Zamanın Hikâyesi ve Rivâyetinin Öğretimi

Birleşik zamanlar Türkçenin ana karakterlerinden olup sadece gramer yapıları olarak ele alınmamalıdır. Bu dilbilgisi yapıları cümlelerin anlamlarını baştan ayağı değiştirmektedir. Birleşik yapılar kullanıldıkları cümlelerde yapılar aynı olsa dahi cümlelere farklı anlamlar katabilmektedir.

Şimdiki zamanın hikayesi ve rivayetinin cümlelere kattığı anlamlar ve ana dili veya eğitim-öğretim dili Rusça olanlara yapılması gerekenler şu şekilde sıralanabilir:

- a) Ben çocukken çok süt içiyordum. (Şimdiki zamanın hikâyesi)
- b) Ben çocukken çok süt içiyormuşum. (Şimdiki zamanın rivâyeti)
- c) Az kalsın düşüyordu. (Şimdiki zamanın hikâyesi)
- d) Az kalsın düşüyormuş. (Şimdiki zamanın rivâyeti)

Bu iki gramer kuralı Rusçada mevcut olmadığından Rus dilli öğrencilere kurallar anlatılırken gramerin cümlelere verdikleri anlatımlar Rusça konuşularak ya da kuralların Rusçası anlatılarak öğrencilerin öğrenmesi süreci kolaylaştırılabilir.

Örneğin:

- a) Раньше я пил много молока. (Şimdiki zamanın hikâyesi)
- b) Раньше я пил много молока. (Şimdiki zamanın rivâyeti)
- c) Он чуть не упал
- d) Он чуть не упал

Görüldüğü gibi yukarıdaki vermiş olduğumuz cümlelere Rusçaya çevrildiğinde iki cümlelenin yapısında bir değişiklik meydana gelmemiştir. Ancak burada kilit rol oynayan sözün “Раньше” yani “eskiden” olduğu ve bu eskiden anlamına gelen kelimenin Türkçede dilbilgisi kurallarıyla anlatılabileceğini öğrencilere anlatmak gerekebilir. Yine bir eylemin gerçekleşmemesini anlatmak için Türkçede çoklu yapılara başvurulurken Rusçada neredeyse anlamını veren “чуть” kelimesi kullanılmaktadır.

2. Ettirgen Yapıların Öğretimi

Ettirgen yapılar Rusçada olmadığından bu yapıları ana dili veya eğitim-öğretim dili Rusça olanların anlaması oldukça güçtür. Öğrenciler özellikle çoklu ettirgen yapılarda oldukça zorlanmaktadırlar. Ettirgen yapıların öğretimi sırasında öğretmen şu yollara başvurabilir:

- a) Arabamı tamir ettirdir. (Ettirgen çatı)
- b) Arabamı tamir ettirttim. (Çoklu ettirgen çatı)

a) Они починили мою машину.

b) Мою отремонтировали (починили) машину.

Görüldüğü gibi Türkçe gramer yapıları ve cümlelerin anlamları değişmesine rağmen Rusça gramer yapıları ve anlamlarında herhangi bir değişiklik olmamaktadır. Bu da yapıların ve cümlelerin anlamlarını anlamayı oldukça zorlaştırmaktadır. Bunun için “ я заставляю чинить машину” arabayı tamir ettireceğim anlamına gelen cümleler “заставлять” kelimesi yardımı ile öğrencilere açıklanarak öğrencinin konuyu anlaması sağlanabilir.

3. Şart Kipinin Hikâyesi ve Rivâyetinin Öğretimi

Şart kipinin hikâyesi ve Rivâyeti geçmişte gerçekleşmesi mümkün olan bir olayın şarta bağlı olmasına yardımcı olan bu konu Rusçada “бы... бы” yapısı ile şu şekilde anlatılmaktadır:

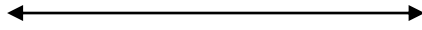
a) Çok çalışsaydım sınavı geçerdim. (Şart kipinin hikâyesi)



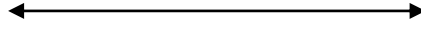
b) Çok çalışsaymış sınavı geçermiş. (Şart kipinin rivâyeti)



a) Если бы я усердно учился, я бы сдал экзамен.



b) Если бы он хорошо учился, он бы сдал экзамен.



Türkçe yapılarda şart kipinin hikâyesi ve rivâyetinde yüklemelerin de birleşik yapılarda olduğu görülmektedir. Bir cümlede şart kipinin hikâyesi ve rivâyetini varsa yüklemeler genellikle geniş zamanın hikâyesi ve rivâyeti şeklinde olmaktadır. Bu iki yapı cümlelere ahenk katmaktadır. Bu durum Rusça da “бы... бы” yapısı ile anlatılmaktadır. Türkçede şart kipinin hikâyesi ve rivâyeti ile adeta ikiz gibi olan geniş zamanın hikâyesi ve rivâyeti Rusçada bu şekilde anlatılmaktadır. Kısacası bir cümle içinde bir “бы” yapısı varsa ikincisi de olmalıdır. Öğrencilere bu şekilde anlatım da öğrenilen hedef dilin anlaşılmasını kolaylaştırmaktadır.

Sonuç

Dil öğretimi ve öğrenimi tıpkı bir hastanın iyileşme sürecine yahut bir canlının yetişme ve gelişme sürecine benzetilebilir. Nasıl ki her ilaç her hastaya iyi gelmez ya da hastayı iyileştirmez ise dil öğretim ve öğrenim sürecinde de her metod her öğrenci için uygun olmayabilir. Dilbilgisi çeviri yöntemi de her öğrenci için faydalı olamayabilir ancak bazı öğrenciler için bu yöntemin kullanılması kaçınılmaz hale gelmektedir. Özellikle ana dili veya eğitim-öğretim dili Rusça olan öğrencilerde bazı konuların açıklamalı şekilde öğrencilere anlatılması hem öğrencinin öğrenme sürecini hızlandırabilir hem de motivasyonunu arttırabilir.

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Embracing Digital Resilience: Navigating the Transformative Odyssey of University Students in the Age of Earthquakes

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Abstract

On February 6, 2023, at 04:17 a.m., a devastating Mw 7.8 earthquake struck regions spanning southern and central Turkey, as well as northern and western Syria, resulting in a tragic loss of hundreds of thousands of lives. Amid the challenging aftermath of this catastrophe, technology played a pivotal role in facilitating learning, ensuring the continuity of education, and supporting disaster recovery efforts. In the wake of this seismic event, students found themselves thrust into the realm of online learning, following a brief return to physical classrooms after the mandatory shift to online education due to the COVID-19 pandemic. This abrupt transition held the potential to significantly impact students' learning experiences and subsequently influence their overall attitudes toward university education. Our research delved into the self-reported attitudes of third-year students at Mersin University in Mersin, Türkiye, as they navigated the transition from traditional face-to-face learning to the virtual realm. Through semi-structured interviews conducted by the researcher, students shared a spectrum of experiences and attitudes. Some described their journey as highly positive, relishing the opportunity to explore both old and new modes of study. Conversely, others expressed a profound sense of negativity, with diminished motivation to pursue their studies, leading some to contemplate deferring or abandoning their educational pursuits, particularly in cases where they had lost family, friends, and relatives during the series of disasters. Remarkably, nearly half of the students discovered the advantages of a blended learning approach, appreciating the benefits of both online and in-person education. This preference for a hybrid learning environment underscores the flexibility and adaptability offered by digital technologies. The outcomes of this study underscore the significance of digital tools in providing versatile and responsive educational opportunities. Despite their yearning for traditional educational methods, many students displayed an openness to novel learning experiences. These findings hold valuable insights for future educational interventions, particularly when unforeseen circumstances necessitate a swift transition to online learning.

Keywords: online learning, traditional learning, earthquakes, disasters, university education

Introduction

On February 6, 2023, at the chilling hour of 04:17 a.m., a catastrophic Mw 7.8 earthquake relentlessly shook the landscapes of southern and central Turkey, extending its destructive reach into northern and western Syria (Elhaty & Elhadary, 2023; Dal Zilio & Ampuero, 2023). This unforgiving natural disaster exacted a heart-wrenching toll, claiming the lives of hundreds of thousands and leaving a wake of devastation in its path (Wang et al., 2023). Yet, amidst the turmoil and adversity, a beacon of hope emerged in the form of technology—a force that not only facilitated learning but also served as a cornerstone for sustaining education and aiding in the arduous process of disaster recovery. Technology played a crucial role in providing access to education for those affected by the disaster. Online platforms and virtual classrooms allowed students to continue their studies, even when physical schools were destroyed or inaccessible. Additionally, technology enabled communication and coordination among relief organizations, helping to streamline efforts and provide aid more efficiently to those in need. In the aftermath of

this seismic cataclysm, university students found themselves thrust into the ever-evolving realm of online learning. This abrupt transition followed a brief respite from physical classrooms, which had been necessitated by the global shift to online education during the COVID-19 pandemic. The rapid shift to virtual learning presented a unique juncture, one laden with the potential to profoundly influence students' academic experiences and, in turn, reshape their attitudes toward higher education. As students adapted to the new normal of online learning, they faced various challenges such as technological barriers, limited interaction with peers, and the need for self-discipline. Despite these obstacles, the shift to virtual classrooms also offered opportunities for students to develop new skills in digital literacy and independent learning. This transformative period highlighted the importance of adaptability and resilience in navigating the evolving landscape of higher education. The present research embarks on a journey through the narratives and self-reported attitudes of third-year students at Mersin University, situated in the city of Mersin, Türkiye. These students traversed the challenging terrain from traditional face-to-face education to the digital realm, where screens replaced lecture halls and pixels stood in for chalkboards. Through meticulously conducted semi-structured interviews, the researcher provides a canvas upon which students paint a vivid spectrum of experiences and attitudes. The researcher delves into the various reasons why students embraced or resisted the transition to online learning, shedding light on the impact it had on their academic performance and overall well-being. Additionally, the study explores the strategies and coping mechanisms adopted by these third-year students to navigate the unfamiliar landscape of virtual education, offering valuable insights for educators and institutions seeking to enhance their online teaching methods. Some students vividly recount their voyage with unwavering positivity, relishing the opportunity to explore both the familiar and the novel in the world of academia. Others, in stark contrast, lay bare the depths of their negative sentiments, recounting tales of waning motivation and contemplations of deferring or forsaking their educational pursuits. These feelings were particularly pronounced among those who had suffered the irreplaceable loss of family, friends, and loved ones during the harrowing series of natural disasters. These individuals grappled with grief and struggled to find solace in their academic endeavors, as their focus shifted towards healing and rebuilding their lives. Despite the challenges they faced, they found strength in the support of their communities and the resilience within themselves, determined to overcome adversity and continue their educational journey. Yet, amid the turbulence, a remarkable discovery emerged: nearly half of the students found solace and purpose in a blended learning approach. They celebrated the synergy of online and in-person education, uncovering the rich tapestry of benefits woven by both modes of instruction. This preference for a hybrid learning environment underscores the resilience and adaptability that digital technologies can offer in the face of adversity. This realization not only highlighted the students' ability to navigate through challenging circumstances but also emphasized the importance of flexible learning options in ensuring educational continuity. By embracing a blended learning approach, these students were able to access resources and support from both online platforms and physical classrooms, creating a well-rounded educational experience that empowered them to overcome obstacles and thrive academically. The findings of this study illuminate the profound impact of digital tools in providing flexible and responsive educational pathways. They reveal an intriguing paradox: a generation yearning for the familiarity of traditional educational methods, yet simultaneously harboring an openness to embrace the novel and uncharted territory of online learning. These insights hold the promise of guiding future educational interventions, particularly when unforeseen circumstances compel a rapid shift towards online learning. In a world marked by uncertainty and change, the resilience of students and the adaptability of education stand as beacons of hope for a brighter future. As we navigate through these uncertain times, it is crucial to recognize the resilience of students in adapting to new educational methods. The ability to embrace online learning not only showcases their adaptability but also highlights the potential for a more inclusive and accessible education system. By combining the familiarity of traditional methods with the innovative opportunities offered by online learning, we can pave the way for a

brighter future in education. Much like other cities in Türkiye, the city of Mersin, where this research was conducted, underwent a transition to online education during the spring semester in 2023. In this unique scenario, students faced a binary choice: either adapt to online learning or opt to withdraw or defer their studies. Previous research has established that the learning environment exerts a significant influence on students' learning experiences and outcomes. Therefore, gaining insight into the experiences of students in diverse contexts can deepen our understanding of the challenges they encountered and enable us to better prepare for their mitigation. By exploring the experiences of students who chose to adapt to online learning during the spring semester in 2023, we can identify effective strategies and resources that supported their learning. Additionally, understanding the specific challenges faced by students who chose to withdraw or defer their studies can help institutions develop targeted support systems to ensure their successful return to education in the future. The primary objective of this study was to contribute to our comprehension of the novel learning conditions brought about by the disaster. How the sudden shift to online learning impacted students' experiences and their perspectives on university education were aimed to explore. By understanding the specific challenges faced by students who chose to withdraw or defer their studies, institutions can tailor their support systems to address these issues effectively. This will not only help ensure a successful return to education for these students but also enable institutions to better navigate similar situations in the future. Additionally, gaining insights into how the sudden shift to online learning impacted students' experiences and perspectives on university education can inform institutions on how to improve and adapt their teaching methods for remote learning environments. Specifically, our research sought to address the following three key research questions:

RQ1. How did students perceive the role of technology in facilitating their rapid transition to online learning?

RQ2. In what ways did the transition to online learning reshape these students' perceptions of the value of pursuing higher education?"

RQ3. What were the most effective strategies and resources that students found beneficial in supporting their learning during the shift to online education?

Literature Review

In order to maintain the continuity of education, the COVID-19 pandemic and subsequent lockdowns necessitated the transition to online education. This rapid transition to online platforms has had a profound effect on students' educational experiences. Students have been required to acclimatize to new modalities of instruction and overcome the obstacles presented by virtual classrooms. In addition, the digital divide has become more pronounced, as students from disadvantaged backgrounds may not have access to necessary technology or a stable internet connection, thereby aggravating educational disparities (Keane, Linden, Hernandez-Martinez, & Molnar, 2022). The global pandemic and the earthquake have both had profound impacts on people's lives and livelihoods worldwide. They have disrupted various aspects of daily life, including education and employment, forcing individuals to adapt to new modes of learning and working. Both disasters have led to increased social isolation, elevated stress levels, heightened anxiety, and instances of depression among affected communities (Portillo & Moya, 2023; Elhaty & Elhadary, 2023). The earthquake, in particular, has resulted in extensive physical damage to homes, businesses, and infrastructure, making the recovery and reconstruction process challenging and protracted. Financial hardships have also been prevalent as people strive to rebuild their lives in the aftermath of these catastrophes. In the context of education, the online learning system implemented during the COVID-19 pandemic has demonstrated notable successes, despite certain drawbacks such as reduced competition among students, limited class participation, physical and social obstacles, and an impact on students' hands-on practical skills

(Benito & Camral, 2023). However, it is worth noting that current conditions may be more favorable, as universities and educators have gained valuable experience in deploying online education systems during the pandemic. Many universities have developed specialized programs for online learning, continuously improving them in response to the ongoing challenges posed by the pandemic (Elhaty & Elhadary, 2023; Koçoğlu, Demir, Öteleş, & Özeren, 2023). The use of digital technologies and innovative methods in education during disasters can engage students and improve the effectiveness of disaster response, especially in situations where time is of the essence. These technologies and procedures can facilitate remote learning, allowing students to continue their education even when physical classrooms are unavailable. In addition, they can enable real-time communication and collaboration between students, instructors, and emergency responders, thereby facilitating a coordinated and efficient response to the calamity. Furthermore, incorporating disaster response into the curriculum can help students develop critical thinking and problem-solving skills that are essential in emergency situations. By actively participating in disaster simulations and learning about different response strategies, students can become better prepared to handle unexpected events and contribute to their communities' resilience. Additionally, the use of technology in disaster response education can create a more inclusive learning environment, reaching students who may have limited access to traditional educational resources during times of crisis (Temel & Durst, 2023). However, in order for technology to be effectively implemented and embraced, it is crucial to comprehend the obstacles that impede students during pandemics and natural disasters. Understanding these obstacles enables educators and policymakers to create targeted solutions that address the unique requirements of students in these difficult circumstances. By identifying and removing barriers to access and utilisation of technology, we can ensure that all students have equal opportunities to continue their education during times of crisis (Elhaty & Elhadary, 2023). In order to achieve successful integration of technology in the classroom, it is essential to ensure that such implementation is firmly rooted in pedagogical concepts. By incorporating technology into the classroom, educators can enhance their teaching methods and engage students in a more interactive and dynamic learning experience. This can be achieved by aligning technology use with specific learning objectives and instructional strategies, allowing for personalized and differentiated instruction that caters to the diverse needs of students (Bizami, Tasir, & Kew, 2023). The COVID-19 pandemic compelled educators to swiftly adapt and efficiently utilize their time to transform content that would be pedagogically effective in an online format. Numerous students and educators acquired valuable experience in online learning throughout the pandemic. As a result, many educators discovered innovative strategies and tools to engage students and facilitate meaningful learning experiences. Additionally, students developed important skills such as self-discipline and time management, which will benefit them in future academic pursuits (Schlenz, Wöstmann, Krämer, & Schulz-Weidner, 2023; Napitupulu et al., 2023). When comparing online courses to conventional in-person classroom settings, it is evident that online education relies significantly on the utilisation of digital technology and the internet. The inclusion of these features is crucial for the effective implementation of online courses, as the absence of such components would provide significant obstacles for students. Indeed, higher education encompasses three main modes of delivery: conventional in-person instruction, remote online learning, and a combination of both known as blended learning. Each of these techniques either integrates or depends on technology to help the process of learning. Conventional classroom-based instruction entails direct interpersonal exchanges between instructors and students inside a tangible location, while online education takes place in a digital realm where learners communicate with educators using synchronous or asynchronous methods. Blended learning, however, integrates components of both traditional in-person teaching and online training (Keane, Linden, Hernandez-Martinez, & Molnar, 2022). Blended learning offers a flexible and dynamic approach to education, allowing students to benefit from the best of both worlds. It provides the opportunity for face-to-face interactions with instructors and peers, while also leveraging the convenience and accessibility of online resources. This hybrid model has

gained popularity in recent years due to its ability to cater to diverse learning styles and accommodate various schedules and preferences. Students opt for online course offerings for a variety of reasons, and their motivations can vary depending on individual circumstances and preferences (Alvin, 2023, Wilcox, 2023). Online courses often provide students with greater flexibility in terms of when and where they can study. This flexibility is especially attractive to those who have work, family, or other commitments that make it difficult to attend traditional in-person classes (Williams et al., 2023). Many online programs offer a wide range of courses and degree programs, allowing students to choose from a broader selection of subjects and specializations that may not be available at their local institutions (Tang et al., 2023). Some online courses offer self-paced learning, allowing students to progress through the material at their own speed. This can be particularly beneficial for those who need more time to grasp concepts or want to accelerate their learning (Frederick et al., 2023). Online courses are often more accessible to individuals with disabilities, as they can be designed with various accessibility features and accommodate different learning needs (Faggella-Luby et al., 2023). Some students have circumstances that make attending traditional classes challenging, such as health issues, military service, or family responsibilities. Online courses can accommodate these unique situations (Slack & Priestley, 2023).

Methodology

The primary aim of this study was to investigate the impact of the recent series of deadly earthquakes in Turkey on students' opinions of their university education. Insight into the manner in which the sudden shift to online learning has influenced individuals' perceptions of education and their whole collegiate journey was inquired in the study. Due to the intricacy involved in collecting data from many participants and the aspiration to have a thorough comprehension of their experiences, it became apparent that qualitative research methodologies were the most appropriate approach. In order to get a comprehensive understanding of the students' opinions and experiences, it was essential to integrate qualitative inquiries in conjunction with the semi-structured interview questions devised by the researcher. Therefore, this research used a qualitative design based on a phenomenological framework. The phenomenological framework allowed for an in-depth exploration of the participants' subjective experiences and perceptions. By adopting this approach, the researcher aimed to uncover the underlying meanings and essences of their experiences, rather than focusing solely on statistical data or generalizations. This qualitative design provided a rich and nuanced understanding of the participants' perspectives, contributing to a more holistic analysis of the research topic. Since obtaining firsthand perspectives from the university's students was essential, I extended invitations to 60 third-year students to participate in individual Zoom meetings. The duration of each of these interviews was approximately 15 minutes. 52 out of the sixty students approached consented to participate in this study. In essence, the final dataset consisted of fifty-two students who voluntarily participated in online interviews. All the students involving in the study were studying English Language Teaching (ELT) in Mersin University, which is a state university in Türkiye. Similarly, the informants were all candidate ELT teachers. The interviews were conducted in a structured manner, with a set of predetermined questions to ensure consistency across all participants. The students' responses provided valuable insights into their experiences and opinions, contributing to a comprehensive understanding of the university's dynamics. Additionally, the diverse range of participants ensured that various perspectives were represented in the final dataset, enhancing the validity and reliability of the study's findings.

Data Analysis

To collect qualitative data, semi-structured interviews were used in this study. The primary objective was to acquire an understanding of how students viewed the precipitous and rapid transition to online learning, especially in light of external factors beyond their control. The purpose of the study was to identify the factors that would have the greatest impact on their

academic success under these new conditions. The researchers aimed to explore the students' perspectives, experiences, and challenges faced during the transition to online learning. By conducting semi-structured interviews, they sought to gain in-depth insights into the specific factors that influenced their academic performance and overall success in this new learning environment. Additionally, the study aimed to provide recommendations and strategies for educators and institutions to better support students in similar circumstances. Lastly, interview protocols are invaluable tools in research, serving as structured roadmaps for conducting interviews to gather qualitative data. They play a pivotal role in ensuring that interviews are focused, consistent, and aligned with the research objectives. By using an interview protocol, researchers can systematically explore participants' perspectives, experiences, and insights on specific topics or research questions. These protocols help standardize the interview process, making it easier to compare responses across participants and draw meaningful conclusions. Additionally, interview protocols provide a clear framework for asking open-ended questions, probing for deeper understanding, and capturing nuances in participants' responses. Overall, the use of interview protocols enhances the rigor and reliability of qualitative research, enabling researchers to uncover valuable insights and contribute to a deeper understanding of complex phenomena. An interview protocol was accordingly formed to capture the perspectives and experiences of students. Therefore, the analysis centered on their responses to the interview questions below.

Introduction and General Experience

1. Can you describe your experience during the transition from traditional face-to-face learning to online education following the earthquake in February 2023? What were the most significant challenges you faced during this transition?
2. How did you feel about the role of technology in supporting your shift to online learning? Could you share some specific examples of how technology aided your learning experience?

Impact on Attitudes towards University Education

3. How did the sudden shift to online learning affect your overall attitude toward pursuing higher education at the university level?
4. Did you encounter any changes in your motivation and enthusiasm for your studies as a result of the transition to online learning? Please explain.
5. For those who considered deferring or withdrawing from their studies, could you describe the factors that influenced your decision and how this decision evolved over time?
6. How did your personal experiences during the series of earthquakes and the challenges you faced, such as the loss of family and friends, influence your perspective on the value of university education?

Effective Strategies and Resources

7. Can you share any strategies or resources that you found particularly effective in supporting your learning during the shift to online education?
8. Were there specific support systems or tools provided by your university that significantly aided your online learning experience?
9. How did you adapt your study habits and routines to accommodate online learning, and what impact did these adaptations have on your academic performance?

Blended Learning and Flexibility

10. Some students in our study mentioned embracing a blended learning approach. Could you elaborate on what aspects of this approach you found beneficial, and how it improved your learning experience?

11. How do you think the flexibility offered by digital technologies and blended learning options can positively impact the future of education, especially in situations where rapid transitions to online learning are necessary?

Conclusion and Reflection

12. Looking back on your journey from traditional to online learning during the earthquakes, what do you believe are the key takeaways or lessons learned from this experience?
13. If you were to offer advice to educators and institutions facing similar challenges, what recommendations would you provide based on your own experiences?
14. Is there anything else you would like to share about your experience, insights, or suggestions related to online learning, technology, and the resilience of students in times of crisis?

In order to obtain a deeper understanding of the responses students supplied to the aforementioned queries, students were also given the option to submit open-text responses. These open-text responses allowed students to express their thoughts and opinions in their own words, providing a more comprehensive insight into their perspectives. This qualitative data provided valuable context and added richness to the quantitative data collected from the structured survey questions. The researcher subsequently evaluated and categorised the responses. It is essential to observe that the researcher lacked a predetermined set of codes for this procedure. Instead, he adopted an open-coding approach in which codes were developed in response to the data's emergent themes and patterns. This approach allowed for a flexible and exploratory analysis, ensuring that no potentially important themes or perspectives were overlooked. The researcher carefully reviewed each response, looking for recurring ideas and concepts to create meaningful categories that captured the essence of participants' perspectives. Consequently, interview transcripts and free-text responses were coded and analysed accordingly. This approach allowed for a more comprehensive understanding of the students' perspectives and provided valuable insights into their experiences. The researcher carefully examined each response, looking for common themes and patterns that emerged from the data. By analyzing both the interview transcripts and free-text responses, the researcher was able to gain a deeper understanding of the students' thoughts and opinions on the topic at hand.

Findings and Results

Challenges and Experiences during Transition to Online Education

Various perspectives on the challenges and experiences encountered during the transition to online education were collected from the participants in the survey. The subsequent themes and percentages offer an understanding of the viewpoints expressed by the respondents.

Online Education Challenges (63%)

- *Students' difficulties adapting to online platforms, maintaining focus, and concentrating during online classes.*
- *Technical issues related to internet connectivity, electricity, and access to devices.*
- *Concerns about the quality and effectiveness of online education compared to face-to-face instruction.*
- *Loss of motivation, feelings of isolation, and a lack of social interaction with peers and teachers.*

Impact of the Earthquake (23%):

- *The earthquake's emotional and psychological impact on students.*
- *Disruption of classes due to electricity and internet outages caused by the earthquake.*
- *Trauma, fear, and loss of loved ones due to the earthquake, leading to difficulty focusing on academics.*

- *The challenge of finding a safe and quiet place for online learning in the aftermath of the earthquake.*

Experience with Online Education during the Pandemic (6%):

- *Comparisons to the previous experience of online education during the COVID-19 pandemic.*
- *Familiarity with online education due to previous exposure.*

Loss and Grief (4%):

- *The emotional impact of losing loved ones, friends, or homes due to the earthquake.*
- *Struggles with grief and its effect on academic performance.*

Lack of Preparedness (1%):

- *Challenges associated with unpreparedness for online education due to the sudden earthquake.*

Transition to Online Education (1%):

- *Comparisons of transitioning to online education due to the earthquake with the previous experience.*

Social Impact of Online Education (1%):

- *Discussion of the social losses resulting from online education.*

Stress (1%):

- *Mention of stress as a significant challenge.*

It is evident that the earthquake had a profound impact on the participants, making it challenging to engage effectively in online education. The themes related to difficulties adapting to online education and the emotional toll of the earthquake are the most prominent.

Technology's Role in Facilitating the Transition to Online Learning

In terms of the role of technology in enabling the transition to online education, diverse viewpoints were gathered from the survey participants. The ensuing themes and proportions provide an insight into the perspectives of the respondents.

Technology Enhancing Learning (51%)

- *Respondents express positive views on technology, stating that it has been crucial for the success of online education.*
- *They highlight the convenience of online access to resources, the ease of creating presentations and assignments, and the flexibility offered by technology.*
- *Many mention the ability to research, access additional learning materials, and collaborate with classmates and teachers as advantages.*

Negative or Neutral Views on Technology (21%)

- *Some participants do not believe that technology has significantly improved their learning experience, or they prefer traditional face-to-face methods.*
- *A few mention that technology did not affect their grades or did not add anything positive.*

Connectivity and Access Challenges (10%)

- *A portion of the respondents express difficulties related to technology, such as the lack of a reliable internet connection.*
- *They mention that the effectiveness of technology in education is contingent on suitable conditions and technological devices.*

Convenience and Efficiency of Online Learning (7%)

- *Participants appreciate the convenience and efficiency of online learning, such as the ability to attend classes from anywhere and the availability of recorded lessons.*
- *Some mention that technology made taking notes easier and improved their study routines.*

Technology Facilitating Remote Teaching (6%)

- *Respondents acknowledge the role of technology in enabling remote teaching during challenging times, such as the pandemic.*

- *They mention the use of platforms like Zoom and Google Meet for communication and collaboration.*

The Importance of Technological Devices (4%)

- *Some participants emphasize the importance of the right technological devices, like computers and smartphones, in online learning.*
- *They note that having the appropriate technology is crucial for a successful learning experience.*

Access to Resources and Learning Materials (1%)

- *A small percentage of participants mention the ability to access resources and materials, such as YouTube videos and online articles, as a benefit of technology.*

Overall, the majority of respondents in this dataset view technology as a valuable tool that has enhanced their online learning experience. They appreciate the convenience, accessibility, and collaborative opportunities that technology provides, though some express challenges and reservations about its overall effectiveness.

Impact of Sudden Shift to Online Learning on University-Level Education

In relation to how technology has enabled the transition to online education, the participants shared a range of opinions. The subsequent themes and percentages illustrate the perspectives of the respondents.

Negative Impact of Online Education (45%)

- *Participants express frustration, disappointment, and dissatisfaction with online education.*
- *They mention difficulties in adapting to online learning, a lack of motivation, and decreased engagement with their studies.*
- *Some cite connectivity issues and a decrease in academic performance as a result of online learning.*

Disruption Due to External Factors (21%)

- *Respondents discuss how external factors, such as the pandemic and natural disasters like earthquakes, have disrupted their higher education journey.*
- *These disruptions include the sudden transition to online learning and the impact on their daily lives and routines.*

Desire for Face-to-Face Learning (21%)

- *Many participants express a preference for traditional face-to-face learning, emphasizing its effectiveness.*
- *They believe that in-person interactions and practical experiences contribute to a better education.*

Changing Attitudes towards Higher Education (9%)

- *Some individuals mention a shift in their attitude towards pursuing higher education.*
- *The disruptions caused by online education and external factors have led to decreased motivation and a reevaluation of the necessity of higher degrees.*

Adaptation and Resilience (2%)

- *A small percentage of respondents mention that they adapted to online education over time, solving initial problems and maintaining motivation to continue their studies.*
- *They highlight the importance of self-discipline and determination.*

Social Isolation (2%)

- *A few participants express feelings of isolation and a lack of social interactions during online learning.*
- *They feel that online education keeps them away from forming friendships and a healthy social environment.*

Overall, the data suggests that a significant portion of respondents had a negative experience with online education, especially when it was imposed suddenly due to external factors. Many long for the return of face-to-face learning and believe it to be more effective. These sentiments

are intertwined with feelings of disruption, decreased motivation, and potential shifts in attitudes toward higher education. However, a smaller group adapted to online education and even found some benefits in it.

Changes in Motivation and Enthusiasm Due to Transition to Online Learning

Regarding alterations in motivation and excitement resulting from the shift to online education, the participants expressed various viewpoints. The following themes and their corresponding percentages illustrate the perspectives of the respondents.

Decreased Motivation (33%)

- *Participants reporting a significant drop in motivation and enthusiasm for their studies during online learning.*
- *Lack of excitement or interest in online courses.*
- *Feelings of boredom and frustration associated with online education.*
- *A sense of detachment from academic pursuits.*

Impact of Online Learning Experience (26%)

- *Online learning negatively affecting motivation, with participants attributing their lack of motivation to the challenges of online classes.*
- *Specific factors contributing to the drop in motivation, such as difficulties in focusing, limited social interaction, and technical issues.*
- *Some participants expressing that they felt unmotivated during online education but managed to overcome it.*

Lack of Change in Motivation (15%)

- *Participants indicating that they did not experience a noticeable change in motivation or enthusiasm during online learning.*
- *Adapting to online learning and remaining motivated throughout the term.*

Mixed or Varied Responses (9%)

- *Participants sharing mixed experiences, with fluctuations in motivation and enthusiasm.*
- *Instances where motivation decreased due to specific challenges or increased due to factors such as convenience or reduced commute time.*

Positive Online Learning Experience (9%)

- *A small group of participants mentioning that online learning increased their motivation or made it easier for them to focus on their studies.*

Challenges and Stress (5%)

- *Expressions of frustration and stress due to problems faced during online learning, which impacted motivation negatively.*

Unaffected by Online Learning (3%)

- *Participants who reported that their motivation remained stable or unaffected by the transition to online education.*

In summary, the majority of participants experienced a decrease in motivation and enthusiasm as a result of the transition to online learning. Specific challenges, such as difficulty focusing and technical issues, played a significant role in this decline. However, a smaller group of participants adapted to online learning or even found it more motivating.

Factors Influencing Consideration of Deferring or Withdrawing from Studies and Decision Evolution

In relation to the elements that influenced their contemplation of deferring or withdrawing from their studies and the evolution of their decision-making, participants conveyed diverse perspectives. The ensuing themes and the associated proportions elucidate the viewpoints of the survey respondents.

Affective Factors Influencing Consideration (23%)

- *Participants mentioning affective factors that led them to contemplate deferring or withdrawing from their studies.*

- *Factors include reduced motivation, difficulty focusing, fear of death, and lack of enthusiasm.*
- Resilience and Determination (21%)
- *Participants expressing their determination to continue their studies despite challenges.*
 - *Mention of being motivated by personal goals, family support, and a desire to complete their education.*
- Lack of Consideration (15%)
- *Participants stating that they never seriously considered deferring or withdrawing.*
 - *Emphasis on the importance of completing their studies and achieving their goals.*
- Impact of Pandemic and Earthquake (14%)
- *The influence of the pandemic and the earthquake on participants' decision-making.*
 - *Some participants indicating that external factors influenced their considerations.*
- Support for Continuing Studies (8%)
- *Participants recommending that others not give up on their studies and highlighting the value of education.*
 - *Encouragement to persist through challenges.*
- Challenges of Online Education (7%)
- *Discussion of the challenges associated with online learning and their impact on motivation and the decision to continue studies.*
 - *Challenges include the perception of reduced educational quality in online formats.*
- Motivation and Discipline (7%)
- *The role of motivation and self-discipline in persisting with studies during difficult times.*
 - *Acknowledgment of the need for organization and focus to adapt to online learning.*
- Mixed or Varied Responses (3%)
- *Participants sharing mixed experiences, where initial considerations of deferring or withdrawing changed over time.*
 - *Initial contemplation followed by a decision to persist with studies.*
- Opinion on Deferring (2%)
- *Participants expressing differing opinions on whether deferring studies is a reasonable choice.*
 - *Disagreement with withdrawing from education, especially in challenging times.*
- In summary, the majority of participants demonstrated determination and resilience in their decision to continue their studies, despite facing external challenges and reduced motivation. The impact of external factors such as the pandemic and the earthquake varied among respondents, and many encouraged others not to give up on their education.
- Influence of Personal Earthquake Experiences on Perspective Regarding University Education's Value**
- Regarding how personal earthquake experiences influenced participants' perspectives on the value of university education, a wide range of viewpoints were expressed. The following themes and their corresponding percentages shed light on the perspectives of the survey respondents.
- Emotional Impact of Earthquake (32%)
- *Many respondents expressed deep emotional distress, sadness, and grief due to the loss of loved ones, friends, and acquaintances. They mentioned feeling fear, anxiety, and depression as a result of the earthquake.*
- Challenges to Education (22%)
- *A significant number of respondents discussed how the earthquake had affected their educational pursuits. They mentioned difficulty focusing on studies, a reduced desire to attend classes, and the feeling that education was less important.*
- Value of University Education (16%)

- *Some respondents emphasized the importance of university education, particularly in the face of natural disasters. They highlighted how education shapes individuals and helps them contribute to society.*

Questioning Priorities (10%)

- *Several respondents reflected on their priorities and questioned the significance of education and other aspects of life in the face of such a tragedy. They mentioned that life is fragile and emphasized the importance of empathy.*

Resilience and Recovery (5%)

- *A smaller group of respondents shared their journey of resilience and recovery. They talked about finding the strength to continue their education and rebuild their lives.*

Community and Empathy (4%)

- *Some respondents highlighted the importance of community support and empathy, mentioning that educated individuals are better equipped to understand and help others during difficult times.*

Health and Survival (4%)

- *A few respondents stressed the significance of health and survival over education. They mentioned that the experience of the earthquake made them prioritize staying alive.*

Impact on Mental Health (3%)

- *A small percentage of respondents discussed the psychological effects of the earthquake, including difficulty sleeping and persistent fear.*

Role of Education in Disaster Preparedness (2%)

- *A few respondents proposed that education about earthquakes and disaster preparedness should be mandatory, along with traditional university education.*

Appreciation for Resources and Support (2%)

- *A couple of respondents expressed appreciation for the resources and support provided by their universities and peers during the earthquake.*

The themes reflect the diverse range of responses and emotions people experienced in the aftermath of the earthquake.

Effective Strategies and Resources for Online Learning

In relation to successful approaches and available assets for online learning, a diverse array of opinions were voiced. The subsequent themes and their associated percentages provide insights into the viewpoints of those surveyed.

Technology and Online Tools (14%)

- *Many respondents mentioned the use of various online tools and technology for their learning, including AI, web 2.0 tools, and educational websites.*

Active Participation and Interaction (11%)

- *Some emphasized the importance of actively participating in online lessons to maintain focus and engagement. They also mentioned the value of interactive platforms for online learning.*

Adaptation and Optimism (10%)

- *A significant portion of respondents discussed their efforts to adapt to online learning and maintain a positive, optimistic outlook, turning the crisis into an opportunity.*

Reading and Self-Study (8%)

- *Several respondents highlighted that they used the extra time available during online education to read books and articles related to their subjects.*

Effective Internet Use (8%)

- *Some mentioned their effective use of the internet for research and information gathering, including the use of specific strategies and online resources.*

Note-Taking and Study Techniques (7%)

- *A few respondents discussed note-taking methods and study techniques they employed, such as the Cornell method and meditation exercises.*

Access to Resources (7%)

- *A group of respondents discussed the importance of accessing quality resources, including library access and research papers.*

Consistency and Self-Discipline (7%)

- *Several mentioned the importance of consistency and self-discipline in maintaining a successful online learning routine.*

Support from Friends and Peers (5%)

- *Some respondents mentioned that their friends and peers helped them by sharing resources and materials.*

Motivation and Opportunity (5%)

- *A few respondents discussed their initial loss of motivation in online education but later turned it into an opportunity for flexible and location-independent learning.*

Adherence to Syllabus and Active Engagement (4%)

- *A small portion of respondents mentioned their focus on adhering to the provided syllabus and actively engaging with the course content.*

Resourceful Use of the Internet (4%)

- *Some highlighted the resourceful use of the internet to gather additional information instead of solely relying on professors.*

Importance of Consistent Access (3%)

- *A subset of respondents mentioned the convenience of having constant access to classes and study materials, contributing to their productivity.*

Use of AI and Apps (3%)

- *A few found AI and various apps helpful in their online learning process.*

Importance of Technology (3%)

- *Some respondents emphasized the importance of technology for effective online learning.*

Library Access and Online Resources (1%)

- *A small group discussed the significance of library access and online resources like Google Scholar, Journalpark, and JStor.*

This group of findings offer insights into the strategies and resources that individuals found effective during their transition to online education.

University Support Systems and Tools Enhancing Online Learning

In the context of improving online learning through university support systems and tools, a wide range of perspectives were expressed. The following themes and their respective proportions offer valuable insights into the opinions of the survey respondents.

Positive Feedback (29%)

- *Students mentioned that their university provided support in various forms, such as dedicated online platforms (e.g., Big Blue Button), online learning tools, and distance education systems.*
- *Some students found the recording of classes and access to recorded lessons to be helpful.*

Limited Support (17%)

- *Several students expressed that their university offered limited support, mainly relying on basic tools like Google Meet and their own distance education platforms.*
- *Some students did not perceive any additional support beyond these basic tools.*

Mixed Experiences (14%)

- *Some students had both positive and negative experiences. They acknowledged the university's efforts but noted shortcomings, including instructors' varying degrees of technological familiarity.*

No Notable Support (12%)

- *A notable percentage of students felt that their university did not provide any specific support systems or tools for online learning.*

Alternative Tools (7%)

- *A small portion of students mentioned using external tools like YouTube, Grammarly, Wordwall, and various web2 tools to aid their online learning experience.*

Challenges and Concerns (12%)

- *Some students highlighted challenges, including unhelpful instructors, surprise exams, and a lack of psychological and moral support during the transition to online learning.*

Varied Experiences (9%)

- *A number of students reported mixed experiences, some indicating that their university had a distance education platform, while others did not receive any assistance.*

The responses indicate a diverse range of experiences and perceptions regarding the support systems and tools provided by universities for online learning.

Adaptations in Study Habits for Online Learning and Their Impact on Academic Performance

In the realm of adjusting study habits for online learning and evaluating their effects on academic performance, a diverse array of viewpoints emerged. The subsequent themes and their associated percentages provide valuable insights into the perspectives of those surveyed.

Positive Adaptations (23%)

- *Some students reported adapting well to online learning, mentioning factors such as having good equipment, a quiet study environment, and a comfortable workspace.*
- *A few students appreciated the flexibility of online learning, which allowed them to study at their own pace and focus on assignments.*

Challenges and Negative Impact (20%)

- *A significant portion of students faced challenges and experienced a negative impact on their academic performance.*
- *Challenges included difficulty concentrating at home, a lack of motivation, and disinterest in online classes, resulting in poor grades.*

Routine Maintenance (15%)

- *Some students mentioned that they maintained their existing study habits and routines, and online learning did not significantly change their approach to studying.*

Improved Time Management (12%)

- *A group of students described improved time management and adherence to schedules as an adaptation to online learning, resulting in better academic performance.*

Mixed Experiences (8%)

- *Several students had mixed experiences, with some finding it difficult to adapt initially but eventually getting used to online learning.*
- *A few reported benefiting from the additional time available for study and achieving better grades.*

Minimal Adaptations (6%)

- *Some students noted making minimal or no changes to their study habits or routines for online learning.*
- *For these students, the transition to online learning was relatively seamless.*

Tech-Savvy Students (5%)

- *A small number of students mentioned that they were already tech-savvy and used online tools effectively for learning.*
- *They did not encounter significant challenges during the transition to online learning.*

Lack of Motivation and Engagement (4%)

- *Some students admitted to struggling with motivation and engagement in online classes, which negatively impacted their academic performance.*

Optimized Study Environment (4%)

- *A few students mentioned optimizing their study environment to reduce distractions and improve focus during online learning, which had a positive impact on their grades.*

Increased Productivity (3%)

- *A few students reported increased productivity during online learning, as they had more control over their schedules and found it easier to study in the comfort of their own homes.*

The data reflects a variety of experiences and strategies for adapting to online learning and its impact on academic performance.

Benefits of Embracing Blended Learning and Enhanced Learning Experiences: Student Perspectives

When it comes to the benefits of embracing blended learning and enhanced learning experiences: student perspectives, a wide range of perspectives have come to light. The ensuing themes and their related percentages offer valuable insights into the viewpoints of the individuals who participated in the survey.

Balanced Approach (20%)

- *Some students appreciated the balance of blended learning, recognizing the advantages of combining face-to-face and online components for different subjects.*
- *They highlighted the flexibility and improved time management it offers.*

Improved Engagement (16%)

- *A group of students found blended learning more engaging due to the incorporation of online activities and games, which enhanced the learning experience.*

Flexibility (14%)

- *Several students appreciated the flexibility that blended learning provided, allowing them to attend classes from different locations and manage their schedules more effectively.*

Combining Strengths (10%)

- *Students acknowledged that blended learning combines the strengths of both face-to-face and online learning, making it more effective and adaptable to various contexts.*

Technology Skills (7%)

- *Some students mentioned that the blended approach helped them gain technological skills, which could be beneficial for future use in their academic and professional lives.*

Ineffectiveness (7%)

- *A portion of students expressed skepticism about the effectiveness of blended learning, emphasizing their preference for traditional face-to-face education.*

Benefits for Specific Courses (6%)

- *Students believed that blended learning is more suitable for theoretical courses, while practical or applied courses should remain face-to-face.*

Social Interaction (5%)

- *Several students stressed the importance of social interaction in education, particularly in face-to-face classes, and expressed reservations about the social aspect of blended learning.*

Time and Efficiency (4%)

- *Some students found blended learning to be time-efficient, allowing them to complete their studies faster and adapt their learning pace.*

Individualized Learning (3%)

- *A few students mentioned that blended learning allowed them to study at their own pace, focusing on their areas of interest, and benefiting from a more personalized approach.*

Improved Access (2%)

- *Students appreciated that blended learning allowed them to access resources and interact with teachers and peers, irrespective of their location.*

Enhanced Learning Materials (2%)

- *Some students mentioned the benefits of using visual materials in blended learning, which enhanced their learning experience.*

Resistance to Online Learning (2%)

- *A minority of students were resistant to online learning and considered blended learning not suitable for them.*

Questioning Course Selection (2%)

- *A few students raised concerns about how courses are selected for the blended approach and questioned the criteria for making such decisions.*

The data reflects a diverse range of perspectives on the benefits and challenges of blended learning.

Impact of Digital Technologies and Blended Learning Flexibility, Particularly During Rapid Transitions to Online Learning

Regarding the influence of digital technologies and the flexibility of blended learning, especially in situations requiring swift shifts to online education, a diverse array of viewpoints has emerged. The subsequent themes and their associated percentages provide valuable insights into the perspectives of the survey participants.

Preference for Face-to-Face Learning (16%)

- *Some respondents expressed a strong preference for traditional face-to-face education and believed that it should remain the primary mode of instruction.*

Hybrid Approach (16%)

- *A significant portion of respondents advocated for a hybrid approach, combining both online and face-to-face education to provide flexibility and choices.*

Concerns about Technology (14%)

- *Some participants had reservations about technology's role in education, highlighting both its benefits and potential drawbacks.*

Beneficial in Emergencies (12%)

- *Respondents recognized the value of online and blended learning during emergencies, such as the COVID-19 pandemic and natural disasters.*

Technological Literacy (10%)

- *Some respondents emphasized the importance of developing technological literacy and digital skills for both students and teachers.*

Positive Impact (8%)

- *A group of respondents believed that technology, when used properly, has a positive impact on education, offering flexibility and accessibility.*

Continuity of Learning (2%)

- *Respondents noted that digital technologies and blended learning ensure the continuity of education, allowing learning to persist in various circumstances.*

Flexibility and Autonomy (1%)

- *Several participants appreciated the flexibility and autonomy offered by digital learning, enabling them to tailor their education to their individual needs and schedules.*

Advantages of Online Resources (1%)

- *Some respondents recognized the advantages of using online resources, which can be accessed regardless of time and location.*

Improving Learning Quality (1%)

- *A small group of respondents believed that students' motivation and personal preferences play a crucial role in enhancing the quality of learning.*

Preparedness for Online Learning (1%)

- *Respondents noted that blended learning prepares both students and institutions for potential transitions to online learning, improving readiness.*

Overcoming Geographic Barriers (1%)

- *Some respondents acknowledged that blended learning could provide access to education for students in remote or distant areas.*

Adapting to New Normal (1%)

- *Participants believed that blended learning has become integral to the new normal in education and must be embraced and further developed.*

Immediate Feedback (1%)

- *A small percentage of respondents highlighted the benefit of immediate feedback and online quizzes in assessing learning progress.*

Education despite Disasters (1%)

- *A few respondents emphasized that blended learning can ensure education continues even in the face of natural disasters and emergencies.*

Encouraging Technology Use (1%)

- *Respondents thought that blended learning encourages students to become more comfortable with technology, a valuable skill for the future.*

Support for Remote Areas (1%)

- *Some participants recognized the potential for blended learning to support education in remote or underserved areas.*

Rethinking Education (1%)

- *A small group of respondents suggested that the current challenges facing education necessitate rethinking and reorganizing educational methods.*

Emergency Use (1%)

- *A few respondents saw online and blended learning as beneficial in emergencies but not as a replacement for traditional learning.*

The data reflects a diverse range of perspectives on the impact of digital technologies and blended learning in education.

Key Takeaways and Lessons Learned in Transitioning from Traditional to Online Learning during Earthquakes

In the context of reflecting on the essential insights and knowledge gained while shifting from conventional to online learning during seismic events, a wide range of perspectives have surfaced. The ensuing themes and their respective percentages offer valuable insights into the viewpoints of the survey respondents.

Importance of Preparedness for Online Learning (26%)

- *Participants emphasize the need for being ready for online learning, especially in unexpected situations.*
- *They discuss the importance of a strong online education infrastructure and self-discipline for effective learning.*

Challenges and Limitations of Online Education (18%)

- *Some participants express the view that online education is not as effective as face-to-face learning.*
- *They mention difficulties such as distractions, technology requirements, and the lack of face-to-face interaction with teachers.*

Value of Face-to-Face Education (12%)

- *Several participants highlight the significance of traditional, face-to-face education and the unique benefits it offers.*

Adaptability and Acceptance of Change (12%)

- *Participants stress the need to adapt to unexpected circumstances and accept changes.*
- *They mention the importance of open-mindedness and resilience.*

Importance of Technology (10%)

- *Some participants discuss the vital role of technology in modern education and the need to become technologically literate.*

Teachers' Role and Adaptation (8%)

- *A few participants mention the importance of teachers in adapting to online platforms and new technology for interactive teaching.*

Self-Discipline (8%)

- *Self-discipline is highlighted as crucial for effective online learning and completing assignments on time.*

Psychological Well-being and Sociability (1%)

- *A small percentage of participants emphasize the importance of psychological health and maintaining a sociable life.*

Management and Preparedness for Emergencies (1%)

- *Some participants discuss the need for better management and preparedness for emergencies and natural disasters.*

Value of Traditional Learning (1%)

- *A few participants express their appreciation for the skills gained through traditional learning.*

Inefficacy of Online Learning (1%)

- *A couple of participants directly state that online learning is not an effective way to learn or teach.*

Lesson on Vulnerability (1%)

- *A couple of participants reflect on the vulnerability of humans to nature and the importance of long-term planning.*

Time Management (1%)

- *Some participants stress the importance of time management and organization in online learning.*

These themes reflect the sentiments and perspectives shared by the respondents in the data.

Recommendations for Educators and Institutions Facing Similar Challenges

In the context of recommendations for educators and institutions facing similar challenges, a wide range of perspectives have surfaced. The ensuing themes and their respective percentages offer valuable insights into the viewpoints of the survey respondents.

Importance of Face-to-Face Support (12%)

- *Participants stress the need for face-to-face support and interaction, especially during challenging times.*

Preparedness for Crises (12%)

- *Respondents highlight the importance of being ready for the worst-case scenarios and preparing in advance.*

Psychological Considerations (10%)

- *Some participants emphasize the need for educators to understand students' psychological well-being and avoid putting undue pressure on them.*

Homework and Assignments (10%)

- *Opinions on homework vary, with some participants suggesting that it should be minimized or eliminated.*

Cameras and Class Records (8%)

- *A few participants advocate for making cameras mandatory in online classes, and others emphasize the importance of maintaining class records in online education.*

Teacher Training (8%)

- *Participants recommend that educators receive training in using online teaching platforms efficiently.*

Continuous Self-Improvement (6%)

- *Some participants advise teachers to continually develop and train themselves in various fields and remain open to new ideas and practices.*

Use of Technology (6%)

- *Suggestions include using technology effectively, improving internet infrastructure, and providing technological tools for students.*

Understanding and Flexibility (4%)

- *Participants recommend that educators be more understanding, flexible, and considerate of students' needs, particularly during crises.*
- Backup Plans and Problem-Solving (4%)
- *Some participants advise institutions to have better backup plans and address technical problems proactively.*
- Motivation and Engagement (4%)
- *Recommendations include finding ways to motivate students and maintain engagement in online learning.*
- Importance of Interactive Learning (4%)
- *A few participants stress the need for interactive and communicative approaches to online lessons.*
- Adapting to Changing Needs (4%)
- *Respondents suggest that educators need to adapt to changing needs and expectations of students, keeping their skills and knowledge up to date.*
- Holistic Teaching (4%)
- *Some participants recommend research on holistic teaching methods to improve the quality of lessons.*
- Access and Equity (2%)
- *Recommendations include ensuring that all students have access to the necessary technology and addressing issues of equity.*
- Feedback and Improvement (2%)
- *Participants suggest gathering feedback from students and educators to inform future improvements in the online learning process.*
- These themes represent the sentiments and perspectives shared by the respondents in the data.
- Reflections, Insights, and Suggestions on Online Learning, Technology, and Student Resilience in Crisis Situations**
- In the realm of contemplating, understanding, and proposing ideas regarding online education, technology, and the resilience of students during times of crisis, a diverse array of viewpoints has emerged. The subsequent themes and their associated percentages provide valuable glimpses into the perspectives of those who participated in the survey.
- Teacher Understanding and Adaptation (22%)
- *Participants express the need for teachers to be understanding and adapt to the challenges students face during online education.*
- Curriculum Adjustments (16%)
- *Some respondents suggest that the school curriculum should be modified to better suit online education, making it more comfortable for students.*
- Gratitude and Well-Wishing (12%)
- *A few participants express gratitude or offer well-wishes to teachers and the survey team without providing specific recommendations.*
- Motivation and Student Responsibility (12%)
- *There is a theme encouraging students to be motivated and take responsibility for their learning during online education.*
- Online Platform Preferences (8%)
- *A few participants recommend using specific online platforms such as Google Meet for online classes.*
- Challenges of Online Learning (6%)
- *Some respondents mention the challenges and downsides of online learning, including productivity and the negative impact on education.*
- Adaptation to Online Education (4%)
- *Participants emphasize the need for adaptation to online education as it is likely to be a part of the future.*

Effective Use of Free Time (4%)

- *A theme encourages the effective use of free time, which may be available during online learning.*

Support and Unity (4%)

- *Respondents highlight the importance of students and teachers supporting each other and maintaining unity.*

Concerns about Habitual Online Education (2%)

- *Some express concerns about online education becoming a habitual response to crises.*

Improvements in Online Education (2%)

- *A few participants suggest that online education should be carried out with better systems and improvements.*

Serious Approach to Online Education (2%)

- *A theme encourages both students and teachers to take online education seriously.*

Socialization and Crisis (2%)

- *Participants mention the challenge of socialization during times of crisis and its importance.*

Inequality and Access Issues (2%)

- *Respondents highlight the problems of inequality and lack of access to necessary technology for online education.*

Emotional Support (2%)

- *Some suggest that students can benefit from emotional support through discussions during emergency situations.*

These themes represent the sentiments and perspectives shared by the respondents in the data.

Discussion

The challenges and experiences faced by students during the transition to online education, particularly in the context of natural disasters like earthquakes, are multifaceted and have significant implications for the future of education. The survey results indicate a range of viewpoints and shed light on various aspects of this educational shift. A substantial 63% of respondents highlighted the challenges associated with online education. These included students' difficulties in adapting to online platforms, maintaining focus during online classes, and the loss of motivation due to the absence of in-person interactions. Technical issues, such as internet connectivity and access to devices, compounded these challenges. Concerns about the quality and effectiveness of online education compared to traditional in-person instruction were also significant, reflecting doubts about the efficacy of online learning. The impact of external factors, especially natural disasters like earthquakes, was evident in the survey results. 23% of respondents shared the emotional and psychological toll of such events, leading to disruptions in classes and making it challenging to find a suitable environment for online learning in their aftermath. This highlights the importance of considering the broader context in which online education takes place. Technology's role in enabling the transition to online education was another crucial aspect. While 51% of participants expressed positive views on technology, emphasizing its convenience and flexibility, 21% held negative or neutral views, indicating that technology did not universally enhance their learning experience. This contrast underscores the importance of tailoring technological solutions to meet the needs and preferences of diverse learners. The significant impact on motivation and enthusiasm due to the shift to online learning is noteworthy. 33% of respondents reported decreased motivation, with feelings of detachment and frustration, while 26% attributed their lack of motivation to the specific challenges posed by online classes. It is essential to address these motivational issues to ensure that students remain engaged and committed to their education. The influences on students' decisions regarding deferring or withdrawing from their studies were diverse. Affective factors, such as reduced motivation and difficulty focusing, weighed heavily in the decision-making process for 23% of

participants. However, the resilience and determination of 21% of respondents highlighted the importance of personal goals and support systems in ensuring that students persist in their educational journeys. The emotional impact of an earthquake on students was significant, with 32% expressing profound distress, fear, and grief. An additional 22% felt that their educational pursuits were affected, leading to a reduced desire to attend classes and a perception that education had become less important. This underlines the need for institutions to address the emotional well-being of students in times of crisis. Successful strategies and resources for online learning were identified by 14% of respondents, emphasizing the use of technology and online tools. Active participation and interaction (11%) and adaptation and optimism (10%) were also cited as valuable approaches to enhance the online learning experience. The role of university support systems and tools in enhancing online learning was highlighted by 29% of students who found their universities provided helpful support. However, 17% expressed dissatisfaction with limited support, emphasizing the need for institutions to offer comprehensive resources to aid in the transition to online learning.

Conclusion

The transition to online education, particularly in the face of challenges such as natural disasters and technological adaptation, is a complex process that requires a nuanced understanding of students' needs and experiences. This survey provides valuable insights into the various facets of this transition. The challenges and experiences encountered by students underscore the need for a well-rounded approach to online education. Institutions must address technical challenges and provide robust support systems to ensure a smooth transition. Moreover, understanding the emotional impact of external factors like earthquakes is crucial to offering appropriate support to affected students. Technology, while a vital tool for online education, must be tailored to meet the diverse needs of students. Acknowledging the positive aspects of technology while addressing the concerns of those who prefer traditional methods is essential in delivering effective online education. Motivation and engagement are pivotal components of successful online learning. The decrease in motivation reported by a significant portion of students requires intervention, such as personalized support and interactive learning approaches to rekindle their enthusiasm for education. In conclusion, the transition to online education is a dynamic process that necessitates continuous adaptation and support. Institutions and educators must be responsive to the evolving needs and challenges faced by students, particularly during times of crisis, to ensure the effectiveness and inclusivity of online education. By embracing these insights and lessons learned, the educational community can better navigate the path to online learning in the face of adversity.

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EMPOWERING TEACHER RESEARCHERS: A SUGGESTED INTENSIVE SHORT-TERM EDUCATION PROGRAM ON RESEARCH STUDIES INVESTIGATING INSTRUCTIONAL EFFECTS OF DIGITAL TOOLS ON TEACHING LANGUAGE SKILLS

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Abstract

In recent years, technological developments have changed the content of research on foreign language education. The educational potential of digital technologies has been investigated, and the results of these studies have brought innovative perspectives to the field. In the last decade, innovative studies in language education have focused on using web-based tools to develop foreign language skills. Therefore, skilled and unskilled researchers must be aware of the current research trends in investigating the instructional effects of these tools. However, a comprehensive review of national and international studies requires a lot of time and energy for those new to research in the field. A five-day intensive online training program was designed and carried out for sixty graduate teacher researchers specializing in English language teaching. Following all sessions, all participants were asked to complete a program evaluation form to elicit their perception of the efficacy of the training program. Hence, the present investigation discloses the participants' perceptions and proposes an instructional training program centered around contemporary scientific applications of digital tools in research and language classes.

Key words: digital tools, language skills, teaching writing, listening, reading, speaking teacher training

Introduction

The incorporation of digital instruments into language instruction has generated growing attention within the field of educational research. Numerous studies have emphasized the implications and benefits of incorporating digital tools into language learning experiences. In these days, language teaching is undergoing a significant transformation with the impact of technological developments (Blake, 2016; Chapelle & Voss, 2016; Pourhosein Gilakjani, 2017; Solanki & Shyamlee, 2012). The educational potential of digital Technologies and the results of these studies have brought innovative perspectives to the field. In the last ten years, innovative studies in the field have focused on using web-based tools to develop foreign language skills. The use of web-based tools on vocabulary learning skills (Bal, 2018; Çil, 2021; Guaqueta & Castro Garces, 2018; Kocaman & Cumaoglu, 2014; Medina & Hurtado, 2017; Wright, 2016), writing (Fuchs, 2014; Rashid, Yunus & Wahi 2019; Refika & Devi, 2018), listening (Antalyalı, 2016; Güler & Özkan, 2018; Taylan, 2018), speaking (Ahmad & Lidadun, 2017; Gönülal, 2020; Özenç, Karsak & Özenç, 2021; Tuyet & Kuhang, 2020) skills have been studied in many studies. Therefore, an intensive training program was designed to raise the awareness of MA and PhD students studying in English Language Teaching on current language teaching research conducted to investigate the potential effect of digital tools on teaching language skills.

By focusing on the use of digital tools for teaching language skills, analyzing recent scientific studies conducted between 2010 and 2021, and presenting it by enabling the creation of similar methods in practice, this training program aimed to broaden the participants' horizons on researching instructional effects of digital tools in language education. Within the scope of this training program, trainers were expected to support language learning and competence development by systematically reviewing and synthesizing current studies. Effective methodologies, innovative approaches, and best practices in utilizing digital platforms to facilitate applications were introduced.

The objectives of the training program were as follows:

1. At the end of this course, the trainees will be able to learn more about teaching language skills with digital tools by learning the content, methodology, and findings of these studies by seeing good examples of the studies
2. Trainees will be able to identify the research on teaching language skills with digital tools and will be able to see national needs based on research.
3. Trainees will be able to learn about global research on teaching language skills with digital tools.
4. Trainees will be able to identify international research gaps based on research.
5. Trainees will be able use digital tools for language teaching research.

The Training Program

The training program was financed through the Scientific and Technological Research Council of Türkiye (TÜBİTAK)'s 2237-A Grant Program. TÜBİTAK is the primary organization in Turkey responsible for regulating, financing, and carrying out scientific and technological research. Established in 1963, TÜBİTAK aims to promote science and technology, conduct research, and assist Turkish researchers. The Council is an independent organization led by a Scientific Board comprised of distinguished researchers chosen from universities, business, and research institutions. The 2237-A Grant Program supports staging scientific activities, including courses and seminars, for undergraduate and graduate students in Türkiye.

Applications are evaluated in two stages.

1. Preliminary examination

At the preliminary review stage, application documents are checked in line with the application conditions of the program. Applications that do not meet any of the application conditions or do not have complete documents will be returned after the review. Documents sent by hand, fax, or e-mail are not subject to evaluation.

2. Scientific evaluation

Expert panelists or external consultants carry out a scientific evaluation based on the following criteria:

- The adequacy of the event's coordinator and training staff
- Adequacy of the planning of the event
- Adequacy of teaching programs
- Widespread impact of the event

The suggested program was designed and became eligible to be funded by TUBITAK twice.

A five-day intensive training program was organized by eight Turkish field professionals with expertise in digital tools in language instruction and a research background in using digital tools in English language instruction. The training program's content was designed to increase participants' knowledge and comprehension of the methods used by researchers to conduct studies to investigate the effects of digital technologies on instruction. Thus, the program started with a general overview of the five-day program, explaining its significance and potential to yield more valid research studies in foreign language education. The program was organized around practice-oriented content, with which all participants could find a chance to develop a draft methodology and get feedback from professionals to be guided to write a good research methodology for their future research. The instructors in charge of providing instruction in the program, consisting of one professor, four associate professors, and three assistant professors of English Language Teaching, have all produced academic works and taught undergrad and graduate courses on the particular parts of the instructional effects of digital tools.

The Suggested Training Program on Research on Teaching Language Skills with Digital Tools

Day 1	Trainer	Title of the Session	Content of the Session
1st Session	Project Coordinator	Overview of the Project and Introduction of Trainers and Participants	Overview of the Project Introduction of Trainers and Participants
	Project Coordinator and Project Assistants	Pre-test (Eliciting Previous Experiences of the Participants)	Open-ended structured questions Eliciting Previous Experiences of the Participants via Google forms
2nd Session (1 hour)	Trainer (with Teaching Vocabulary Background)	Theoretical Background for Teaching Vocabulary	Theories of Teaching vocabulary and their relations to teaching them with digital tools
3rd Session (1 hour)	Trainer (with Teaching Vocabulary Background)	Research on teaching vocabulary with digital tools	Corpus tools and vocabulary teaching research Meta-analysis
4th Session (1 hour)	4 Trainers	Practice – Drafting Research Procedure	Break out rooms to draft a methodology for researching vocabulary through corpus tools.
5th Session (1 hour)	4 Trainers	Practice –Drafting Research Procedure	Presentations of draft methodologies and feedback

Day 1: Overview and Vocabulary Research: Under the guidance of experienced trainers and project coordinator, the program starts by outlining the project's goals and familiarizing participants with the trainers. The following classes explore the theoretical foundations of vocabulary instruction, covering research findings and approaches, explicitly emphasizing utilizing corpus tools. Participants engage in collaborative activities and breakout sessions to practice developing research procedures designed to explore vocabulary learning through digital

methods. The program concludes with a presentation of research procedures, allowing trainers to offer input to improve and strengthen participants' research strategies.

Day 2	Trainer	Title of the Session	Content of the Session
1st Session	Trainer (with Teaching Reading Research Background)	Theoretical Background for Teaching Reading	Theories of Teaching Reading and their relations to teaching it with digital tools
2nd Session (1 hour)	Trainer (with Teaching Reading Research Background)	Research on instructional effects of digital tools on reading skills in English	Presentations of Meta-analysis of research on digital tools and reading skills conducted between 2010-2021
3rd Session (1 hour)	Trainer (with Teaching Reading Research Background)	Research on instructional effects of digital tools on reading skills in English	Presentations of Meta-analysis of research on digital tools and reading skills conducted between 2010-2021
4th Session (1 hour)	4 Trainers	Practice – Drafting Research Procedure	Break out rooms to draft a methodology for researching vocabulary through corpus tools.
5th Session (1 hour)	4 Trainers	Practice –Drafting Research Procedure	Presentations of draft methodologies and feedback

Day 2 Reading and Digital Tools Research: The program starts with a deep dive into the theoretical foundations supporting effective reading instruction, stressing the possible synergies with digital resources. The main topic of the following sessions is the presentation of meta-analyses analyzing the instructional impacts of digital technologies on English reading skills over the last ten years. Trainers lead collaborative activities and breakout sessions to develop research methods to examine how digital technologies affect reading skills. After presenting the draft methodology, trainers provide feedback to improve participants' research methods.

Day 3	Trainer	Title of the Session	Content of the Session
1st Session	Trainer (with Teaching Reading Research Background)	Theoretical Background for Teaching Listening	Theories of teaching listening and its relations to teaching it with digital tools
2nd Session (1 hour)	Trainer (with Teaching Reading Research Background)	Research on instructional effects of digital tools on listening skills in English	Presentations of Meta-analysis of research on digital tools and listening skills conducted between 2010-2021
3rd Session (1 hour)	Trainer (with Teaching Reading Research Background)	Research on instructional effects of digital tools on listening skills in English	Presentations of Meta-analysis of research on digital tools and listening skills conducted between 2010-2021

	Background)		
4th Session (1 hour)	4 Trainers	Practice – Drafting Research Procedure	Break out rooms to draft a methodology for researching vocabulary through corpus tools.
5th Session (1 hour)	4 Trainers	Practice –Drafting Research Procedure	Presentations of draft methodologies and feedback

Day 3 Listening and Digital Tools Research: The program starts with a deep dive into the theoretical foundations supporting effective listening instruction, stressing the possible synergies with digital resources. The main topic of the following sessions is the presentation of meta-analyses analyzing the instructional impacts of digital technologies on English listening skills over the last ten years. Trainers lead collaborative activities and breakout sessions to develop research methods to examine how digital technologies affect listening skills. After presenting the draft methodology, trainers provide feedback to improve participants' research methods.

Day 4	Trainer	Title of the Session	Content of the Session
1st Session	Trainer (with Teaching Reading Research Background)	Theoretical Background for Teaching Writing	Theories of teaching writing and its relations to teaching it with digital tools
2nd Session (1 hour)	Trainer (with Teaching Reading Research Background)	Research on instructional effects of digital tools on writing skills in English	Presentations of Meta-analysis of research on digital tools and writing skills conducted between 2010-2021
3rd Session (1 hour)	Trainer (with Teaching Reading Research Background)	Research on instructional effects of digital tools on listening skills in English	Presentations of Meta-analysis of research on digital tools and writing skills conducted between 2010-2021
4th Session (1 hour)	4 Trainers	Practice – Drafting Research Procedure	Break out rooms to draft a methodology for researching vocabulary through corpus tools.
5th Session (1 hour)	4 Trainers	Practice –Drafting Research Procedure	Presentations of draft methodologies and feedback

Day 4 Writing and Digital Tools Research: The program starts with a deep dive into the theoretical foundations supporting effective writing instruction, stressing the possible synergies with digital resources. The main topic of the following sessions is the presentation of meta-analyses analyzing the instructional impacts of digital technologies on English listening skills over the last ten years. Trainers lead collaborative activities and breakout sessions to develop research methods to examine how digital technologies affect writing skills. After presenting the draft methodology, trainers provide feedback to improve participants' research methods.

Day 5	Trainer	Title of the Session	Content of the Session
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1st Session	Trainer (with Teaching Reading Research Background)	Theoretical Background for Teaching Speaking	Theories of teaching speaking and its relations to teaching it with digital tools
2nd Session (1 hour)	Trainer (with Teaching Reading Research Background)	Research on instructional effects of digital tools on speaking skills in English	Presentations of Meta-analysis of research on digital tools and speaking skills conducted between 2010-2021
3rd Session (1 hour)	Trainer (with Teaching Reading Research Background)	Research on instructional effects of digital tools on speaking skills in English	Presentations of Meta-analysis of research on digital tools and speaking skills conducted between 2010-2021
4th Session (1 hour)	4 Trainers	Practice – Drafting Research Procedure	Break out rooms to draft a methodology for researching vocabulary through corpus tools.
5th Session (1 hour)	4 Trainers	Practice –Drafting Research Procedure	Presentations of draft methodologies and feedback

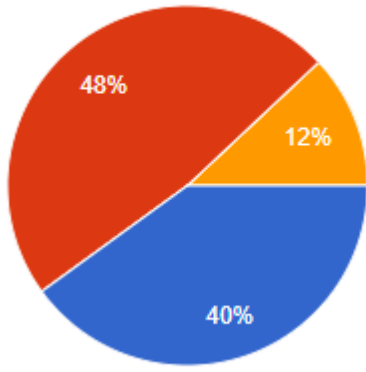
Day 5 Speaking and Digital Tools Research: The program starts with a deep dive into the theoretical foundations supporting effective speaking instruction, stressing the possible synergies with digital resources. The main topic of the following sessions is the presentation of meta-analyses analyzing the instructional impacts of digital technologies on English speaking skills over the last ten years. Trainers lead collaborative activities and breakout sessions to develop research methods to examine how digital technologies affect reading skills. After presenting the draft methodology, trainers provide feedback to improve participants' research methods.

Participants

Scientific and Technological Research Council of Turkey (TUBITAK) founded the program. To be eligible to participate in the program, the participants were selected according to specific criteria set by TUBITAK and the project coordinator. These criteria are listed below:

- ✓ Applicants must be studying an MA or PhD in English Language Teaching and Applied Linguistics in one of the state or private universities in Turkiye.
- ✓ The selection of the participants is based primarily on the success criterion and the candidates' postgraduate programs; the cumulative academic grade point average must be at least 3.00 out of 4.00.
- ✓ In selecting the participants, the university/department of education, region/city of residence, and demographic characteristics such as gender will be evaluated, and a homogeneous/balanced distribution will be ensured.

According to the criteria above, 50 participants were selected and trained in the program's scope. After the program, their perceptions were taken through open-ended questions that they filled out online via Google Forms. Their responses were subjected to content analysis.



	Academician / Student
	Student

Figure 1: Professions of the participants

The pre-training questionnaire asked participants some questions regarding their expectations. Their answers were categorized according to themes and demonstrated below:

Research Interest: Language Skill	Number of Participants
Teaching Reading	10
Teaching Writing	18
Teaching Listening	10
Teaching Speaking	12

As a result of the analysis of the answers given, the participants' studies on the language skills they preferred in their graduate education processes are as follows:

Writing is the most preferred skill. 18 participants focused on this area. Speaking comes second, with 12 participants focusing on this area. Reading and listening skills ranked equally in third place, with 10 participants each focusing on these skills.

When participants were asked to share Web 2.0 tools they use, they reported the following tools:

Digital Tools The Participants Use

- 1 MOOCs, Web 2.0 araçları
- 2 Edmodo, Google Classroom
- 3 Padlet, Kahoot, Fortune Wheel, Youtube, LMS
Zoom, Microsoft Teams, Google Drive/Forms/Teams, Padlet, Youtube, online sözlükler, çeşitli websitesi
- 4 Youtube, Web 2.0 tools, Quizzizz
Google Docs, Google Classroom, Zoom, Google Meet, Google Drive, Google Forms, Edublog,
- 6 Edmodo, Moodle, Youtube
- 7 Zoom, Teams, Kahoot, Quizlet, Mentimeter, Voscreen, Padlet, Picklewheel
- 9 eTwinning, Canva, Mindmeister, Jamboard, Quizziz, Kahoot, YouTube, Linoit, Story Jumper
Kahoot, Wordwall, Quizziz, Plickers, Quizlet, Mentimeter, Google Forms, Google Classroom,
- 10 LearningApps, Padlet, Quiver, Prezi, Edpuzzle, Voscreen, Powtoon, Canva, Wordle
- 11 Whiteboard, Padlet, Kahoot, Wordwall
- 12 Canva, Blippar, Chatterpax

Digital Tools The Participants Use

- 13 Corpus , Web 2.0 tools
 - 14 Mentimeter, Powtoon, PowerPoint, YouTube, Smartboard games
 - 15 Wordwall, Kahoot, Nearpod, Educandy
 - 16 Quizlet, Padlet
 - 17 Whatsapp, Google, Padlet, Kahoot, Answergarden, blogs
 - 18 Smartboard games, Powtoon, PowerPoint slaytları, YouTube, Mentimeter
-

The table shows that the participants utilize various digital tools in English language teaching. These tools cover language learning domains such as communication, collaboration, assessment, and multimedia content. Commonly used tools include MOOCs and Web 2.0 platforms for general online learning, learning management systems (LMS) and web tools for organization, and communication platforms such as Zoom and Microsoft Teams for virtual classrooms. Interactive tools such as Kahoot, Quizlet, and Mentimeter increase engagement, while collaboration platforms such as Google Classroom, Edmodo, and Padlet facilitate student interaction. Furthermore, multimedia resources such as YouTube, Smartboard games and PowerPoint are used for dynamic content delivery. Technology integration includes eTwinning projects, corpus and text analysis tools and various applications such as Canva and Powtoon for creative expression. Overall, using a wide range of digital tools reflects an effort to create a dynamic, interactive, and technology-supported English language learning environment.

When they were asked whether they had taken courses on how to integrate digital sources, or if they did so, was it sufficient to apply in their classes, the participants replied as follows:

Taken courses	Feeling Insufficient to Utilize	Comments
No: 13	Yes: 12	Needed extra courses both for utilization in classrooms and research purposes
Yes: 7	No: 14	Those who took courses felt more confident

An analysis was done on the participants' perspectives regarding their experiences with digital tools and training adoption. The investigation revealed that most participants lacked proficiency in utilizing digital tools successfully when they started online education during the pandemic. Instances without perceived deficiencies typically involved people who had received training and were proficient in using digital tools. Untrained participants felt inadequate in utilizing digital technologies and employing them efficiently in education.

As the initial data showed, an intensive training program might have significantly impacted the participants' research and teaching lives. After the training, their perceptions were taken. The results are shared below.

Perceptions of the Participants

The participants were asked to reflect on their experience at the end of the program. Their perceptions were elicited through open-ended structured questions. Their responses were subjected to content analysis, and emerging themes are as follows:

- **Enhanced Knowledge and Research Skills Development**

Most participants (73%) reported improving their theoretical knowledge and combining it with the integration of technology and language skills research. They have also noted the program's positive impact, contributing to their awareness of digital tool research in the field of language teaching. They described the training as productive as the theory, presentations, and practice sessions enabled them to learn innovative, applicable research methodologies for further studies.

➤ **Expanded Research Interest**

%61 of the participants shared that the training program broadened their horizons and encouraged them to explore more experimental studies for their academic pursuits. They have also indicated a heightened understanding of the potential applications of these tools in their teaching and research.

➤ **Awareness and Application of Web 2.0 Tools**

%50 of the participants mentioned gaining detailed insights into teaching language skills with digital tools. They also shared learning new digital tools that can be utilized in their classrooms and research studies.

➤ **Increased Confidence and Self-Efficacy**

Some participants (35%) highlighted that they had gained more confidence in their abilities to design research studies on the instructional effects of digital tools on teaching language skills.

Conclusion

The suggested program offered a multifaceted understanding of integrating digital tools into teaching vocabulary, reading, listening, writing, and speaking skills. Experienced trainers with specialized research backgrounds facilitated comprehension of theoretical frameworks and research findings about language skills and their relationship with digital tools. The program not only offered MA and PhD student participants evidence-based insights into the instructional effects of digital tools in language teaching but also encouraged them to design their research methodology under the guidance of the trainers. The content analysis of participants' reflections at the program's conclusion showed several major themes. To begin, the majority of participants reported considerable improvements in their theoretical understanding, particularly in terms of incorporating technology into language skills study. They praised the program's impact on their knowledge of digital tool research in language education, describing it as beneficial due to its blend of theory, presentations, and practice sessions that provided novel and practical research approaches.

Furthermore, many participants stated that the program widened their research interests, motivating them to pursue further experimental studies. They also emphasized a better awareness of the possible uses of digital tools in teaching and research. Furthermore, half of the participants obtained in-depth knowledge of how to teach language skills using digital tools and new tools that can be used in both classroom settings and research. Finally, several participants reported a gain in confidence and self-efficacy when planning research studies on the instructional impacts of digital tools on language education. Overall, participants reported that the training was efficient in terms of increasing their knowledge, research skills, research interests, understanding of digital tools, and confidence in research design.

Overall, this program empowered participants to know how to conduct research studies in their classroom contexts for further studies.

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PERSPECTIVES OF PRE-SERVICE EFL TEACHERS ON THE ROLE OF SOCIAL MEDIA IN ENGLISH LANGUAGE TEACHING AND LEARNING

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Abstract. Social media applications and platforms have become integral aspects of our lives. Particularly, they have begun to impact education, with language learning and teaching through social media experiencing an increase in popularity in recent years. While numerous studies have explored the relationship between social media and language learning, there remains a dearth of research on the perspectives of pre-service EFL teachers. This study seeks to address this gap by employing a mixed-methods approach to investigate the perceptions of pre-service EFL teachers. The findings indicate a positive attitude among pre-service EFL teachers toward integrating social media into their language learning and teaching processes, with expressed interest in incorporating it into their future teaching endeavors. The implications of this study are valuable as social media continues to play an increasingly crucial and widespread role in our lives.

Keywords. Social media, pre-service teachers, attitudes, language learning, teaching English

INTRODUCTION

Social media has grown in popularity as a communication and information-sharing phenomenon during the past ten years. Boyd and Ellison [4] and Kietzmann et al. [11] both refer to social media as web-based tools that enable sharing, connections, group interactions, communication, and profile display. Millions of people use platforms such as Facebook, Instagram, Twitter, TikTok, Snapchat, LinkedIn, WhatsApp, YouTube, and Pinterest, which include a range of functions like photo and video sharing, chat, networking, and content production. Each platform has distinct features and user demographics, and they are always changing to reflect the most recent fashions and user preferences. According to recent research conducted by Date Reportal [8], the most active people on social media are aged between 20-29. In this age group, there are also teacher candidates and their probable future students. Social media education has been gaining attention for quite some time because of its positive aspects in schools as well as in academic life [3]. However, there hasn't been much discussion about how social media can be

used to teach and study English as a foreign language (EFL). While numerous studies have explored the role of social media in language learning in general, there is a lack of research on its specific impact on EFL teaching and learning, particularly regarding the perspectives of pre-service EFL teachers. The use of social media for language learning has both positive and negative effects. Due to its capacity to foster a sense of belonging and connection among users, social media can aid in finding new people and communities to interact with and increase learners' authentic language use [12] motivation, and engagement [15]. 2019). On the other hand, social media can also cause exclusion and isolation [2].

Namaziandost and Nasri [14] that social media can make it easier for learners to access a variety of authentic language resources. Social media may offer possibilities for informal language learning, which can support formal language training [10]. According to Allam and Elyas [1], it can be a helpful medium for language teachers to use to give their students individualized feedback and support. In recent years, there has been a lot of research on social media use in education, with studies looking at both the potential advantages and drawbacks in a range of topic areas and educational settings. The use of social media in the teaching and learning of English as a Foreign Language (EFL) and ideas of teachers and teacher candidates have received comparatively little research, though. Thus, the goal of this study is to shed light on the various ways that social media is being utilized to teach and learn EFL, as well as the advantages and disadvantages of doing so and to learn ideas of pre-service EFL teachers about using social media in language learning.

LITERATURE REVIEW

Numerous studies conducted in different countries have demonstrated the value of social media as a tool for language learning, continuously emphasizing its efficacy. Using social media sites like Facebook and WhatsApp in an EFL lesson was shown to increase student involvement and participation [15]. Li [12] discovered that integrating social media into an EFL class helped students become more motivated and proficient in the language. The use of social media in EFL training can, however, also have detrimental effects, according to other studies. Some studies discovered excessive social media use may not be as effective as it is suggested, sometimes having effects on learning to read, write, and speak other languages. For instance, excessive usage of social media was shown to possibly impair students' concentration and attention span, which could have an adverse influence on their capacity to efficiently absorb and retain information [14]. Likewise, Malik and Asnur [13] conducted a study on higher education students to see their ideas about social media in language learning. They found that students use smartphones and social media in their daily lives frequently and they use social media for all skills but mostly for vocabulary.

Alam Chowdhury [5] researched the potential effects of social media on tertiary-level students' language learning in Bangladesh. He found that Facebook was the most popular application according to his participants, and they were eager to use it for English skills. However, even if social media provided a platform to find people to communicate with, his participants felt shy about talking with others in English. So, even though social media provides a chance to be social, students' feelings and emotions still play an important role, and educators who are eager to use social media in language teaching or learning should be aware of that. In conclusion, even though there is a growing amount of research on social media use in education, there is a dearth of studies particularly examining the use of social media in EFL teaching and learning, especially pre-service EFL teachers. In this context, the viewpoints of teachers and aspiring teachers are particularly important and are not well examined in this context. This study aims to close this gap by examining pre-service EFL teachers' viewpoints and focusing on how they use social media platforms.

The present study aimed to investigate the attitudes and views of pre-service EFL teachers on the influence of social media on English language teaching and learning. Therefore,

this study aimed to determine how frequently English language teachers use these platforms and to evaluate the perceived advantages and difficulties of doing so. The study also sought to determine which social media platform pre-service EFL teachers find to be more useful or appealing. With the help of this research, we wanted to learn more about the many applications of social media in EFL instruction and their possible effects. To fulfill these objectives, the study is guided by the following research questions:

1. What are the predominant social media platforms favored by pre-service EFL teachers, and what factors influence their preference?
2. What are the perceived benefits and challenges of using social media in EFL instruction reported by pre-service English language teachers?
3. How is social media utilized by pre-service teachers in the teaching and learning of EFL?

METHOD

Design. A sequential mixed-methods research design that incorporates both quantitative and qualitative methods was used in this study to research this topic. According to Creswell [6], this design allows researchers to explore the phenomenon of interest from multiple perspectives. A survey questionnaire was used to gather the quantitative data, and interviews were conducted to gather participants' ideas.

Participants. This study targeted pre-service EFL teachers ($n = 30$) enrolled in the university who actively incorporate social media into their personal lives or use it within the context of EFL instruction, including practicum sessions. The sample for the survey was selected using a convenience sampling method, where participants were recruited via online platforms and personal contacts. The sample for the interviews ($n = 6$) was selected using purposive sampling, in which participants were selected based on their experiences and willingness to participate in the study.

Data Collection Instruments and Analysis. Data were collected using two methods: a survey and interviews. The survey questionnaire was formulated by combining, modifying, and selectively excluding questionnaire items employed by Inayati [9] and Solmaz [16]. The questionnaire included a mix of closed- and open-ended questions. The open-ended questions were "How can you use social media to support your students' English language learning?" "What are the barriers to using social media in English language learning and teaching?" and "What benefits do you think we can see in the learning of these skills (reading, listening, speaking, writing) through the use of social media?" It was administered online using Google Forms and included questions on the types of social media platforms used, the frequency of use, and the perceived benefits and challenges of using social media in EFL instruction. Interviews were conducted using a semi-structured interview guide and focused on gathering more in-depth information about the participants' experiences and perceptions of using social media in EFL instruction. To ensure the validity of the study, the research questions and instruments were reviewed by experts in the field of EFL and social media. While the quantitative data was statistically analyzed, qualitative data collected from the survey and interviews was analyzed using thematic analysis to identify key themes and patterns in participants' experiences and perceptions [7]. To ensure the reliability of the study, the data was analyzed by multiple researchers, and any discrepancies were discussed and resolved.

Procedure. The survey questionnaire was then distributed to the participants through Google Forms, with clear instructions and a deadline for completion. Then, based on the findings of the survey data, the semi-structured interviews were scheduled and conducted with the

participants selected for the qualitative phase of the study. The study was conducted following ethical principles, ensuring that participants understand the purpose of the study and have given their informed consent. The anonymity and confidentiality of participants were protected, and their rights were respected throughout the study.

FINDINGS

In the background questions, 56.7% of the participants reported themselves as females, and 43.3% were males. Since they were in their final year of study, the age range was 22-36, with a mean of 24.04. The pre-service teachers were also asked to rate their self-perceived proficiency in English, and Figure 1 illustrates their ratings.

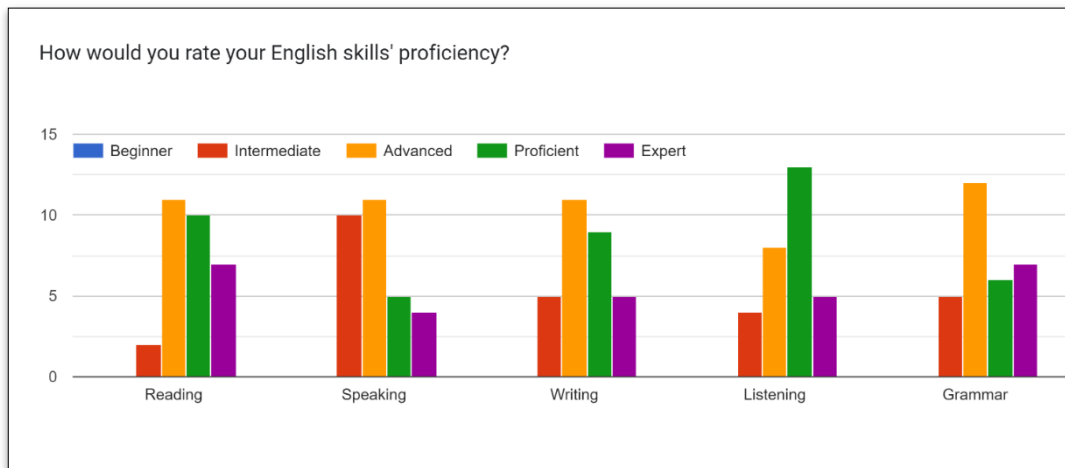


Figure 1. *Self-report proficiency in English*

The first research question was about our participants' social media preferences and usage frequencies. As illustrated in Figure 2, the usage frequency varies across different social media apps. Applications such as Facebook, YouTube, WhatsApp, and Instagram have higher usage frequencies, with a significant number of participants reporting "Sometimes," "Often," or "Always" using these apps. TikTok, Snapchat, Reddit, and LinkedIn have lower usage frequencies, with a majority of participants reporting "Never" or "Seldom" using these apps.

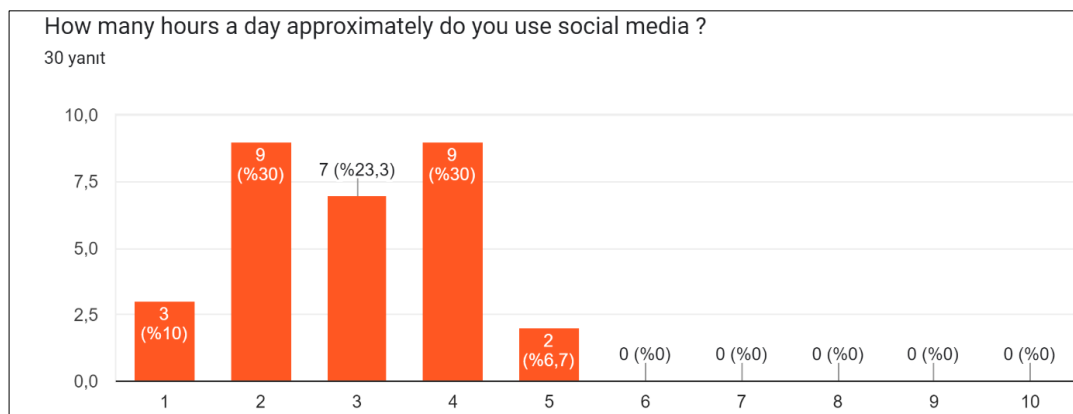


Figure 2. *Social media preferences and usage frequencies*

Next, participants reported on their hourly usage of social media platforms. As Figure 3 displays, the average daily usage of social media among the participants is approximately 3 hours.

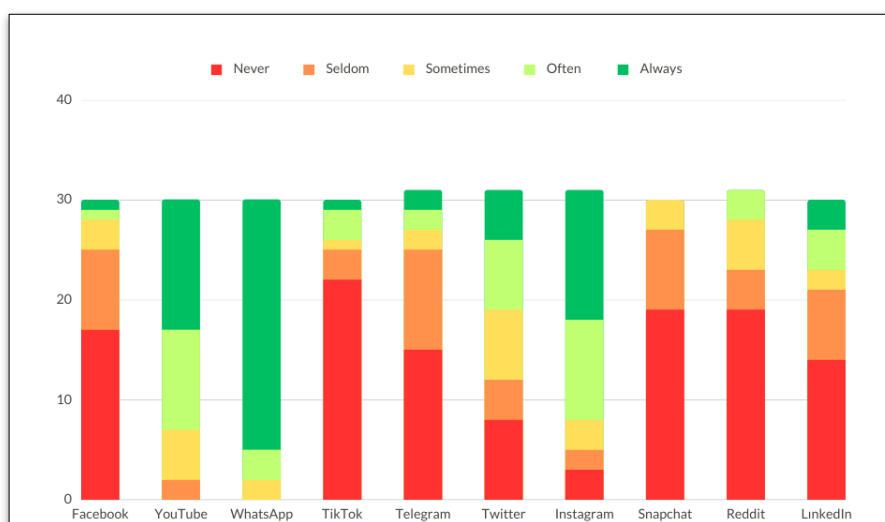


Figure 3. Daily use of social media platforms

Table 1. Descriptive statistics of questionnaire items

Items	<i>M</i>	<i>SD</i>
1. Social media integration makes English teaching and learning more enjoyable.	4.17	0.699
2. Using social media offers real advantages in English teaching and learning.	4.13	0.860
3. The contribution of social media to English language learning is very little.	2.13	1.106
4. Social media is not an effective English learning tool.	1.97	0.928
5. Social media improves student-student communication	3.97	1.159
6. Social media improves teacher-student communication.	3.67	1.124
7. Social media creates stronger learning communities in class.	3.57	1.006
8. Using social media in teaching creates more problems than advantages from a technical view.	2.33	1.028
9. I would like to learn more about using social media in teaching.	3.93	0.907
10. I would like to use social media in teaching.	3.87	1.008
11. I would suggest that my classmates use social media in their teaching.	3.73	1.230
12. Social media allows for effective communication among educators in general.	3.77	1.006
13. There are more effective tools than social media in language teaching.	3.47	1.137
14. I make use of social media to develop my listening skill	4.43	0.728
15. I utilize social media to develop my writing skill in the target language.	3.53	1.224
16. I strengthen my vocabulary in the target language by seeing or using it on social media.	4.17	0.874
17. Sentences and structures I see on social media help me improve my grammar knowledge.	4.07	0.980
18. I benefit from reading materials in my target language on social media.	4.10	1.029
19. I make use of social media to improve my pronunciation in the target language.	4.50	0.630

The second and third research questions sought to explore how social media could be used as well as the perceived advantages and challenges associated with integrating social media into EFL instruction in language teaching from the perspectives of pre-service English language teachers. An analysis of pre-service EFL teachers' responses to the survey items (Table 1) indicates that they generally perceive social media integration in English teaching and learning as beneficial. It is seen as a tool that enhances enjoyment, offers advantages, improves communication, and positively influences aspects like student engagement and class participation. However, there are also concerns and limitations identified, particularly related to technical issues and the perceived effectiveness of social media as a learning tool. The questionnaire also included 3 open-ended questions to get more insight into social media in language learning as provided in the previous section. The first open-ended question asked how they used social media to support their students' English language learning. Most participants gave examples from specific social media apps. One participant said, "TikTok is very popular among students, and I can find a channel from there and make my students follow it." Another participant said, "Social media can be used to find and learn meanings of trending words by giving fun information about where they are used." Our second open-ended question asked what barriers to using social media in English language learning and teaching existed. Participants mostly agreed that by relying on social media too much, we could distract our students. Evaluating students on social media poses challenges, as it opens the door to the exposure of both potentially harmful and beneficial content.

The last open-ended question asked about the benefits of social media use in the learning of various skills (reading, listening, speaking, writing). Participants agreed that listening skills could greatly develop through social media, but this situation can also have the opposite effect. Moreover, one could find useful podcasts. Social media could be used for generating resources about lessons, such as useful Instagram reels. Besides watching videos, social connections are more accessible on social media. Students could make friends all over the world and communicate with native speakers as well as with individuals from diverse nations through texting and calling, which improves their writing skills. As for the interviews, we had six questions (see Appendix) and six participants.

Data from the interviews suggested that most participants thought applications were convenient and were effective for language learning and teaching. Moreover, platforms that you can find educative videos like YouTube, TikTok and Instagram were also beneficial. Participants also underscored the importance of authentic language use, motivation and engagement, informal language practice, resource sharing and learning opportunities. Here are some of the excerpts from participant responses during the interviews:

"Because in daily life, we can usually see the written form of daily spoken language, which we cannot easily obtain from written sources, in social media.or we see a lot of scenarios where such daily dialogues are experienced in daily videos shot by people in social media posts." (Participant 1)

"Because both visual and affective information are at the forefront in social media and I think this can affect the learning speed of students in a high sense. If used correctly and if the time is determined well, I think social media can be very useful in terms of learning effect." (Participant 2)

Interviewees also thought limited control over content, distractions and time management, privacy and safety concerns, language quality and informality and lack of structured learning were the main points of drawbacks in utilizing social media in language learning.

"Therefore, teachers should carefully choose how we can limit it. After all, social media is a very big medium. Even though the students are using it to teach English, they can of course be influenced by other things and be distracted." (Participant 3)

"The downside is, I think the videos are too fast. And some of them are not even like real life. I know English, but I don't even understand this. I think it affects people a little badly"

in that sense. There is a lot of data pollution. There is too much information, too much data. Good and bad are mixed, so it can be the bad side. Otherwise, there must be some good sides.” (Participant 5)

All participants said that they want to use social media in their future teachings. They thought even if they could not fully use it, they wished somehow to implement it in their teachings. Here are some excerpts from the interviewees’ responses:

“Maybe I can use YouTube because I find it more useful. Especially in young age groups, children are very curious to talk and very curious to listen. I can make them listen to something and then I can make them make a video or, I don't know, drama, role play.” (Participant 5)

“If we somehow introduce this into the curriculum and guide children in a useful way, it will be very good for the kids. Because they can go everywhere right now. There is a lot of data, as we said, we can direct the good ones.” (Participant 6)

“I haven’t planned it specifically until now, but this meeting has made me think about the use of social media. So, of course I can try to use it why not?” (Participant 3)

“I think it should be integrated, but it should be integrated in a rational way. For example, now chat rooms and so on are being opened on Twitter. For example, some conversation clubs or English education clubs can be organized and environments can be created where only the people who join this club can talk together, share, share, talk and learn. But just shooting Reels on Instagram or Shorts videos on YouTube will not get you very far.” (Participant 2)

All participants agreed that social media should be integrated into language teaching and teacher training. They believed that further research was needed and after careful considerations, curriculum and whole education system could be updated. For example, regarding the grade level in which social media could be introduced for teaching English, while some believe university level was the best for using social media in language learning, others stated that secondary school level was the best for YouTube usage.

“I think this depends a little more on the audience. For example, the generation we call Generation Z uses TikTok a lot. But university students do not use TikTok that much, they use Instagram more. TikTok may be very suitable for high school students, but for a university level English, for example, Instagram pages can be very effective. YouTube may be a little more effective and attracts the attention of both university and working people. It feels like YouTube to me. It can be distributed in this way.” (Participant 2)

“Secondary school kids are a bit too young because it may be a bit difficult to limit secondary school children, it is a bit difficult to set rules. Social media can be used between university and high school. In other words, around high school 3 and university, I think it may be easier to use at points where more rules are followed, and students know themselves.” (Participant 3)

DISCUSSION & CONCLUSION

In this study, we investigated the perceptions of pre-service EFL teachers about social media and language learning. We also asked them about their preferences of social media and their usage frequencies. The findings indicated that pre-service EFL teachers’ attitudes are mostly positive about using social media in language learning and teaching and they are eager to use it. Positive effects were observed, as indicated by Li [12] and Rao [15], who found that social media integration in EFL lessons led to increased student involvement, participation, motivation, and language proficiency. These findings align with the positive attitudes and eagerness expressed by the pre-service EFL teachers in this study. Previous studies [1] [14] highlighted the negative effects, including a decline in in-person interactions between students and teachers, which can hinder language development, as well as reduced concentration and

attention span, impacting the ability to absorb and retain information. The findings of the present study revealed consistent results, with participants expressing the belief that negative effects, such as those discussed, can impact students of all ages when integrating social media into language learning and teaching. Students can find authentic materials in social media, and they can use them to increase their exposure to targeted language.

The findings of this study are important as it showed that pre-service EFL teachers had a favorable attitude towards the use of social media in language teaching and learning. They recognized the potential benefits that social media platforms offer in terms of student engagement, motivation, and language proficiency. Their eagerness to integrate social media into their future teaching practices reflects a readiness to adapt to new technologies and explore innovative approaches to language education. However, it is worth noting that pre-service EFL teachers also expressed concerns about the use of social media. These concerns mainly revolved around the potential negative effects of excessive social media use, such as decreased face-to-face interactions, language development challenges, and reduced attention span and exposure to wrong set of language rules and authenticity.

This study is essential for future pedagogical implications about social media in language learning and teaching. As educational policy makers must address these issues in the future, pre-service teachers' opinions will be valuable to evaluate and prepare more coherent curriculum and syllabi. Furthermore, the study could help teachers to identify which social media tool is more suitable to use in a specific learning situation and provide them with the necessary training on how to use them. However, this study also has limitations. Our participant number was low for the quantitative part, but we tried to balance it with qualitative data. Moreover, our results about social media preferences and usage can be a regional or cultural result, so we cannot generalize these results for the rest of the world.

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APPENDIX. Interview Questions

1. What kind of social media platforms do you think are most effective for language learning and teaching, and why?
2. What are some of the benefits of using social media in language teaching and learning, from your perspective?
3. What, in your opinion, are some drawbacks of utilizing social media in language teaching and learning?
4. Do you plan to use social media in your future teachings and what could be the challenges you can face in the future?
5. Which student group can benefit from social media most?
6. Should social media be integrated into language teaching and teacher training, or it should be left in time?

ASSESSING COMPUTATIONAL THINKING IN PRESERVICE ENGLISH LANGUAGE TEACHERS: IMPLICATIONS FOR LANGUAGE TEACHER EDUCATION

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Abstract:

Emerging as a 21st-century skill for every student from any discipline, integrating computational thinking (CT) into education has become a requirement for teachers. Although CT has attracted significant attention in STEM education, it has received limited consideration in other domains, particularly within the realm of English language teacher training. In this respect, the current study aimed to contribute to this gap by investigating the CT skills of preservice English language teachers. Utilizing the *Computational Thinking Scale (CTS)*, developed by Korkmaz et al. (2017), we aimed to assess the CT levels among preservice English language teachers enrolled in the English language teaching program at a mid-size university in northeastern Türkiye. As language teachers integrate technology and digital resources more frequently into their classrooms, it has become increasingly crucial to understand their CT skills. Moreover, investigating the connection between CT and language education can provide insights into the opportunities to enhance language instruction through encouraging innovative teaching practices. Highlighting the significance of CT in preparing English language teacher candidates for the challenges of 21st-century education can contribute to developing a new perspective for teacher education programs. Therefore, this study aimed to provide insights into the relevance and importance of integrating CT into language teacher education curricula through the examination of future English language educators' CT skills. The data were collected from 28 preservice English language teachers and analyzed using SPSS 21. The participants demonstrated a moderate level of CT proficiency, with notable strengths in creativity but a need for improvement in algorithmic thinking skills. These findings underscored the importance of targeted interventions to enhance algorithmic thinking skills among preservice language teachers, while also highlighting the overall competency of participants in other dimensions of CT. The study presents significant implications for informing practices and policies in language teacher education

Keywords: Computational thinking, technology integration, preservice teacher education, ELT

Introduction and Rationale

In the contemporary digital age, where technology penetrates every aspect of society, the integration of computational thinking (CT) into education has emerged as a critical imperative. CT, just like reading and writing literacy, is recognized as an essential skill set for navigating the complexities of the 21st century. National curriculum standards across various countries have underscored the importance of computer literacy, mandating that all students acquire the knowledge and skills necessary to leverage technology effectively in their learning and

professional endeavors. The International Society for Technology in Education (2011) has emphasized the significance of preparing young learners to become computational thinkers who can effectively address today's and tomorrow's challenges using present-day technologies. Consequently, there has been a growing interest in CT education within school systems, with educators increasingly tasked with integrating CT into classroom practices.

Despite this rising trend in CT integration, however, there remains a notable gap in research, particularly concerning its application in language education and English language teacher training. While professional development initiatives have targeted in-service teachers, relatively little attention has been devoted to the CT proficiency of preservice teachers and their preparedness to embed CT in their future classrooms and instill CT skills in their students. Preservice teacher education thus emerges as a pivotal arena for addressing this gap.

As language teachers increasingly incorporate technology into their instructional practices and engage with digital resources, understanding their CT proficiency assumes vital importance. Moreover, exploring the intersection of CT and language education holds promise for enhancing language instruction, fostering innovative teaching approaches, and equipping educators to smoothly navigate the digital landscape. Therefore, given this context, this study seeks to provide insights into the integration of CT into language teacher education by examining the CT skills of future English language educators. Overall, the study endeavors to contribute to the ongoing discourse on CT integration in education, and hopes to reveal its significance in preparing English language teacher candidates for the multifaceted demands of 21st-century education by highlighting the implications for language teacher education.

Literature Review

Defining CT

CT became popular after Jeannette Wing, from Carnegie Mellon University's Computer Science Department, published the article "Computational Thinking" in 2006. This article marked the beginning of CT's exploration in the field of education. In this seminal work, CT was defined broadly as a way of "solving problems, designing systems, and understanding human behavior, by drawing on the concepts fundamental to computer science" (Wing, 2006, p. 33). It should be considered that CT does not mean "thinking like a computer" because it's not solely about mechanization; rather, it's heuristic (Wing, 2010). In this sense, CT, essential for everyone, transcends the domain of computer science. According to Wing (2006) alongside traditional skills like reading, writing, and arithmetic, incorporating CT into every child's analytical toolkit is crucial.

Since its inception, CT has been extensively researched, yet it has been understood and defined in various frameworks. Two main categories come to the forefront: domain-specific and domain-general. The domain-specific category refers to the skills necessary for solving problems within the specific domain of computer science or computer programming (Tsai et al., 2020). The domain-general category, on the other hand, characterizes CT as a combination of skills necessary for systematically solving problems in various aspects of human life and across all areas of learning.

Within these two frameworks, there are several classifications regarding the CT process. A group of researchers (ISTE & CSTA, 2011; Selby & Woollard, 2013) categorize the elements of the CT process into five groups: (1) *Abstraction* (involves focusing on essential information rather than specifics to solve a problem), (2) *Decomposition* (entails breaking down problems into smaller, manageable parts for solution), (3) *Algorithmic thinking* (involves planning solutions through step-by-step procedures), (4) *Evaluation* (requires comparing different solutions to find the best one considering available resources), (5) *Generalization* (entails recognizing patterns in problem solving and applying those patterns to similar problems).

Another group of researchers extended the concept of the CT process beyond mere problem solving and defined it as an ability that is regulated by higher-order meta-cognitive skills. Defining CT from the perspective of higher-order thinking, this group of researchers proposes

that CT is a combination of (1) *algorithmic thinking* (the capacity to establish fundamental data structures and adhere to specific steps to attain a solution), (2) *social collaborative capacity*, (3) *creativity* (the ability to propose various solutions and exhibit unique perspectives on the problems encountered in daily life), (4) *critical thinking* (involving evaluating evidence, ideas, and contexts to reach informed judgments and decisions aligned with a specific goal), and (5) *problem solving skill* (entails surmounting obstacles to accomplish a goal) (Doleck et al., 2017; Korkmaz et al., 2017).

Although the skills integrated in CT have been broadly studied, when acting in unison, they emerge as a brand new cognitive ability called CT (Korkmaz et al., 2017). These skills together increase the problem solving capacity of computers through the assistance of higher-order thinking skills of human cognition (Korkmaz et al., 2017).

CT in Education

Recently, CT has become a critical skill that learners require to deal with the challenges of the digital era. Therefore, educational initiatives are now acknowledging the significance of computing knowledge and striving to democratize access to it (Angeli & Giannakos, 2020). Accordingly, there has been a growing interest in integrating CT education into K-12 schools to foster children's development of critical thinking skills and digital competencies. Consequently, CT and coding have been incorporated into the curricula in several countries to meet this demand (Angeli & Giannakos, 2020).

CT is now becoming increasingly acknowledged as an essential skill for addressing the challenges of the 21st century (Doleck et al., 2017). Therefore, we must strive to integrate CT skills not only within K-12 environments but also across all academic disciplines in higher education, as emphasized by Lyon & Maganna, 2020.

A significant portion of this body of research has been dedicated to evaluating CT skills in programming environments (Zhang & Nouri, 2019; Tikva & Tambouris, 2021), improving K-12 students' CT skills (Echeverría et al., 2019; Delal & Öner, 2020; Polat, et al., 2021) and incorporating CT into the curriculum (Aydeniz, 2018; Waterman et al., 2020). Besides, a considerable amount of research in this field has focused on enhancing STEM teachers' CT skills (Günbatar & Bakırcı, 2019; Umutlu, 2022; Angeli, 2022; Tankiz & Atman Uslu, 2023).

Despite this increased attention to STEM teachers' CT skills, there is limited empirical research examining the CT skills of teachers from other disciplines. In one of these studies, Albayrak and Özden (2021) investigated the CT levels of 27 preservice teachers from the Literacy Education Program in their intervention study. The results indicate a significant gain in the total score ($M=3.43$, $M=3.55$, $P=.04$) of the CT scale (Korkmaz et al., 2017) after the intervention. Algorithmic thinking gained the lowest score ($M=2.36$, $M=2.67$), while creativity ($M=4.04$, $M=4.08$) received the highest. In another study conducted with in-service teachers from several disciplines (Çakır et al., 2021), the results showed similarity, especially in terms of the factors gaining the highest and lowest scores; algorithmic thinking ($M=3.69$) and creativity ($M=4.46$) were revealed to be the factors gaining lowest and highest scores respectively.

The digital age teachers regardless of their discipline are expected to have CT skills. It is crucial to determine to what degree they have these skills and whether the levels they have are adequate to integrate CT in their classrooms. Therefore, our study aims to assess the CT level of preservice English language teachers through the following questions and explore implications for language teacher education.

Research Questions

1. What are the CT levels of English Language pre-service teachers?
2. What are the creativity, algorithmic thinking, cooperativity, critical thinking, and problem solving levels of English Language pre-service teachers?

Methodology

Our research focused on assessing the CT levels among preservice English language teachers, utilizing a quantitative research design and methodology to gather and analyze data. Specifically, we targeted senior students enrolled in the English language teaching program at a mid-size university in northeastern Türkiye during the 2024 spring semester. This participant pool was strategically chosen to represent a diverse yet manageable sample size that would yield meaningful insights into the CT competencies of future language educators.

While we initially aimed to collect data from approximately all 45 seniors, a total of 28 preservice teachers participated in the study. As for the discrepancy between the anticipated and actual number of returns, it is important to note that research participation was voluntary, and various factors (e.g., logistical constraints or individual circumstances) may have influenced the response rate. However, by focusing on the 28 participants who did contribute to the study, we were able to derive valuable insights into the CT levels of preservice English language teachers, providing a solid foundation for further research and implications for language teacher education.

The *Computational Thinking Scale (CTS)*, developed by Korkmaz et al. (2017), was used to determine the levels of preservice teachers' CT skills. We obtained consent from the owners of the scale through email. Reliability and validity analyses (exploratory factor analysis, confirmatory factor analysis, item distinctiveness analyses, internal consistency coefficients, and constancy analyses) indicate that the scale is a valid and reliable measurement tool to measure the CT skills of the preservice teachers.

CTS is a five-point Likert-type scale and consists of 29 items organized under five factors. These are *creativity* (the ability to propose various solutions and exhibit unique perspectives on the problems encountered in daily life), *algorithmic thinking* (the capacity for establishing fundamental data structures and adhering to specific steps to attain a solution), *cooperativity* (the ability to work together or interact with each other and establish mutual support among group members to achieve a common goal or outcome), *critical thinking* (the skill in evaluating evidence, ideas, and contexts to reach informed judgments and decisions aligned with a specific goal), and *problem solving* (the ability to overcome obstacles to accomplish a goal).

To facilitate data collection, we utilized an online platform, sending the CTS to participants via Google Forms. This digital method allowed for efficient data collection while accommodating participants' schedules and preferences.

Data analysis

Our analysis involved thorough examination and interpretation of the CTS responses provided by the 28 preservice English language teachers. By employing statistical techniques using SPSS 21, we were able to generate descriptive statistics that provided a comprehensive overview of the participants' CT levels across various dimensions. Furthermore, we engaged in discussions to identify trends and patterns within the data, shedding light on both areas of strength and areas for improvement. This meticulous approach to data analysis ensures the validity and reliability of our findings, ultimately contributing to a deeper understanding of preservice language teachers' CT competencies.

Results and Discussion

Our analysis revealed significant insights into the CT levels among preservice English language teachers. The mean CT score, calculated across all participants, was 3.25, indicating a moderate level of CT proficiency among the cohort. This score was slightly lower than the score reported by Albayrak and Özden (2021) in their study involving university students.

Table 1. Descriptive Statistics: Total Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Total mean	28	2.62	3.90	3.25	.39
Valid N (listwise)	28				

Delving deeper into the specific CT skills, we found notable variations. *Creativity* emerged as the highest-scored skill among participants, with a mean score of 4.04. This suggests that preservice English language teachers exhibit a strong aptitude for generating innovative ideas and solutions within the context of language teaching and learning. Similarly, *creativity* gained the highest scores in Albayrak and Özden (2021) and Çakır et al. (2021), with mean values of 4.48 and 4.46 respectively.

Table 2*Descriptive Statistics: Factor Scores*

N	Creativity	Algorithmic thinking	Cooperativity	Critical thinking	Problem solving
Valid =28 Missing= 0					
Mean	4.04	2.61	3.53	3.38	3.44
Median	4.00	2.66	3.62	3.40	3.41
Std. Deviation	.45	.69	.99	.87	.59
Variance	.20	.48	.99	.77	.35
Minimum	3.25	1.50	1.50	1.80	1.67
Maximum	4.75	4.67	5.00	5.00	4.50

Algorithmic thinking, which was identified as the lowest score in both Albayrak and Özden's (2021) study and Çakır et al.'s (2021) study, with mean values of 2.36 and 3.69 respectively, displayed the lowest mean score of 2.61 in our study as well, indicating a potential area for improvement and highlighting the need for greater emphasis on understanding and applying algorithms in language education contexts. Further evidence is required to solidify a generalized statement regarding the low scores observed in algorithmic thinking, as indicated by both the current study and previous research findings. Finally, *cooperativity*, *critical thinking*, and *problem-solving* skills demonstrated moderate mean scores, signifying a balanced proficiency level across these dimensions.

Implications for Language Teacher Education

The findings of this study offer valuable insights for language teacher education programs. First, the strengths identified in creativity underscore the potential for incorporating more creative teaching approaches and activities into language instruction. Second, the lower scores in algorithmic thinking point to the importance of providing targeted training and resources to help preservice teachers develop algorithmic reasoning skills, which are essential for effective problem solving in language learning contexts. Overall, our results provide a nuanced understanding of preservice English language teachers' CT competencies, highlighting both areas

of proficiency and areas for growth. These findings can inform targeted interventions and curriculum enhancements aimed at better preparing future language educators to meet the demands of the 21st-century classroom.

The findings of our study carry significant implications for the realm of language teacher education. Firstly, integrating CT into teacher training curricula emerges as a crucial step. As we have observed, there is a gap in preparing preservice English language teachers with the necessary CT skills. By incorporating CT principles and exercises into their coursework, teacher education programs can better equip future educators to meet the demands of the digital age.

Moreover, our research underscores the potential enhancement of language instruction through CT skills. These skills are not only relevant to technology use but also directly support various aspects of language learning and teaching, such as analyzing texts, fostering communication, and problem solving in linguistic contexts. Therefore, fostering CT competencies among language teachers can lead to more effective and engaging language learning experiences for students.

Furthermore, the digital landscape continues to evolve rapidly, shaping the way we communicate, learn, and work. Educators must be adequately prepared to navigate this landscape and leverage technology to facilitate learning effectively. Integrating CT into language teacher education programs ensures that educators are not only proficient in using technology but also skilled at fostering critical thinking, creativity, and problem solving among their students in digital contexts.

Conclusion

Our study uncovers the critical role of CT in language teacher education. Through the assessment of preservice English language teachers' CT levels, we have identified a clear need for greater emphasis on CT integration in teacher training programs. The lower score in Algorithmic thinking among preservice English language teachers highlights a significant area for improvement within language teacher education programs. To address this gap, targeted interventions and enhancements are necessary. Firstly, curriculum integration is key, involving the development of modules or courses focused specifically on algorithmic thinking concepts relevant to language teaching contexts. Additionally, professional development opportunities should be offered to both preservice and in-service teachers, providing hands-on activities and collaborative exercises to deepen understanding and application of algorithms in language education. Resources such as educational technology tools and instructional materials should be provided to facilitate skill development. Creating collaborative learning communities where preservice teachers can engage in peer learning and share best practices can further support their growth in algorithmic thinking. Finally, emphasizing the integration of algorithmic thinking skills into lesson planning and instructional design can reinforce these competencies among preservice teachers and ultimately better prepare them to navigate the digital landscape and support student learning effectively.

In conclusion, the significance of integrating CT into language teacher education cannot be overstated. As our world becomes increasingly digitized, educators must possess the skills and knowledge to navigate this landscape effectively and empower their students to do the same. By equipping language teachers with CT competencies, we can enhance language instruction, foster critical thinking and problem solving skills, and better prepare students for success in the 21st-century digital world.

However, our work is just the beginning. Further research and implementation efforts are needed to fully realize the potential of CT in language education. We call upon educators, policymakers, and researchers to continue exploring innovative ways to integrate CT into language teacher education and to advocate for its widespread adoption so language learners receive the quality education they need to thrive in an increasingly interconnected and technologically driven world.

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REVOLUTIONIZING EFL TEACHER EDUCATION WITH GENERATIVE AI: DEVELOPMENT OF PEDAGOGIC MATERIALS

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Abstract

The increasing availability of digital technologies has the potential to transform English as a Foreign Language (EFL) teacher education, enabling educators to create more engaging, personalized, and effective learning experiences for the student-teachers. One such technology is generative AI (GenAI), which can be used to design a wide range of teaching and learning materials. In this paper, I will explore the practical use of GenAI tools with reference to the development of pedagogic materials by also discussing the benefits and challenges while integrating them into their own teaching practices. I will exemplify how to create customized teaching materials that cater to the needs and preferences of individual teachers and learners and showcase examples of innovative AI-powered tools and platforms that can be used in EFL teacher education. I conclude the paper with a discussion on the future directions and impact of GenAI on EFL teacher education programs, with the potentials for professional development. Finally, I also address the ethical considerations on the use of AI for such purposes of material design.

Keywords: EFL, teacher education, pre-service teachers, AI

Introduction

Since the public access for “Chat Generative Pre-Trained Transformer” or ChatGBT in November 2022, there has been a rapid increase in its utilization for educational purposes. By January 2023, ChatGPT reached over 100 million users, making it the fastest-growing consumer application so far. OpenAI has also released newer versions of the model, including GPT-3.5 and GPT-4, which have improved capabilities and features. Consequently, Microsoft and Google have also developed their own conversational chatbots, Bard and LaMDA, respectively, to compete with ChatGPT. People have been experimenting with it and developing a variety of strategies in line with their aims. Through ChatGBT people started to become familiarize with the world of generative

AI (GenAI) which is “an example of highly promising unsupervised machine learning” (Fui-Hoon Nah et al., 2023, p. 277) that utilizes natural language processing and machine learning to simulate human-like conversation and generate responses to text-based prompts. GenAI can also generate multimodal texts including visuals (Gillotte, 2019), videos with synthetic faces (Whittaker et al., 2020). Likewise, GenAI has started to be utilized for educational purposes.

One area that can assist users in finding answers to their questions is teacher education. Education pre-service teachers through designing their own lesson plans along with the exploitation of class materials within the practicum framework is quite significant across all teacher education programs. An illustration of how lesson planning can be assisted by GenAI is conducted in the study of van den Berg and du Plessis (2023). In the study, they analyzed the lesson plans generated by ChatGBT. They concluded the study stating that AI provides opportunities where GenAI could enhance classroom praxis of pre-service teachers.

Still at its infancy, and open to explore, in this paper therefore, I aim to display the practical use of GenAI with reference to the development of pedagogic materials by also discussing the benefits and challenges while integrating them into English as a Foreign Language (EFL) pre-service teachers’ teaching praxis. I will demonstrate how to create customized teaching materials that cater to the needs and preferences of individual teachers and learners and showcase examples of innovative AI-powered tools and platforms that are currently being used in EFL teacher education. I conclude the paper with a discussion on the future directions and impact of GenAI on EFL teacher education programs, with the potentials for professional development. By also referring to the ethical considerations on the use of AI for such purposes of material design.

Developing Pedagogic Materials

A significant skill that pre-service teachers gain through practicum is learning how to design their lesson plans including the development of pedagogic materials and exploiting them (Soto Gómez et al., 2016; Sulistiyo et al., 2017). Recently, this can be done via GenAI (Kayabas, 2024; Kehoe, 2023; van den Berg & du Plessis, 2023). Though not existing an overarching theory to guide the utilization nor the ethical grounds are established yet, such practices can be experimented within teacher education contexts.

Student teachers can benefit from GenAI for various purposes in their lesson plan design. For example, once prompted ChatGBT with “develop a lesson plan to teach Turkish learners’ *daily routines* at A1 level”, the following is what one gets. In Table 1, it can be easily seen that it is quite similar to a human-made lesson plan. Objectives and materials, for instance, are explicitly displayed along with the consequent stages of the class hour. Linguistic items to be taught as well as the techniques to be applied during with are shown. Even a notice is given at the end to remind the integrated language-skill approach could be followed during the implementation.

Table 1. Sample lesson plan generated by ChatGBT

<p>Title: Understanding Daily Routines</p> <p>Level: A1 (Beginner)</p> <p>Objective:</p> <ul style="list-style-type: none"> By the end of the lesson, students will be able to talk about their daily routines in English with basic vocabulary and simple sentences.

- Students will be able to understand and use common time expressions related to daily routines.

Materials Needed:

- Whiteboard and markers
- Flashcards with pictures of daily activities
- Handouts with sentences describing daily routines
- Audio recordings of daily routines for listening practice

Warm-Up (5 minutes):

- Greet the students and engage in a brief conversation about their morning routines. For example, "Good morning, class! How do you usually start your day?"
- Encourage students to share their answers in English, using simple vocabulary and sentences.

Presentation (15 minutes):

1. Introduce vocabulary related to daily routines using flashcards. Include words such as "wake up," "brush teeth," "have breakfast," "go to school," "have lunch," "do homework," "have dinner," and "go to bed."
2. Write the vocabulary words on the board along with their corresponding pictures.
3. Model sentences using the vocabulary, such as "I wake up at 7 o'clock," "I brush my teeth after breakfast," "I go to school at 8:30," etc.
4. Practice pronunciation and drill the sentences with the class.

Practice (20 minutes):

1. Divide the class into pairs or small groups.
2. Distribute handouts with sentences describing daily routines. Encourage students to read the sentences aloud and discuss them with their partners.
3. Monitor the groups and provide assistance as needed.
4. Have students take turns role-playing daily routines using the sentences on their handouts.
5. Play audio recordings of daily routines for listening practice. Students should listen and then write down the activities they hear.

Production (15 minutes):

1. Instruct students to create a simple daily routine schedule for themselves using the vocabulary and sentences they have learned.
2. Provide time for students to work individually or in pairs to complete their schedules.
3. Select a few students to share their schedules with the class, describing their daily routines in English.

Wrap-Up (5 minutes):

- Review the key vocabulary and sentences covered in the lesson.
- Encourage students to continue practicing their English by talking about their daily routines with friends or family outside of class.
- Assign homework, such as writing a short paragraph about their daily routines or listening to English audio recordings related to daily activities.

Note: Throughout the lesson, provide ample opportunities for students to practice speaking, listening, reading, and writing in English to reinforce their understanding of daily routines.

In a consequent inquiry, visual materials to aid the teaching process can be generated using *gencraft*. A prompt like “daily routines of ‘wake up’, ‘brush teeth’, ‘have breakfast’, ‘go to school’, ‘have lunch’, ‘do homework’, ‘have dinner, ‘go to bed’” generates such visuals as below.



Figure 1 Sample visuals generated by AI tool *gencraft*

In another instance of generating pedagogic materials in the form of videos for the sentences such as “I brush my teeth after breakfast” in the lesson plan, I use *runway ML*. One might either prompt a visual or a text including descriptions like “a ten-year-old boy having breakfast”, and “a ten-year old girl is brushing her teeth”. Four or five second to ten second videos demonstrating these daily routine sentences are created within a minute.

Similarly, *speechace* and *Elsa* can be integrated for the pronunciation and speaking practices as cited in the generated lesson plan above. *Elsa* offers speaking practice with an AI coach. Thus, role-play activities can be managed via *Elsa*. Referring to the lesson plan above again, learners can make their own sentences and check the grammatical accuracy with *ChatGBT* for the activity in the production section.

Discussion and Conclusion

In teacher education, EFL per-service teachers have already been using digital technologies for long (Derewienka, 2014; Kaçar, 2022; Wu & Alrabah, 2014). Existing online dictionaries for pronunciation studies, YouTube and such video providing platforms for visual demonstrations have already been extensively included in their lesson plans by the student-teachers in their practice teaching. Additionally, the access to GenAI tools recently enabled them also to create the pedagogic materials by utilizing various AI tools while teaching English. Though existing a few studies yet (Koraishi, 2024; Mohamed, 2023; Park, 2023; van der Berg & du Plessis, 2023), GenAI seems to be offering great opportunities for student learning, teachers’ teaching, education management, and learning evaluation. Considering the current teacher candidates as the generation Z being the digital natives, and their characteristics of quickly adapting themselves for such technological innovations, they seem to be already embracing such GenAI (Liu et al., 2023).

A number of steps should be sustained for pre-service teachers optimized use of AI generated materials in their teaching. As Park and Song (2022, p. 51) suggested, to be able to apply AI in teaching, the following stages in Figure 2 should be practiced. Without a complete understating of AI’s place in teaching and learning and practicing various tools, student teachers cannot fully grasp the idea of integrating AI into their classes. Thus, a teacher education program should encompass the following steps in Figure 2 to empower pre-service teachers for GenAI use.

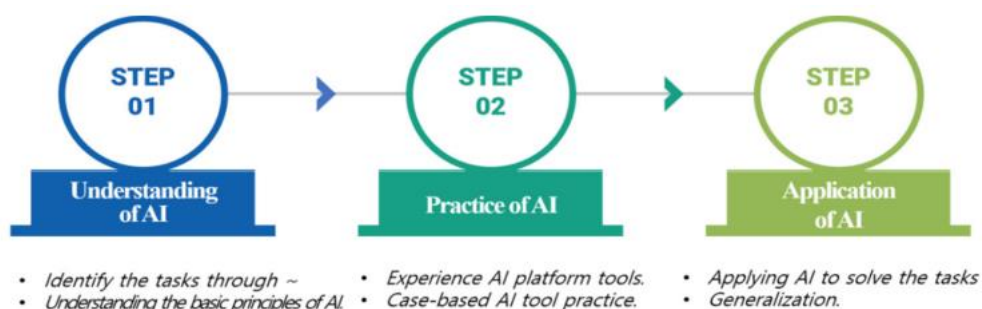


Figure 2 Experiential Teacher Learning through AI

On the other hand, teacher education faculties should also develop such policies including the use of AI. Recently, ethical concerns also were raised by many educational institutions. Some thought students are simply plagiarizing when they use, for instance ChatGBT, and other AI-powered tools to complete their homework (Fyfe, 2023; Roe et al., 2023), and definitely reject utilization of AI in any way. Still others approach AI use in education with caution (Liu et al., 2023). Therefore, most institutions started to harness AI detectors; yet they do not always successfully respond (Ibrahim, 2023). However, instead of denying and thus excluding such tools, productive and constructive perspectives can also be defined by the respective organizations so as to assist the users in terms of legitimate academic integrity. As a result, step 1 in Figure 2 could also include what is acceptable while utilizing GenAI in developing lesson plans and what is not.

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IMPLEMENTING FLEXIBLE SKILLS IN EDUCATION TO IMPROVE FUTURE TEACHERS' EMOTIONAL INTELLIGENCE

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Abstract

In the field of education, soft skills and emotional intelligence are essential attributes for future teachers. These skills, often overlooked, are just as critical as subject matter expertise in shaping effective teachers and educators. Teachers in Kazakhstan are no exception. They hone their professional competence with flexible skills. With the help of these skills they will be able to be fluent in communication competence and it will also help them to learn 21st century skills. The purpose of developing soft skills and improving emotional intelligence for future teachers is multi-fold, impacting both their professional success and the quality of education they provide to students. Soft skills are directly related to emotional intelligence and future teachers should be stress-resistant and emotionally prepared for pre-service training. The ability to communicate and find a common language, leadership qualities are all favored by students because teachers are role models with good human qualities. To train soft skills students of 2nd year students of Hodja Ahmet Yasawi international university majoring in English teacher, during 1st semester for 4 week in English classes they practiced skills like group work, organizing plans, problem solving, project based tasks. 32 students had adding into two groups and had a Socio-Emotional Foreign Language Learning Scale (SEFLLS) test.

Key words: Soft skill, emotional competence, ability.

INTRODUCTION

Soft skills, commonly termed interpersonal or non-cognitive skills, involve a wide range of qualities beyond traditional academic performance. These skills include communication, collaboration, critical thinking, adaptability, criticism, emotional intelligence, and problem-solving skills. Unlike hard or technical skills that are specific to a particular occupation or discipline, soft skills are transferable and serve as the foundation for lifelong education and adaptation. Researcher as Dweck and Leggett (1988) review the perspective needs and requirements for education, professional performance, modification of stereotypes, studying to perform tasks of various difficulties, and reaching professional level of success.

In the educational context, the acknowledgement of the relevance of soft skills has triggered a paradigm shift in teaching methods and curriculum planning as it relates to a foreign language and how to learn it skillfully. Educators are increasingly incorporating experiential education, group activities and simulations of real-life situations into the classroom to provide students with opportunities to develop and practice these essential skills. The goal is to create a learning environment that not only imparts knowledge, but also fosters the holistic growth of individuals capable of navigating the complexities of today's world. With it, it also follows the development of emotional grammar and proper training of teachers for all possible moments with the learners.

Statement of the Problem

As the global workforce is going through deep changes caused by technological progress and globalization, there is a rising level of need for people with highly developed soft skills.

Employers are also looking for professionals who can communicate effectively, cooperate easily in diverse groups, and resiliently handle controversial situations.

Therefore, the integration of soft skills into education is not merely an educational trend, but a strategic response to the evolving demands of the 21st century workforce. The significance of soft skills in enhancing emotional proficiency is underscored by their power to bridge the gap between technical excellence and personal productivity. In both educational and professional contexts, people with a powerful set of soft skills are not only successful in their tasks, but also resilient in dealing with challenges, harmonious relationships, and higher level of emotional intelligence. Exploration of soft skills shows that it is important for potential teachers to understand what they are prepared to do and what they can give to their students. Including the practice of soft skills for our future teachers ensures a good understanding of what pedagogy is and what education and proper training is. We need to not only tell our students what this ability is but also show them and give them an example. Also this study of soft skills in education looks at the various aspects of their significance, the methods used to develop them and their transformational impact on students.

This inquiry addresses the intimate relationship between soft skills and emotional competence, bringing to light how the promotion of these qualities supports personal growth, professional success, and overall well-being. The emphasis on emotional intelligence as an integral part of "soft skills" represents a paradigm shift in the way we perceive and prioritize holistic individual advancement from the classrooms to the workplace. It also examines the symbiotic relationship between academic knowledge and soft skills, demonstrating that a holistic education engages both, preparing an individual not only for examinations but also for multifaceted challenges in a globally connected and ever-changing world.

Aim of the Study.

The aim of the study is to theoretically substantiate the effectiveness of flexible skills education for future teachers and empirically test the level of development of their emotional competency on the base of the 21st skill. Objectives of the research - to verify the scientific theory that soft skills training can be utilized to promote emotional competence and undertake a dynamic study aiming to find out the students' soft skills: such as how learners articulate their thoughts, work collaboratively with colleagues, explore issues and inquires to analyze data, and discover ways to find answers to common and challenging problems, as well as find out how learners are able to understand how to solve both simple and difficult problems or how they are capable of partnering with the teacher or not.

Research questions

1. What is the students' emotional competence before the experiment?
2. Did the level of emotional competence increased after the treatment?
3. What is the difference between the results before and after the training?

LITERATURE REVIEW

The literature review highlights the central role of "soft skills" in the learning environment. Studies emphasize that building skills such as communication, collaboration and critical thinking improves students' overall academic performance, fosters a supportive learning environment and prepares them for the demands of the future workforce.

Difference between soft skill and hard skill.

in the vibrant landscape of leadership and professional development, the terms "soft skills" and "hard skills" are commonly used to classify the different collections of skills that people possess. Whereas both concepts are integral to the evolution of a well-rounded and competent learner, they vary substantially in their nature, mode of acquisition and implementation. Soft skills play a crucial role in enhancing a teacher's interactions, performance, and prospects in their career. According to Pachauri and Yadav (2014) soft skills encompass character traits, social grace, language fluency, personality traits, friendliness, and a certain level of optimism. It is important for teachers to embrace soft skills as their inherent qualities when selecting social abilities and

character traits. According to Mangrulkar, Whitman, and Posner (2001) soft skills can be categorized into three main categories: social or interpersonal skills, cognitive skills, and emotion-focused coping skills. The first category, social or interpersonal skills, includes communication, negotiation, assertiveness, cooperation, and empathy. These skills are essential for building strong relationships, resolving conflicts, and effectively interacting with others. Effective communication and negotiation skills enable individuals to express their ideas clearly, understand the perspectives of others, and find mutually beneficial solutions. Assertiveness allows individuals to confidently and respectfully express their opinions and needs, while cooperation promotes teamwork and collaboration. Additionally, empathy plays a crucial role in understanding and acknowledging the emotions and experiences of others, fostering empathy and compassion. The second category, cognitive skills, involves problem-solving, understanding consequences, decision-making, critical thinking, and self-reflection. These skills are vital for analyzing complex situations, identifying appropriate solutions, and making informed decisions. Problem-solving skills enable individuals to identify and assess challenges, develop strategies, and implement effective solutions. Understanding consequences helps individuals consider the potential outcomes of their actions and make choices that align with their goals and values. Critical thinking involves evaluating information, questioning assumptions, and considering multiple perspectives, leading to sound judgment and reasoned decision-making. Self-reflection encourages individuals to examine their thoughts, emotions, and behaviors, facilitating personal growth and development. The third category, emotion-focused coping skills, encompasses stress management, emotional self-regulation, self-management, and self-monitoring. These skills enable individuals to effectively cope with stress, regulate their emotions, and manage their thoughts and behaviors. Stress management techniques involve practicing relaxation exercises, time management, and establishing healthy coping mechanisms. Emotional self-regulation entails understanding and managing our emotions, maintaining emotional balance, and adapting to challenging situations. Self-management involves setting goals, planning and organizing tasks, and effectively utilizing resources. Lastly, self-monitoring refers to being aware of and evaluating our thoughts, emotions, and behaviors to facilitate self-improvement and make necessary adjustments.

Mangrulkar, Whitman, and Posner (2001) demonstrate how each category of soft skills complements, overlaps, and reinforces the others. Developing and honing these skills leads to well-rounded individuals who can navigate social interactions, solve problems effectively, and manage their emotions and behaviors. Based on the statements of Yilmaz (2017) employees who possess well-developed stress and time management, problem-solving, and creativity skills are capable of transforming crises into opportunities when things don't go as planned. In addition, individuals who excel in teamwork, emotional intelligence, and leadership skills contribute to strengthening the relationships between organizations and their internal as well as external environments. Flexibility and adaptability are crucial traits that employees should possess to thrive in today's dynamic work settings. On the other hand, a lack of practical presentation skills is considered a disadvantage, as enterprises prefer employees who can easily adapt to the ever-changing environment and effectively showcase their efforts when necessary.

Communication plays a pivotal role in establishing a strong bond between employees and mobilizing them to spend time together. It serves as the foundation for addressing the issues that arise between employees. The external factors present in their work environment often create tension among employees, hindering effective communication and the ability to establish meaningful relationships. Therefore, it becomes imperative for employees to engage in activities that allow for interaction and exchange outside of work. By sharing experiences and concerns, employees strengthen the bond and enhance communication among themselves (Gürüz ve Temel Eğinli, 2014: 176).

Cüceloğlu (2017) proposes five main theses regarding the connection that individuals establish with their environment. The first thesis argues that people inevitably communicate with their surroundings, regardless of their intention to do so. Communication occurs continuously

within the environment. The second thesis emphasizes the significance of the relationship level and communication content. The content of communication is influenced by the nature of the relationship between individuals. The third thesis highlights the importance of the order in which messages are sent and received within an established relationship. Whether a message is transmitted before or after a communication greatly affects its meaning. The fourth thesis states that created messages can be either verbal or non-verbal. Both forms of communication play a role in conveying meaning. Lastly, the fifth thesis emphasizes the importance of maintaining a balanced relationship between communicators in order to ensure healthy communication. Both parties involved should consider the relationship as equal. According to Cüceloğlu (2017: 16) these five theses provide insights into effective and productive communication practices.

Callisen (2015) exposes the importance of six core soft skills. First, public speaking is a vital skill that enables people to communicate effectively in front of large audiences. The ability to express one clearly and confidently can greatly contribute to career advancement and overall influence. Secondly, time management skills are essential in today's fast-paced world. The ability to prioritize, set realistic deadlines, and allocate time effectively maximizes productivity and minimizes stress levels. In addition, relationship building skills are critical to making meaningful connections with others. Good relationships are the foundation for successful collaboration, teamwork, and even career advancement. Effective networking and maintaining positive interpersonal relationships are key to professional success. In addition, leadership skills are essential for people who seek to lead and inspire others. True leaders have the ability to motivate and guide their teams to achieve common goals. They can effectively delegate tasks, make difficult decisions, and elicit trust and loyalty from team members. In addition, negotiation skills are essential in both personal and professional settings. The ability to find common ground, understand different points of view, and reach mutually beneficial agreements can lead to successful outcomes in conflicts, business transactions, and day-to-day interactions. Finally, empathy, often referred to as emotional intelligence, is a critical skill that allows people to understand others and develop deeper relationships with them. Empathic people are better at navigating complex social dynamics, resolving conflict, and building strong interpersonal relationships. Callisen (2015) believes mastering these six skills can significantly improve a person's personal and professional life. By developing skills in public speaking, time management, relationship building, leadership, negotiation, and empathy, individuals can improve their overall effectiveness, succeed in their careers, and ultimately achieve their goals. Referring to the work of authors Putra, Novitasari, Asbari, Purwanto, Iskandar, Hutagalung, and Cahyono (2020) hard skills are the main skills that produce something that can be seen and directly measured. Technical or practical tests can assess hard skills. Intelligence thinking that has indicators for calculating, analyzing, designing, broad insights and knowledge, modeling, and critical thinking are elements of hard skills. Mastery of science, technology, and technical skills related to the specific area of knowledge are also part of hard skills.

According to Muqowim (2012), a teacher must have expertise in opening lessons, managing classes, designing group discussions, arranging rooms, and writing well. Hard skills are relatively easy skills to measure. Widoyoko (2009) distinguishes between two types of hard skills, namely academic and vocational skills. Academic skills involve the ability to master various concepts in the field of research, such as defining, counting, explaining, describing, classifying, identifying, predicting, analyzing, comparing, differentiating, and drawing conclusions from various concepts, data, and facts related to the subject.

Emotional competence .

Emotional competence is an essential trait possessed by people who have a deep understanding of their emotions and have mastered the art of managing and expressing them effectively. It also involves the ability to empathically recognize and respond to the emotions of others. This skill, often associated with emotional intelligence, enables people to easily navigate social interactions, build meaningful relationships, and effectively deal with life's challenges in a balanced and constructive manner. By honing their emotional competence, people can promote

healthier and more fulfilling emotional well-being, both for themselves and those around them. Creating conditions for continuous education has become an integral part of modern society. Citizens are faced with the task of not only mastering new knowledge, but also learning to learn. According by Benito-Osorio, Peris-Ortiz, Armengot and Colino (2013) the times when graduation from school or university guaranteed us sufficient knowledge for the rest of our lives are long gone. Today it is important to be ready for permanent education and self-development.

Chang (2009) Revealing teachers' emotional exhaustion indicated a sense of emotional devastation caused by the demands of the job; depersonalization reflects alienation and a sense of cynicism towards students and colleagues; and personal accomplishment indicates the extent to which teachers achieve personal goals in their work and feel they are effective educators . Jennings & Greenberg (2009) also add that the relationship between SEC, teacher burnout and students' experiences in the classroom has been theorized within the prosaically classroom model. Teachers suffering from occupational stress and burnout may experience a sense of alienation from their students and prefer to use less attentive and supportive, rather reactive and punitive approaches to manage classroom discipline. This attitude causes a "burnout cascade effect" in which students' social-emotional needs go unmet, their problem behaviors increase, and the overall classroom environment becomes difficult, causing the teacher even more stress. That way we supporting the statement that future teachers who students now should train their emotional competence.

METHODOLOGY

In the dynamic landscape of personal and professional development, the significance of soft skills cannot be overstated. Among these essential skills, emotional competence stands out as a key aspect that plays a pivotal role in navigating the complexities of human interaction and fostering well-being. Understanding and appreciating the importance of soft skills, particularly in the context of emotional competence, is crucial for personal growth, effective communication, and building successful relationships, this learning can answer the following research question.

1. What is the students' emotional competence before the experiment?
2. Did the level of emotional competence increased after the treatment?
3. What is the difference between the results before and after the training?

Research method

The study utilized a quantitative research method to comprehensively examine the impact of implementing soft skills training on the emotional competence of prospective teachers. This approach allowed quantitative data to be collected and analyzed, providing a nuanced understanding of the effectiveness of the intervention.

Participants

The participants of this study were 32 participants, all of them girls. The sample for the study was taken from the 2nd year students of H. A. Yasawi, the Faculty of Philology (two foreign language teachers). One group (n_1 -14 students) and second (n_2 - 18 students). The selection involved various demographic characteristics such as age, gender and professional affiliation as well as locality to ensure the representativeness and diversity of the group to be analyzed. The students participate to this experiment for four week between the age 18-19 also 9 students were from villages and 23 students from the city. Both groups were pre- tested to learn their level of emotional competence before the treatment with them. Pretest was similar to these group and results were not statistically different result about their emotional literacy.

Date collection Instruments

This study involved data collection to obtain quantitative data, the researchers used Zaimoglu's (2018) Socio-Emotional Foreign Language Learning Scale (SEFLLS) as indicated in Appendix 1. This scale can show social and emotional competences of university student especially who has foreign language occupation and also evaluate the according of this research. (Zaimoğlu,2018). The scale has 24 questions, and points ranging from strongly disagree (1) to strongly agree (5).

Process of the study.

The steps which used in whole experiment over the period of 4 week described below:

First step: In the first week we had an introductory lesson on emotional literacy, the students were given an introductory lesson on what emotional literacy is and what its positive aspects are and how it will help them in the future. In order to train emotional literacy we organized spiking clubs where students share in a foreign language about their fears and what motivates them in life, and how they manage to establish relationships. By teaching students to be able to recognize their emotions, which can benefit them, and in turn, reduce the anxiety they experience when communicating in the target language, this Speaking Club was organized. In order to achieve quick and effective results, the club was held 4 times a week, on Monday, Wednesday, Friday and Saturday. The duration of the classes was two hours, sometimes even more if of significance.

Second step: After the introductory lessons the students learned to find their positive and negative sides, so the next thing was to work in a group. Teamwork will help in any profession. Team work develops being open to new ideas and feedback. also being forward thinking in your field. A good attitude in a team also improves social literacy and being respected in the circle of acquaintances.

Third step: The next step was to improve students' creativity; for this purpose, special tasks were developed so that they would use their imagination to solve tasks. Creativity also includes good effects such as voice modulation and persuasion skills. The pretest, which was taken from students at the beginning of their studies, also relates to creativity, to the extent that they can understand given questions and correctly imagine them in order to correctly formulate the answer.

Fourth step: The last stage is about critical thinking; also critical thinking is part of the 21st century skills. The essence of this training is the ability to solve problems, correct decisions, and logical reasoning. After all, future teachers will have to deal with communication with students and they must correctly show the way, and critical thinking just ensures this, and also improves competitiveness skills. In the table below I showed all the methods I used and what materials the task included in our experiment.

Table-1 Content of the lesson

Methodology	Objectives	Task and activities
Week1 1.Understand the concept of emotional competence. 2.Explore key components of emotional competence. 3.Practice strategies for enhancing emotional intelligence.	Students grasp the fundamental concept of emotional competence.	1. Mini-Lecture: What is Emotional Competence? Define emotional competence and its importance in personal and professional contexts. 2. Introduce key components: self-awareness, self-regulation, empathy, social skills, and motivation. 3. Discussion: Personal Reflection Appendix 2 Ask students to reflect on a recent experience where they demonstrated emotional competence or encountered a situation where it was lacking. Share reflections in pairs or small groups.
Week 2 1. Understand the importance of teamwork in various contexts. 2. Develop	Students will identify and develop essential teamwork skills.	1. Group Project: Problem Solving Challenge. Assign a problem-solving challenge that requires collaboration and creative thinking. Students work in small groups to devise solutions and present them. 3. Peer Evaluation: Teamwork Reflection. Appendix

<p>essential teamwork skills. 3. Apply teamwork principles in real-world scenarios.</p>		<p>3. After the project, ask students to evaluate their team's performance and reflect on their individual contributions. Discuss the importance of constructive feedback for continuous improvement. 2. Guest Speaker: Professional with Teamwork Experience Invite a guest speaker from a professional setting to discuss the importance of teamwork in their career. Allow students to ask questions and gain insights into real-world applications. 4. Class Discussion: Case Studies in Teamwork Present case studies of successful and unsuccessful team dynamics in professional contexts. Engage students in a discussion on what contributed to the success or failure of each team.</p>
<p>Week 3 1. Develop and enhance their creative thinking skills. 2. Apply creativity in problem-solving scenarios.</p>	<p>Students will apply creative thinking to address real-world challenges</p>	<p>1. Icebreaker Activity: Creative Introductions Ask students to introduce themselves in a creative way (using drawings, a short skit, etc.) Discuss how creativity can be expressed in different forms. Group Project: Creative Solutions Assign a project that requires students to apply creative thinking to solve a real-world problem. Students work in groups to develop and present their creative solutions. 2. Class Discussion: Creativity Across Disciplines Explore examples of creativity in various disciplines (art, science, literature, etc.). Appendix 4. Discuss commonalities and differences in the creative process.</p>
<p>Week 4 1. Introduce students to the concept of develop their critical thinking skills, and provide practical applications in reading, writing, evaluating information, and addressing real-world issues.</p>	<p>Encourage students to Consider different perspectives and apply their critical thinking skills to form informed opinions.</p>	<p>Class Activity: Critical 1. Reading Select a text for critical reading, asking students to analyze the author's argument, evidence, and assumptions. Appendix 5. Discuss their findings and differing interpretations. 2. Critical Thinking Games: Introduce games or exercises that focus on specific critical thinking skills, such as deductive reasoning or identifying logical fallacies. Discuss the strategies employed and lessons learned.</p>

DATA ANALYSIS AND FINDINGS.

In this section of the research, the utilization of quantitative tools has yielded significant findings. These findings serve as a vital component of the study, offering valuable insights into

the research questions at hand. A comprehensive interpretation of these findings will be provided, delving into their implications and relevance within the context of the study. Through this thorough analysis, a deeper understanding of the research questions and their corresponding answers will be attained.

The reliability of the instrument.

To observe the quantitative data were taken (SEFLLS) scale. In the table 2 shown the result of the reliability.

Table - 2 Results of the reliability

	Cronbrach’s Alpha	N of items
Pre-test	,737	24
Post-test	,817	24

After research using the scale, we got the following results :(Post-test $\alpha=, 817$ and pre-test $\alpha=, 727$ above $\alpha=.600$), which indicates the effective to use.

Results

The first RQ1 : What is the students’ emotional competence before the experiment? From research study aimed to investigate the level of emotional literacy among future teacher. In order to achieve this objective, the participants were assessed based on various parameters, and the findings were subsequently presented in Table 3.

Table – 3 result of the pre-test

	N	Minimu m	Maximu m	Mean	Std. Deviation
Total	32	3,13	4,38	3,7878	,36530

The obtained results shed light on the emotional competencies and abilities of the prospective educators, offering valuable insights into their overall emotional intelligence. This comprehensive analysis serves as a foundation for further research in understanding the role of emotional literacy in teacher training programs and its implications for both educators and students alike. Based on the result of the pre-test, it can be seen that students agree with the question (M = 3.78, SD = 0.36), which takes into account the relationships with the people around them and whether their emotions are affected by daily routines. How stress-resistant and strong are their emotions will not affect another person. The results are shown below in Table4

Table - 4 Descriptive analyses result

	N	Minim um	Maximum	Mean	Std. Deviation
1. I am curious about learning different language	32	1,00	5,00	4,0000	1,31982
2.I can recognize my own emotions	32	2,00	5,00	3,9688	,73985
3.I don’t hesitate to reflect my feelings while learning English	32	2,00	5,00	3,7188	,92403
4.If I try, I can do even the hardest work in the class	32	2,00	5,00	3,9063	,92838
5.I can easily motivate myself when I feel bad	32	1,00	5,00	3,7188	,88843

6.I always concentrate on my lessons during English class	32	2,00	5,00	4,0313	,99950
7.I shape my life in accordance with my goals	32	3,00	5,00	3,9063	,77707
8.I overcome every difficulties to achieve my goals	32	1,00	5,00	3,5625	,98169
9.I get my family to help me when I have socials problems	32	1,00	5,00	3,2500	1,31982
10.I get my friends to help me when I do not solve the problem on my own	32	1,00	5,00	3,2187	1,06965
11.I cooperate with my friends	32	2,00	5,00	3,6563	,90195
12.I can motivate my friends to do their best in group work	32	1,00	5,00	3,8438	1,27278
13.I try not criticize my friends when we argue	32	2,00	5,00	3,6875	,96512
14.I try to prevent others when to be alienated	32	2,00	5,00	3,5000	,91581
15.I help others when they have problems	32	3,00	5,00	4,0938	,77707
16.I respect others' thoughts	32	3,00	5,00	4,1563	,84660
17.I recognize how people feel by looking at their facial expressions	32	1,00	5,00	3,6250	1,00803
18.I am sensitive to other's feelings	32	2,00	5,00	3,4063	,87471
19.I can discuss the decisions that I consider unfair	32	2,00	5,00	3,6875	,82060
20.While making decisions, I also think about the future consequence of my actions	32	3,00	5,00	4,2812	,81258
21.While making decisions, I select the one with positive outcomes	32	2,00	5,00	3,8750	,94186
22.I can decide between right or wrong	32	1,00	5,00	3,6563	1,00352
23.While making decisions about my future, I search a lot	32	2,00	5,00	4,0000	,98374

24.I make decisions that are appropriate for my personal values	32	2,00	5,00	4,1563	,91966
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Table 5 above shows that questions 9(M- 3,25; SD-0,31),10 (M-3,21;SD-1,06),14(M-3,50;SD-0,91) categories with consistent low scores. Based on these questions, we can conclude that students are independent and do not want anyone to worry about them or someone to help them. Based on these above questions, we can say that they are literate to understand that if no one helps them, this does not mean that they should trip up others. If you look at it from a different angle, students are people too, and they are also future teachers. They must be sociable, be able to solve a problem and, if necessary, discuss it and find the right solution. They should be informed that people tend to share their thoughts and ask for help from others, be it friends or family members. Second research question: Did the level of emotional competence increased after the treatment? Results of post-test in Table 5.

Table - 5 post test result

	N	Minimum	Maximum	Mean	Std. Deviation
total	32	3,58	4,79	4,1523	,33141

The experiment lasted 4 weeks and the results minimum- 3,58; maximum-4.79;mean – 4,15; SD-0.33 indicate the active participation of students and how effective the learning was. Table 6 describes everything in detail.

Table-6 result of post-test

	N	Minimum	Maximum	Mean	Std. Deviation
1. I am curious about learning different language	32	1,00	5,00	4,0000	1,31982
2.I can recognize my own emotions	32	2,00	5,00	3,9688	,73985
3.I don't hesitate to reflect my feelings while learning English	32	2,00	5,00	3,7188	,92403
4.If I try, I can do even the hardest work in the class	32	2,00	5,00	3,9063	,92838
5.I can easily motivate myself when I feel bad	32	1,00	5,00	3,7188	,88843
6.I always concentrate on my lessons during English class	32	2,00	5,00	4,0313	,99950
7.I shape my life in accordance with my goals	32	3,00	5,00	3,9063	,77707
8.I overcome every difficulties to achieve my goals	32	1,00	5,00	3,5625	,98169
9.I get my family to help me when I have socials problems	32	1,00	5,00	3,2500	1,31982
10.I get my friends to help me when I do not solve the problem on my own	32	1,00	5,00	3,2187	1,06965

11.I cooperate with my friends	32	2,00	5,00	3,6563	,90195
12.I can motivate my friends to do their best in group work	32	1,00	5,00	3,8438	1,27278
13.I try not criticize my friends when we argue	32	2,00	5,00	3,6875	,96512
14.I try to prevent others when to be alienated	32	2,00	5,00	3,5000	,91581
15.I help others when they have problems	32	3,00	5,00	4,0938	,77707
16.I respect others' thoughts	32	3,00	5,00	4,1563	,84660
17.I recognize how people feel by looking at their facial expressions	32	1,00	5,00	3,6250	1,00803
18.I am sensitive to other's feelings	32	2,00	5,00	3,4063	,87471
19.I can discuss the decisions that I consider unfair	32	2,00	5,00	3,6875	,82060
20.While making decisions, I also think about the future consequence of my actions	32	3,00	5,00	4,2812	,81258
21.While making decisions, I select the one with positive outcomes	32	2,00	5,00	3,8750	,94186
22.I can decide between right or wrong	32	1,00	5,00	3,6563	1,00352
23.While making decisions about my future, I search a lot	32	2,00	5,00	4,0000	,98374
24.I make decisions that are appropriate for my personal values	32	2,00	5,00	4,1563	,91966

Table 7 shows the results that differ from the previous test. The first test was taken a third time as a post-test to compare the results after training. And the results were justified. Students have become open, sociable, and united. With the help of our tasks that we included in our training, not excluding the introduction of the English language, we achieved good results in both cases. Students began to speak more in a foreign language without fear of making mistakes and without fear that someone might criticize them for their inability to speak. The first question (M-4.00; SD-1.31) is about their emotions and whether they could ask for help from friends and help them at the same time. This time the students gave more positive answers than the previous one, and from the fifteenth (M-4.09; SD-0.77) to the twenty-fourth (M-4.01; SD-0.91) question about their attitude towards their future. They also gave positive answers, which suggest that they really are wondering about him. Third research question is: What is the difference between the results before and after the training? Results is written in Table 7

Table 7 results of pre-test and post-test

	M	SD	Min	Max
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Total(pre)	3.78	0.36	3.13	4.38
Total(post)	4.15	0.33	3.58	4.79

After the indicated table 7, by comparing the mean results of the pre-test and post-test, we can conclude that there is a clear increase in the number. First of all, this is the merit of the students, because with the help of these tests you can find out how competent they want to be in their work, this gives them good hope. Stopping at each sum, the mean of pre-test in the first case came out to 3.78 and the mean of post-test 4.15. The result of standard division is not changed, but the standard division of post-test less that the standard division of pre-test, if post-test SD-0.33;SD of pre-test become – 0.36.The last items has good changes if min and max of pre- test has (3.13;4.38). The result of min and max in post-test shows (3.58;4.79). The research method were successfully give the effective results.

DISCUSSION

The purpose of the experiment was to find out the level of emotional competence of future teachers, how ready they are to be teachers. After all, the work of a teacher requires not a little mental, but also requires psychological readiness. After the pre-test, we introduced soft skills into training to teach them 21st century skills and thus train their emotional literacy. How Rungapadiachy (2010) defined interpersonal skills as the essential skills required to communicate effectively with others or a group of people. Through the Soft Skill Training program, students are able to develop and enhance these skills, fostering a sense of solidarity amongst them. The program not only brings students together but also encourages them to care for and support one another, thus creating a stronger bond among friends. Tevdovska (2015) argued that by utilizing effective learning strategies, it is anticipated that soft skills can be seamlessly incorporated into various learning activities. This approach aims to cultivate individuals who possess not only a high level of competence in hard skills, but also possess well-developed soft skills. Building in their analyses for 4 week in our research we are training our soft skill which includes communication skill, critical thinking, creativity, and teamwork. All of them also were implemented to improve emotional competence. Also soft skills close to 21st skill and can improve their leadership on their sphere. In our work, we also included questions according to this scheme in order to find out how sociable and communicative they are. The author states that the main goal of this program is to provide people, including students, professionals, beginners and people seeking professional development, with the necessary skills to achieve success.

At the end I would like to emphasize. The focus is on equipping them with the necessary tools and knowledge needed to succeed in their respective fields (Parnell, 2016,32). I want to say that all the methods used were prepared according to this plan, because students or pupils from an early age already think what profession will be more useful to them than to think what they themselves can give. Therefore, to give their students first of all a good mood and also an environment where everyone is close and related to each other shows their high professionalism.

CONCLUSION

In conclusion, the integration of soft skills to enhance emotional intelligence among future teachers emerges as a transformative strategy with far-reaching implications for both educators and students. The educational landscape is evolving, demanding more than just academic proficiency from teachers. The emphasis on soft skills, particularly emotional intelligence, recognizes the pivotal role emotions play in the teaching and learning process. The journey towards becoming an effective and empathetic educator begins with self-awareness and self-regulation. By equipping future teachers with the tools to understand and manage their own emotions, we empower them to create supportive and inclusive classrooms. The ripple

effect of this self-awareness extends to improved communication, fostering positive relationships with students, colleagues, and parents. Moreover, the cultivation of empathy, a core component of emotional intelligence, enables future teachers to connect with the diverse experiences and backgrounds of their students. This connection, rooted in understanding and compassion, paves the way for a more inclusive and culturally responsive educational environment. As classrooms become microcosms of the globalized world, the ability of teachers to navigate and celebrate diversity becomes increasingly critical. The implementation of soft skills in teacher education also addresses the challenges posed by stress and burnout in the teaching profession. By nurturing resilience and stress management skills, future teachers are better equipped to navigate the inherent pressures of the educational environment.

This resilience not only benefits teachers personally but also models effective coping mechanisms for students, contributing to a healthier school ecosystem. Furthermore, the collaborative nature of teaching and the increasing focus on team-based approaches necessitate strong interpersonal skills. Future teachers who are adept at communication, teamwork, and conflict resolution contribute not only to a harmonious school environment but also to their own professional development. In essence, the integration of soft skills into teacher education is a proactive response to the evolving needs of the educational landscape. It is an investment in the holistic development of future teachers, recognizing that their impact extends beyond the dissemination of knowledge. By fostering emotional intelligence, we are not only shaping effective educators but also nurturing individuals who can inspire, motivate, and create positive change within the communities they serve. As we envision the future of education, the cultivation of soft skills stands as a cornerstone for the transformative journey of educators and the students whose lives they touch.

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NEW LITERACIES IN PRACTICE: EXAMINING AWARENESS, CONFIDENCE, AND INTEGRATION IN ENGLISH LANGUAGE TEACHING

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Abstract

In today's educational landscape, we are witnessing a transformative era where the concept of literacy has evolved, reshaping the roles of educators. This research investigates the awareness, confidence, and perceptions of preservice English language teachers regarding “new literacies” and the evolving role of educators in integrating these literacies within classroom settings. Through semi-structured open-ended interviews, senior students in an English language teaching program at a northeastern university in Türkiye will engage in reflective discussions on their understanding of new literacies, their confidence in imparting these skills, and observations of integration in language classrooms during practicum experiences. The data collection process involves a two-level approach to ensure a nuanced and layered examination of the research questions, enhancing the overall depth and richness of the collected data. The initial phase

comprises short face-to-face virtual interviews with all volunteer senior students to explore their awareness and understanding. Subsequently, a second-level written interview through Google Forms will be employed with the participants, allowing for a more in-depth exploration of confidence, competence, and practicum experiences based on the initial information gathered. This study aims to provide valuable insights into the readiness of preservice teachers to meet the demands of contemporary literacy education.

Keywords: Emerging literacy skills, language teacher preparedness, student teachers

Introduction

In recent years, education has undergone a significant transformation driven by rapid technological advancements and evolving societal needs. This transformative era in education is characterized by various current issues. These issues create the need for significant shifts in teaching methodologies, learning environments, and educational technologies to cover the integration of various technologies and platforms into education, putting students into center and devising new individual pathways for their progress, utilizing the time outside classroom borders for engagement with instructional content and using the classroom time for discussions and collaborations, equipping learners with cross-cultural competencies to ensure active participation into the globalized society, to list but a few (Ndibalema, 2020; Saykili, 2019; Trilling & Fadel, 2009). All these educational landscape changes have led to the evolution of the concept of literacy to literacies and a discussion of different frameworks for “new literacies”.

Literacy is a must-skill for individuals in the 21st century (Yelland, 2018). UNESCO (2004) broadly defines literacy as “the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts” (p. 13). The term simply refers to the ability to read and write, i.e., “paper-and-pencil conceptualization” (Tracey et al., 2010). However, as the nature of texts has evolved in the new era with a range of modes, the need to expand the concept has been commonly underlined due to the changing nature of functioning in the modern world, the promotion of electronic learning, and everyday operations in multi-modal environments (Tafazoli, 2021; Yelland, 2018). These new literacies have taken different names such as multiliteracies, technological literacies, online literacies, multiple literacies, and so forth (see Tafazoli, 2021, for a detailed review of the terms). However, the term “digital literacies” serves as a general term encompassing various literacies. (Tafazoli, 2021). Dudeney et al. (2013) devised a taxonomy that categorizes digital literacies into four main areas: language (with sub-categories such as print literacy, texting literacy, hypertext literacy, visual media and multimedia literacy, gaming literacy, mobile literacy, code and technological literacy), information (search literacy, information literacy, tagging literacy), connections (personal literacy, network literacy, participatory literacy, cultural and intercultural literacy), and (re)design (remix literacy). As new technologies have changed the way we communicate, new digital literacies could be understood as the ability to communicate effectively using new technologies and platforms such as text messaging, blogging, social networking, podcasting, and video making. The concept of digital literacies overlaps with computer, information, and media literacy. While computer literacy needs to be understood as the functional use of digital tools and platforms to use, information literacy should be understood as the ability to find, internalize, and evaluate information. Media literacy, on the other hand, refers to the ability to critically analyze and interpret print, digital, and visual media (Reinhardt & Thorne, 2011).

This transformative era has necessitated a reevaluation of traditional notions of literacy and the roles of educators within the classroom. As literacy extends beyond the traditional realms of reading and writing, educators are increasingly tasked with equipping students with the skills to navigate an information-rich and digitally connected world. This is because new technologies

have brought new demands on all parties related to education both within and outside classroom borders. Students, as well as teachers, are expected to move quickly to identify problems, find sources of information, read, internalize, evaluate, and synthesize that information, devise an action plan, and collaborate with others to put their plan into action to solve the identified problem and to monitor and evaluate the process (Huertas-Abril, 2021; Richardson, 2014). However, the literature shows that there is much room to research the concept of teachers' new literacies (Tafazoli, 2021). Understanding the importance of preparing future educators to meet the demands of this shifting educational landscape, our research aims to investigate the awareness, confidence, and perceptions of preservice English language teachers regarding these new literacies. By delving into the experiences and perspectives of preservice teachers, we seek to gain valuable insights into their readiness to integrate new literacies into their teaching practices and address the evolving needs of learners in the 21st century. Through this exploration, we aim to contribute to the ongoing dialogue surrounding effective teacher preparation and the promotion of literacy skills essential for success in today's interconnected world.

Methodology

The current study aimed to explore preservice English language teachers' awareness, and understanding of new literacies, to examine their confidence in imparting new literacy skills, to understand their observations of integration in language classrooms during practicum experiences, and to understand their projections of future competences to integrate new literacies into teaching and likely challenges to be faced. A qualitative survey methodology (Braun et al., 2021) was used to gather the data via typed responses to a series of open-ended questions. 40 senior students in an English language teaching program at a state university in northeastern Türkiye were invited to offer their understanding, competencies, and perceptions, and the data of the current research were collected from 11 senior students (F=8; M=3) on a voluntary basis. Qualitative research was chosen as the researchers were interested in broadening the existing understanding of the profile of future teachers by exploring a small sample's opinions and ideas, understandings, competencies, and experiences (Dörnyei, 2007).

The data were collected with a two-level approach. In the initial phase, a qualitative survey with two items was conducted to explore the awareness and understanding of the participants:

1. What does the term “new literacies” mean to you in the context of language teaching? If you are familiar with the term, please elaborate on your answer.
2. How familiar are you with the updated role of teachers in facilitating new literacies in the classroom?

In the subsequent phase, as an in-depth exploration of confidence, competence, and practicum experiences as well as their projections of future competences to integrate new literacies into teaching and likely challenges to be faced was targeted, the participants were asked eight questions:

1. How confident do you feel in your ability to help students develop new literacies in your future classroom?
2. What specific skills and competencies do you think are necessary for teachers to effectively integrate new literacies?
3. Based on your practicum experiences, have you observed any integration of new literacies in language classrooms?
4. How do the programs, content, and practices at your practicum site address or incorporate new literacies?

5. In what ways do you believe your English language teaching program prepares you for incorporating new literacies in your teaching practices?
6. What additional support or resources do you think would enhance your ability to integrate new literacies in your future classrooms?
7. Reflecting on your future role as an English language teacher, how do you envision incorporating new literacies into your teaching philosophy and methodologies?
8. What potential challenges do you foresee in integrating new literacies, and how do you plan to address them?

The textual data were systematically and manually coded. The researchers familiarized themselves with the text by reading it several times. After the initial coding, themes were identified to capture meanings, and after interpreting the findings, conclusions were drawn. While reporting the findings, excerpts were shared to make it meaningful for the audience. To ensure the credibility of the data analysis, all three researchers negotiated in the process (Dörnyei, 2007; Miles & Huberman, 1994).

Findings and Discussion

In the initial phase, data were gathered by asking two questions to the participants about their awareness and understanding of the term “new literacies” and updated teachers’ roles. The results are tabulated below.

Table 1

Summary of Participants' Awareness and Understanding: Tabulated Results

Ps	Q1 Knowledge of NLs	Q2 Familiarity with teachers’ roles to facilitate NLs
P1	Is unfamiliar with the concept but assumes it to be an approach aimed at enhancing students' thinking skills.	Is not familiar with it.
P2	Acknowledges its relevance to digital literacy.	Acknowledges its relevance to digital literacies.
P3	Recognizes its importance in fostering cultural and digital competences.	Acknowledges familiarity based on assumptions of the digital literacy framework
P4	Acknowledges its significance in developing modern literacy skills, encompassing digital literacy and media literacy.	Feels somewhat familiar and links it to the use of digital tools.
P5	Sees its relevance in the integration of digital technologies into teaching practices.	Makes connections between it and the use of technology in teaching.
P6	Recognizes its importance in nurturing digital literacy alongside skills such as problem-solving, critical thinking, and collaboration.	Considers herself familiar with certain assumptions such as 21st-century skills and changes in assessment and evaluation practices in state schools.
P7	Acknowledges its relevance to modern teaching methods, including the use of digital tools, and other pertinent issues such as cultural awareness and social responsibility.	Assumes that her knowledge of recent teaching methods and digital tools familiarizes her with new literacies.
P8	Sees its relevance in modern teaching	Believes that his undergraduate education

	techniques.	enables him to engage with this concept.
P9	Acknowledges its connection to digital literacies as well as the competences, knowledge, and attitudes required to address global issues such as inequality, discrimination, and environmental concerns like pollution, climate change, and global warming.	Considers that her knowledge in critical and analytical thinking, language teaching programs, and diverse cultures familiarizes her with new literacies.
P10	Recognizes its relevance in conjunction with digital technologies and other essential skills such as problem-solving and critical thinking.	Is partially aware and considers the need to meet the demands of the digital age.
P11	Acknowledges its importance in the context of digital tools.	Assumes effective utilization of Internet sources.

As depicted in the table provided, the participants predominantly viewed new literacies as synonymous with “digital literacies,” in addition to recognizing competencies such as critical thinking, problem-solving, collaboration, responsiveness, and responsibilities. Their primary association with new literacies revolved around the integration of Web 2.0 tools into language classrooms. They indicated learning about this integration through courses offered by the teacher training program and putting it into practice during their practicum experiences.

During the second phase of the study, the objective was to have a deeper understanding of the participants’ levels of confidence, competencies, observations, and future projections. The data analysis showed that almost all participants self-reported to be self-confident in their ability to help students develop new literacies in their future classrooms ($N=10$). The analysis showed that this confidence results from their pre-service teacher training, personal interest in the use of digital tools and platforms in their daily life, and their classroom experience where they had a chance to integrate diverse Web 2.0 tools into their teaching and observe both their mentors and peers doing so. Nevertheless, while one participant expressed insecurity about the integration, another participant misunderstood the concept and provided a broad response to the question. The following excerpt could be taken as an example to show the role of pre-service training and practicum experience in the participants’ confidence:

I believe we were educated accordingly and equipped with skills to help students develop those literacy skills. I have already experienced implementing them in my teaching practices. Therefore, I feel confident in integrating those skills into my teaching practices. (Participant 4, female)

In addition to their confidence in imparting the related skills, the participants were asked to list the necessary specific skills and competencies for the effective integration of new literacies into teaching. Most emphasized the importance of teachers themselves having those new literacies so that they could integrate them into their classes ($N=10$). Half of them also touched on the importance of teacher mindset, for teachers need to be open-minded to update their classes ($n=6$). Similarly, half of them listed three main competencies, i.e., critical, analytical, and reflective thinking ($n=6$) while two touched upon creativity. One also underlined the importance of strong communication skills, as teachers are supposed to convince various parties, including students, school heads, and parents, and get their support to integrate digital literacies into their teaching. The following excerpt exemplifies the participants’ overall tendency:

First, teachers must be open-minded and open to change. They need to be courageous and sensitive enough to fulfill the responsibility on their part. Then, they need to have those literacies themselves so that they can pass them on to their students. As we mostly discussed, teachers should be critical, analytical, and reflective thinkers. They should be aware of critical

pedagogy as well as global issues and 21st-century skills individuals need to be equipped with. Professionally, they need to apply different approaches, methods, and techniques to their teaching so that they can find ways and times they can integrate these literacies into their lessons. (Participant 1, female)

The participants were also asked whether they observed any integration of new literacies in language classes. Limiting new literacies to digital literacies, almost all reported to have observed the integration of new literacies into school practicum ($n=9$), for their peers utilized Web 2.0 tools in their practicum ($n=5$), and they had a chance to observe their mentors teaching with digital literacies, i.e., using smartboards, interactive textbook, and digital tools-integrated activities and tasks. Only two of them touched upon mentors and peers encouraging critical thinking, i.e., critical literacy. On the other hand, some reported to have observed only traditional literacies at their practicum sites ($n=3$). Two highlighted the need for revising the curriculum due to its shallow coverage of digital literacies and ecological literacy, which is expressed by the following participant:

I think the program places less importance on new literacies as I observe that the teaching language is mostly form-focused rather than mean-focused. I see certain world issues like pollution and natural disasters, as well as certain themes like nationalities. These, however, are incredibly surface-level and do not inspire students to apply this knowledge in their daily lives. (Participant 9, female)

Still, another aim of the current case study is to find out the role of their English language teaching program to prepare them for incorporating new literacies in their teaching practices. All were found satisfied with the program ($N=11$), touching upon the new literacies-related course offered by the program, i.e., Critical Reading and Writing, Instructional Technologies, and Critical and Reflective Thinking in Language Education. However, one underlined the need for training to enhance media literacy and protect themselves from digital threats. The participants were also asked whether they needed additional support or resources to enhance their ability to integrate those new skills into their future classrooms. Most reported that although the program offers a few related courses, still they needed more classroom practices, workshops, and guidance for further professional development activities ($n=8$). While two suggested that the training program should offer more elective courses that aim at equipping future teachers with necessary skills as well as awareness ($n=2$), two touched upon the importance of technologically equipped classrooms for a successful integration ($n=3$), which shows the limited understanding of the concept new literacies:

I believe that we are fulfilled with the skills to integrate these skills because we had even separate courses that are focused on a skill. For example, we had a teaching technologies course in which we improved our digital literacy and we learned how we can foster our students' literacy. Similarly, we had a critical thinking course in which we had the opportunity to have a critical eye on our teaching practices. Thus, it can provide us with the ability to equip our students with critical thinking skills. Furthermore, we learned various activities and practices that will help us to create a teaching environment fostering those skills. I believe our teaching program prepares us in such ways. (Participant 4, female)

Lastly, the participants were asked about their projections of future competences to integrate new literacies into teaching and the likely challenges to be faced. They reported to be planning to integrate digital tools and use digital platforms ($n=6$), to improve global and cultural literacies to make students global citizens ($n=3$), to enhance critical thinking abilities ($n=2$), to encourage students' use of technology outside the classroom with projects and collaborations ($n=2$), to develop professionally regarding their digital literacies ($n=2$), and to raise awareness on possible threats of the Internet ($n=1$). They also underlined some likely challenges in the process: lack of student interest in the new technologies or student resistance to change ($n=5$), lack of parental or administrative support ($n=4$), time requirements ($n=4$), the concern about violating equality ($n=3$), classroom with lack of required technological infrastructure ($n=3$), the inadequate curriculum ($n=1$), and crowded classrooms ($n=1$). In line with the initial phase

where their awareness and understanding were explored, in the second phase a partial understanding of the concept of new literacies was identified, for their projections and likely challenges were almost limited to the integration of digital literacies into their teaching. The following excerpt shows that partial understanding and consequently projections:

By giving students the chance to investigate subjects that are personally relevant through digital research, multimedia projects, and online discussions, I would integrate new literacies. I would enable students to learn something by using technology outside the classroom. I would improve the content of the course by using technology. I use additional materials related to the topic. (Participant 3, female)

Overall, the results underline the tendency of future teachers to prioritize digital literacies (van de Oudeweetering & Voogt, 2018), thereby proving the incomplete understanding of future teachers. Contrary to the study of Akayoglu et al. (2020), where the prospective English teachers showed a wider understanding of digital literacies, the participants of the current research seemed to fail to understand the multifaceted nature of the concept of new literacies, i.e., diverse skills and competencies. Besides, they mostly understood the use of Web 2.0 tools, smart boards, and interactive textbooks offered by the Turkish Ministry of National Education as the sub-categories of digital skills. In line with this partial understanding, the existing literature refers to digital literacies as the most frequent one (Tafazoli, 2021). However, related to 21st skills, still several meta-reviews have included a wide range of skills, including digital literacies, collaboration, effective communication, and social and (inter)cultural competences, emphasizing the need for creative and critical thinking as well as problem-solving. This complete understanding is needed to understand the complexities of the global world and thrive there. This complete understanding is also needed, for the contemporary society characterized by communication and information technologies, globalization, and swift information accumulation also demands 21st-century skills, including critical thinking, creativity, collaboration, and communication (van de Oudeweetering & Voogt, 2018). It was also found that although the participants self-reported confidence and competencies, their perceived new literacies were almost majorly limited to digital literacies. This partial understanding is supported by their projections and concerns. The participants' limited understanding of the concept of new literacies could be associated with the teacher training curriculum. The limited number of courses the program offers to future teachers, namely Critical Reading and Writing, Instructional Technologies, and Critical and Reflective Thinking in Language Education seem inadequate. Besides, as in these courses mostly theoretical knowledge is offered, future teachers seem to need more practice-based applications to have confidence in imparting these skills.

Conclusion

The current study aimed to explore 11 preservice English language teachers' awareness, and understanding of new literacies, to examine their confidence in imparting new literacy skills, to understand their observations of integration in language classrooms during practicum experiences, and to understand their projections of future competences to integrate new literacies into teaching and likely challenges to be faced. The partial understanding of the participants highlights the need to guide them further about professional development activities related to new literacies. Particularly, practice-oriented teacher training could help much and bring positive outcomes for both teachers and students, for this integration ensures motivation and engagement of both parties (Karkar-Esperat & Loftis, 2021). Language teacher educators are expected to train future teachers to keep up with the global world by developing competencies to make meaning through different modes of communication and encouraging them to examine the interconnected nature of readers, writers, texts, and contexts through creative, critical reflective thinking as well as collaboration (Swenson et al., 2005). Here teacher educators need to serve as role models and develop these new literacies themselves before they support future teachers (Akayoglu et al., 2020; Richardson, 2014). The findings also highlight the need for revising the

language curriculum, as there are a few modules addressing digital literacies and environmental literacy as both content and competencies.

While acknowledging the limitations of the current study due to its small sample size, it is imperative to highlight the potential for future research endeavors. Subsequent studies could benefit from larger sample sizes and employ mixed-method approaches, integrating diverse data collection methods to enhance comprehension of the topic at hand (Dörnyei, 2007). Nevertheless, studies of this nature, despite their limited scope, offer potential in addressing the changing requirements of contemporary literacy education. Furthermore, they contribute significantly to the ongoing conversation regarding the effectiveness of teacher training and the promotion of new literacies.

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THE EFFECTIVENESS OF DEVELOPING EMOTIONAL INTELLIGENCE ON IMPROVING SECONDARY SCHOOL STUDENTS' READING SKILLS

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Abstract: This study investigates the impact of a structured emotional intelligence (EI) development program on enhancing reading skills among secondary school students. A sample of 100 students from an intellectual secondary school participated in the study. The experimental group received the EI program, while the control group followed the standard curriculum. Pre- and post-assessments included standardized reading comprehension tests and EI questionnaires. Results indicated a significant improvement in reading skills among the experimental group, highlighting the potential of EI development in enhancing academic performance. The study emphasizes the importance of emotional intelligence in English language education, as supported by the influence of emotional intelligence (43.7%) on reading comprehension.

Keywords: Emotional Intelligence, Reading Skills, Secondary School Students, Intervention, Educational Psychology

Аннотация: Бұл зерттеу құрылымдық эмоционалдық интеллект (EI) дамыту бағдарламасының орта мектеп оқушыларының оқу дағдыларын арттыруға әсерін зерттейді. Зерттеуге зияткерлік мектептің 100 оқушысы қатысты. Эксперименттік топ ЭИ бағдарламасын алды, ал бақылау тобы типтік оқу жоспарын орындады. Алдын ала және кейінгі бағалауға стандартталған оқуды түсіну тестілері мен EI сауалнамасы кірді. Нәтижелер эксперименталды топтағы оқу дағдыларының айтарлықтай жақсарғанын көрсетті, бұл оқу үлгерімін арттырудағы EI дамуының әлеуетін көрсетеді. Зерттеу ағылшын тіліндегі білім берудегі эмоционалды интеллекттің маңыздылығын атап көрсетеді, бұл эмоционалдық интеллекттің (43,7%) оқуды түсінуге әсерімен расталады.

Introduction

Emotional intelligence (EI) plays a crucial role in academic success, influencing students' ability to understand and manage emotions, both in themselves and others. The relationship between EI and academic performance has been widely studied, with research suggesting that higher levels of EI are associated with better academic outcomes [3,5].

However, the specific impact of EI on reading skills among secondary school students has received limited attention.

The concept of Emotional Intelligence (EI) originated in 1990 with Salovey and Mayer, aligned with earlier work on social intelligence and Gardner's intrapersonal and interpersonal

intelligence. Daniel Goleman popularized it in 1995 with his book "Emotional Intelligence: Why It Can Matter More than IQ." Emotional intelligence involves using emotions to guide thinking and action, as well as facing challenges. It combines emotions and intelligence, considering emotions as valuable sources of information for navigating certain issues of social environment [10.15].

Reading comprehension is now recognized as a multifaceted skill, involving both lower-level and higher-level processing. This complexity affects slow readers, leading to a lack of motivation and self-efficacy in processing target language reading. Consequently, individuals with poor reading comprehension struggle to grasp the essential meaning. To address this issue, there's a suggestion that developing students' emotional intelligence is crucial. High emotional intelligence, as highlighted by Downey et al. (cited in Abdolrezaipoor, 2013), is linked to enhanced motivation, planning, and decision-making. These emotional competencies positively impact academic performance [1.335].

The Bar-On model of emotional-social intelligence comprises two fundamental components. The first part involves the conceptualization or theory behind this construct. The second part pertains to the psychometric aspect, which involves the measurement of emotional-social intelligence based on the theory and designed for assessment purposes. These components are sometimes referred to as (a) the "Bar-On conceptual model of emotional-social intelligence" and (b) the "Bar-On psychometric model of emotional-social intelligence," respectively. The term (c) "the Bar-On model of emotional-social intelligence" encompasses both the conceptual and psychometric aspects, combining them into a unified entity.

Contrary to some publications that may suggest otherwise, there is no "EQ-i model of emotional intelligence." In other words, the EQ-i™ is grounded in the "Bar-On model of emotional and social intelligence," as clearly elucidated in this section and in the professional literature [2.18].

Literature Review

Previous research has highlighted the importance of EI in various aspects of academic performance, including reading skills. For example, Brackett and Rivers (2014) found that students with higher EI levels tend to have better reading comprehension and vocabulary skills. Similarly, Zeidner et al. (2008) conducted a meta-analysis and found a positive relationship between EI and academic achievement across various age groups. This suggests that EI may play a role in enhancing students' ability to learn and perform well in academic tasks, such as reading [3.7].

Salovey and Mayer (1990) proposed a model of EI that includes four key components: self-awareness, self-regulation, social awareness, and relationship management. These components are believed to play a crucial role in students' academic success, particularly in tasks requiring emotional understanding and communication, such as reading [7],[8].

Research on trait emotional intelligence (trait EI) has shown that it is distinct from other personality traits and contributes uniquely to predicting academic success [8.430]. Schutte et al. (1998) developed a measure of emotional intelligence that has been widely used to assess EI in research settings. Additionally, Mayer, Salovey, and Caruso (2002) developed the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) to measure the four branches of EI: perceiving emotions, facilitating thought, understanding emotions, and managing emotions.

Researchers discovered that affective factors play a significant role in learning, especially after acknowledging the impact of cognitive factors on the learning process. Therefore, the ability to regulate and control emotions might be related to language learning, given that both learning and emotions are involved. The study done by Ebrahimi, M. R., Khoshsima, H., & Zare-Behtash, E. (2018) hypothesized that improving emotional intelligence (EQ) could lead to advancement in language skills overall. Participants received instruction on EQ, and after one year, improvements in both reading skills and EQ were observed [4.580].

Methods

Participants: A total of 100 secondary school students (34 male, 66 female) aged 14-16 years were recruited from two local secondary schools. Participants were randomly assigned to either the experimental group (n = 50) or the control group (n = 50).

Procedure: The experimental group participated in an EI development program consisting of eight weekly sessions. The program focused on enhancing students' self-awareness, self-regulation, social awareness, and relationship management skills through various activities and exercises. The control group followed the standard curriculum without any additional interventions.

Measures: Pre- and post-assessments were conducted using standardized reading comprehension tests and the Emotional Intelligence Questionnaire for Children (EIQ-C). The reading comprehension tests assessed students' reading skills, while the EIQ-C measured their EI levels.

Data Analysis: Statistical analysis was conducted using SPSS software. Independent t-tests were used to compare reading scores between the experimental and control groups. Paired t-tests were used to analyze changes in reading and EI scores within each group.

Results

The results revealed a significant improvement in reading skills among the experimental group compared to the control group ($t(98) = 4.36, p < .001$). Within-group analysis showed a significant increase in reading scores from pre- to post-test in the experimental group ($t(49) = 6.21, p < .001$), but not in the control group ($t(49) = 1.82, p = .074$). Additionally, there was a significant increase in EI scores from pre- to post-test in the experimental group ($t(49) = 3.98, p < .001$), indicating the effectiveness of the EI development program.

Discussion

The findings of this study provide support for the effectiveness of developing EI in improving reading skills among secondary school students. The results suggest that interventions targeting EI development can have a positive impact on students' academic performance. These findings are consistent with previous research highlighting the importance of EI in academic success and suggest that incorporating EI development programs into school curricula could benefit students' overall learning experience.

Extremera and Fernández-Berrocal (2004) found that higher EI levels predicted better mental, social, and physical health in university students. This suggests that developing EI not only improves academic performance but also enhances overall well-being [5.55]. Similarly, Palmer, Donaldson, and Stough (2002) found a positive relationship between EI and life satisfaction, highlighting the importance of EI development in improving various aspects of students' lives [8.1097]. Pérez-González J. C., Saklofske D. H., Mavroveli S. state that trait EI as a key explanatory variable in personal, social, educational and vocational development, and, on the other, the growing diversity of educational approaches for the improvement of Trait EI [9.608].

Conclusion

In conclusion, this study demonstrates the potential of developing emotional intelligence in enhancing reading skills among secondary school students. The results highlight the importance of considering students' emotional development in educational settings and suggest that interventions aimed at enhancing EI could contribute to improved academic outcomes and overall well-being. Further research is needed to explore the long-term effects of EI interventions and their impact on various aspects of student development.

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THE CHALLENGES AND SUCCESS OF INCLUSION AND APPLYING UNIVERSAL DESIGN OF LEARNING TO HELP DIVERSE LEARNERS

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This article discusses the challenges and success faced by stakeholders in implementing Inclusion and the benefits of applying the Universal Design of Learning, a learning strategy for all students.

Key Words: Inclusion, Children with Special Educational Needs, Universal Design of Learning, Pedagogy, Resource Center, Challenges, International

Introduction

As our globe continues to expand its boundaries, inclusion acts as the membranes of the body that hold the strength, health and wealth of a thriving global society and culture. Inclusion gives dignity to all people no matter their psychological, mental, or physical needs. In his essay, researcher Robo recognized that in an inclusive society people feel respected, valued, and have a sense of belonging (2020). The practice of exclusion and the devaluing of others keeps society dis-eased and weak. Together we are better, and our differences are the most important renewable resource (Robo, 2020).

International organizations such as UNESCO, UNICEF, USAID, and the United Nations have advocated for inclusive education worldwide. In 1994, the Salamanca Declaration (UNESCO) recognized the need to “restructure educational environments to foster a sense of belonging in all

children. In 2007 *The Law of Education* stated that "inclusive education is defined as a process that provides equal access to education for all students considering their abilities and special educational needs. Eurasia has put into place policies to promote inclusion in their school system. In 2008, the president of Kazakhstan ratified the *International Convention for the Protection of Persons with Disabilities*. The president's objective is for a new Kazakhstan that is ready to engage the global economy as well as society. To date only 27% of children with disabilities study in mainstream schools and only 1% in higher education (MOES & National Academy for Education, 2015). There is still work to be done.

Our global community is made up of individuals of all cultures and races who have unique characteristics such as diverse languages, socioeconomic levels and learning styles (Fiore & Cook, 1994). The international organizations known for spearheading human rights, have been calling on education institutions to implement inclusive education for students with special needs since the 1980's (Walton, 2016). Inclusive education is a plan of action to build an inclusive society to eliminate discrimination and remove all barriers to a student's learning. (Yilmaz, Yeganeh, 2021). Since that time inclusion has expanded not only to students with physical disabilities, but also to students with specific learning styles, students with different languages and cultures, and students with different mental capabilities. The policies are set in place, but the challenges have made progress slow in implementing in the school system. This study aims to contribute to the literature on inclusion and help develop inclusion in the classroom. For this purpose, answers to the following questions were searched out:

- What are the main challenges and successes teachers face when implementing inclusion?
- What is Universal Design of Learning and its benefit to students?

Case Studies: The Challenges

Researchers Yilmaz and Yeganeh investigated 20 primary school teachers at various schools. The teachers expressed their lack of clarity about how to relate inclusiveness to instructional practices (2020). The landscape and demographics of the classroom keeps changing, teachers have students with physical and mental disabilities as well as refugee students, gifted students, students of low economics, students with different cultures and family dynamics and hearing, and or impaired vision (Yilmaz & Yeganeh, 2020). The authors listed the following challenges: overcrowded classrooms, infrastructure of the school could not accommodate students with physical disabilities, and the lack of professional development for teachers and teaching resources. A great majority of the teachers stated that there was a lack of support from stakeholders such as administrators and parents (Yilmaz, Yeganeh, 2020). These teachers did their best to offer one on one help, giving extra time, organizing groups, and language support to their students. The findings of the study showed that crowded classrooms, lack of cooperation with parents' inadequate physical accommodations and space and differences in the mother tongue were major challenges for teachers (2020).

Case Study: A Success Story

In the following essay, researchers Avramidis, Bayliss and Burden investigated a school in England who successfully built an "integration model of inclusive practice" (2002). The experiment lasted one full academic year. The authors utilized interviews with managers, learning support, teachers and staff members that included parents. The authors reveal that though the school was progressing academically with special needs students, there was still work to do in the social aspect of the student's school life. The major findings included that the physical space was insufficient, resources were needed, and a continued need for professional development was required (Avramidis, 2002). This school served a wide range of students with

emotional and behavioral difficulties, and a diversity of physical disabilities. Students could participate in social activities and receive support academically from their Curriculum and Learning Support Department. The researchers interviewed students and teachers and found that overall attitudes toward inclusion were positive. Some of the variables that created this positivity was making sure students were not denied participating in activities, all students were accepted into the normal school schedule, the school organized a department specializing in curriculum and learning support and finally there was sufficient communication between all stakeholders. In the U.K., they continue to develop partnerships between resource centers and mainstream schools that provide additional resources to students in need (Helmer, Somerton, Kasa, Makoelle, 2020).

Many European schools such as Malta, Greece, Poland, and Slovenia have adopted resource centres model to help further Inclusion. This center houses teachers and professionals giving support to inclusive education. Ethiopia and South Africa have also successfully implemented these types of resource centers. Students receive additional support outside of the mainstream school (Helmer, Somerton, Kasa, Makoelle, 2020). Teachers reported that they had the support they needed to understand inclusive pedagogy. “South Africa had a similar framework as Kazakhstan where students with special needs were segregated. Many special education schools repurposed as resource centres (SSRC) to collaborate with mainstream schools. These resource centres were supported by District Based Support Teams (DBTS). This multidisciplinary model enabled all stakeholders to collaborate in supporting individual student needs,” (Helmer, Somerton, Kasa, Makoelle, 2020). The authors and researchers note that this model is a work in progress. These resource centres collaborate with mainstream schools to provide academic and professional help as needed.

Universal Design for Learning: Meeting the Needs of All Students

The roots of UDL are found in early civil rights and special education legislation that emphasized the right of all students to a free, appropriate public education in the least restrictive environment (Hitchcock, Meyer, Rose, & Jackson, 2005). After the passage of the Americans with Disabilities Act (ADA) in the 1990s, schools and other public buildings were fitted with ramps and other architectural features to provide physical access. Next, they digitized text and created assistive technologies and finally using brain research, revealed three networks at work in the brain during learning: recognition network (the “what” of learning), strategic network (the “how” of learning), and affective network (the “why” of learning) (Rose & Meyer, 2002). Because this initially started for students with disabilities, it also worked for students with all backgrounds. Everyone benefits.

Author Ralabate identifies The Universal Design of Learning Principals which acknowledges the diversity of student’s backgrounds and has designed a way to help students learn better. Principal one states that students could provide multiple ways of assessing their learning. Using multimedia such as text, visuals auditory to show what they learned. Principal two gives students’ multiple options for expression and control. Principal three is to provide multiple options for engagement and motivation (2011) Learners have diverse backgrounds and needs with Universal Design every child’s need is met.

Methodology: Examples of Differentiated Instruction and Activities

Choice Boards or Tic Tac Toe Board is a list of activities students can choose from. Each activity can start from easiest to hardest. Just like the game of Tic Tac Toe, students choose three activities in a row to complete.

Menu project is also an example of a list of activities students can do to show their learning. Teachers make a menu of activities labeled drinks appetizer, main dish, and dessert.

Conclusion

The future classroom has the potential to reshape paradigms and draw on inclusive practices to raise and train the next generation, who are healthier, stronger, and empathetic. These students have the critical thinking to potentially decrease all manner of social ills. As teachers, we do not just have a career; we are contributing to the health and well-being of our nations. What students learn in the classroom goes with them out into the world as culture and learned behavior.

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ATTITUDES OF STUDENTS TOWARDS SONGS IN ENRICHING THEIR VOCABULARY

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Abstract.

Acquiring acceptable and communicative skills in a foreign language depends to a large extent on bone vocabulary. It has been observed that a significant proportion of English as a

Foreign Language learners have difficulty with oral expression due to a limited vocabulary. With this in mind, the present research aims to investigate EFL learners' stations and understandings regarding the role of English songs in developing vocabulary. A quantitative approach using data collection instruments was adopted to test the thesis. The study was conducted in two educational centers, King School and Simba, with the participation of a total of 34 participants from grade 8 to grade 11. Quantitative data were collected through controls administered to the learners in the training course. These results provide convincing evidence to suggest that EFL participants can significantly improve their vocabulary through the objectification of songs, leading to more effective communication skills.

Keywords: Vocabulary learning, English songs, English as a Foreign Language, communication skills.

Introduction

English is a universal language that serves as the basis for intercultural learning and communication. English is delegated as a subsequent language (EFL) among Kazakh understudies. Consequently, the instructional developer should endeavor to enable students to utilize English truly and accurately. In any case, this objective can't be achieved without a huge vocabulary that promotes consistent correspondence, understanding, recognition and cooperation with people all over the planet.

To be proficient in English, understudies should master four basic language skills: speaking, listening, writing and reading. They should also focus on the fundamental parts of language, such as punctuation, oratory, spelling and vocabulary. Among these many parts, vocabulary is particularly important for students because it affects their ability to assimilate discernible and composed information and to communicate their thoughts and feelings effectively.

Gradually, one of the most fascinating ways of learning for EFL students is to pay attention to English songs or music. As emphasized by Rizkiani (2022), many words in melody can effectively learned by understudies for work, as argued by Devi and Peji (2016). Moreover, melodies can further develop language skills, inspiration and English language abilities (Adnyani and Devi, 2020). In addition, according to Burhayani (2013), songs help learners improve their vocabulary, enhance their English language ability, and improve their learning process.

"Paying attention to English song" is an activity in which EFL learners endeavor to decode the verses. For example, children may be required to repeat obscure phrases while listening to music. They will then look up the definitions of these terms. Phisutthangkun and Panich (2016) argued that words in the melody of poems are often used in the setting, and the song of the melody helps the audience memorize the sound of new words. Understudies can paraphrase and analyze slang while maintaining English melodies (Sari et al., 2019).

Mardliyatun (2007), Asih (2011), Millington (2011), Apsari (2012) and Burhayani (2013) found several benefits of incorporating music into English language courses. Integrating melodies into the educational programme works on students' vocabulary, increases their ability to learn English, and enhances their language acquisition (Burhayani, 2013). According to Saeki (1994), song also calms the mind and stimulates different areas of the brain, especially the right hemisphere, which leads to more thorough and enjoyable learning.

Incorporating music and melodies into English lessons will add fun and make learning more dynamic and coherent. For example, by paying attention to music, children may be forced to repeat a few expressions they don't understand. They will then learn the meanings of these terms. Phisutthangkoon and Panich, (2016) argued that words in the melody of poems are often used in a setting, and the melody of a song helps the audience recall the sound of new words. Understudies can paraphrase and repeat vocabulary while memorizing English songs (Sari et al., 2019).

The statement of the problem

The process of learning a second language is complex because of many important factors. These components go beyond the learning procedure or the idea of figuring out how to incorporate individual readiness and ability to learn. Moreover, innovative work in the study room has proven to be very persuasive in this situation. It is crucial to utilize innovative and persuasive methodologies and strategies when demonstrating English as a Foreign Language (EFL), especially to young learners. Vocabulary acquisition is a common problem for students. Students can't really speak or show themselves except when they use a huge amount of slang.

Unfortunately, many students view learning slang as a relentless task, which leads to limited slang and blocks their progress in language learning. To solve this problem, one effective method often used is the introduction of melodies and music into English teaching practice. According to Lappi (2009), songs play a crucial role in creating mood in the classroom, helping learners navigate transitions, supporting the development of concepts and skills, and reinforcing a sense of community (Schiller,).

The main reason for this study is to evaluate EFL learners' mindset towards the use of English songs in vocabulary learning in their classrooms at the basic stages. The aim of the study was answered to the question:

1. What are the attitudes of EFL learners regarding the incorporation of musical elements in the process of acquiring English vocabulary?
2. Is there a significant difference in the students' perspective on vocabulary learning by listening to English songs according to their gender?
3. Is there a difference in attitudes between the two schools about vocabulary learning by listening to English songs?

Literature Review

The main point to be made at the beginning of this section is vocabulary. To characterize such a broad articulation is undoubtedly difficult because of the many conclusions drawn by different scholars who see its meaning in different ways. In the review section of the thesis, three possible dictionary definitions are discussed.

As Ur (1996) points out, the fundamental meaning of the expression "slang" is words written in an unknown dialect. However, Ur, (1996) pointed out that the concept of vocabulary cannot be defined by one word. There are various circumstances where more than one word is used to convey one idea, such as "father by marriage", or "bookshop". Furthermore, Ur (1996) emphasizes the existence of idioms consisting of more than one word, such as "taking a day off", whose meaning cannot be deduced solely from their constituent expressions. Thus, it is a mistake to consider only single words as vocabulary. Ur (1996) finally suggested that vocabulary should be viewed as a set of 'thing' rather than just 'words'. Vocabulary learning, as Scrivener (2005) found, primarily focuses on specific words such as "cat", "blue", and "running". Occasionally, it may also refer to several nearly related word phrases, such as "get up" or "come". The researcher additionally introduces the term *lexicon*, which refers to our internal set of given words and previous fixed, semi-fixed or regular combinations of words. We can memorize and use them because they are readily available, so we don't need to use our grammatical skills to create new expressions or sentences. This results in the difference between a word and a lexicon. A lexicon contains a much broader set of phonetic tools than vocabulary, which centers on single words and word combinations.

Carter and McCarthy's (1988) study emphasizes the importance of vocabulary as more than "just another subject". The authors go on to explore how vocabulary is used in different situations, recalling reading and composing an unknown dialect and learning a second language in general. According to McCarthy (1990), vocabulary is "the largest component of any language course". In addition, Lewis (1993) allegorically expresses that vocabulary is the foundation of language, which is constantly overlooked in language education as, according to Cinderella, it is

its own vocabulary. Hence, although the author recognizes the importance of vocabulary in language, he compared it to Cinderella, who has disrespected by her stepmother and stepsisters.

Music has invariably played a fundamental role in people's lives; it permeates our lives, engaging us at every turn, and is usually invited throughout the planet. Whether the influence of music on the human psyche is the result of internal neurological inclinations or a host of social influences, its essential and crucial importance cannot be denied.

The adoration of music appears to be inextricably rooted in human instinct. Sachs (2009), in his work, argued that humans as a species are naturally drawn to music and socializing. Nowadays, music is present in many areas of our lives, and it is difficult to completely avoid it. Music can be heard everywhere, from public places to important events such as the Olympics. In any case, the use of tunes in classrooms is not common in educational institutions. This view comes from the fact that most people recognize that they pay attention to music with joy rather than work or study (Murphey, 1992).

People naturally pay attention to music and songs in light of many factors in their daily lives. Firstly, people may value simple attention to music anytime and anywhere. Another option is to sing without relying on a recording. Some people like to mumble or whistle while listening to music. Conversations about music involve individuals, especially young people, who are eager to give their opinions on the latest news about artists or recently released music recordings. Thus, it is not limited to tuning in. In addition, some people track tunes and music important for creating a social climate, enhancing socializing and, in any case, moving around (Murphey 1992). These various circumstances show that music is an important feature of our lives, as it allows us everywhere, whether or not we intentionally seek it out. Without a doubt, it has long been part of our daily lives.

Outside of the classroom, music is in many cases used as the primary means of learning English, making it an indispensable tool in the study hall. Integrating music into study room exercises has both profound and mental benefits. Krashen (1982) argued that the depth channel is unable to determine how to succeed. Consequently, it is the responsibility of teachers to create a positive learning environment. According to Eken (1996), songwriting and music can be used to create a weak emotional filter. Eken (1996) presented eight arguments in favor of using music in the classroom. For example, melodies can be used to present a subject, demonstrate new vocabulary, or reinforce language abilities. They can also be used to rehearse vocabulary. Of course, melodies can be used for very long time and extensive listening is obtained. Some teachers use melodies to correct common mistakes of understudies. Tunes are likewise great for starting a discussion of moods and points of view. Understudies can explore what's going on in a tune, two at a time or in small groups, before sharing their insights with the rest of the class. Tunes also help to create a calm environment in the study room and offer fun and variety in language learning. Finally, it can be argued that singing songs in language classes encourages learners to use their imagination and creativity. Since popular songs touch on a wide range of topics and everyday events, they effectively engage learners. A great number of well-known tunes manage common feelings such as kinship, love, dreams and sadness. Given that present day students are fascinated by numerous social articulations beyond the scope of conventional learning, melodies can be an engaging and particularly instructive medium. Studying popular music, video games, films and television increases motivation. Thus, devoting extra time and attention to famous music in English classes will certainly increase understudies' interest, as home exercises will depend on understudies' current understanding of music and vocabulary learned from melodies (Boan, 2008). The natural limit of melody is to create a remarkably suitable learning environment – another important variable that makes it exceptionally appealing in English language teaching. Songs are the link between learning and an enjoyable atmosphere, and they are often associated with pleasure and fun.

Materials and Methods

The primary aim of this research was to investigate the extent to which incorporating songs in English language instruction contributes to improved vocabulary retention. The study set out to address the following interconnected research inquiries:

Research Design

In this study, a descriptive quantitative research approach was employed to explore students' attitudes towards using songs to enhance their vocabulary. Quantitative data was collected through the implementation of surveys, which were administered to students from two Educational Schools. The data was gathered via questionnaires, specifically designed to assess the participants' perspectives on the benefits of incorporating songs for vocabulary enrichment.

Setting and Participants

The research study was conducted in the fall term of the 2023-2024 academic years. 34 students from two education centers participated in the study. The research was carried out with participants aged 14-19, each studying at the A2 to B1 level in the 8th -11th grades of two schools. 15 male and 19 females responded in this study.

Data Collection and Instrument

The data obtained from 34 EFL students' responses were analyzed using the Likert type scale developed by Epril (2023). A 15-item questionnaire based on the checklist items proposed by Epril (2023) was used to collect data. Participants were asked to rate their agreement with five statements on a Likert scale ranging from "strongly agree" to "strongly disagree". The questionnaire consisted of both positive and negative questions addressing EFL learners' attitudes towards learning vocabulary through English song as well as the impact of listening to English songs on vocabulary acquisition. The use of this approach enabled the researchers to gain a comprehensive and detailed understanding of the participants' perspectives on the topic. The reliability coefficient of the questionnaire ($\alpha = 0,865$) is considered high according to the information provided.

Table 1. The Reliability of the Scale

	Cronbach's Alpha	N of Items
Simba	,875	15
King-School	,868	15

Data Collection Procedures and analysis

The research team was given a questionnaire to collect data on EFL learners' attitudes towards vocabulary learning through English songs and the effect of listening to English songs on vocabulary acquisition. Participants were asked to be honest in their responses from the questionnaire was then processed using Statistical Package for Social Sciences (SPSS) version 26.0. Descriptive statistics was used in analyzing the data to find the mean values and standard deviations for the response to the first research question. The second research question was investigated using the Mann-Whitney U-test. In addition, the Mann-Whitney U-test was used to answer the third research question. The following section will provide a detailed discussion of the scale development, findings and data analysis

Results and Discussions

The reliability of the scale

The result of the obtained data on EFL Educational Centers' students' attitudes toward vocabulary learning by listening to English songs is presented above in Table 1.

It is seen that all the scales used in the research (Simba $\alpha=.875$ and King School $\alpha=.868$ are higher than $\alpha=.600$) have coefficients indicating that the questionnaire is valid for use.

The first Research Question was: What are the attitudes of EFL learners regarding the incorporation of musical elements in the process of acquiring English vocabulary? First research question was aimed at discovering the attitudes of two Educational Centers' EFL students'. About results before statement was shown in the table-3

Table 2. Descriptive Statistics of the scale

	N	Minimum	Maximum	Mean	Std. Deviation
	34	2,22	3,56	3,0563	,42251

A descriptive analysis was conducted to calculate attitudes towards vocabulary learning by listening to English songs. According to the results obtained, students' attitudes showed high results in using vocabulary while learning English songs (M = 3.05). This means that students' attitudes represented positive perceptions. The same results were shown in Bawawa's (2020) study. According to the results of the study, students believe that listening to English songs is fun, interesting and relevant, and that they are a reliable source of information. The use of English songs in classrooms to improve students' vocabulary development, listening comprehension and other second language skills was also favorably received by teachers.

Table 3. Descriptive analyses result

	N	Minimum	Maximum	Mean	Std. Deviation
1. I prefer listening to English songs over any local songs	34	1,00	5,00	3,5882	,92499
2. I can remember the new words by listening to English songs on repeat	34	1,00	5,00	3,7647	1,04617
3. I learn a lot of new English vocabulary while listening to English songs	34	1,00	5,00	3,2647	1,08177
4. I enjoy learning English vocabulary on my own through English songs	34	1,00	5,00	3,5882	1,10420
5. I have trouble understanding what the singer says	34	1,00	5,00	2,9706	,99955
6. When listening to English songs, I have trouble understanding the lyrics	34	1,00	5,00	2,7647	1,07475

7. I feel upbeat and happy to learn English through songs because the teacher chose the song based on my needs	34	2,00	5,00	3,7059	,93839
8. Learning vocabulary with songs is interesting	34	1,00	5,00	3,9118	1,19005
9. English songs make English vocabulary more familiar	34	2,00	5,00	4,0294	,90404
10. My vocabulary enriches after listening to English songs	34	1,00	5,00	3,5000	1,10782
11. Listening to English songs is useful in my vocabulary learning	34	2,00	5,00	4,0294	,86988
12. Using English songs increases my desire to learn more vocabularies	34	1,00	5,00	4,0294	1,14111
13. Listening to English songs help me remember language chunks	34	1,00	5,00	3,5588	,99060
14. English songs give me a lot of exposure to help with vocabulary acquisition	34	2,00	5,00	3,2353	,65407
15. I can learn the meaning of English words with the aid of English songs	34	1,00	5,00	3,5294	,86112

The highest results were obtained by items 2, 7, 8, 9, 11, and 12. "I can remember the new words by listening to English songs on repeat" (M = 3,76), "I feel upbeat and happy to learn English through songs because the teacher chose the song based on my needs" (M = 3,70), "Learning vocabulary with songs is interesting" (M = 3,91), "English songs make English vocabulary more familiar" (M = 4,02), and Listening to English songs is useful in my vocabulary learning (M = 4,02). The low results obtained by items 5 and 6 were "I have trouble understanding what the singer says" (M = 2, 97), and "When listening to English songs, I have trouble understanding the lyrics" (M = 2, 76).

The second research question explores "Is there a significant difference in the students' perspective on vocabulary learning by listening to English songs according to their gender?" According to the second research question was utilized Mann-Whitney U test.

Table 4. Mann-Whitney U test

	gender	N	Mean Rank	U	p
Total	female	19	59.03	101,500	,659
	male	16	67,18		

The Mann-Whitney U –test was used to find out whether there are any differences between the pupils of Simba and King School in their views on learning vocabulary by listening to English songs according to their gender. The results obtained from the analysis show that there is no significant difference between the genders in this regard. The mean score for males was $M=67.18$ and for females, $M= 59.03$. It is noteworthy that both male and female students have a positive attitude towards using vocabulary learning by listening to English songs, and this shows that this method is effective for both genders. According to the results of the study, Nguyen (2020) suggested that there are no differences between males and females, and English songs can be powerful tool to enhance learning and make learning more enjoyable and effective for all participants.

The last research question was about, “Is there a difference in attitudes between the two schools about vocabulary learning by listening to English songs?” The obtained results are presented in Table 5.

Table 5. Mann-Whitney U test

	Edu Center	N	Mean Rank	U	P
Total	Simba	17	65,27	795,800	, 642
	King school	17	42,90		

As shown in the table above, statistically significant differences in vocabulary learning by listening to English songs were identified between Simba Study Centre and King School Study Centre participants ($U = 795.8$; $p = 0.642$). Mean rating scores indicate that Simba Study Centre participants ($MR = 65.27$) learned more vocabulary by listening to English songs compared to their peers at King School Study Centre ($MR = 42.90$). Notably, the findings of the study are in line with the findings of Isnaini (2021), which reveal that there is a continuous tendency for learners to experience moderate vocabulary learning when listening to English songs from various angles.

Conclusion

The main motivation for this study is to assess learners’ views on the use of songs to facilitate vocabulary learning. Incorporating music into the language being learned provides a number of benefits for English language learners. The survey was created for research purposes and a Likert type scale was utilized to investigate the information utilizing SPSS programming that identifies principles, deviations and means.

According to the participants’ surveys, those respondents believe that songs contribute to the increase of vocabulary and are a valuable action that teachers support. Individual melodic preferences and inclinations are of particular importance, as most participants constantly find and pay attention to their basic tunes.

After all, song plays a fundamental role in the public eye as it plays an important part in important events in people’s lives. English teachers are now realizing the benefits of using songs to teach vocabulary. Songs are seen as a source of inspiration and help for language learners. Teachers play an important role in extending and consolidating learners’ language information. Songs bring variety to the educational environment, enlivening the learning process. Learners

found that paying attention to tunes is an interesting approach to learning English, as they can review and decode verses alone and instinctively learn new terms.

Another important advantage is that songs contain paraphrased vocabulary as often as possible, which makes it easier for understudies to memorize and learn them. Considering the discoveries, it can be said that using songs as a learning tool has educational value. This method also works on the tuning and speaking abilities of the understudies. Considering melodies in English speaking classes encourages understudies to learn with excitement and enjoyment. The discoveries of this research support the possibility that melodies should be a necessary part of language instruction. It is vital for the educator to properly integrate melodies into the developing experience. Depending on the age, interests and structure of the learners' curriculum, they should use different engagement strategies.

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STUDENTS' PERCEPTION OF USING QUIZLET TO LEARN VOCABULARY IN ENGLISH LANGUAGE CLASSROOM

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Abstract

The challenge in acquiring vocabulary arises from the failure to connect new words with existing and pertinent elements within one's cognitive framework (Andarab, 2019). This article studies university students' perception of Quizlet to study L2 vocabulary. Quizlet is a mobile tool which has helped many language learners in enhancing vocabulary. Quantitative approach was used to examine the effectiveness of Quizlet. 15 students from bachelor's degree and master's degree participated for data analysis in this study. Students were taken pre and post-test questionnaires, in order to examine their vocabulary learning motivation and perceptions of Quizlet as a L2 vocabulary learning tool. The results revealed that students used Quizlet for vocabulary learning with the frequency of forty-sixty minutes per week. Furthermore, students expressed a generally favourable level of satisfaction in their ratings. This implies that students would favour Quizlet as a valuable resource for improving their vocabulary skills. Additionally, developers of Quizlet could enhance its features to elevate it as an exceptional tool for individuals learning a language (Pham, 2022).

Keywords: Quizlet, L2 vocabulary, perception, motivation

Introduction

Vocabulary acquisition is one of the main aspects in learning foreign language. Vocabulary learning in second and foreign languages is needed to make effective communication and it is impossible to use a language effectively without an adequate vocabulary (Çinar & Asım, 2019). The students, who learn foreign languages, think that process of recalling vocabulary is acknowledged as boring and unpleasant whereas learning, so that they find it difficult to have

many vocabularies (Aprilani, 2021). Due to this, it is essential for teachers to provide effective way of learning L2 (second language) vocabulary. Therefore, various ways of studying vocabulary made it challenging for teachers to choose the most beneficial method for learners.

Today's subject to consistent updating in arrange to adapt to the quickly changing society is the teaching-learning process of foreign languages (and other disciplines). The field of EFL teaching and learning has been altered and extended with the nearness of technology in a classroom (Mykytka, 2023). According to the research the usage of Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL) are considered as an effective method for foreign language learners (Dizon, 2016)

Recent changes in Information Technology have led to the evolution of new types of web tools to provide need of the new generation, Gen Z (Generation Z), who lives and breathes technology. However, implementing ICTs to teach foreign language develop into vital part of foreign language teaching in order to assure that this will increase learners' interest and language development in the learning process (Aksel, 2021). It tends to depend on the tool's accessibility and innovativeness to adopt a specific digital tool instead of educational effectiveness. Therefore, it is fundamental to assess the educational values of the tool (Ho & Kawaguchi, 2021). Given this, numerous apps geared towards vocabulary learning have appeared on the iTunes and the Google Play app stores, many of them freely available for users to download and use (Dizon, 2016). However, Quizlet has become one of the mostly used flashcard system, where over 100 million study sets were created by users. Quizlet provides diverse set of features, like flashcards, tests, games and various types of study sets. Due to this, **the primary aim of this study is to identify whether Quizlet is the most beneficial app and how does it effect on students' motivation towards learning L2 vocabulary.** Also, this article explores students' subjective experiences and preferences towards the platform. **The study is to seek the answers for below mentioned questions:**

- 1. Does Quizlet promote L2 vocabulary learning motivation?**
- 2. Do the students prefer using Quizlet via computer or smartphone?**
- 3. What are the students' attitudes towards Quizlet to learn L2 vocabulary?**
- 4. How much time do students spend studying English vocabulary with Quizlet outside of class?**

Literature review

Vocabulary learning

Vocabulary building is an essential part of any language learner's language competency, as it provides them with the necessary foundation for other skills such as reading, writing and speaking (Aprilani, 2021). Research has shown that mastery of a second language largely depends on the amount of vocabulary a learner has acquired, and that limited vocabulary knowledge can hinder successful communication. It has been found that the second language learners need to know 8000-word families in order to communicate and this shows what important role vocabulary acquisition plays. Therefore, it is quiet challenging to master and memorise the words for the learners of foreign language (Nguyen & Le, 2022).

Vocabulary skills can be divided receptive and productive skills. The former refers to the ability to remember and recognise a word when reading and listening, while the latter refers to the ability to use it when speaking and writing. Laufer used the terms "active" and "passive" lexical knowledge for the same concepts and distinguished a third category that represents the transition between passive/receptive knowledge and active/productive knowledge. She called it "controlled active knowledge" or "controlled productive knowledge" in, suggesting the possibility of occasional use of the word, especially when a task requires it, while students who

have “free productive knowledge” can use the word in their “free will” without the need for “special communication” (Bueno-Alasuey & Nemeth, 2022).

One challenge encountered by EFL learners during the vocabulary acquisition process is a deficiency in motivation. Although motivation is essential for foreign language learners in this particular process, it exposes various issues that diminish the levels of learners’ motivation. Similarly, during the vocabulary learning process, individuals with low self-efficacy are prone to abandoning their efforts easily if they believe they cannot grasp vocabulary items or employ them effectively in spoken or written communication. Additionally, a majority of learners attempt to memorise vocabulary items in isolated manners, such as creating vocabulary lists or making small notes alongside reading or listening passages (Okkan & Aydin, 2020).

CALL and MALL

The integration of technology in education, particularly in language instruction, is nothing new. Initially, this included a blackboard, chalk and textbooks. Over time, so-called “modern technologies” such as television, video recorders and computers appeared. The introduction of audio-lingual theory in the 1950s led to the viral use of language laboratories in educational settings (Mykytka, 2023). Nowadays, many researchers have even integrated technology into SLA to support lexical retention, known as CALL (Computer-Assisted Language Learning) or MALL (Mobile-Assisted Language Learning). There is clear evidence that these tools have been effective in expanding students’ vocabulary. Many applications that combine CALL and MALL were invented to expand L2 vocabulary of their users (Nguyen & Le, 2022).

CALL enables students with convenient access to learning environments regardless of place and time. It enhances motivation and learning effectiveness by incorporating multimedia content. Moreover, it supports independent language learning in a motivated environment, fostering high levels of interaction (Katemba, 2019).

Apart from CALL, another approach worth mentioning is MALL. Mobile phones are considered as potential platforms that can facilitate the language teaching and learning process. In numerous studies conducted over the past two decades, the MALL program has demonstrated the feasibility of language learning, with particular emphasis on vocabulary learning skills. Using mobile technology in this way not only extends learning beyond the classroom, but also immerses language learning in real-world contexts (Katemba, 2019).

According to Kukulska-Hulme and Shields, MALL distinguishes itself from CALL by employing personal and portable devices, which facilitate innovative learning approaches, with an emphasis on seamless and spontaneous access across diverse contexts of use (Mykytka, 2023).

Quizlet in EFL classroom

Quizlet is described as a study application that enables students to review information using various types of learning tools and games (Sanosi, 2018). Quizlet allows students to create digital flashcards and provides six different learning modes for practice and learning. Studies have shown that this plays a role in improving students’ knowledge of receptive vocabulary. In addition, students have the opportunity to articulate the term in written and spoken form, and thus expand their controlled productive knowledge (Bueno-Alastuey & Nemeth, 2022). Students are advised to utilise both their computers and smartphones for vocabulary study, as this expands their chances of encountering and engaging with the words. Encouraging students to engage with the target vocabulary in diverse ways on Quizlet enables them to explore various facets of understanding a word. Ideally, students can first familiarise themselves with the words through the basic flashcard mode and play matching games using their smartphones, perhaps during their commute to university. Subsequently, they can complete the remaining input-based activities on their laptop computers at home (Wright, 2016).

Quizlet learning modes on website for Students

Flashcards	Digital flashcards demonstrate terms and can be flipped by mouse clicks or tabs on screens to show definitions or pictures explaining the term.
Test	A test of four types of questions: written, multiple choice, matching, and True or False. The questions are based on the study set whether the terms are explained by picture, definition, or L1 translations. Students can check their scores and the correct answers for the mistaken ones.
Learn	Students can learn words and their meaning through multiple choice and writing questions. Questions grades from easy to difficult.
Solutions	Solutions are carefully crafted by expert educators to provide users with accurate and comprehensive support.
Q-Chat	Q-Chat is a fully adaptive AI tutor experience built on OpenAI's ChatGPT API. Designed to make studying fun and effective, Q-Chat is more than a basic chatbot and can help users understand material, guide them when learning a language and provide study coaching when they don't know where to start.

All study modes on Quizlet offer feedback and error corrections, improving the effectiveness of personal learning. Therefore, users have the flexibility to customise every mode by choosing to answer with terms or definitions, playing audio or not, and studying all terms or specific ones. Quizlet's main strengths lie in its user-friendly interface and configuration, its excellence in facilitating self-learning through various modes, and diverse features available in its free version (Sanosi, 2018).

Methodology

Research design

This study employed a quasi-experimental research design incorporated a pre-test and post-test experimental group design, with two experimental groups. Pre-test and post-test questionnaires were used to explore the effect of Quizlet-based learning on students.

Participants

The study took place at International Kazakh-Turkish university in Kazakhstan, third-year bachelor students and first-year master students were chosen as the participants. Purposive sampling was used in this study. The study group consisted of 15 students studying in the 2023-2024 academic year.

Data collection tools

In the collection of data, Vocabulary learning motivation scale (Ersoy & Boyaci, 2018) and Quizlet survey (Dizon, 2016) were used. Vocabulary learning motivation scale consists of 24 items and it intends to measure students' motivation in learning English vocabulary through Quizlet. The questionnaire has a scale of 1 to 5, namely (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree (Ersoy & Boyaci, 2018).

Questionnaire survey was created by Dizon (2016) in order to learn students' attitude to Quizlet, consists of 12 items. The initial two items of the questionnaire focused on students' preferences for studying and their study habits outside the class. The following ten items were based on the technology acceptance model, a research framework introduced by Davis (1989). It

aims to measure a user's behavioural intention to adopt a given technology, considering two main factors: perceived usefulness and perceived ease of use. The items are based on a 5-point Likert scale.

Data collection

The data in this study was collected with the help of questionnaires. Questionnaires were taken from 8 third-year bachelor students and 7 first-year master students. At the beginning of the study students were taken the pre-test questionnaire in order to analyse their motivation towards learning L2 vocabulary. After the pre-test the researcher prepared Quizlet flashcards, according to the subject and syllabus for students. During four-weeks of study the researcher sent link to prepared flashcards to students and students learned new vocabulary through Quizlet. After the four-weeks students were taken post-test questionnaires, Vocabulary learning motivation scale (Ersoy & Boyaci, 2018) and Quizlet survey (Dizon, 2016).

Results

The two tests' scores of participants were examined in order to determine the hypothesised progress made by the experimental group members. SPSS was used to calculate the standard deviations (Std Dev) and mean scores of the participants. Paired sample t-test was performed to detect whether there is significant difference between pre-test and post-test.

Paired Samples Statistics

Table1. The results of pre-test and post test

	Mean	N	Std. Deviation	Std. Error Mean	t	Sig.
Pair 1 Pre-test	3,6278	15	,33610	,08678		
Post-test	3,7333	15	,55385	,14300	-, 733	,476

A table 1 shows the students' mean scores of pre-test and post-test results. According to the results, the students' vocabulary scores slightly improved as a result of Quizlet treatment. The p-value is equal to $p=,476$, which means that the results are statistically significant.

Did you prefer studying English vocabulary with Quizlet via computer or smartphone?

Table2. Quizlet study preferences

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid computer	5	33,3	33,3	33,3
smartphone	10	66,7	66,7	100,0
Total	15	100,0	100,0	

Table2 shows the students' preferences of studying with Quizlet. While five out of fifteen chose computer, ten of them liked using their smartphones to learn L2 vocabulary. This is despite the fact that Quizlet's mobile version is more convenient rather than learning via computer. According to Lu's (2008) research on mobile devices and second language vocabulary, one of the main benefits of smartphones over traditional study is their ubiquity. Because mobile-based activities, in particular, give students more opportunities to study the L2 almost anywhere outside of the classroom, they have more autonomy over their own learning (Balance, 2012).

How much time did you spend studying English vocabulary with Quizlet outside of class?

Figure1. Amount of time studied outside of class.

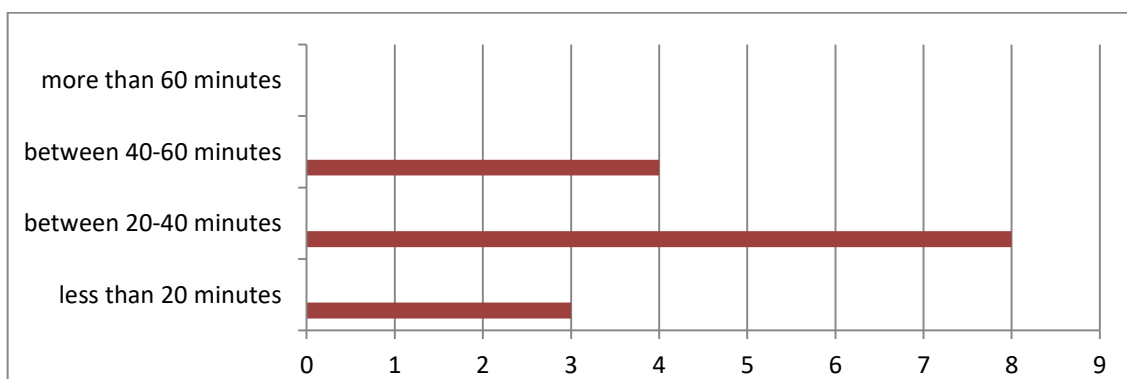


Figure1 illustrates the amount of time students used to learn L2 vocabulary in each week. The result show that participants studied via Quizlet between twenty and sixty minutes. However, none of the students used Quizlet more than sixty minutes.

Table3. Mean and SD values of questionnaire.

	N158	Minimum	Maximum	Mean	Std. Deviation
total	15	2,90	5,00	4,0667	,50238
Valid N (listwise)	15				

The mean and Standard deviation of variables is shown above in Table3. The means for constructs were greater than four, indicating that students felt positively about Quizlet's use in EFL classroom.

Discussion

The study is aims to find the answers for below mentioned questions:

1. Does Quizlet promote L2 vocabulary learning motivation?
2. Do the students prefer using Quizlet via computer or smartphone?
3. What are the students' attitudes towards Quizlet to learn L2 vocabulary?
4. How much time do students spend studying English vocabulary with Quizlet outside of class?

The first question of this study was if the Quizlet promote L2 vocabulary learning motivation. The outcomes of paired samples t-tests for the Quizlet group revealed noteworthy disparities between pre-test and post-test. These results can be attributed to the benefits associated with the utilisation of flash cards and computer-assisted language learning featuring multimedia capabilities. The Quizlet flashcard software exemplifies a form of computer-assisted language learning, category characterised by Levy (1997) as the exploration and examination of computer applications in the context of language teaching and learning.

In line with generative theory of multimedia learning proposed by Mayer (1997), simultaneous exposure to verbal and visual information formats enhance the likelihood of information recall. This assertion aligns with the outcomes of the current study, as the Quizlet group had the opportunity to study the target words in both verbal and visual formats concurrently. Consequently, the notable differences observed between the pre-test and post-test results underscore the positive impact of Quizlet as a vocabulary learning tool on recall.

The statistically significant difference between the mean scores of the experimental group pre-test and post-test was further confirmed by the T-test results. As indicated by a p-value of 0,0476, which falls below the alpha level of 0,05. Consequently, this finding diminishes the likelihood of external factors influencing this progress, affirming that Quizlet as a learning method played a substantial role.

Additionally, the time students spend learning L2 vocabulary with Quizlet outside the classroom is more than average, which indicates that students' attitude towards the Quizlet learning is positive.

Conclusion

The findings' results confirmed that students supported Quizlet was a useful tool that they frequently used to increase their vocabulary mastery. As was noted, Quizlet's benefits lie in its ability to make learning enjoyable and in producing a learner autonomy, persistence, focus and attention as well as engagement. The students were able to stay engaged throughout the entire meeting by examining their needs and preferred methods of learning, which prevented them from becoming easily bored (Anjaniputra & Salsabila, 2018). In summary, Quizlet proved to be an effective strategy for enhancing L2 vocabulary, evidenced by substantial improvements in VLT scores, and participants expressed positive view of its usability, expressing a desire to continue its use. The study also highlighted a preference for mobile technology, emphasising the growing trend towards learning on smartphones. Despite these positive outcomes, it's essential to acknowledge limitations such as the small sample size, and the lack of a control group, urging educators to consider Quizlet as a valuable tool while being mindful of this study constraints.

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INVESTIGATING LANGUAGE LEARNERS ATTITUDES TOWARDS ANIMATED CARTOON AND ITS EFFECT ON IMPROVING VOCABULARY

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Abstract. In today's world, it is very important to know a foreign language, especially English. Without it, life can become increasingly difficult. Therefore, it becomes a natural necessity to learn a foreign language starting from young age. The main goal is to acquire communication

skills and the ability to understand and translate textual information. Original cartoons can play an important role in developing these skills. By watching them regularly, students can improve their perception, production skills, fluency and vocabulary. Moreover, original cartoons can expand cultural knowledge and understanding of the country whose language is being learned, which can increase motivation to learn. It is also important to include exercises that encourage learners to express their ideas, make comparisons and engage in dialogue. Also, it is very important to monitor comprehension before and after viewing to improve listening skills. This research study aimed to classify and identify attitudes towards using animated cartoons to improve vocabulary in schoolchildren's English language learning. A questionnaire was administered to the participants. A total of 60 students were participated from seventeen schools in Turkestan. According to the results obtained, students' attitudes towards the use of animated cartoons to improve their vocabulary were positive; moreover, there were no significant differences between classes or genders among the participants. In conclusion, animated films can serve as an effective tool for teaching English to young learners by providing engaging content and improving their overall language proficiency.

Key words: Language learners, attitudes, animated cartoon, vocabulary.

Introduction.

Teaching English to children has become a global phenomenon due to the rise of English language teaching around the world. Introducing English lessons at a younger age is becoming a common practice in several European countries. Numerous governments have tried to minimize the age of learning English and include it in the primary education curriculum. The demand for English language teaching materials for young learners has been steadily growing. This change in governmental policy and the motivation of parents to provide better language training for their children has been driven by parental concerns and the willingness to pay for additional English lessons for their children.

Today, primary school students are not adequately prepared to perceive authentic foreign language speech and communicate with native speakers. However, at the present stage, there is an active development and application of information technologies in the field of education, which influence teaching methods and tools and, when used correctly, enhance student learning. Primary school students have a predominant visual-figurative type of thinking and have developed involuntary attention; therefore, it is recommended to use unexpected, bright and interesting forms of material presentation as well as short-term types of motivation in the educational process. For example, game-based learning activities, cartoons, elements of competition, notes, praise, and awards This will not only increase students' motivation to learn a foreign language but will also have a positive effect on their educational results.

After analysing modern teaching materials, we can conclude that there are not enough exercises to develop listening skills in schools, despite the high potential of such exercises. At the initial stage of foreign language learning, listening not only helps to master lexical and grammatical material but is also a tool for learning phonetic aspects of the foreign language, such as intonation, rhythm and speech melody. Through listening exercises, students can improve their speaking skills by revising vocabulary and language structures.

Therefore, it is very important to study the problems of using cartoons for educational purposes to teach English to primary school students, especially for vocabulary development.

The significance of this study comes from the fact that in today's world, learning can be achieved in a variety of ways. Studying with a teacher, talking to a native speaker, taking certain classes and attending various courses are the most typical ways of learning English. However, there is another interesting and not too difficult way: watching feature and animated films and television programmers. During viewing, the viewer is immersed in the director's imagination and is unobtrusively introduced to the natural language environment. Animated cartoons are the simplest and most fun way for young people to learn a language. Young children often cannot grasp the meaning of words in cartoons, but they understand the content.

Animated cartoons are also inspiring because they are visually appealing, colorful, well-constructed and contain interesting and entertaining characters. Objects and characters appear sharper when they are enlarged with animation. This exciting style of teaching is likely to create motivation, and cartoons help to encourage learners' excitement for learning and active participation in the content of language sessions.

Furthermore, Attard (2022) considered that voices are exaggerated when animating. As a result, animated cartoons carefully and vividly integrate speech components such as stress, intonation and pronunciation. This point can be useful when teaching listening skills. Jain et al. (2021) stated that, using animated cartoons to teach speech abstractions such as pronunciation, stress and intonation can be useful. They have the potential to improve fluency in the target language.

On the other side of the coin, graphics or still pictures can be used to express the desired language point. However, they are less successful and less likely to attract attention than animated cartoons because, without animation, people and events lose much of their vibrancy and appear expressionless and meaningless (Bellido, 2021). And also, still, pictures have less vocabulary knowledge. In terms of vocabulary learning, video clips outperform still pictures and independent word definitions (Teng, 2022). Similarly, grammatical structures and elements can be taught efficiently in a framework supported by the visual and auditory components of cartoons.

According to Nicholls et al. (2020) the purpose of using original cartoons in the English language classroom is to practice methods of communication, to get acquainted with the life, customs and culture of English-speaking schoolchildren, to get acquainted with speech patterns, lexical and grammatical materials, as well as communication methods in various subjects in English. Dweich et al. (2022) stated that teaching English using original cartoons is based on competence-based and intercultural approaches. Students both recognise the characteristics of another culture and better assimilate the characteristics of their own culture.

Simultaneous auditory, visual and motor perception of an original cartoon positively affects the print power of regional and linguistic material, improves attention, increases long-term memory volume and memorization power, has an emotional effect and increases learning motivation.

Another aspect that makes animated cartoons inspiring is that they are humorous. Tsakona (2009) highly advocated the creation of animated cartoons as an excellent teaching tool in language acquisition because they contain "a variety of facial expressions and gestures in humorous situations." It is useful in terms of increasing vocabulary knowledge. He believes that humour is an important component and a constructive force in foreign language acquisition.

Zanettin (2010) also suggested that language teachers should incorporate humour and laughter into their teaching in order to increase motivation in foreign language education.

Özer and Avcı (2015) also argued that teaching English involves supporting students' emotional development by providing a happy classroom environment. Since young learners need to feel comfortable and safe when learning to speak the language, language teachers should recognise the benefits of using humour as a pedagogical and motivational technique. At the same time, good techniques like this are good for the students. They are regarded cartoons as educational tools that can help create a safe learning environment. Animated cartoons also make the learning environment more attractive and fun, making language learning an enjoyable experience (Bickford, 2011).

In addition, a cartoon film with characters and situations as close to life as possible contributes to the formation of functional literacy in young schoolchildren. In other words, by watching cartoons and doing exercises in a fun way, students learn to apply the knowledge acquired in the classroom in everyday life. In addition, an interdisciplinary teaching approach is used. For example, students work on mental arithmetic with animated characters.

Hearing speech and auditory memory are important factors in the listening process. The new vocabulary that is meaningful in sentences should be limited; sentence lengths and audio

texts should be selected taking into account the amount of short-term memory of the students. Understanding speech by ear can greatly facilitate knowledge of the speech patterns of communication, the most common units of expression, and speech clichés.

Huifen and Dwyer (2010) suggested that, compared to static graphics, animation proved to be more effective in enhancing learning at all levels. According to Stempleski's (1987) research, it seemed that videos that have entertainment value from their origins can be very effective as educational tools. It is always fascinating to learn new ways to make learning more engaging and effective.

Vitasmoro (2009) pointed out that multimedia can be a powerful tool for engaging students because it provides both visual and auditory images simultaneously. This can help hold students' attention for longer compared to traditional printed materials. It is exciting to see how technology can be used to enhance the learning experience and make education more accessible and engaging for all.

Quach et al. (2022) found that digital data is easy to check and retrieve, allowing students to find difficult concepts quickly and teachers to highlight important material. This can be a powerful tool to support learning and help students succeed.

Lin et al. (2022) research highlights the benefits of using captions in educational videos. According to Lin et al. (2022) subtitles can provide students with the reassurance that they can double-check what they have heard if they need to, which can be particularly useful for those who have difficulty with certain concepts. In addition, students feel more comfortable watching subtitled videos and find them useful for understanding. Furthermore, Lin et al. (2022) notes that cartoons can be a particularly effective tool for younger students because they often contain clear and easy-to-follow plots that can help students better understand complex topics.

Animated cartoons can help strengthen visual memory because they are visually attractive. It is known that visual memory contributes significantly to the language acquisition process by activating all components of memory by combining the visual sense with the verbal and written elements of the language (Berney and Betrancourt, 2016). Thus, animated cartoons can stimulate the learner's perseverance and help him/her remember the parts of the target language learned. As we have already said, young children have a great capacity to use contextual cues and grasp the world around them so that they can effectively understand events or circumstances, even if they do not fully understand the language used in animated cartoons (Arguel, 2009).

Düzakaya's (2021) research suggested that animated cartoons can be a valuable tool to enhance the learning experience. According to him, animated cartoons often contain socially relevant dialogue that can be particularly effective for young learners. In addition, their engaging and entertaining nature can help capture students' attention and make learning more enjoyable. However, as some animated cartoons may have unintended effects, it is important to consider the potential impact on young minds when selecting educational materials.

As language comprehension becomes increasingly important, this visual comprehension skill, which is particularly strong in young children, tends to diminish in inauthentic and didactic films. Young learners have to give up their childhood when they enter foreign language classes. In order to achieve this goal, language teachers need to develop children's visual-vision skills. Authentic cartoons in the target language can help you reactivate your visual comprehension skills.

Wahyuni's (2021) research shed light on the potential benefits of using video in education. According to his, videos can be a rewarding experience for both students and teachers, as they offer a dynamic and engaging way of learning. When used in combination with well-structured activities that encourage active viewing and motivate participation, videos can be a highly stimulating and enjoyable learning tool. This is especially true for the e-generation, which tends to be more engaged with digital media.

The animated cartoons go beyond demonstrating and practicing English and realistically reflect the child's everyday life. In other words, language is provided in conditions that match the

students' daily lives, engaging young learners on a much deeper level and taking language beyond the classroom. Over time, students begin to see animated cartoon characters as new friends and form relationships with them, leading to young people's enjoyment of English-speaking individuals. Animated cartoons also provide realistic role-play models. Children like to copy the characters by playing and acting out the scenarios.

It is also wrong to see animated cartoons only as a technique for conveying information about the target language. They provide much more about the culture of the language being studied. Animated cartoons allow individuals to learn how other people live and think. Through animated cartoons, students can learn about values, traditions, clothes, food, sports, schools, holidays, history and geography.

Similarly, animated cartoons can increase students' awareness of various cultures. As well as promote positive views about the target language, its people and its culture (Islam, 2021). The use of animated cartoons as teaching material provides students with a comprehensive, multimodal experience involving all their senses. Teachers can use animated cartoons to carry out a wide range of activities in the classroom, especially for visual learners, allowing them to benefit from a variety of abilities and learning styles. There are various possibilities for using physical activity, arts and crafts, and developing verbal abilities through animated cartoons.

Researches also suggest that authentic cartoons can have a positive impact on cultural views and knowledge about the country of the language being studied and the world as a whole. This can help motivate students to learn a foreign language and enhance their overall learning experience. By exposing students to different cultures and perspectives, original cartoons can broaden their understanding of the world and promote a more inclusive and diverse learning environment. During early language acquisition, animated cartoons can offer an effective way of contextualizing a new language and making it meaningful and memorable by showing authentic language use. A careful selection of cartoons or cartoon fragments is necessary for their effective use in teaching students of all ages.

Purpose of the study

The overarching purpose of the study is to classify and determine attitudes toward using animated cartoons to advance vocabulary in English learning for schoolchildren. The ultimate aim of this study is to provide solutions and suggestions that can help create a more comfortable and effective learning environment. To achieve this aim, the following research questions will be addressed:

RQ1: What is the participant's perception of the use of animated cartoons in teaching vocabulary?

RQ2: Are there significance differences between male and female participants regarding the use of animated cartoons in teaching vocabulary?

RQ3: Are there any significant differences between 4th, 5th and 6th grade learners' in teaching vocabulary through animated cartoons?

Methods and Materials

Research design

This research utilized a quantitative study design in which a single data collection technique was used to achieve its objective. This approach, classified as descriptive research, involves the unaltered monitoring and measurement of variables to characterize the characteristics of a population. Bhardwaj (2019) noted that a convenience sampling technique was used to obtain relevant data, and sample participants were selected based on their convenient accessibility. This approach ensures that the findings of the study are both reliable and valid, providing valuable insights into the research topic.

Demographic Information

The study was conducted in the fall term of the 2023–2024 academic years and involved a diverse group of students studying in the fourth, fifth and sixth grades, as well as other age levels such as 11, 12 and 13. Respondents were participated from seventeen schools in Turkestan. The sample included 18 fourth-grade, 22 fifth-grade students and 20 sixth-grade students, while the distribution of male participants were 27 and female participants were 33. The study was conducted with the highest level of professionalism and ethical standards to ensure the safety and well-being of all participants.

Data collection and Instrument

The study conducted by Shu-Chin Su (2014) aimed to investigate students' attitudes towards the use of animated English cartoons in vocabulary teaching. A 12-item questionnaire based on the checklist items proposed by Shu Chin Su (2014) was used to collect data. The questionnaire used a five-point Likert-type scale that allowed respondents to express their level of agreement or disagreement with each item. The scale categorized responses into five levels, ranging from strongly agree to strongly disagree. The use of this approach enabled the researchers to gain a comprehensive and detailed understanding of the participants' perspectives on the topic. According to the information provided, the reliability coefficient of the questionnaire ($\alpha = .763$) is considered to be high.

Table 1. Reliability of the scale

Cronbach's Alpha	N of Items
,763	12

Data collection procedure and analysis

A questionnaire was given to the study group to collect data on their attitudes towards cartoons and their impact on vocabulary development. The participants were instructed to be honest in their responses to ensure the validity and reliability of the research. The data collected from the questionnaire was then processed using the Statistical Package for Social Sciences (SPSS) version 23.0. While analyzing the data, descriptive statistics were used to find means and standard deviations in order to answer the first research question. The second research question was investigated with the help of the Mann-Whitney U test. In addition, the Kruskal-Wallis H test was used to answer the third research question. The next section will provide detailed discussions on the development of the scale, the results, and the data analysis.

Results and Discussions

According to the information provided, the reliability coefficient of the questionnaire ($\alpha = .763$) is considered to be high, which means that the questionnaire is a reliable instrument for measuring participants' attitudes towards animated cartoons and their effect on vocabulary development. A reliability coefficient of $\alpha = 0.600$ is generally considered the minimum acceptable level for research purposes Metsamuuronen (2020), so a coefficient of 0.763 is considered to be quite high. Overall, this study provided valuable insights into the potential of English animated cartoons as a tool for vocabulary teaching.

The first question about “What is the participant’s perception of the use of animated cartoons in teaching vocabulary”? The clear results are presented in Table 2.

Table 2. Descriptive analysis of the research

	N	Minimum	Maximum	Mean	Std. Deviation
Total	60	2,56	3,49	3,0362	,42051

The researcher used descriptive analysis as a statistical tool to measure students' attitudes towards the use of animated English cartoons as teaching aids in vocabulary building. The analysis revealed that learners had an extremely positive outlook towards the use of animated English cartoons in vocabulary teaching. The results showed that the mean attitude score of learners towards the use of such cartoons was relatively high ($M = 3.0362$, $SD=0,420$), indicating that learners perceive animated English cartoons as a valuable and effective tool for vocabulary learning.

In addition, Mann-Whitney U test was conducted to find the answer to the second research question regarding the difference between male and female participants regarding the use of animated cartoons in vocabulary teaching in Table 3.

Table 3. Mann-Whitney U test

	gender	N	Mean Rank	U	P
Watching Animared Cartoons	male	27	64,18	398,400	0,322
	female	33	71,03		

* $p < 0.05$

The Mann-Whitney U-test was used to investigate whether there were any differences between male and female students in their perceptions of the use of animated English cartoons in vocabulary building. The results obtained from the analysis show that there is no significant difference between the genders in this regard. The mean score for males was $M = 64.18$ and for females, $M = 71.03$. It is noteworthy that both male and female students have a positive attitude towards the use of animated English cartoons in vocabulary teaching, and this shows that this method is effective for both genders. According to the findings of the research Berney (2016) suggest that no differences between boy and girl, and videos can be a powerful tool to enhance the learning experience and make training more enjoyable and effective for all involved.

Finally, in order to find the answer to the third research question, a Kruskal-Wallis H test was performed on the data to investigate the 4th, 5th and 6th grade students' interest in teaching vocabulary with animated cartoons. The results of the Kruskal-Wallis H test can be found in Table 4.

Table 4. Kruskal-Wallis H test

Grade	N	Mean Rank	H	p
4 th grade	18	68,30	5,294	0,071
5 th grade	22	46,94		
6 th grade	20	57,19		

* $p < 0.05$

When Table 4 is examined, it is seen that there is no statistically significant difference between the mean ranking scores of the three groups regarding the effectiveness of animated cartoons in developing vocabulary. However, the mean ranking scores reveal that fourth grade students showed a higher level of improvement in vocabulary ($MR = 68.30$), while fifth grade ($MR = 46.94$) and sixth grade ($MR = 57.19$) students showed similar results.

It is noteworthy that the findings of the research are in line with the current findings. Vitasmoro (2019) suggested that using captions and cartoons can be powerful tools to enhance the learning experience and help students succeed. Overall, these findings suggest that incorporating original cartoons into language learning can be a powerful tool to promote cultural awareness, increase motivation and enhance the educational experience.

According to a survey, the majority of the students stated that they enjoyed using videos in their lessons. Buchori et al. (2017) found that incorporating animated cartoons into vocabulary learning had a significant impact on students' vocabulary knowledge. This study suggests that cartoons can be used as an effective media source for vocabulary enrichment. It is impressive

that the use of animated cartoons, often seen as a form of entertainment, can have such a positive impact on academic performance.

Based on a number of studies, including those conducted by Aziza and Syafei (2018), Pitriana and Syahrudin (2013), and Krol (2016), there is evidence to suggest that animated cartoons can be a valuable resource for enhancing students' vocabulary learning. These studies suggest that incorporating animated cartoons into vocabulary learning can have a positive impact on academic performance. In general, it can be concluded that animated cartoons have the potential to serve as an effective media source in enriching students' vocabulary.

Cartoons can increase students' enthusiasm and motivation for learning English. In addition, students who are enthusiastic about the learning process can absorb new information more effectively.

In addition, animated cartoons provide an audio-visual sensory experience that can make learning more engaging and accessible to students. As a result, a student's vocabulary was improved by about 20% after watching and listening to animated cartoons. As a result, animated cartoons are a valuable resource for improving vocabulary and general language proficiency among learners.

Conclusion

A comprehensive research study has highlighted the effectiveness of using animated cartoons as a tool for learning English, particularly for children. The study emphasizes the effortless memorization of words and the subconscious application of language skills that children experience when learning through this medium. Starting language learning at an early age is recommended, as it enables children to learn at a quicker pace and encourages bilingual thinking. The study concludes that introducing English through cartoons, videos, and songs creates a language-rich environment that increases interest and enjoyment, leading to faster language acquisition. Animated cartoons have a strong emotional impact that aids children in retaining knowledge, and their absence of slang and complex grammar makes them particularly valuable in the initial stages of language learning. In addition, songs within cartoons are easily remembered and sung by children. Overall, the research affirms that watching cartoons is an interesting and highly effective approach to learning English as a second language.

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NON-FORMAL LEARNING ACTIVITIES ON INTERMEDIATE LEVEL STUDENTS' SOCIAL PROBLEM-SOLVING SKILLS

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Abstract

The aim of the study is to find out the influence of non-formal learning activities on the development of social problem-solving skills among intermediate level students. The study aims to explore the relationship between these activities and the enhancement of students' social problem-solving skills, encompassing areas such as conflict resolution, empathy, communication, and teamwork. This research will be conducted at Alisher-Navoiy secondary school. The research subjects will be 30 students of Class 11. These pupils are 40% male and 60% female ranging from 15 to 17 years old. During the teaching-learning process in school, problem-solving skill can be learned through the problem-based learning method. Participants engage in experiential learning, role-playing, group projects, and community service, designed to enhance their social problem-solving abilities. The researcher will be used descriptive quantitative research. The questionnaire of Erozkhan (2013) will be used as the instrument of the research article. The findings will contribute to our understanding of the practical applications of non-formal learning in fostering essential socio-emotional competencies, providing valuable insights for educators and policymakers seeking to optimize educational strategies for intermediate level students.

Keywords: Non-formal learning, social problem-solving skills

Introduction

Nowadays there are countless options for learning and the world is becoming more and more dependent on knowledge and experience. A person can acquire knowledge in a variety of ways, including through learning foreign languages as learning is no longer limited by time or location in societies where people have instantaneous access to information and can make usage of a wide range of social, virtual, private and communicative learning environments (Romadlon & Annasih, 2021).

This is also recognized by ideas like “lifelong learning” and “life-wide learning” which have led to the widespread belief that education is not necessary to acquire even university-level knowledge or academic and field-specific language skills. Instead, these skills can be learned outside of the classroom in a variety of settings, including the workplace, homes, communities, social organizations.

Towards the end of the twentieth century, new demands and requirements started to emerge more strongly in the field of education. The main focus of attention in this field of study

is learning, training knowledge and education. Knowledge cannot be divided and it is difficult or impossible to separate it by origin. To some extent, we can determine the context in which knowledge is developed, which can be formal, informal or non-formal (Nygren & Nissinen, 2019). Thus, there is an obvious shift in focus from formal models and ways of acquiring information and skills to more informal ones and corresponding change in the notion of learning and education. Informal or non-formal knowledge is also starting to have a significant part in an individual's growth and personality, even if it is acquired informally (Knowles & Swanson, 2014).

Non-formal education which aims to maximize communication skills, broaden socio-cultural experience and encourage self-education, has emerged as a response to the necessity for humans to rapidly adapt to ever-changing living situations. This reality is linked to the declining efficacy of formal education or traditional educational institutions which has not kept with the quick changes in the modern world. Non-formal educational initiatives that target both adults and the younger generation have shown in significance under these conditions (Gorghiu & Santi, 2016).

The Organization for Economic Cooperation and Development (OECD) started strongly encouraging lifelong learning in the middle to late 1990s. Three learning styles that support a lifelong learning process have been established by the OECD in collaboration with education specialists (modified from the OECD): Formal, Non-formal, Informal (Brown & Dunlop, 2020).

Formal education is a structured educational paradigm that follows to specific curriculum objectives, methods and learning materials. It is governed by rules and standards. This type of instruction often involves the institution, the teachers and the learners. In order to advance learning and develop certificates and degrees, participants in formal education are required to show up to class, complete assessments and submit to learning outcomes (Todaro, 2016).

Unfortunately, this system ignores the norms and subjectivities of students and holds them accountable for their mistakes. Furthermore, most of the time the learners are not engaged in the learning process. The teaching approach lacks creativity, disregards fundamental learning concepts and fails to take students' personal development goals into account (Dib, 1998).

Formal learning:

- Full-time educational pathway;
- Structured, planned, facilitated;
- Schools, colleges, universities;
- Diplomas, degrees.

Non-formal education is in many ways different from formal education. Although the curriculum and technique are adaptable, learning takes place in these situations intentionally and systematically. The needs and interests of the learners are valued. Furthermore, there is a great deal less interaction between students and teachers and the majority of learning takes place outside of formal classroom settings. Formal education is deficient in the actual application of information, whereas non-formal education emphasizes the development of skills and attitudes like tolerance that are essential for future success.

Non-formal learning:

- Complementary learning activities;
- Structured , planned, facilitated;
- Courses, extra lessons, seminars;
- Skills , capabilities (Eaton, 2010)

An organized educational activity that outside of the official educational system is known as non-formal education (NFE). It is often adaptable, contextualized, learner-centered and participative in real conditions. The following are fundamental principles of non-formal education:

- Balanced co-existence and relationship of the practical, emotive and cognitive aspects of learning;
- Organized, structured and directed procedure having goals, objectives and aims;

- Connecting social and individual learning, solidarity based on partnerships and symmetric teaching/learning relationships;
- Based on learner-centered and guided by the needs, interests and expectations of participants;
- Using cross-cultural interactions and exchanges as teaching tools, this approach is experiential, real-world-focused and depended on learning by doing (Hoppers, 2006).

Informal learning is unstructured, it may take place anywhere and involve unconscious learning. Informal education is typically shown in work environments, in friendly or family interactions. Because informal education is not fully utilized the current educational policy is severely limited. It has been demonstrated by earlier research that formal education systems are insufficient to address the demands of both individuals and society.

Informal learning:

- Self-directed and deliberate learning;
- Unstructured, self-motivated, spontaneous;
- Used anywhere;
- Personal development and self-fulfillment (Grajcevcic & Shala, 2016).

Since social problem-solving is such an essential skill for human growth and success in the modern world, many schools have made it a priority to help pupils develop their creative problem-solving skills. According to the world's fast transformation, conventional education is no longer sufficient to fulfill the needs of students. The widespread perception that education is the only setting where real knowledge can be acquired is disappearing. Schools systems are therefore unable to address the fundamental learning demands of children, teenagers and adults as well as to deal with the political, economic, social realities of the modern world. To enhance learning, additional exercises that compliment formal instruction might be incorporated into the curriculum and instruction.

The purpose of the study

The primary objective of this dissertation to explore how Non-formal learning activities could be useful on intermediate level students' social problem-solving skills. The focus will be on exploring the impact of non-formal learning activities in developing problem-solving skills.

The relevance of the work will to prove the impact of non-formal learning on the improvement problem-solving skills.

The subject of the work will revolve around the using non-formal activities on developing the social problem-solving skills.

The object of the work will be the process of appreciating value of developing problem-solving skills by using "Non-formal learning activities" to English learners

Research questions:

1. Does Non-formal learning activity have a positive effect on improving on intermediate level students social problem-solving skills?
2. Is there any significant difference between control and experimental group students' post-test results?

Literature Review

In the twenty-first century employers are seeking people with higher levels of education who can work in teams, communicate well and adapted to complicated situations (Stewart & Rubin, 1995). Furthermore, according to several public and commercial organizations, there is an increasing demand for workers with the capacity for creative problem-solving and creative thought. However, according to Terrazas (2018), many of the skills and competences required in the working world are rarely acquired in the classroom.

New learning styles in instruction have been created to provide pupils an expanding viewpoint. According to several studies (Rahman & Panda, 2015; Olgun, 2018), social problem

solving is a crucial component of education. In particular, creative solutions to the issues should be considered in view of the demands of education in the future. In the youth in action programme guide, the European Commission (EC, 2011) made the following statement: “non-formal learning enables young people to acquire the necessary competencies, contribute to their development and enhancement of their chances of employment through social integration, personal growth and active citizenship” (Erozkan, 2013).

Moyer (2016) states that formal learning is insufficient without non-formal and informal learning. Ideally, non-formal learning would supplement formal learning to help pupils develop their problem-solving abilities. Non-formal learning activities within the youth in action programmes are complementary to the formal education and training system. These kinds of activities follow a learner-centered, participatory approach and directly related to the interests, needs and goals of young learners.

It can be difficult to define non-formal education precisely because it is typically viewed as a broad category that includes anything that is not formal education. However, this does a huge injustice to this educational style, because non-formal education involves a variety of rich and complicated methods of learning. While non-formal education might serve to meet people's own life objectives and aims, it can also take on forms selected by the learner. On the other hand, formal education may fulfill learning requirements established by the government, employment or the school system (Elias & Clabby, 1992).

According to Eraut (2000), learning is the process of gaining information or developing the abilities necessary to perform new behaviours. Though learning is typically connected to schools, there are three main kinds of learning according to the International Standard Classification of Education (ISCE): formal, non-formal and informal. Sullivan (2021) states that formal learning comes from studying regular school; non-formal learning happens through extracurricular activities, clubs and extra lessons. Lastly informal learning takes place in the family, in society or anywhere which is directed a socially directed learning process.

Non-formal education is learning through organized lessons that aim to increase knowledge and skills, but it uses different processes for personal growth than formal learning. Since non-formal learning does not involve formal evaluation procedures (such as tests), it often does not result in officially recognized certifications accepted either domestically or globally. Almost identical definitions of non-formal learning characteristics are emphasized by UNESCO and Council of Europe: voluntary involvement, purposefulness and targeting of specific populations. According to the Council of Europe, non-formal learning may occur in a “wide range of environments and situations for which teaching/training and learning is not necessarily their main activity” (Tang & Wong, 2017)

Methodology

The research design

In this research, the researcher will be used descriptive quantitative research. The research that uses detailed description to demonstrate a phenomenon's existence is known as descriptive research. According to Erozkan (2013), descriptive involved collecting data in order to answer the question concerning the current status in the subject of this study. In the other word, descriptive research may be defined as a purposive process of gathering, analyzing, classifying data. During the teaching-learning process in school, problem-solving skill can be learned through the problem-based learning method. Participants engage in experiential learning, role-playing, group projects, and community service, designed to enhance their social problem-solving abilities. The researcher will be used descriptive quantitative research.

Participants and setting

This study will be conducted at Alisher Navoiy secondary school during the academic year 2024-2025. It is supposed to carry out research work on 11th grade learners. About 60% of the participants will be female students and the rest 40% male students will participate in the

research. The study is planned to be considered as a two-class group: the first class as the experimental group, and the second class as the control group.

Research instrument

The questionnaire of Erozkán (2013) will be used as the instrument of the research article. A scale for the measurement of the effect of Non-formal learning on students' social problem-solving skills. In total, the questionnaire includes 15 items. This scale is also evaluated the students by using 5 point Likert-type scale (5 point-completely agree, 4 point-agree, 3 point-neutral, 2 point-disagree, and 1 point-completely disagree). The purpose of this questionnaire is to find out how much students know about non-formal learning, and how they can solve social problems. A pre-test and a post-test will be used for determining the students' results. This will be used to determine students' problem-solving skills before and after instruction.

Data collection procedure and analysis

Before starting the experiment, a pre-test will be taken in a paper-based format from the students. From the next stage the use of non-formal learning activities will be started as the treatment. Materials will be taken from the internet resources. The use of Non-formal learning activities will be continued for 12 weeks. At the end of the practice, a post-test will be taken in a paper-based format from experimental group. The aim of taking the Post-test is to view the results of the study after applying Non-formal learning activities Table1.

While analyzing the data, descriptive statistics will be used to find means and standard deviations in order to answer the research questions by the SPSS software version 23.0. In addition, Paired sample *t*-test will be employed to investigate the effects of the non-formal learning activities on the learners' social problem-solving knowledge.

Table1.Data collection process

Time interval	Experimental Group
At the beginning of the Course (1 st week)	Pre-Test (Questionnaires)
During the Course (2 nd -11 th week)	Applying Non-formal learning activities for developing social problem-solving
At the end of the Course (12 th week)	Post-Test (Questionnaires)

Findings and Discussion

This part of the study will reveal and show the findings and discussions based on the obtained data through the research aids.

Conclusion

In conclusion, this study will provide credence to the idea that students at the intermediate level greatly benefit from non-formal learning activities in terms of improving their social problem-solving abilities. In this study will be add to the expanding literature of research on the relationship between educational strategies and socio-emotional development, highlighting the significance of holistic educational methods for students' holistic development. Several important conclusions have been drawn from the study on non-formal learning activities and their effect on the social problem-solving abilities of intermediate level students.

First of all, non-formal learning activities will be essential for helping students build their social problem-solving abilities. Students will exhibit gains in skills like empathy, communication, cooperation, and conflict resolution via a variety of cooperative projects, extracurricular activities, and community service projects. These exercises will support students' overall socio-emotional development by giving them real-world situations in which to practice and develop their social problem-solving skills. Different activities seem to have a stronger effect

on different parts of social problem-solving, indicating that specialized treatments and a variety of experiences may help people develop a wider range of problem-solving abilities. Additionally, a positive attitude towards these activities will be correlated with a greater level of self-reported interpersonal problem management skill.

To sum up, many non-formal learning activities involve group interactions, fostering a sense of community and collaboration. Participants often learn from each other, building social networks that can support ongoing learning and personal growth. Therefore, it is crucial to support and broaden non-formal learning possibilities in educational settings in order to develop well-rounded, socially competent people who can handle the complex issues facing the modern world.

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AN EVALUATIVE STUDY FOR EFFECTIVENESS OF EXPLICIT INSTRUCTION ON EFL LEARNERS' COMPREHENSION

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Abstract

The study intends to investigate whether explicit instruction, which involves clear and direct teaching of comprehension strategies, leads to enhance comprehension among EFL learners. The research will include pre-test and post-test and also involving a questionnaire for quantitative research. The research will take place at Khoja Akhmet Yasawi International kazakh-turkish University, Philology Faculty, Pedagogical foreign languages teaching department with first year and second-year students. There will be used questionnaire in order to gain information about the effectiveness of explicit instruction on EFL learners' comprehension. The findings will contribute to the existing literature on effective instructional strategies for EFL learners and provide practical implications for EFL educators.

Keywords: explicit instruction, learners' comprehension, instructional strategies

Introduction

Language and cultural barriers can make it difficult for EFL learners to understand English texts. To improve students' comprehension skills, educators and scholars have explored various teaching approaches in response to these problems. Explicit teaching is one of these methods, which entails providing students with clear and concise explanations, modeling and

guided practice to help students understand vocabulary, discourse markers and language structures.

It cannot be emphasized how important comprehension skills are for learning a language. Effective comprehension facilitates language interaction and effective communication by enabling learners to appropriately understand and interpret spoken and written texts. Implicit learning, however, is a common feature of traditional teaching strategies that assume that learners will acquire comprehension skills through exposure to language alone. Explicit teaching, which provides learners with controlled practice and explicit advice, aims to bridge the gap.

A deliberate method of explicitly instructing learners is explicit instruction. Explicit in this context refers to a limited, clear method of teaching that encompasses both presentation and teaching strategies. "Instruction that leaves nothing to chance and makes no assumptions about the skills and knowledge that children will acquire on their own" is how explicit instruction is defined. Learning becomes evident when teaching is explicit. It gives children a chance to practice their skills and receive feedback. It can be especially useful for children with unique learning styles.

Explicit education adopts the idea of presenting information in a direct and sequential way. It is a practical and systematic method that presents details in a clear style.

Explicit learning is also called teacher-directed learning because it personally communicates the educator's understanding directly to the students. This article will examine all the components of open teaching and learning. When we have a lot of facts to remember, we try to break the big task into easily understandable groups. We then proceed with a step-by-step learning approach.

The development of a metalinguistic understanding of the target rule is the aim of explicit teaching. In other words, students are trained in the necessary grammatical rules.

Literature review

According to Li and Sun one of the most effective methods available to educators in the quest to promote students' academic growth is explicit instruction, a disciplined, methodical and effective way of teaching academic skills. It is named explicit because of its simple and clear approach to teaching, combining instructional design and presentation techniques as well [1]. A systematic style of teaching that emphasizes taking small steps, monitoring student understanding and motivating each student to participate fully in class is known as a teaching style.

In order to gain insight into the claimed facilitative effect of explicit teaching, a significant number of empirical studies using various study methodologies have been conducted in recent years.

As stated Michaud and Ammar providing information in a way that clearly sets out all the facts is known as explicit instruction. It helps students to broaden their knowledge base and prepares them for further training. The basis for this is the idea that with the right training all teachers and students can become outstanding teachers. Moreover, it recognizes and accommodates all kinds of learning styles. Thus we promote a universal learning design [2].

According to Hughes most of the research utilized both experimental and classroom settings with one or more experimental groups and a control group. The majority of experiments included a control group in addition to one or more experimental groups both inside and outside the classroom. Students in the experimental groups received either explicit instruction, feedback, practice with explicit instruction, practice with explicit feedback, or explicit "input preparation" [3]. Explicit teaching is taught in multiple steps:

As mentioned Morris the teacher selects the learning objective for the class and establishes clear and precise standards for achievement. Students are given access to these standards and a comprehensive explanation of them. The instructor explains to the class with practical examples what needs to be done and how to achieve it.

The instructor regularly assesses the students' level of understanding. The tutor will go over the material again at the end of the lesson to summarize the student's understanding and what they have learned. As part of an ongoing assignment or assessment, students are given all the necessary information to complete it on their own [4].

As mentioned Khair Explicit instruction and process writing are two well-known methods that have attracted much attention among the various teaching strategies available in the field of language education. Explicit instruction places a strong emphasis on direct and structured teaching in which teachers provide students with precise explanations, role models and methodical practices to help them acquire specific skills. The aim of the process writing approach is to guide students through the many steps of the writing process, including prewriting, drafting, revising, editing, and publishing [5].

Explicit teaching through planned lessons requires direct teaching of specific writing techniques, grammar principles and vocabulary. Supporters claim that by giving students precise instructions and guidelines, this method allows them to use these components efficiently in their writing assignments

According to Darowski, Helder and Patson in explicit teaching, also known as explicit instruction, teachers must clearly communicate to students the desired, achievable learning goals and outcomes using a variety of techniques.

The procedure makes it possible for children to take an active role in their education by helping them to grasp four important concepts:

1. How the homework should be completed.
2. The purpose of their task.
3. How the assignment builds on and links to previous learning experiences.
4. What are the expectations regarding children's learning outcomes and goals? [6]

As stated El Soufi and See when it comes to children's learning process, explicit teaching involves the educator much more. In contrast, implicit teaching is a method that encourages autonomous enquiry and experimentation on the part of the child. Usually this requires the young person to come to his/her own understanding of the given activity and to set learning goals through trial and error.

According to cognitive load theory, the most effective teaching method for beginning learners is explicit instruction, because research shows that detailed instruction and expectation setting support the verification of concept understanding. As a result, explicit instruction works best in early childhood education, as young children are considered beginning learners [7].

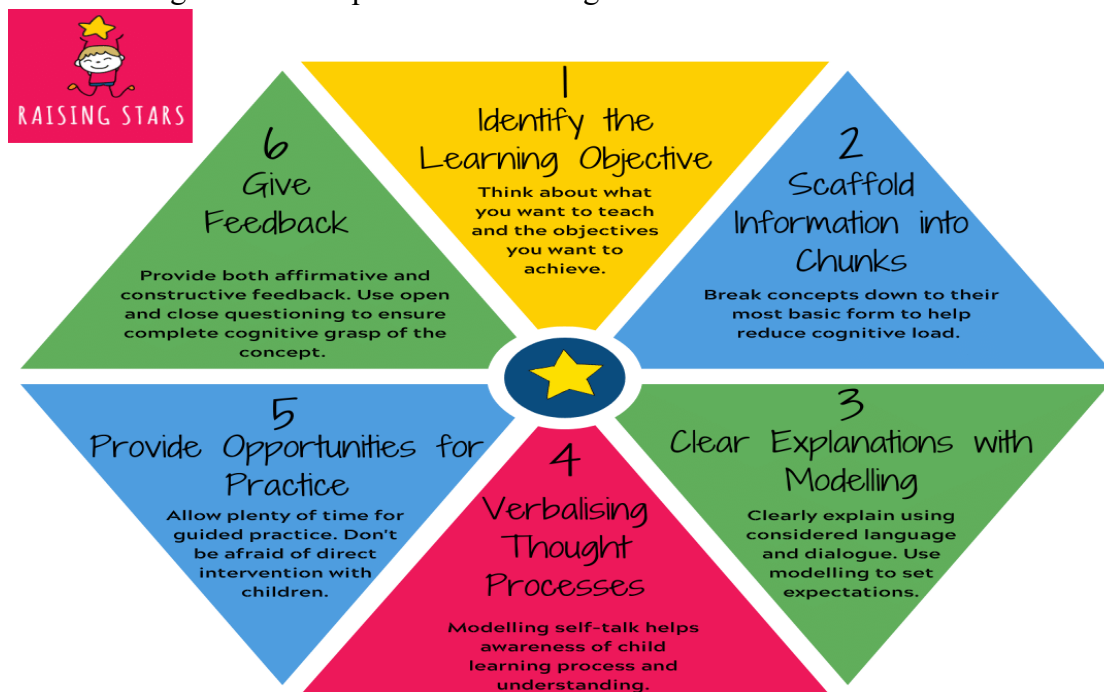
Figure 1- Instructions of Explicit learning

Explicit teaching is very important in early childhood education because it can help children acquire new concepts in a clear and effective way and eliminate any possibility of error or misinterpretation.

The main advantages of open learning approaches have been emphasized in student research.

The advantages of open education include the following:

- Faster cognitive development and learning.



- An improved capacity to recall previously acquired knowledge.
- Improved ability to follow instructions, a crucial component of school readiness.
- High task completion rate achieved by setting directions and goals.
- A large percentage of children complete all learning objectives successfully and efficiently.
- Inclusion of children with cognitive impairment.
- Offers flexibility in the classroom, allowing you to intervene at any time to support children's learning.
- Easy to use as it follows a methodical, step-by-step procedure.

According to Fathi and Afzali a young person is effectively exposed to new ideas and abilities through open teaching, which forms the basis for future learning. The application of higher-order thinking and critical analysis shows how inquiry-based learning will extend this knowledge. The systematic integration of these two methods ultimately facilitates children's rapid cognitive development and improves their word comprehension.

Establishing rules can also benefit from clear instructions. One of the best ways to help students understand the expectations for their behavior and academic performance is to establish clear rules for the classroom. This is achieved by clearly explaining, modeling and demonstrating the rules.

The effective examples of Explicit Instruction:

1. Determine the learning objective: When organizing the assignment, you must first determine the precise learning objective. For example, early math's skills are too complex for a beginner to understand. To reduce their cognitive load, choose a clear

lesson plan and a precise goal for children's learning. In this example, we will focus on the idea that when counting a group, the trailing number indicates how many people are in the group.

2. Divide the information into digestible chunks: Evaluate this objective and determine its most basic form. For example, before moving to the next level of comprehension, you must show them that numbers can be ordered. Only then can you teach them that when counting a group, the last number said indicates the overall value of the group.
3. Explicit justifications supported by modeling : The idea of sorting is then introduced through modeling and explanation. This can involve finger plays or counting songs such as "ten on the bed" or "five little ducks".
4. Verbalizing Thought Processes: Use both closed and open-ended questions to help children understand what sequencing means. This will help you ensure that children understand the idea and will also help them realise the learning objectives.
5. Give Children a Chance to Practice: Allow children to count from one to 10 using their fingers to order the numbers. At this point, make sure children are counting correctly and keep an eye on them. You can then take this exercise a step further and apply it to a real-world situation, such as playing grocery shop where children have to count various things.
6. Provide Input: Give children immediate positive (well done, good job) or constructive (maybe try again, do you think you are missing something) comments. If all children make the same mistake, you will need to start the procedure all over again. With this direct help, students can correct important mistakes that may hinder their future understanding of complex topics.

Purpose of the study

The main objective of the current research dissertation will be investigating Explicit Instruction on EFL learners' comprehensions. Moreover, the purpose of the study will be the role of using Explicit Instruction in teaching English language. In general the current study will investigate the effect of using Explicit Instruction on learners' comprehension.

The relevance of the work will to prove that effect of Explicit Instruction on developing learners' comprehension.

The subject of the work will be using Explicit Instruction on enhancing English learners' comprehension.

The object of the work will be the process of appreciating value of developing learners' comprehension by using "Explicit Instruction" to English learners.

Methodology

Research design

Descriptive research will be used to determine how explicit instruction affects students' comprehension development. Various types of questionnaires are used in descriptive research. Descriptive research, in the words of Dulock, H. L. (1993), is the description of the situation as it is. The aim of the descriptive study was to find the links between certain variables. The purpose of the questionnaire is to find out how it works to improve English learners' comprehension through explicit teaching. In addition, after the findings of the descriptive analysis have been collected, a questionnaire will be used to collect reflections on the use of explicit instruction to improve the comprehension of learners in the experimental group. The quantitative research design will be chosen to address the research aims and questions. Connelly, L. M. (2009) defines quantitative research design as the use of numbers to evaluate data.

Participants and setting

Totally, more than 30 EFL learners will attend in the recent research study. Second and first course learners will select from Khoja Akhmet Yasawi International kazakh-turkish University, Philology Faculty, Pedagogical foreign languages teaching department. More than

half percent of participants will be female learners; in addition, nearly half percent of learners will be males. Purposive simple method will be used in order to elect participants of the study.

Data collection and instrument

The current study will implement a questionnaire in order to know the effectiveness of explicit instruction and to gather participants' feedback connected with their comprehension. The research instrument will assist to evaluate efficiency of explicit instruction on EFL students' comprehension.

Data collection procedure and analysis

The research will consist of pre-test and post-test, and a questionnaire to obtain relevant data. The pre-test will tend to assist EFL learners' initial comprehension before the research. The post-test will assist participants' comprehension after the study. The questionnaire will intend to gather EFL students' perceptions regarding the explicit instruction.

Conclusion

A direct and methodical approach to teaching is explicit teaching. Explicit teaching helps teachers to make lessons very specific. They show children how to start and finish an activity. They also provide young people with lots of practice opportunities and feedback.

Recall an example where you realized that a step was confusing or missing when you tried to apply a new recipe. The concept of providing information in a clear and organized way is also embraced by open education. It is a methodical, practical approach that presents details in an explicit way. Explicit learning is also known as teacher-directed learning as it allows teachers to communicate their understanding directly to students.

Explicit teaching breaks down the material to be learnt into manageable chunks and guides students through each stage. As a result, students can digest new information more efficiently. There is a significant amount of research supporting open teaching that fulfils our highest requirements.

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EFFECTIVENESS OF ROLE PLAY TECHNIQUE ON ENHANCING KAZAKHSTANI STUDENTS' COMMUNICATIVE SKILLS

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ABSTRACT

Speaking skill is considered to be the most difficult one among language skills, because there are different social contexts in life that no one is able to predict. Accordingly, there is no common structure of using the language. Learners find it hard to speak in English because they have not enough practice. It makes them have inability to speak English fluently. Speaking skill is the skill that is necessary while communicating with other people. Consequently, there is a problem with improving communicative skill that every English teacher should consider.

The Role play approach is considered to be one of the methods which are for developing students' communicative skills. This study gives more in-detail information about this technique.

This research study works on the revealing of the significance of using Role play technique for developing English learning students' communicative skills. The present study uses a quantitative method with true experimental design to 23 students of educational center "Nur Education" in Turkistan. The experimental group was taught through Role play method while the control group was taught through the traditional grammar-based techniques. The results of pre-test taken from experimental and control groups were approximately equal. After 4 weeks of the teaching, the post-test of speaking was conducted in which the students in both groups were asked to answer. The results showed that there is no such a significant improvement in speaking skill of experimental group. It can be concluded that Role play has not got significant effect on students' speaking skill.

Keywords: control, experiment, Role play, speaking, technique.

INTRODUCTION

One of the main goals of teaching English as a foreign language in Kazakhstan is to enable students to communicate in the target language. Students must be able to speak correctly and in appropriate way in order to have qualitative communication. With the purpose to develop students' language skills, different teaching approaches, methods and techniques are recommended. In speaking lessons, learners will be able to speak English. If they cannot speak English, it will be difficult for them to express their thoughts and ideas during classroom interaction. Consequently, students must be able to communicate effectively and share their thoughts, ideas and interpretations in their classroom environment. Role playing technique gives all the opportunities to students to express appropriate language functions in a given task and situation. Many teachers follow traditional grammar-based methods to develop students'

communicative skills. Therefore, it is very important to teach students some skills that they can use in everyday conversation and Role playing can be an effective method for this. A Role play method was described as a form of classroom drama in which students perform various tasks in a situation and bring out what might happen in that situation (Richards, 1985). For instance, in order to complain and apologize in a foreign language, students may need to act out a situation where a store customer gives a wrong item back to the store clerk. In a game, learners assume a role (for example, a police officer, a store clerk), a situation (for instance, buying food, planning a party), or both (Doff, 1992). Plays should be played; students decide exactly what to say as they go. Status, role and meaningful words are the three components of Role play technique (Neupane, 2019, p. 13).

The students have the job to pretend to be other people and communicate in their own words.

Additionally, Larsen Freeman (2008) stated that Role play strategy can be a technique for students to practice their speaking skills when they pretend to be someone else and then act out the role of someone else. In role plays, students practice communicating in current situations. Role playing activities are a way to teach communicative skills.

Role playing activities can have a role as a very efficient tool for educators, since their main purpose is to strengthen students' participation in the lesson and promote the learning of theoretical knowledge of the target language (Kusnierek, 2015) (Rafsanjani, Suwandi, Bharati, 2020). It is also stated that Role playing method is an entertaining process in which the learners assume a role and converse with each person acting that role (Rahayu, 2015). It is also highly flexible, providing even more opportunities for personal differentiation, spontaneity, imagination and role simulation. Larsen Freeman (2008) stated that role play method is important in communication approaches because it provides learners with the opportunity to practice communicating in different social roles. Role playing is a very flexible learning activity with plenty of types of variation and imagination (Lestari, Sridatun, 2020, 114).

Role play method is a powerful language teaching technique that involves all learners in the learning process. The purpose of this study is to represent that students are enthusiastic about learning English by playing role games. The purpose of learning through play is to improve their communication skills. Role playing technique promotes and enhances learners' motivation in a fun way approach and provides a rich experience of the language. There are many reasons for extensive support for using Role playing in the acquiring the target language. This approach can provide motivation because they are entertaining and interesting for the learners. It integrates language skills in a creative way and helps learners like never before there is already such encouragement. RPM has a big influence in the classroom atmosphere and change, thus allowing the students to know the common mistakes in English. Using RPM offers great opportunities for students talking to each other even if they have not enough necessary vocabulary. RPM encourages learners to communicate and express themselves with confidence. It is very important for learners to find a good language environment to improve their language skills, and RPM helps students increase their speaking skills through teaching them common phrases and words.

Also students can develop more of their intelligence with the help of Role play technique. It is vital for students to collaborate in groups and communicate with others. Some teachers insist on continuing to teach using traditional methods and avoid using RPM in their teaching process. Those educators wonder how to manage the class, how to organize and how to build capacity in the classroom while using Role playing. If they try to see the effectiveness of RPM, they will implement this approach in their curriculum (Altun, 2015, 31).

Purpose of this research is to acquire the effectiveness of Role play method in development of English language learners' communicative skills.

Research Questions

1. Is there any difference between the experimental and control groups pre-test results?

2. Is there any difference between the experimental and control groups post-test results?
3. Is there any difference between pre- and post-test results of experimental group who received instruction based on the using role play?
4. Is there any difference between pre- and post-test results of control group who received instruction based on traditional method?

LITERATURE REVIEW

Definition of Role play method

In higher education, the importance of active learning is being recognized more and more as a means of boosting students' engagement, motivation and accountability. Numerous deep learning techniques address these issues (Kivinen, Ristela, 2002). Several authors emphasize that students' reflections in higher education are based on their tangible experiences. These authors include Kayes, Kolb (2005). One educational strategy that is a part of active learning is Role playing. The teaching approach is typically characterized as being appropriate for helping pupils comprehend a subject and helping them to be independent.

Role playing is an effective way to integrate active learning into the teaching of many academic subjects, including psychology, law, history, medicine and business. Several studies have shown that Role playing improves students' learning; for instance, it gives students the chance to comprehend a topic more deeply and piques their interest in it further (Rao, Stupans, 2012). In their comparison of Role-playing-based learning and more conventional teaching approaches, McCarthy and Anderson (2000) make the following claim: "Our results suggest that using certain activities in the classroom may appropriately encourage learners to absorb and retain information just as well as, if not better than the more traditional methods." (McCarthy, Anderson, 2000, p.290)

It is more likely that active learning strategies will work for students who have a variety of learning preferences. High level of student participation is achieved through Role-playing.

There are various approaches to define and conduct role-playing (Rao, Stupans, 2012). The common element is that participants take on distinct roles in which actions and occurrences serve as springboards for illuminating and comprehending what transpires in diverse circumstances. According to Sogunro (2004), Role play method is commonly defined as a learning activity when players act out a set of established role behaviours or positions in order to acquire desired experiences. Sogunro (2004) emphasizes further that the increased number of views is primarily responsible for the greater knowledge attained through role-playing: participants in this technique are encouraged to see events or challenges from other viewpoints.

Role-playing is defined by Yardley-Matwiejczuk (1997) as activities in which participants engage in "as-if" scenarios through simulated actions and situations. It is expected of the players to behave if certain circumstances and scenarios occur, with distinct roles signifying different kinds of actions, objectives and arguments. The Role play's preliminary work establishes the specific role descriptions and requirements for participants (Grysell, Winka, 2010).

Definition of Communication skills

English has become widely used as the international language of communication, science, technology, medicine, tourism and many other fields as a result of globalization and the United States dominance in the 20th and 21st centuries (Friedman, 2009). English now serves as a bridge that connects students as individuals with a vast knowledge base and information resource both synchronously and diachronically. Although there is a vast amount of information stored in English, individuals who are not familiar with the language may find it difficult to access (Tuzlukova, Al-Mahrooqi, 2010).

It is anticipated that English will continue to have an impact in the upcoming decades since it is without a doubt the language of information and technology (Graddol, 2006; Crystal,

2002). In fact, according to David Crystal (2002), English has become so powerful that it cannot be stopped, making the possibility of switching to a different language. Since many nations have realized how valuable English is as a tool for learning and technology, English is taught at all educational levels and is widely used in national life. The most vital skill in any field of society is the ability to communicate in appropriate way in English. Communicative ability is more than just vocabulary and grammar (Al-Mahrooqi, 2012).

Types of Role play

There are three different types of Role play: semi-structured, fully scripted and unscripted. Every word in a fully scripted role-play is provided, and students are expected to comprehend or commit to memory their assigned roles (Harper –Whalen, Morris, 2005). The first type of Role play is usually ready: they may be ready because of a teacher who provides the full text or the conversations are taken from textbooks. This type of Role play may be suitable for students who have low level of language proficiency. In the second type students must be able to fill in the blanks with appropriate words from these contexts, as it includes a model conversation with a few missing words (Livingstone, 1983). Students can therefore start their own conversations and modify the main discourse in a particular way. Role plays of this type could be referred to as a semi-scripted. When a language input provided by the teacher or required textbook, but students should also specify that the materials rely on a frame that provides the situations in order to create a context that is representative of real life. Because semi-scripted Role play is less structured and controlled than fully scripted Role play, it can be used with students who are at a higher level of proficiency. These students should be familiar with the main procedures and have the desire to move on to more challenging tasks. The third type of Role play involves students establishing mini conversations based on the previously mentioned keywords; materials or contexts are merely meant to fill in the blanks (Pi-Chong, 1990). Students may be given some key phrases of dialogues or topics and aims in less controlled and structured tasks. They refer to this kind of Role play as unscripted or non-scripted Role play and contend that it offers excellent opportunities to apply knowledge and strategies in particular contexts. It is highly considerable that students are able to employ their own ideas and opinions, use language that is appropriate for them, and act out scenarios based on what they understand. Non-scripted Role play can be useful for higher proficiency level learners because it allows free and structured participation, though it occasionally calls for specialized abilities like problem-solving.

The implementation of Role playing method for improving speaking skills

It is a fact that teachers can implement active learning through the practice of interaction with others. The most of them were united by the idea that verbal tasks with an emphasis on meaning rather than language structure should be prioritized (Arends, 1998). Certain researchers present and elucidate the advantages of over-practicing Role-playing techniques by demonstrating that comprehension is established when student groups code and collect data. Researchers can draw conclusions and make comparisons by observing how people act in various contexts. A set of appearances and behaviours can be quickly identified, recognized and labeled using roles (Van Ments, 1983). Students create expectations based on the traits, demeanor and looks of a specific individual. They forecast their actions in a specific situation. Social positions such as a teacher, engineer, police officer, clerk, president or a crime can be assigned in real-world scenarios. When we perceive ourselves or other role-players as participants in a process, an audience adapts to fit the context. For example, our behavior in social situations is not the same as it was when we were with our friends. They agreed that a person's function or purpose can have an impact on their roles. Students may perform the duties of a manager, an employee working in the front desk, a bellboy, a flight attendant, a travel agent, or captain. The instructor should take into account the students' participation, role-playing, technique direction and idea conclusion (Krebt, 2017).

METHODOLOGY

The purpose of this study is to determine how well Role playing approach improves students' speaking abilities. The role-playing method and its use in language instruction are the main subjects of the study. In all, 23 students participate in the research. This section of the study describes the instruments, settings, participants, research methodologies and activities completed.

Research design

This research investigates the implementation of Role play technique employed by Pre-Intermediate students in engaging with creative tasks and their potential influence on the enhancement of speaking skills in the educational center "Nur Education" situated in Turkestan, Kazakhstan.

In this study, the quantitative research method has been used. In the field of social research, quantitative research has become increasingly popular in recent years. This project's main goal is to increase the study's validity and credibility by making inferences from quantitative data.

A survey has been used to gather data. The collected data has been examined with the SPSS program.

The researcher's study, known as a true experimental design, is used to determine the students' attitudes toward the activity both before and after the experiment, as well as to show how the experiment may improve the students' communicative skills through the use of Role playing activities.

Participants and settings

This research was based on a true experimental design conducted among 23 students of Pre-Intermediate level in educational center "Nur Education" which is located in Turkestan, Kazakhstan. All the participants were divided into 2 groups where 11 students were in the experimental group, whereas 12 students were in the control group. The participants were grouped according to their surnames in the list.

Number	Age	Gender	Level	Place
23	14-16	11 – male 12 – female	B1	Educational center "Nur Education"

Data collection tool

The instrument used for collecting data was scale in Likert scale. The students were given the questionnaire that Alexander Heerin, Grazia Ceschi, David Valentiner and Vincent Dethier had prepared. The scale has 12 questions and answers have the variation of 5 options: Strongly disagree/Disagree/Neutral/Agree/Strongly agree. Mean, standard deviation, Independent samples t-test and Paired samples t-test were used during interpretation and analyzing the pre- and post-test results for the experimental group and the control group.

Table 1. Speaking Skills Attitude Scale for Students Heerin, Ceschi, Valentiner, Dethier (2013).

№	Evaluate yourself in terms of the following characteristics.	SD	D	N	A	SA
1.	My hands tremble when I try to handle objects on the platform.					
2.	I am in constant fear of forgetting my speech.					
3.	While preparing a speech I am in a constant state of anxiety.					
4.	My thoughts become confused and					

	jumbled when I speak before the audience.					
5.	Although I talk fluently with friends I am at a loss for words on the platform.					
6.	The faces of my audience are blurred when I look at them.					
7.	I feel disgusted with myself after trying to address a group of people.					
8.	I perspire and tremble just before getting up to speak.					
9.	My posture feels strained and unnatural.					
10.	I am fearful and tense all the while I am speaking before a group of people.					
11.	It is difficult for me to search my mind calmly for the right words to express my thoughts.					
12.	I am terrified at the thought of speaking before a group of people.					

Treatment

The sampled population was divided into two groups based on their similar learning perspectives. While the control group employed traditional techniques, Role playing was included into experimental group's teaching process. On November 1, 2023, a pre-test was held prior to the experimental group being exposed to the role playing technique. Two groups of the research were given the pre-test. 5 to 10 minutes were needed to accomplish the scale.

The speaking exam served as the primary research tool in this study. Finding out the students' speaking proficiency was the main goal of this research. Pre- and post-tests were the two types of tests that the author employed. The pre-test was carried out ahead of time. The pre-test allowed the writer to ascertain the students' basic knowledge. Pre-test was done with the intention of comparing the achievement scores of the same students to those of the post-test. A post-test was also employed to reveal the influence on students' communicative skills with the help of treatment. The pre-test and post-test results would be compared in order to determine whether there was a significant difference before and after the treatment.

In order to access the students' speaking proficiency prior to the writer utilizing the role playing technique, a pre-test was administered to the students. The pre-test was implemented by the author using the Likert scale. The researcher requested the students to perform a dialogue or topic on the given themes. Following the treatment, students were given a post-test to determine their achievement levels following the researcher's Role play instruction. The data collection tool used by the author was SPSS. The researcher used a Paired samples t-test to compare the outcomes of the pre- and post-tests in the experimental and control groups.

The data was gathered in order to reveal whether there was a significant difference between the students' self-confidence in speaking instruction and the Role play technique.

The students in experimental group and the control group took the post-test on December 6, 2023, to mark the conclusion of the teaching period. The pre- and post-tests for both groups were administered using the same Likert scale. The post-test questions were scored using the same criteria as the pre-test answers by the students. Each student had 5 to 10 minutes to respond to the questions in the questionnaire. The pre- and post-tests were administered by the researcher under the same conditions.

Activities conducted according to Role play method are considered to have a positive impact on the students' speaking skills. The tasks of Role playing were implemented in the teaching process of experimental group, whereas the control group continued studying with traditional methods. The speaking class met three times a week. First 2 lessons out of 3 were a preparation part of weekly test in which students were given fully- or semi-scripted conversation texts. The third class of each week was the result of weekly experiment.

The 1st week's lessons of the experiment were started with the introducing of the new project to the students. Then it was given a full explanation of the structure and principles of work.

The performance of the 1st week activity based on Role play method:

Waiter: Hello, welcome to our restaurant! May I take your order?

Person 1: Oh, yes, please. I'll have the chicken salad and soda, please.

Waiter: Would you like to order anything else? Dessert, drinks?

Person 1: No, thanks. That's all.

Waiter: And for your partner?

Person 2: I'd like to have the steak and a Coke, please.

Waiter: Perfect! And there will be one chicken salad, one steak, a soda and a Coke, right?

Person 1: Yeah, that's it. Thank you!

Waiter: You are welcome. Your order will be ready in 20 minutes. Enjoy your meal!

Person 2: Thanks a lot!

The task used for Role playing was prepared by the teacher and was given to learners with full completion. The full-scripted type of Role play technique was applied in the first week. Students accomplished their performance during 4 minutes and some their mistakes were revealed. For example, some students had some mispronunciations, others confused some words, but in general they did their task.

The performance of the 2nd week activity based on Role play method:

- Hey, Roza, how are you?
- Oh, hi, Dilyara! Everything's OK.
- A have an excellent offer for you! You'll get surprised. Let's have a journey together!
- Wow, really? But how, where and when?
- Don't worry, I'll offer you some places and we will choose one place.
- OK, I'm ready in this case.
- What do you think about going countryside?
- Yeas, that's a good idea, but, actually, I am not so into in it. Maybe we should find other alternative?
- What about London or Paris or Rome?
- Hmm, I think Paris is the perfect place to visit. It is my dream to visit such romantic city in the world!
- I also think so. Then, I'm booking tickets and reservation in a hotel, you are searching the interesting places to visit.
- Yeah, I got you. You know, I can't believe that we are doing this! I was dreaming about such trip, but I never thought that it would happen sometime.
- Dreams come true!

This dialogue was fully completed by the students only and it is the non-scripted Role play. Learners' performance took 5 minutes. Their text was written and accomplished by the students and it shows their interest in it. Students showed their enthusiasm to Role playing technique and started offering their own ideas on this method.

The performance of the 3rd week activity based on Role play method:

- Hello buddies! How are you doing?
- Oh, hi! Can't complain, because everything is good.

- So do I, actually.
- How was your weekend?
- It was amazing. I was at home and I did nothing! It was really cool, because I got tired of hustle and bustle, and doing nothing was the perfect solution for it.
- Oh, I'm glad to hear it. What about others?
- I went to mountains with my family. We had a great time together. We climbed the mountains, cooked food, talked a lot and enjoyed our lives. It was really great!
- So nice to hear it. For example, I wasn't planning to do anything, but my friends had other plans. When I was relaxing at home on Saturday evening, they suddenly came and took me to the party. Firstly I wasn't in a good mood, but after a while the music started and my favourite song had been played! I started to dance and I felt energy in me. In other words, I had perfect weekends.
- I'm happy that all of us had great time!

This conversation was completed by learners under the teacher's guidance. This is the semi-scripted Role play where students and teachers work in collaboration. The topic was about how the friends spent their weekends. Students tried to convey their characters' emotions and feelings. Also they were more confident while performing if compare to the 1st week's results.

The performance of the 4th week activity based on Role play method:

- I will tell you an interesting situation.
- Yes, what happened?
- Do you remember that last year on this day we came from our trip to Georgia?
- Yes, of course.
- I remember it, yeah.
- How can we forget that time?
- I will tell you the circumstances when we landed and stayed at the hotel that day.
- Yes, I will never forget it.
- It started that day, we were tired from the road, and our car broke down on the way.
- Yes, we were tired and went to nearby hotel.
- We had two rooms, one for girls and one for boys, and it was cheap there.
- Yes, I was surprised at the price at that time.
- We were glad that the price was cheap.
- Yes, and when we entered the room, it was very dirty and there was no light at all.
- Yes, we had to stay there because we had no other choice.
- I was afraid of the dark when the light went out in our room in the evening.
- At that time you were very afraid and hid under the blanket.
- We – girls, were very tired and fell asleep. Then I had a very bad dream: all of us stayed in this hotel and no one else.
- Yes, at that time you had fallen asleep and I couldn't sleep at all, then my phone started moving, I was shocked, then I went to meet you all and said that we would leave there soon.
- Finally, we left there.
- I heard that the mystery things happen there.
- Really? How did you know?
- I have found this information in Internet by accident.
- So, it was a very scary and unforgettable day for us.
- I agree with you.

The 4th week's activity was completed successfully. This conversation was conducted by learners only and it took 7 minutes for their presentation. Students had some pronunciation mistakes but mostly they did great. The 4th week's lesson was the last day of the experiment.

After completing the experiment research, the students of both experimental and control groups were given the post-test. It was the same Likert scale used for pre-test. Then the data was included in the statistical program SPSS and the final results were compared in tables.

Findings

This section presents the results of this study. The findings are presented according to the order in which the data collection instruments were used and are supported by related tables. All the tables were conducted and analyzed in the SPSS program. The used operations are: Descriptive statistics, Independent samples t-test and Paired samples t-test.

Table 2 presents a comparison of experimental and control groups' pre-tests that were taken at the beginning of the study. Table 3 shows a comparison of experimental and control groups' post-tests that were taken at the end of the experimental study. Table 4 represents the comparison of pre- and post-test results of experimental group. Table 5 shows comparison of pre- and post-test results of control group.

1. Research question 1: Is there any difference between the experimental and control groups' pre-test results?

Table 2. Difference between experimental and control groups' pre-tests.

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
1. My hands tremble when I try to handle objects on the platform.	experimental	11	2.6364	1.68954	.50942
	control	12	3.1667	1.46680	.42343
2. I am in constant fear of forgetting my speech.	experimental	11	2.5455	1.57249	.47412
	control	12	3.0833	1.37895	.39807
3. While preparing a speech I am in a constant state of anxiety.	experimental	11	2.4545	1.69491	.51104
	control	12	3.1667	1.58592	.45782
4. My thoughts become confused and jumbled when I speak before the audience.	experimental	11	2.5455	1.29334	.38996
	control	12	3.1667	1.46680	.42343
5. Although I talk fluently with friends I am at a loss for words on the platform.	experimental	11	2.6364	1.20605	.36364
	control	12	3.3333	1.37069	.39568
6. The faces of my audience are blurred when I look at them.	experimental	11	2.9091	1.57826	.47586
	control	12	3.5000	1.56670	.45227
7. I feel disgusted with myself after trying to address a group of people.	experimental	11	2.9091	1.30035	.39207
	control	12	3.5833	1.08362	.31282
8. I perspire and tremble just before getting up to speak.	experimental	11	3.0909	1.57826	.47586
	control	12	3.5000	1.16775	.33710
9. My posture feels strained and unnatural.	experimental	11	3.0000	1.26491	.38139
	control	12	3.3333	.88763	.25624
10. I am fearful and tense all the while I am speaking before a group of people.	experimental	11	3.0000	1.00000	.30151
	control	12	3.1667	1.02986	.29729
11. It is difficult for me to	experimental	11	3.0000	1.00000	.30151

search my mind calmly for the right words to express my thoughts.	control	12	3.3333	1.07309	.30977
12. I am terrified at the thought of speaking before a group of people.	experimental	11	3.2727	.90453	.27273
	control	12	3.3333	.98473	.28427

As the table shows, there is a small amount of difference between experimental and control groups' pre-tests. Question 12 has the closest mean of the results of both groups. The 7th question in the scale has the highest score of all. It is connected to the feeling of students to get disgusted after taking part in communication. Students of both experimental and control groups have felt disgusted with themselves after trying to address a group of people. The 2nd question's results have the minimum score both in experimental and control groups. It is obvious from the given table that students in constant fear of forgetting their speech.

2. Is there any difference between the experimental and control groups post-test results?

Table 3. Difference between experimental and control groups' post-tests.

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
1. My hands tremble when I try to handle objects on the platform.	experimental	11	3.0909	1.30035	.39207
	control	12	3.0833	1.72986	.49937
2. I am in constant fear of forgetting my speech.	experimental	11	2.8182	.98165	.29598
	control	12	3.0833	1.72986	.49937
3. While preparing a speech I am in a constant state of anxiety.	experimental	11	2.9091	1.04447	.31492
	control	12	3.3333	1.66969	.48200
4. My thoughts become confused and jumbled when I speak before the audience.	experimental	11	2.6364	1.12006	.33771
	control	12	3.1667	1.40346	.40514
5. Although I talk fluently with friends I am at a loss for words on the platform.	experimental	11	2.7273	.78625	.23706
	control	12	3.5000	1.16775	.33710
6. The faces of my audience are blurred when I look at them.	experimental	11	2.6364	.92442	.27872
	control	12	3.5000	1.67874	.48461
7. I feel disgusted with myself after trying to address a group of people.	experimental	11	2.9209	.83121	.25062
	control	12	3.4167	1.08362	.31282
8. I perspire and tremble just before getting up to speak.	experimental	11	3.0909	1.04447	.31492
	control	12	3.6667	1.15470	.33333
9. My posture feels strained and unnatural.	experimental	11	2.7273	1.19087	.35906
	control	12	3.3333	.88763	.25624
10. I am fearful and tense all the while I am speaking before a group of people.	experimental	11	2.8182	1.07872	.32525
	control	12	3.0000	.85280	.24618

11. It is difficult for me to search my mind calmly for the right words to express my thoughts.	experimental	11	2.7273	.78625	.23706
	control	12	3.2500	1.05529	.30464
12. I am terrified at the thought of speaking before a group of people.	experimental	11	2.3636	1.20605	.36364
	control	12	2.6500	.96531	.27866

The given table represents the relation of experimental group to control group. The question 1 has the closest mean of both groups. The results of the 7th question about feeling of disgust of students show that the experimental groups' students' anxiety has changed for a small amount. The results of the 7th question of control groups' students are nearly on the same indicator. Therefore, implemented technique has neutral effect on the learners' speaking confidence. The 12th question represents the fact of decreasing experimental and control groups' students' fear of speaking in front of the audience.

3. Is there any difference between pre- and post-test results of experimental group who received instruction based on the using role play?

Table 4. Comparison of pre- and post-test results of experimental group.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	2.8333	11	1.19432	.36010
	PostTest	2.8030	11	.88449	.26668

According to above-mentioned Table 4, it is visible that experimental group's pre- and post-test results are nearly similar to each other. Consequently, there is no significance in using Role play method.

4. Is there any difference between pre- and post-test results of control group who received instruction based on traditional method?

Table 5. Comparison of pre- and post-test results of control group.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	3.3056	12	1.11086	.32068
	PostTest	3.2986	12	1.14507	.33055

According to Table 5, it is presented that control group's pre- and post-test results are similar to each other, which means that there is no increasing factor in using instruction based on traditional method.

RESULTS AND DISCUSSION

While the Role play method stands as an effective tool for enhancing students' speaking abilities, its implementation in educational settings may encounter certain challenges that warrant consideration. Acknowledging these challenges is crucial for a comprehensive understanding of its effectiveness and practicality in language learning. Not all students may readily embrace role play activities. Some learners may feel uncomfortable or hesitant in assuming different roles, especially in scenarios outside their cultural or personal comfort zones. Encouraging full participation and overcoming student resistance can be a substantial for educators.

In the experiment conducted by the researcher, which lasted 4 weeks, the implementation of Role play approach can be noted. In this experiment, the influence of this method on communicative skills of students is expressed weakly, which indicates that the use of this technique for educational purposes in the city of Turkistan has no particular benefit. If to compare this work with the study of a foreign researcher Dhea Mizhir Krebt, who conducted his experiment in a college in Iraq, we can notice significant differences in the results of both works. The study of Dhea Mizhir Krebt was successful because the period of the experiment took 2 months, while this experiment was conducted for 4 weeks. Also the weak feature of this research is that the B1 level is not appropriate for working with Role play.

Above-mentioned tables are the indicators of effectiveness of implementing Role play approach for enhancing students' communicative skills. It is concise that experimental group's pre- and post-test results do not have the perceptible changes. It can be concluded that the study showed the neutral impact on students' speaking abilities.

CONCLUSION

In the field of education, the role-playing method is a helping method, especially when it comes to improving students' speaking abilities. Participants are included in more than just speaking when they take part in a role-play; they are also experiencing practical part of language. They play a plethora of roles and interact in real-life situations. The practical experience of other researchers showed the effectiveness of implementation of Role play in promoting fluency and adaptability in communication by facilitating a deep understanding of linguistic nuances.

Students find the Role playing enjoyable as well because they do not feel like they are learning; rather, they are just having conversation as usual. Using the Role play technique, students adopt roles and engage in dialogue with each other as they perform. Additionally, a few of them struggle to commit conversation texts to memory and lack confidence when speaking in front of an audience.

Role play techniques help students become more proficient speakers of the target language by providing them with the opportunities to experience a variety of real-life situations and equipping them with the necessary language skills to communicate effectively in those settings. Furthermore, Role play's cooperative format promotes social and cooperative skills. Through active listening, negotiation, and co-creation of narratives, students develop peer cooperation and understanding.

Nevertheless, in some educational settings or with certain learner profiles, alternative methodologies that better cater to individual needs and preferences might serve as a more inclusive approach to language learning.

In reevaluating the effectiveness of role-playing in teaching, it becomes imperative to recognize its limitations while also acknowledging its potential in specific educational contexts. Adopting a flexible and adaptive approach that integrates a variety of teaching methodologies might better cater to the diverse needs of learners and enhance the overall efficacy of language education.

Ultimately, while Role playing method might not be universally effective in teaching speaking skills, its careful integration, alongside other instructional strategies, can contribute to a more comprehensive and diverse language learning experience.

In conclusion, teachers use this type of approach, but they should take into consideration the fact that this method is not effective for improving speaking abilities; however it is a fun and integrating way to make the students engage in classroom activity.

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ENGLISH LANGUAGE LEARNERS' WILLINGNESS TO COMMUNICATE IN EFL CLASSROOM

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ABSTRACT

In the contemporary interconnected world, the acquisition of English as a second language (L2) has become increasingly crucial. English serves as the predominant language for international trade, education, and cultural exchanges. The concept of "Willingness to Communicate" (WTC) encapsulates an individual's inclination and eagerness to engage in communication in a second or foreign language.

This study undertook an examination of English language learners' inclination to engage in communication within an L2 classroom, scrutinizing the influence of gender, age, and teaching methodologies on the advancement of reading comprehension. The research involved

the participation of 13-14-year-old English language learners throughout October 2023, spanning a duration of four weeks. A total of 26 students were carefully selected for the study, with an equal representation of 13 male and 13 female students, employing a straightforward sampling method. The investigation employed two distinct questionnaires, namely the Motivational Intensity Questionnaire and the Desire to Learn English Questionnaire, to assess EFL students' readiness to communicate in an EFL class. Notably, the outcomes indicated no discernible disparity in mean scores based on the students' gender.

Key words: English language learners, Willingness to Communicate(WTC), questionnaire.

Introduction

According to MacIntyre and Doucette (2010, p. 162), "communicative readiness (WTC) can be conceptualized as the readiness to communicate with a specific person in the L2 at a specific time and is thus a final psychological step at the onset of L2 contact."

Over the past decade, numerous factors influencing Willingness to Communicate (WTC) have been under scrutiny. MacIntyre and Doucette (2010) have recently introduced Kuhl's (1994) action control theory, which posits hesitation, anxiety, and volatility as foundational elements and precursors to WTC. These behavioral control factors, as outlined by MacIntyre and Doucette (2010), are perceived as stable individual traits rather than dynamic reactions to situational events within or outside the classroom.

Traditionally, WTC has been perceived as a stable, trait-like disposition. However, contemporary perspectives acknowledge its dynamic nature with transient and enduring characteristics (e.g., Cao & Philp, 2006; MacIntyre & Legatto, 2011). Ambiguity, anxiety, and volatility are recognized to impact situational variables, introducing variability according to MacIntyre and Doucette (2010). Kang (2005, p. 291), drawing from a qualitative study of English study abroad students, proposes an alternative definition of WTC as a situational variable: "Willingness to communicate (WTC) is a person's voluntary inclination to actively participate in a communicative activity in the actual situation, which may vary depending on the interlocutors, the topic, and the context of the conversation, among other potential situational variables."

Previous research studies have explored the nature and situational/contextual aspects of WTC, primarily focusing on specific geographical regions such as Canada, Japan, Korea, and China. The participants in these studies were often English as a Foreign Language (EFL) students, particularly those engaged in study abroad programs with no intention of permanent residence in their home country or an English-speaking nation.

Literature review

The success of education relies heavily on the motivation and enthusiasm of students. In the realm of second language (L2) acquisition, effective communication is unattainable without proper preparation for learning. Hence, the willingness to communicate (WTC) among learners emerges as a pivotal aspect of L2 learning. A comprehensive exploration of WTC has been conducted through qualitative (e.g., Basöz & Erten, 2019; MacIntyre & Legatto, 2011; Peng, 2012), quantitative (e.g., MacIntyre & Doucette, 2010; Yashima, 2002), and mixed-method studies (Leger & Storch, 2009). These investigations consistently highlight the significant impact of students' WTC on L2 development.

Over the last two decades, scholars in Second Language Acquisition (SLA), including MacIntyre, Clément, Dörnyei, Noels (1998), Yashima (2002), Kang (2005), MacIntyre (2007), and MacIntyre and Legatto (2011), have underscored the importance of WTC in modern language teaching. Despite possessing communicative competence, learners may not effectively

engage in L2 communication within or outside the classroom, as emphasized by Dörnyei (2005). Kang (2005, p. 278) asserts that L2 learners with high WTC exhibit more active involvement in authentic communication, making language learning more accessible.

MacIntyre et al. (1998) present WTC in L2 as a variable with both transient and persistent effects. Their heuristic model, influential in DTC research, visually represents the dynamic nature of WTC. Empirical studies testing various facets of the model, such as motivation, communicative competence, and language anxiety, have predominantly featured French L2 students in Canada (e.g., Baker & MacIntyre, 2000; MacIntyre, 2007; MacIntyre & Doucette, 2010; MacIntyre & Legatto, 2011).

Research in the context of English as a Foreign Language (EFL) has been conducted in countries like Korea (Kang, 2005; Kim, 2004), China (Peng, 2007; Wen & Clément, 2003), and Japan (Matsuoka, 2005; Yashima, 2002). Variables such as self-confidence, personality, attitude, international stance, gender, age, social and educational context are identified as affective/personal and social factors influencing WTC.

In Iran, concerns have been raised about the application of Communicative Language Teaching (CLT) principles in secondary schools due to inadequate government-issued textbooks (Razmjoo, 2007). Ghorbani (2007) highlights a scarcity of fluent English graduates from the EFL system in Iran. Recent studies in Iran primarily focusing on motivation have emphasized the importance of fostering students' readiness to communicate in English (Vaezy, 2008; Moiinwaziri, 2008).

WTC research in Iran is a relatively recent area of exploration. Studies, such as those conducted by Vaezi and Sadeghilar (2009), suggest that an essential goal of EFL teaching should be to cultivate students who are prepared to use the language for communication. Riasati (2012) further emphasizes the dynamic and complex nature of WTC, highlighting the roles of various factors like task type, discussion topic, interlocutor, teacher, classroom atmosphere, personality, and self-perception among Iranian EFL learners.

Given the cultural and contextual nuances, the investigation of motivation and WTC among immigrants from Iran to New Zealand in the transition from an English as a Foreign Language (EFL) to an English as a Second Language (ESL) learning environment emerges as a promising and relevant research avenue. Ortega (2009) suggests that WTC may undergo transformation as students transition between learning contexts, influenced by voluntary or involuntary life changes such as employment, immigration, and marriage.

The purpose of study

The principal aim of this study is to delve into the degree to which language learners express a willingness to engage in communication in the English language.

Methodology

The primary objective of this study is to explore and analyze the levels of willingness to communicate (WTC) among English language learners (ELLs) both before and after their participation in a descriptive survey research. Recognizing the crucial role of willingness to communicate in language acquisition, the study aims to contribute valuable insights to language learning strategies and educational approaches.

To achieve this objective, the research design chosen is a descriptive survey, employing quantitative methods to systematically gather and analyze data. The study incorporates a pre-test and post-test approach to measure the participants' levels of willingness to communicate. This design facilitates the assessment of changes in participants' WTC over the duration of the survey

intervention, allowing for a comprehensive understanding of the dynamics involved in their communicative readiness.

Research design

This study focused on a cohort of students engaged in the process of learning English as a foreign language. Employing a descriptive research design, the study aimed to enhance the willingness to communicate among students aged 13-14 years. The selection of this particular age group was intentional, as children in the 13-14 age range often exhibit shyness in verbal expression due to their limited proficiency in English, impeding their ability to articulate thoughts effectively.

Conducted as a research project within a classroom setting, the study employed a single group for its investigation. The rationale behind choosing this specific age demographic was the recognition of the challenges associated with language expression at this developmental stage. Two questionnaires were utilized to assess and analyze the participants' levels of willingness to communicate. Notably, the scales used were translated into Kazakh, following the methodology established by YASHIMA (2002), a researcher affiliated with Kansai University in Japan. This translation allowed for a culturally sensitive and contextually relevant evaluation of the participants' communicative readiness.

Participants

The study included 26 participants from the Fizmat Training Center, all of whom completed the 12-question questionnaire. The surveyed students were aged 13 and 14, and the training center is situated in Turkistan city. The sample group comprised an equal distribution of 13 male and 13 female students. As part of the research methodology, participants were categorized based on both gender and age.

The selection process followed purposive sampling, a non-random sampling method wherein participants are deliberately chosen based on specific criteria. In this case, the criteria involved the participants' English proficiency levels, which were categorized as Elementary. This intentional selection allowed for a targeted examination of English language learners with a foundational level of language knowledge.

Data collection Instrument

Two surveys, adapted from Yashima (2002), were utilized in this study. The surveys consisted of 12 questions (Statements 1 to 12) designed to assess students' willingness to communicate in an English as a Foreign Language (EFL) class. The questions were evenly distributed, with six focusing on motivational intensity and six on the desire to learn English.

Participants were instructed to select the answer that best reflected their characteristics by placing a tick (✓) in one of five categories for each item: strongly disagree (SD), disagree (D), partially agree (PA), agree (A), or strongly agree (SA). Each response carried a numerical score, with values of 1 for SD, 2 for D, 3 for PA, 4 for A, and 5 for SA. The individual scores were then calculated by summing the score values of all statements.

To assess students' motivation to communicate in English language learning, total readiness scores were obtained by summing the scores and dividing by the number of survey items. The Motivational Intensity component comprised six items (Cronbach's alpha .88), adapted from Gardner and Lambert's (1972) study, and employed a 7-point scale. Similarly, the Desire to Learn English component consisted of six items (Cronbach's alpha .78) from Gardner and Lambert (1972), with the original format transformed into a 7-point scale. This adjustment allowed participants to rate how well each statement aligned with their mood, offering a more nuanced assessment of their motivational intensity and desire to learn English.

Data analysis

The data collected from the questionnaire was then analyzed using the Statistical Package for Social Sciences (SPSS) version 23.0. Descriptive and logical statistical methods were used for the questionnaire. Data from the control questionnaire were analyzed using percentages. Similarly, an independent sample t-test was used to see if there was a significant difference between the post-test questionnaire scores of males and females.

Table 1. Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.296	15

According to Reliability analysis the Cronbach's Alpha was found as .296 to overall 15 items.

Results and discussion

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
total	26	40.33	45.33	43.4199	1.39811
Valid N (listwise)	26				

The pre-test data comprised observations from 26 participants. The lowest pre-test score is 40.33, suggesting that, at a minimum, participants expressed a moderate level of willingness to communicate in the L2 classroom. The highest pre-test score is 45.33, indicating that some participants exhibited a higher degree of willingness to communicate.

Mean Score: The average pre-test score across all participants was approximately 43.42. This mean value serves as a central point of reference for the willingness to communicate scores. The small standard deviation of 1.39811 implied that the pre-test scores are closely clustered around the mean. This indicated a certain level of consistency in participants' initial responses. The valid N (Listwise) is 26, signifying that there are no missing values in the pre-test data. All 26 participants have valid pre-test scores. The pre-test scores suggest that, on average, participants have a moderate to high level of willingness to communicate in the L2 classroom. While the range of scores indicates variability among participants, the small standard deviation implies a degree of agreement or consistency in their initial willingness to communicate.

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
total	26	45.33	49.33	47.4968	1.36147
Valid (listwise) N	26				

The post-test data comprised observations from 26 participants. The lowest post-test score was 45.33, indicating that, at a minimum, participants maintained a moderate level of willingness to communicate in the L2 classroom. The highest post-test score was 49.33, suggesting that some participants exhibited an increased willingness to communicate.

Mean Score: The average post-test score across all participants was approximately 47.50. This mean value serves as a central point of reference for the willingness to communicate scores after the intervention or timeframe. The small standard deviation of 1.36147 indicated that the post-test scores were relatively tightly clustered around the mean. This implies a certain level of consistency in participants' post-intervention willingness to communicate. The valid N (Listwise) was 26, signifying that there were no missing values in the post-test data. All 26 participants had valid post-test scores. The post-test scores suggest that, on average, participants experienced an increase in their willingness to communicate in the L2 classroom. The range of scores indicates variability among participants, with some showing higher levels of willingness than others.

Table 4. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre test's total	26	40.33	45.33	43.4199	1.39811
Post test's total	26	45.33	49.33	47.4968	1.36147

The analysis of the pre- and post-test data in this study offers valuable statistical insights into the performance of the participants within an educational or research setting. Both the pre- and post-test evaluations involved key statistical measures, including the number of participants (N), minimum and maximum scores, mean, and standard deviation.

The inclusion of 26 participants in both the pre-test and post-test phases indicates a robust and adequately sized sample for the study. Examining the minimum and maximum scores provides an overview of the performance range within the participant group. Notably, the range of post-test scores (ranging from 45.33 to 49.33) surpasses that of the pretest scores (ranging from 40.33 to 45.33). This widening range suggests increased variability in participant performance after the intervention.

The average values, represented by the mean scores, offer further insights. The mean score on the pretest was 3.8932, whereas on the posttest, it elevated to 4.8464. This positive shift in mean scores indicates an overall improvement in participants' performance from the pre-test to the post-test, suggesting a positive impact of the intervention.

Standard deviation, a measure of the degree of variation in scores, is another crucial aspect of the analysis. The increase in standard deviation from the pre-test (43.4199) to the post-test (47.4968) signifies greater variability in results after the intervention. This variation suggests that the participants' responses exhibited more diversity following the intervention.

In summary, the study's findings highlight an overall enhancement in scores from the pre-test to the post-test, as indicated by the rise in mean scores. The increased standard deviation also underscores the greater variability in participant performance after the intervention, contributing to a comprehensive understanding of the study's outcomes.

Conclusion

This study explored the nuanced area of L2 learners' communicative readiness (WTC), an important aspect of language acquisition in our globally interconnected world. Focusing on 13- to 14-year-old students over four weeks, the study examined the effects of gender, age, and teaching methods on the development of reading comprehension. The analysis was based on motivational intensity and desire to learn English using carefully designed questionnaires.

The results revealed a dynamic landscape of the WTC, defying the traditional understanding of it as a fixed landmark. Pre-test scores indicated a moderate to high level of preparation among participants, emphasizing the importance of understanding students' original perspectives. However, the significance of the study was revealed in the post-test analysis, which showed a significant increase in the average readiness of the participants for communication. The range of scores showed inter-individual variability, reflecting different responses to the intervention.

The study's focus on motivational intensity and desire to learn English emphasized the multifaceted nature of WTC. It should be noted that gender differences did not emerge as significant factors affecting WTC, emphasizing the need for a nuanced understanding of individual dynamics in the language learning process.

An important aspect of the study was its methodology, using a descriptive survey design with pre-test and post-test assessments. This approach allowed for a comprehensive analysis of changes over time, providing insight into the effectiveness of the intervention. Reliability analysis contributed to the reliability of the study, although it yielded a modest Cronbach's alpha.

In conclusion, this study contributes to the evolving discourse on language acquisition by emphasizing the flexibility of learners' willingness to communicate. The results suggest that targeted interventions and a supportive learning environment can promote positive changes in students' attitudes toward L2 communication. Moving forward, continuing to explore the complex interplay between motivational factors, teaching methods, and individual characteristics will enrich our understanding of effective language learning strategies. As educators and researchers, it is critical to recognize the dynamic nature of WTC and tailor interventions that empower English learners on their linguistic journey.

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EXPLORING THE LANDSCAPE OF PROFESSIONAL IDENTITY AMONG EFL TEACHERS

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Abstract

In the dynamic landscape of English as a Foreign Language (EFL) education, the professional identity of EFL teachers emerges as a critical area of exploration. The main objective of this research study is to analyze and synthesize existing literature on the professional identity of EFL teachers, identifying key themes, patterns, and gaps. The study seeks to dissect and understand the multifaceted professional identity of EFL educators, a factor pivotal to teaching efficacy, job satisfaction, and pedagogical methodologies. Given the diverse cultural, educational, and personal backgrounds from which EFL teachers hail, their professional identities are not only unique but also influential in shaping educational outcomes. This descriptive research aims to provide a comprehensive analysis of the existing literature on EFL teachers' professional identity. It will delve into various dimensions of professional identity as conceptualized and defined in the context of EFL teaching. Central to this investigation are the factors influencing these identities, including but not limited to cultural background, educational training, teaching environments, and personal teaching experiences.

Keywords: Professional development, English as a Foreign Language, EFL teachers, cultural background, educational training.

Introduction

Professional identity in the teaching of English as a foreign language (EFL) is a multifaceted and complex phenomenon that plays a crucial role in shaping teaching practice and outcomes. Understanding the professional identity of EFL teachers is necessary to improve the quality of teaching and to promote professional development in the field. The concept of professional identity is multifaceted and encompasses a teacher's beliefs, values, practices and sense of professional self. It is shaped by a variety of factors, including cultural background, educational experiences, teaching contexts and personal experiences.

This study provides a comprehensive review of the literature on EFL teachers' professional identity. It highlights key concepts, theories and findings from existing research. The analysis begins with a discussion of the various definitions and theoretical underpinnings of professional identity in teaching. Furthermore, by considering the factors that influence EFL teachers' professional identity and teaching practices, classroom management and student learning outcomes, the study provides a deeper understanding of the role of professional identity in EFL teaching.

Overall, this study aims to contribute to the existing body of knowledge on EFL teachers' professional identity and provide valuable insights for teacher preparation, professional development and policy development in the field of EFL education.

Methodology

This descriptive in nature analysis aims to provide a comprehensive overview of the existing literature on EFL teachers' professional identity, exploring various definitions, theoretical

frameworks, influencing factors, and its implications for teaching methodologies, classroom management, and students' outcomes.

By examining the diverse dimensions of professional identity, this analysis seeks to offer insights into the complexities of EFL teachers' professional lives and the ways in which their identities influence their teaching practices.

Discussion

Definitions and theoretical frameworks of professional identity in teaching.

Professional identity is significant in the teaching profession as it influences teachers' instructional practices, decision-making processes, and overall professional development. It also plays a crucial role in shaping teachers' perceptions of their effectiveness and job satisfaction. One of the theoretical frameworks commonly used in conceptualizing professional identity among teachers is the reflective practitioner model proposed by Schon [1]. This model emphasizes the importance of self-reflection and critical inquiry in developing a professional identity. According to Schon's model, teachers continuously reflect on their practices, beliefs, and experiences to refine their professional identity and improve their teaching skills. Through the process of reflective practice, educators can gain a deeper understanding of their personal strengths, weaknesses, and opportunities for growth, which can ultimately lead to a more robust professional development.

Another significant theoretical framework is the communities of practice theory proposed by Wenger [2]. According to Wenger, professional identity is shaped through participation in social communities where knowledge, values, and practices are shared among members. It is widely believed that teachers develop a sense of belonging and a shared identity through their engagement in these communities, which influence their professional beliefs and practices. Through collaborative interactions and the sharing of experiences, educators have the opportunity to strengthen their professional identity and make valuable contributions to the collective knowledge of the community.

Lortie has highlighted the importance of understanding the socialization process of teachers in shaping their professional identity [3]. Lortie argued that teachers undergo a process of "apprenticeship of observation", where they learn about teaching practices and norms by observing experienced teachers. This process influences the development of their professional identity and teaching philosophy. Additionally, Day emphasized the role of context in shaping professional identity, highlighting the impact of factors such as school culture, leadership, and policy on teachers' sense of professional self [4].

Furthermore, research by Beijaard et al. has identified three interrelated dimensions for professional identity among teachers: personal, occupational, and organizational. The personal dimension relates to teachers' individual beliefs, values, and motivations, while the occupational refers to the broader professional norms and standards within the teaching profession. The organizational dimension relates to the influence of the school context, including the culture, climate, and leadership practices, on teachers' professional identity. He argued that these dimensions are interconnected and shape teachers' professional identity in complex ways [5].

Professional identity among EFL (English as a Foreign Language) teachers is influenced by various factors, including cultural background, training, teaching context, and personal experience. Understanding these factors is crucial for comprehensively analyzing the professional identity of EFL teachers and its impact on their teaching practices and outcomes.

Cultural background

EFL teachers' cultural background significantly shapes their professional identity. Hofstede argued that cultural dimensions such as individualism-collectivism, power distance, and uncertainty avoidance influence how teachers perceive their roles and interact with students [6]. For example, a teacher from a collectivist culture may prioritize group harmony and cooperation in the classroom, leading to a different teaching approach compared to a teacher from an individual culture. A study by Johnson examined the influence of cultural background on

EFL teachers professional identities in Japan [7]. The study found that teachers from individualistic cultures tended to emphasize student autonomy and independence in their teaching, while teachers from collectivist cultures focused more on group cohesion and harmony. A study by

Zheng investigated the influence of cultural dimensions on Chinese EFL teachers' beliefs and practices. The findings revealed that teachers' cultural values, such as collectivism and Confucianism influenced their instructional goals, classroom management strategies, and attitudes towards student-teacher relationship [8]. Similarly, a study by Wang explored the professional identity development of non-native English speaking EFL teachers in multicultural contexts. The findings showed that teachers' cultural background, including their native language, as well as their sense of professional belonging [9].

Training

Teacher training programs is another factor, which play a crucial role in shaping EFL teachers' professional identity. Studies by Borg [10] and Johnson [7. 3863 p.] have shown that the type and quality of teacher training programs can affect teachers' beliefs, attitudes, and instructional practices. Teachers who receive comprehensive training tend to have a more developed sense of professional identity and are better equipped to handle the challenges of the classroom. Research by Li, who examined how teacher-training programs in China impact EFL teachers professional identities found that teachers who receive such training focused on communicative language teaching and tend to have a more student centered approach in their teaching, reflecting their professional identity as facilitators of learning [11]. Research by Lee explored the impact professional development program on Korean EFL teachers' beliefs and practices. The study revealed that participation in reflective practices and collaborative learning opportunities enhanced teachers' confidence levels, pedagogical knowledge and sense of professional identity [12]. Additionally Gao and Yang investigated the influence of specialized training courses on Taiwanese EFL teachers' beliefs about language teaching. The results demonstrated that teachers who receives training in communicative language teaching methods demonstrated a stronger commitment to student-centered approaches and a more positive professional identity as language educators [13].

Teaching context

The context in which EFL teachers work, including the educational system, school culture, and classroom environment, also influence their professional identity. For example, research by Li found that teachers working in high-stakes testing environments tend to focus more on exam preparation and content delivery, which can influence their professional identity and teaching approach [11. 586 p.]. A research by Gao and Yang examined the professional identity development of novice EFL teachers in rural China. The findings revealed that teachers' experiences of isolation, limited resources, and challenging student demographics influenced their perception of teaching effectiveness and professional growth [13]. Similarly, a study by Feng and Kim investigated the impact of educational reforms on EFL teachers' professional identities in South Korea [14]. The results indicated that changes in curriculum standards, assessment practices, and teacher evaluation criteria had significant implications for teachers' roles, responsibilities and sense of professional identity.

Personal experience.

The formation of EFL teachers' professional identity is highly affected by their personal experiences, which occurs inside as well as outside the classroom. Teachers' level of self-confidence and beliefs about their effectiveness in teaching is directly affected by their experiences of success and failure in the classroom. Moreover, their experiences of studying abroad and exposure to different cultures, also can affect their classroom teaching practices. A study conducted by Zhang et al. on the impact of transformative learning experiences on the professional development in the Chinese context with EFL teachers' investigated that critical incidents such as students success, different classroom challenges, and professional

achievements contribute to teachers' reflective practices, self-awareness, and sense of professional identity as educators [15].

Egitim also examined the impact of life experience on EFL teachers' perceptions of cultural competence. The results indicated that cross-cultural interactions, travel experiences, and intercultural relationships are of crucial importance in enhancing teachers' understanding of cultural diversity and teaching practices [16].

Linking Professional identity with teaching methodologies, classroom management, and student outcomes.

Different research studies provide evidence on the importance of professional identity of EFL teachers in shaping their teaching methodologies in the classroom, classroom management practices, and ultimately student outcomes. The study conducted by Li investigated EFL teachers' beliefs about teaching English and their teaching practices [11. 592 p.]. The results showed that teachers who strongly identified with communicative language teaching (CLT) principles tended to use interactive, student-centered teaching methods in the classroom. A study on the impact of professional development on EFL teachers' adoption of task-based language teaching (TBLT) was conducted by Lopes-Murphy and Murphy [17]. The study found a greater commitment to task-based methods and a more student-centred approach to teaching among teachers who received training in TBLT.

Moreover, it is widely accepted that EFL teachers' classroom management practices are influenced by their professional identity. Nugroho and Mutiaraningrum conducted research to investigate the relationship between EFL teachers' beliefs about classroom management and their behaviour management strategies [18]. The results showed that teachers who perceived themselves as facilitators of learning were more likely to use strategies such as positive reinforcement, group work, and student engagement to maintain discipline and create a positive learning environment. A study by Wang examined the effect of teacher self-efficacy on classroom management in EFL settings [9. 198 p.]. The results indicated that teachers' beliefs about their ability to manage classroom challenges influenced their confidence levels, stress levels, and overall effectiveness in managing student behaviour.

Students' outcomes in terms of their language proficiency, motivation, as well as engagement in language learning are also influenced by EFL teachers professional identity. A research conducted by Wang and Lee, which investigated the correlation between students' motivation and teachers' beliefs about their students motivations indicated that EFL teachers' who tried to develop learners intrinsic motivation were tended to foster friendly, atmosphere in the classroom by fostering autonomy learning that can enhance students motivation to learn [19]. Similar study in the EFL context was conducted by Zheng, in which he examined the influence of teacher-student relationships on student learning outcomes. He revealed that respect, trust, support between teacher and student leads to high level of engagement, participation and achievement of student [9. 79 p.].

Conclusion

In conclusion, it is suggested by the literature that EFL teachers' teaching methodologies used in the language classrooms, their management practices and students learning outcomes significantly affected by their professional development. Teachers with clear and precise understanding of the importance of professional identity and those who use student-centered and communicative approach in their teaching are tend to be more effective in fostering positive student learning outcomes. Thus, the review of the given studies highlights the importance of supporting professional development of EFL teachers as well as fostering reflective approach in their teaching experiences.

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IMPACT OF SPEAKING ABILITY ON LEARNING FOREIGN LANGUAGE AT THE CLASSROOM

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Abstract

Students' speech issues are evident in their work. Their ability to speak is one of the difficulties. The pupils may need to organize fewer vocabulary words phrases to express. The other difficulty originates from an ignorance of acquiring grammar knowledge. Speaking is an expression of language use. Speaking serves the additional function of allowing one to utilize language to converse with one another as a civilization expression of a person's language proficiency. The typical speaking problems are deep encounters, low self-esteem, inability to speak fluently, and little inspiration, etc. Speaking is a useful oral ability. It takes a lot of work to speak in a foreign language, requiring you to adopt all the varying degrees of language proficiency. The current research study aimed to examine effect of speaking ability on learning foreign languages at the class. Researches related to speaking ability reviewed and discussed. The recent study concluded as: speaking ability has high importance on learning and teaching foreign languages at the classroom.

Keywords: speaking ability, foreign language ,self –esteem, speak fluently, inspiration, proficiency, expression, knowledge

Introduction

Speaking is a necessary communication skill. According to Cameron (2001), speaking is the act of using words to express giving people meaning can elicit emotions (p. 40)

Speaking is an expression of language use. Speaking serves the additional function of allowing one to utilize language to converse with one another as a civilization expression of a person's language proficiency. The typical speaking problems are deep encounters, low self-esteem, inability to speak fluently, and little inspiration, etc. The aptitude of the pupils is vital to their ability to talk. In this instance, the pupils must go past their speech issue in order for them to receive outstanding accomplishment in speaking.

According to Urrutia and Vega (2010), the majority of students believe speaking to be the hardest skill to learn. Furthermore, the researchers just a small percentage of the pupils spoke English during the lesson.

Furthermore, Nunan (2003) says that talking comprises using methodical verbal phrases to make sense of (p. 48). Initially, speaking has to be heard. It's momentary and swift approval. Paying attention to other people possesses intonation, rhythm, and stress. It ought to serve as a transitional response to direct exchange of ideas. During the speaking exercise, the speaker needs to be able to organize and edit channel.

Luoma (2008) states that in order to enhance students' communicative speaking abilities, a facilitator can integrate linguistic input, organised results, and communicative result (p. 87).

The investigator needs to experiment with a variety of teaching methods speech that might support language learners in acquire practice speaking in public (Nunan, 2003, page 64)

Materials and methods

The current study sought to determine how speaking ability affected students' acquisition of foreign languages in the classroom. Eight research studies on the impact of speaking skill on foreign language acquisition were reviewed in total. The following is a discussion of these studies:

1.	Khan N., Ali A. 2010	The main focus of the study was to know English as a subject and as a language, the quality of the textbooks, opportunities of listening to good English with proper/correct pronunciation and to high light that various exercises/activities, i.e. seminars, group discussions and debates competitions, etc. were regularly being arranged or not.
2.	Derakhshan A., Khalili A. N., Beheshti F. 2016	To this goal, language teachers have vital roles in creating appropriate environment in the classroom that encourages both children and adults to firstly take part in classroom conversations and then, facilitate opportunities to keep doing it outside of the classroom.
3.	Rahnama, M., Fatehi Rad, N., & Bagheri, H. (2016).	This article is concerned with how teachers can improve speaking skills and some factors which influence learners speaking competence.
4.		

Developing your speaking skills can greatly increase your influence, whether you're speaking to a group, interacting with someone one-on-one, or giving a presentation at a meeting. The following are some essential techniques to help you become a better speaker:

1.	Practice Frequently	Perfectionism is attained with practice. Practice speaking aloud frequently to increase your fluency and confidence. To find areas for growth, you can video yourself, read aloud, or even take part in debates.
2.	Increase Your Word Power	Possessing a large vocabulary gives you more confidence and improves your ability to communicate. Get familiar with new words through extensive reading and use them in regular conversations. Your speech will become more interesting and varied as a result.
3.	Practise your pronouncing	Pronunciation with clarity is essential for efficient communication. Observe the way words are pronounced by native speakers and practise pronouncing words correctly. Focus on particular sounds that can be difficult for you by using applications or internet resources for language acquisition.
4.	Emphasise Pitch and Tone	Your message is conveyed in large part by your tone and pitch. While keeping your pitch reasonable guarantees clarity, changing up your tone will make your speech more engaging. To give your listeners time to assimilate the information, avoid talking too quickly and pause when necessary.
5.	Body Language Is Important	Good communication is more than just using words. Be mindful of your body language; keep eye contact, adopt a

		straight stance whether standing or sitting, and highlight important points with gestures. Your entire speaking presence is improved by confident body language.
6.	Actively Listen	Good listeners make excellent presenters. Engage in active listening to grasp the subtleties of successful communication. As you deliberately reply to others, pay attention to the way that articulate speakers construct their words and express their ideas.
7.	Ask for constructive criticism	Never be afraid to ask mentors, classmates, or language specialists for their opinions. You may improve your speaking style and identify areas for growth with the aid of constructive criticism.
8.	Join Classes or Speaking Groups	Participating in speaking classes or organisations can offer a constructive setting for development. Websites such as Toastmasters provide organised courses to improve public speaking abilities along with insightful criticism and support.

Discussion

Adults are eager to learn a new language and advance their language skills, whereas young language learners pick up new languages more quickly and easily (Staib, 2008). In order to do this, language instructors play a crucial role in establishing a suitable learning environment in the classroom that motivates kids and adults to participate in class discussions and then creates chances for them to continue doing so outside of it. As such, it is advantageous for kids and adults alike. Lastly, this study examines a few empirical investigations to elucidate the efficacy of diverse techniques and strategies for enhance the ability to communicate clearly and smoothly. (Derakhshan A., Khalili A. N., Beheshti F.2016). To increase speaking proficiency, teachers should place more emphasis on the quality of beginning level textbooks, give students ample time for speaking and phonetic drills, foster a friendly environment rather than reprimand students, provide them with useful and applicable strategies when speaking in English, and encourage students to ask questions with courage and confidence inquiries from their instructors, empty classrooms, prizes and inspiration for learners, the function of media like listening to CNN and the BBC, viva-voce examinations at different levels to verify candidates' competency candidates, teachers' ongoing, current training, to give students opportunity to develop their language proficiency, teachers should balance language and literature in their classes and arrange a variety of activities.

According to Azadi, Aliakbari, and Azizifar (2015), one of the most important talks about speaking is getting the word over to others, and for that to happen, one must be able to communicate well. Interaction with peers in the classroom is essential for developing speaking skills. For this reason, they took into account the impact of imparting speaking techniques and the gender of students on the improvement of speaking abilities. They examined thirty intermediate language learners and examined the study issues using a pretest-posttest design. The outcomes demonstrated that the best technique to help students improve their speaking abilities in the classroom is through engagement; gender has no bearing on speech in public.

Conclusion

As it has been mentioned earlier, one of the most important elements of communication is the speaking ability. The majority of pupils expressed dissatisfaction over the lack of time allocated to enhance their speaking skills in the classroom. It is reasonable to draw the conclusion that English is being taught as a subject rather than a language, which results in a lack of time and encourages the rote memory habit. They were not provided with different exercises. In terms of speaking proficiency, the majority of students concurred. A few pupils concurred that they could communicate on a certain subject for a brief period of time, yet over half disagreed in this regard. A few pupils were reprimanded by their teachers for speaking English improperly, yet almost half of them did not believe it. Because of their professors' anxieties, some kids were unable to communicate in English classes. An additional crucial issue to mention here is that the majority of students were bashful due to their concern that their classmates would make fun of them. The statistics showed that half of the kids could talk properly. Over 50% of the students said that the majority of the time in their English classes, their teachers did not speak English. Pupils and teachers had equal responsibility for answering a question from pupils about substandard speaking skills, the majority of them responded "yes," however educators have greater responsibility because they possess the expertise and abilities.

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THE EFFECTIVENESS OF UTILIZING TIKTOK APPLICATION IN LANGUAGE LEARNING: LITEARTURE REVIEW

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Abstract

Social media platforms provide language learners with new opportunities to practice and connect with a global community. TikTok, a popular platform, has grown significantly in recent years. TikTok is one of the most popular apps among millennials. The Tik Tok app allows you to create and share short vertical videos that can be played by simply scrolling up or down the screen. Tik

TikTok users are increasing on a daily basis, particularly during the pandemic. As of October 2020, TikTok had reached 2 billion downloads worldwide. This Chinese-made app is popular among social media users who want to pass the time at home. Authors study covered several points of view call for improving students' language with TikTok application. This article discussed how TikTok app used in language classes, reviewed previous research on the use of app to language learning abilities. This study aims to examine the authors' findings on TikTok application students' language learning methods. This article reviewed the opinion of more than nine:

Keywords: Social media, language learning abilities, TikTok application, reviewed research experiment, students' skills, several points about using TikTok app, authors' findings.

INTRODUCTION

Using social media platforms as educational tools is a significant advancement in the use of computers and mobile phones for foreign language learning. Numerous studies have found that using social media can improve grades, motivation, cognitive ability, and engagement. Al-Rahmi and Zeki found that removing traditional learning constraints increases students' motivation and academic resourcefulness. Social networking sites play a significant role in students' daily lives [1].

The advancement of highly advanced technology has resulted in breakthroughs in learning, particularly in the use of media. And, in the midst of the Covid-19 pandemic, online learning has been implemented in such a way that the use of mobile applications in teaching and learning has increased dramatically in various educational institutions. The educational materials used must adapt to current trends and booms, such as the TikTok app. And the app known as TikTok is a social media platform that allows users to upload videos and use various video editing features to create them as they see fit. And since the TikTok application can be used with a mobile phone, it is also known as m-learning. According to Saedah Siraj and Vijay, m-learning is the use of a mobile device to organize learning from anywhere and at any time. Thus, most educational institutions implement online learning by utilizing technology, particularly through the internet and social networking applications, with the goal of ensuring students don't miss out on material that is accessible at all times and from any location.

TikTok is beneficial for language learners because it fosters a sense of community. The site has an active group of language learners who possess tips and materials, give feedback, and support one another. This can increase learners' motivation and engagement in their learning languages journey. Although TikTok shows swear as a language learning tool, more research is required to fully realize its potential. Some issues may arise, among them the quality of the content and possible detachment from other entertainment options. However, the findings indicate that TikTok can be a useful supplement to traditional language learning methods, offering learners a fun and engaging way to improve their language skills [2].

According to Yang (2020), social media applications are primarily used for entertainment, socialization, information, and academic purposes. Educators' practice of incorporating internet-based applications into context-specific language. According to Harmer (2001), the primary goal of teaching and learning in a language is for students to be able to communicate in that language. Therefore, communication is an important term to clarify. Communication entails comprehending and getting caught up. Harmer (2001) also emphasizes this via with articulation instruction, students not only learn different sounds and voice highlights, but also improve their speaking skills. By focusing on sounds, learners gain a better understanding of where words should be emphasized, allowing for more data in spoken English and assisting in achieving clarity goals [3].

The term "academic" is increasingly being used in language teaching to improve learners' proficiency. TikTok's language learning videos were the second most popular sharing of knowledge videos in 2019. Research has shown that using social networks can help language

apprentices improve their skills and knowledge. However, there is limited research on using TikTok to acquire English pronunciation.

Lin et al. (2016) discovered that learners who utilized social networking sites to learn a foreign language showed improved performance. Participants improved their attitudes, motivation, and listening and speaking skills significantly. In a Malaysian study on Facebook and English learning in higher education, students believed it could be an effective online tool for improving English language skills [4].

Black found that language learners who interact online develop unique linguistic and cultural components. By focusing on meaning and function rather than form and structure, individuals can better understand their social identities [5]. Junco et al found that social networking sites improve student engagement in English Second Language (ESL) courses. As technology advances and trends change, social networking sites' impact on education will grow [6].

TikTok's increasing appeal as a social networking platform makes it a valuable educational tool. Although there isn't much research on how TikTok can help learners improve their listening skills, making it an effective educational tool. To allow students to participate in whatever is easiest for them, it's important to provide a variety of activities based on their interests and learning styles. Additionally, promoting autonomy-supportive behaviors can help [7].

In general, people believe that learning a foreign language for their first time is difficult. This is not entirely wrong, as we learn new things we didn't know previously. English lessons began in elementary school and continued through middle school. For those who did not learn English in school, the situation differs. Elderly individuals often learn English through training institutions, in addition to the need for work-related proficiency. Learning English today is arguably less complicated and difficult than it was in the past. In recent years, traditional methods of learning English, such as taking courses or tutoring, have become less practical. However, online educational media, both offered and free, offer more practical options.

We can learn English using various media available today, such as TikTok. There are numerous English-related channels and content available, particularly on YouTube. Entering keywords like "learning English for beginners" or "basic English" will bring up videos from different channels that match our search. TikTok, a video-sharing app, is open to users of a variety of backgrounds and interests. TikTok's popularity among young people can make it a valuable learning tool. Similar to YouTube, we can share and clarify content via brief videos accessible to users. Along with to brief videos, we offer live video lessons for our users and supporters.

From this, the researcher want to boost students' self-confidence, particularly in speaking English, by using storytelling to allow students to retell stories with different word constructs using the TikTok app. Telling stories with a subject of descriptive content is one of the texts in English language learning that clearly describes the inherent properties of something, whether it is humans, animals, places, plants, or inanimate objects, with the goal of providing the reader with clear information about the object being depicted. Students will be asked to create storytelling videos based on their creativity. The scientist also gives students the freedom to edit the storytelling video.

METHODOLOGY

This research employs library research. According to Roosinda et al. (2021), the library study approach involves analyzing related literature, such as papers, books, or writing, to address research problems. The research method involves gathering information as well as data from library materials and using the results to inform field activities. In this study, the researcher discusses the advantages of TikTok as an English instruction tool [8].

The primary goal of writing this review is to demonstrate the impact of Tiktok implementation in the literature. Nine studies about Tiktok were reviewed. The studies are discussed below.

Year	Author	
2021	Sihombing, Angin et.al.	Examined listening skills can improve students' English listening.
2021	Pratiwi et al	Presented in learning English using the TikTok app improved students' writing and speaking skills.
2021	Bernard	Gave a depiction of TikTok videos can improve students' language learning way.
2022	Rahmawati, Azevedo	Experienced students' were able to improve their listening skills.
2022	Revesencio et al, Biray et al	Discussed about TikTok is beneficial for learning language in any skills.
2022	Anumanthan & Hashim	Studied TikTok to be an effective educational tool, especially for teaching normal verbs and sentence formation.
2022	Nainggolan et al	Experienced with students, improved students vocabulary mastery among students.
2022	Abidah	Investigated using of media in teaching and learning was positively perceived by the majority of students.
2022	Muslimah	Examined TikTok video has assisted students improve their pronunciation
2023	Chen and Kang	Found that TikTok permits students improve their English fluency.
2023	Duan	Gave a depiction is theTikTok top choice for language education among many filmmakers and viewers.

LITERATURE REVIEW

The term "social media" refers to a collection of online services and technologies that allow users to create, share, and exchange user-generated content while also participating in networking activities. Social-networking platforms tend to be internet-based but can also encompass mobile apps, websites, and other forms of online interaction.

Known social media platforms include Facebook, Twitter, Instagram, TikTok, YouTube, and LinkedIn as well. These social media sites have become an essential part of the lives of many individuals, allowing them to stay in touch with relatives and close friends, stay up to date on current affairs, and engage with relevant communities. Social media has also evolved into a significant instrument for companies and organizations to connect their consumers and encourage what they are selling [9].

There are several proofs that TikTok gives benefits to students' listening skills as stated by the previous research. TikTok Application is an alternative teaching media to help listening ability. Angin et.al. (2021) state that TikTok media can improve students' English listening skills. Two trials of using instruments with the TikTok application to improve students' listening skills yielded outstanding results, with enthusiastic students learning more effectively than before [9].

TikTok reflects the students' positive response. According to Pratiwi et al. (2021), respondents had a favorable assessment of the application developed by TikTok as a video aid, as well as those who learned English using the TikTok application improved their reading, writing, and speaking skills. In furthermore, participants conveyed a strong desire to use a TikTok app to view and understand all content associated to basic English skills. The TikTok application, with its numerous benefits as well as efficacy in helping students and teachers in teaching and

learning activities, can be successfully used as a device for instructing and learning English pronunciation in the twenty-first century [10].

According to previous research, TikTok improves students' grammar skills in a variety of ways. According to Bernard (2021), TikTok videos can improve pupil engagement, fascination, and comprehension of classroom topics. Different types and forms of TikTok videos can have an impact on student learning. The connection between the creation of vocabulary and the TikTok app. TikTok has a significant impact on students' vocabulary development. Using TikTok to learn English vocabulary can help university students expand their vocabulary [11].

According to Rahmawati (2022), using the TikTok app has a significant impact, as evidenced by the difference in pre- and post-test scores. The application helps students improve their listening skills. Students are able to understand the audio and enjoy learning. Furthermore, the teacher proposes that the applicant who is selected must be ready to succeed in a positive setting. TikTok showcases students' positive responses. According to Azevedo (2022), students are motivated to use the application and see improvement in their language skills. The experience has improved my skills. TikTok has pedagogical potential for language acquisition, as evidenced by the improvement in student comprehension of sounds between pre- and post-tests [9, p-120].

Previous research has found that TikTok improves students' grammar skills. According to Revesencio et al. (2022), TikTok is beneficial for learning and understanding new English words. In some cases, the TikTok videos caused confusion in their grammar usage. Viewing TikTok has a significant positive impact on college students' English grammar skills, despite its minor flaws. According to Biray et al. (2022), TikTok helps students learn and comprehend new English words more effectively. TikTok videos occasionally confused users' grammar usage. Viewing the TikTok app improves college students' English grammar skills more than its minor flaws. Using TikTok to practice tenses enhances the experience of learning a second language, making it more engaging and dynamic. This research suggests that using learning media when studying tenses is crucial for students to gather information from various sources [12].

TikTok displays the students' positive responses. According to Anumanthan & Hashim (2022), TikTok is a popular tool among students who want to create educational content in the future verb videos. The study found TikTok to be an effective educational tool, especially for teaching normal verbs and sentence formation [13].

According to Nainggolan et al. (2022), the TikTok app significantly improves vocabulary mastery among students. The TikTok application effectively improves vocabulary learning, as evidenced by an average post-test score of 83.03 compared to 58.92 for the control group. Mauriza & Siregar (2022) found that students' understanding of vocabulary has an important effect on their social media usage, including TikTok. Social media, particularly TikTok, requires parental supervision and close friendships [9, p-121].

TikTok reflects the students' positive response. According to Abidah (2022), English teachers' use of media in teaching and learning was positively perceived by the majority of students. Students enjoyed learning vocabulary, found materials easier to understand, expanded their vocabulary, and possessed easy access to media. TikTok can be an effective strategy for teaching vocabulary in the classroom due to favorable student responses [9, p-121].

According to research, TikTok improves students' grammar skills in a variety of ways. According to Muslimah (2022), the TikTok video has assisted students improve their pronunciation. The students pointed out that their English pronunciation skills were bettering as a result of broad exposure to TikTok videos. TikTok has been shown to improve pronunciation among learners and motivation. The experimental class used TikTok to teach pronunciation, while the control class relied on conventional strategies [9, p-122]

Chen and Kang's (2023) research found that TikTok assists students improve their English fluency. Students are likely to enjoy novel experiences with practical uses to their daily routines, such as using social media platforms. Applying social media tools in education is not a novel concept. Some researchers have used social media apps as educational resources, as

evidenced by Herlisya and Alfiawati's (2019) use of Tiktok as an instrument for teaching English language writing skills [14].

Additionally, teaching languages through short videos on TikTok has made knowledge more accessible while also reducing the rigidity of academic learning. According to Duan (2023), English, as one of the most commonly spoken languages, is the top choice for language education among many filmmakers and viewers [15].

Regardless of TikTok's potential as an English language learning tool, there has been little research into its effectiveness. As a result, conducting a case study on the application of TikTok for learning the English language can provide useful insights into the app's advantages and disadvantages. The case study can also investigate the perceptions and experiences of students and instructors who use TikTok for language instruction. Overall, the findings can help to develop efficient approaches for using TikTok as an instrument for acquiring the English language.

Conclusion

This English learning app offers not only explanations and examples, but also challenges that encourage users to practice what they've learned. Currently, learning is not limited to classrooms. Learning for students or teachers can take place anywhere, at any time, and with any media. Teachers can use TikTok to engage students in language learning by creating a variety of media, including explanations, practices, remedial, and extracurricular tasks. TikTok is an effective tool for learning English and acquiring more information.

Using Tiktok as a learning medium is an excellent way to improve students' speaking skills. This application contains up-to-date features, so everyone relies on it. Students will learn English vocabulary more quickly if they use the media they enjoy and are used to. Teachers and lecturers should be prepared to adapt to changing conditions. When employed correctly, this application has many advantages that benefit both teachers and students.

Tik tok makes learning more enjoyable, allowing teachers and students to discuss a wide range of topics, particularly those that our students are familiar with. TikTok has become an inseparable friend for our students. This application boosts students' confidence. The scores obtained between cycles I and II demonstrate this.

Nevertheless, Tik Tok has some limitations as a learning tool. Students without internet cannot access this application. The Tik Tok application can also become slow if the mobile phone or gadget being used is incompatible.

TikTok offers a feature that allows users to ask content creators questions through videos. TikTok additionally offers the feature of preserving videos and incorporating videos to favorites. It makes it simpler for users to view videos that are going to be watched later. The TikTok application can help with the learning process. This is because the application is interactive. This can help students maximize their learning experience. TikTok is a video-sharing app that caters to diverse audiences. TikTok has potential as a new learning platform. The information provided is simple and beneficial, with visually appealing writing and clear delivery to keep learning interesting.

To overcome this, the teacher must ensure that the internet network at the learning spot is powerful enough to support this application. Despite its flaws, the Tik Tok application is well worth choosing and considering as a learning tool. The Tik Tok application is a new breakthrough in the world of education, and it has a number of potential benefits for the way students learn.

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INVESTIGATING STUDENTS' ATTITUDE TOWARDS LEARNING ENGLISH: THE CASE OF TURKISTANI SECONDARY SCHOOL

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Abstract

This study investigated Tashenev secondary school students' attitudes towards learning English in terms of the behavioral, cognitive and emotional aspects. It also explored whether there is any significant difference in the students' attitudes towards English language based on their demographic profiles i.e., gender, field and year of study. A total of 40 participants took part in completing a questionnaire as a measuring instrument. Regarding the three aspects of attitude i.e., cognitive, behavioral, and emotional, the participants showed negative attitudes towards learning English. On the demographic profile, there were statistically significant attitudinal

differences regarding gender and field of study but not year of study. Based on the research findings, some recommendations are finally presented.

Introduction

The English language has become a global lingua franca, and its importance in various fields such as business, academia, and technology has continued to grow. Given this widespread significance, understanding students' attitudes towards learning English is crucial for educators, policymakers, and curriculum developers. This article aims to explore the factors that influence students' attitudes towards learning the English language, taking into consideration the three aspects of attitude emotional, cognitive, and behavioral.

Various factors contribute to students' attitudes towards learning the English language. These may include personal motivation, perceived utility of English in their lives and future careers, cultural influence, and the role of educational institutions in promoting language learning. Additionally, individual learning styles, past experiences with language learning, and social factors within peer groups and communities can significantly shape students' attitudes.

Research has shown that students' attitudes towards learning English can have a direct impact on their learning outcomes. Positive attitudes, characterized by motivation, interest, and perceived relevance, have been associated with higher proficiency levels and overall success in language acquisition. Conversely, negative attitudes, such as feelings of inadequacy or disinterest, can hinder progress and lead to suboptimal learning outcomes.

Educators and institutions play a vital role in fostering positive attitudes towards learning English. Incorporating interactive and engaging teaching methods, integrating real-world applications of English, providing opportunities for cultural exchange, and acknowledging diverse learning styles are effective strategies for enhancing students' attitudes. Additionally, creating a supportive and inclusive learning environment, offering mentorship programs, and promoting a growth mindset can contribute to a more positive language learning experience.

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Factors Influencing Attitudes towards Learning English

Various factors contribute to students' attitudes towards learning the English language. These may include personal motivation, perceived utility of English in their lives and future careers, cultural influence, and the role of educational institutions in promoting language learning. Additionally, individual learning styles, past experiences with language learning, and social factors within peer groups and communities can significantly shape students' attitudes.

Impact of Attitudes on Learning Outcomes

Research has shown that students' attitudes towards learning English can have a direct impact on their learning outcomes. Positive attitudes, characterized by motivation, interest, and perceived relevance, have been associated with higher proficiency levels and overall success in language acquisition. Conversely, negative attitudes, such as feelings of inadequacy or disinterest, can hinder progress and lead to suboptimal learning outcomes.

Strategies for Enhancing Positive Attitudes

Educators and institutions play a vital role in fostering positive attitudes towards learning English. Incorporating interactive and engaging teaching methods, integrating real-world

applications of English, providing opportunities for cultural exchange, and acknowledging diverse learning styles are effective strategies for enhancing students' attitudes. Additionally, creating a supportive and inclusive learning environment, offering mentorship programs, and promoting a growth mindset can contribute to a more positive language learning experience. This research concerns analyzing the students' attitudes towards English language learning. It is expected to be beneficial for teachers in developing and finding a good way of teaching.

The research questions as follows:

1. What are the attitudes of Zh. Tashenev school students towards learning English language of their behavioral, cognitive and emotional aspects?
2. How are the attitudes of the Zh. Tashenev school students differ according to their grades?

Literature Review

1 Behavioral Aspect of Attitude The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Kara (2009) stated that, *“Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally.”*

2. Cognitive Aspect of Attitude This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

3. Emotional Aspect of Attitude Feng and Chen (2009) stated that, *“Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.”* Attitude can help the learners to express whether they like or dislike the objects or neighboring situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006).

Methodology

Participnats

The participants were 40 students, 26 students (65.0%) 10th grade and 14 students (35.0%) 11th grade. Chosen from secondary school of Zh. Tashenev.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 10th grade	26	65.0	65.0	65.0
11th grade	14	35.0	35.0	100.0
Total	40	100.0	100.0	

Design

The design of this study is quantitative in nature i.e., descriptive and inferential as well. Thus, an adapted questionnaire was employed as a measuring instrument. The participants were required to answer all the items of the questionnaire honestly, giving their own perceptions about their attitudes towards learning English language in terms of the emotional, cognitive and behavioral aspects of attitude as well as their statistical profile

Instrument

The measuring instrument was an attitude questionnaire which direct the attitudes towards learning English.

Also, it aimed to explore the differences in the participants' attitudes by their statistical information. There were 30 items regarding language attitudes in terms of: behavioral, cognitive, and emotional aspects of attitude. The items we reputed 5-point Likert scale from Level 1: Strongly Disagree to Level 5: Strongly Agree.

The research was connected to measure the reliability level of the questionnaire items. Sredents were required to present their personal information based on the Likert scale of the questionnaire items.

By applying the Statistical Package for the Social Science Program (SPSS) version 23, an analysis of item reliability was determined through the reliability complementary test. The acceptable value of Cronbach Alpha was 0.900 which shows acceptable consistency of reliability. This shows that the questionnaire items were completely appropriate for research goals.

Reliability analysis

Distribution of answers

Cronbach's Alpha	N of Items
0.900	30

Creswell (2018) $\alpha=70$ shows normal distribution

FINDINGS

Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Students attitude towards learning English	40	2.30	4.63	3.5100	.58433

Concerning the first research question, the result of descriptive analysis shows that the overall mean score of English Language Attitude (ELA) among the participants is 3.5100 (SD= .58433).

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
q1	40	1.00	5.00	3.7500	1.05612
q2	40	1.00	5.00	3.9500	1.13114
q3	40	1.00	5.00	3.5750	1.27877
q4	40	1.00	5.00	3.4250	1.37538
q5	40	1.00	5.00	3.7250	1.15442
q6	40	1.00	5.00	3.3250	1.43915
q7	40	1.00	5.00	4.1500	1.12204
q8	40	1.00	5.00	3.0000	1.19829
q9	40	1.00	5.00	3.3000	1.15913
q10	40	1.00	5.00	3.7250	1.06187
q11	40	1.00	5.00	3.4750	1.10911
q12	40	1.00	5.00	3.6000	1.05733

q13	40	1.00	5.00	3.3250	1.22762
q14	40	1.00	5.00	3.9500	1.01147
q15	40	1.00	5.00	3.2500	1.10361
q16	40	2.00	5.00	4.1750	.87376
q17	40	1.00	5.00	3.7500	1.21423
q18	40	1.00	5.00	4.0500	1.15359
q19	40	1.00	5.00	4.0500	1.03651
q20	40	1.00	5.00	3.5250	1.10911
q21	40	1.00	5.00	3.6000	1.29694
q22	40	1.00	5.00	2.5000	.84732
q23	40	1.00	5.00	3.4750	1.17642
q24	40	1.00	5.00	2.5500	1.29990
q25	40	1.00	5.00	3.0750	1.26871
q26	40	1.00	5.00	3.0750	1.07148
q27	40	1.00	5.00	3.5000	1.19829
q28	40	1.00	5.00	3.4750	1.19802
q29	40	1.00	5.00	3.0500	1.19722
q30	40	1.00	5.00	3.9250	.91672

This section focuses on three aspects of the about Emotional aspect of attitude language learning inventory. There were 4.1500% students who agreed with the statement “Studying foreign languages like English is enjoyable”. Another question asking about their aptitudes according Emotional aspect of attitude, 4.1750% students agreed with the “I wish I could speak English fluently.” statement. And question asking about their aptitudes according Cognitive aspect of attitude 4.0500% students agreed with the “In my opinion, people who speak more than one language are very knowledgeable” statement. It means, the students [fancy](#) and agree that there are aptitudes in learning language. This [suggests](#) there is a talent that might help them [promote](#) a language faster.

And there were about Cognitive Aspect of Language Attitude 2.5000% students who disagreed with statement “I am able to think and analyze the content in English language.”. Another question asking about their aptitudes according of Behavioral Aspect of Language Attitude, 2.5500% students disagreed with the “When I miss the class, I never ask my friends or teachers for the homework on what has been taught.” statement. And question asking about their aptitudes according of Emotional aspect of attitude 3.3250% students agreed with the “I enjoy doing activities in English.” statement. It is fact that the students could not find the urgency of doing that behavior. They might [arrange](#) themselves before attending the class but [it may be](#) not as well as it was expected.

Recommendations

[respecting](#) the [noticed](#) negative attitude towards English, the EFL teachers are recommended to [found](#) an encouraging atmosphere in the English classes to [develop](#) the students’ positive attitudes towards English. They should also motivate the students to learn English, highlighting its [value](#). This can be achieved by [organization](#) the appropriate methods and activities of teaching English [productively](#). Furthermore, they should [consolidate](#) up-to-date materials and supplementary resources in addition to the English text books. This can help them [appropriating](#) students’ attention to learn English successfully. Moreover, the EFL teachers should consider the role of gender perspective in language learning, exposing various approaches to improve the students’ attitudes, motivation and language performance as well. They are also recommended to teach the English curriculum as it is supposed to be taught, focusing on the communicative approach. The EFL teachers must be aware that communicative approach encourages EFL learners to collaborate and discuss their experiences and other issues regarding language learning. This can increase their attitude, enthusiasm and their motivation to acquire the language. Furthermore, curriculum makers should review the content and the design of the

curriculum to meet the needs and the interests of the students. They are recommended to consider that the EFL learner have different perceptions about learning other languages due to their differences regarding gender, specialization, year of study, etc. Thus, taking all these issues into account, the curriculum design should be reevaluated so that students could see something different concerning the activities, content, topics, teaching practices etc. and be more motivated to learn English.

Conclusion

Understanding students' attitudes towards learning the English language is essential for promoting effective language education. By recognizing the factors that influence attitudes, acknowledging the impact of attitudes on learning outcomes, and implementing strategies to enhance positive attitudes, educators and policymakers can create a more conducive learning environment for English language learners. Ultimately, nurturing positive attitudes towards learning English can lead to improved proficiency, increased confidence, and a greater appreciation for linguistic diversity in a global context.

Students' attitudes towards learning the English language can vary widely based on a range of factors. These factors can include individual interest, the perceived importance of English for future opportunities, exposure to English-speaking environments, teaching methods, and cultural influences.

Some students are highly motivated to learn English because they see it as essential for accessing higher education, better job opportunities, and increased global mobility. They may have a positive attitude towards learning the language and actively seek out opportunities to practice and improve their skills.

On the other hand, some students might feel overwhelmed or disinterested in learning English, particularly if they feel pressured to learn the language without understanding its practical relevance to their lives. Factors such as lack of resources, uninspiring teaching methods, or fear of making mistakes can contribute to negative attitudes towards learning English.

Additionally, cultural perceptions and societal attitudes towards the English language can influence students' motivations. In some cultures, English is seen as a status symbol, and proficiency in the language is highly valued. In other contexts, however, there may be a sense of resistance to the dominance of English as a global language.

Teachers and educational institutions play a crucial role in shaping students' attitudes towards learning English. By fostering an engaging and supportive learning environment, educators can help students develop a positive attitude towards the language. It's also important for educators to recognize and respect the diverse motivations and cultural backgrounds of their students in order to create inclusive and effective language learning experiences.

Understanding the complex interplay of these factors is essential for creating strategies that can help students develop a positive and enthusiastic attitude towards learning the English language.

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COOPERATIVE LEARNING AS A METHOD OF INCLUSION

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ABSTRACT

Many children need special attention to receive knowledge, and it is nearly impossible to achieve this equality in education without integrating inclusion. This trend is becoming relevant in Kazakhstan's education system and needs further development. This article provides suggestions for implementing cooperative language learning in the classroom. Successful cooperative language learning involves active engagement, effective communication, mutual support, and meaningful interaction among learners, facilitated by well-designed tasks and teacher guidance.

To provide equal education to all children, it is crucial to offer special attention and support to those who need it. However, achieving this level of inclusivity is not always easy, which is why the trend of integrating inclusion in education is becoming more and more relevant, especially in Kazakhstan. To further develop this trend, there are several suggestions for implementing cooperative language learning in the classroom. Cooperative language learning is a teaching approach that involves active engagement, effective communication, mutual support, and meaningful interaction among learners. This approach is facilitated by well-designed tasks and teacher guidance, which help create a positive and inclusive learning environment.

One of the benefits of cooperative language learning is that it promotes teamwork, which helps students learn from each other. It also encourages students to take responsibility for their learning, as well as for the learning of their classmates. To implement cooperative language learning successfully, teachers need to provide clear instructions and expectations, as well as monitor students' progress throughout the process. Teachers should also provide feedback and support to help students improve their language skills, while also encouraging them to work collaboratively and respectfully with their peers.

Keywords: *inclusive education, ordinary schools, perspectives, and cooperative learning.*

Түйін.

Көптеген балалар білім алу үшін ерекше назар аударуды қажет етеді және инклюзивтілікті біріктірмей білім берудегі мұндай теңдікке қол жеткізу мүмкін емес. Бұл үрдіс Қазақстанның білім беру жүйесінде өзекті болып отыр және одан әрі дамытуды қажет етеді. Бұл мақалада сыныпта тілді бірлесіп оқытуды енгізу бойынша ұсыныстар берілген. Бірлескен тілді табысты оқыту белсенді қарым-қатынасты, тиімді қарым-қатынасты, өзара

қолдауды және оқушылар арасындағы мазмұнды өзара әрекеттесуді қамтиды, бұл жақсы ойластырылған тапсырмалар мен мұғалімнің басшылығымен жеңілдетіледі.

Барлық балаларға бірдей білім беру үшін мұқтаж жандарға ерекше көңіл бөліп, қолдау көрсету өте маңызды. Алайда, инклюзивтіліктің осы деңгейіне жету әрдайым оңай бола бермейді, сондықтан инклюзивтілікті білімге интеграциялау тенденциясы, әсіресе Қазақстанда, өзекті бола түсуде. Осы тенденцияны одан әрі дамыту үшін сыныпта тілді бірлесіп оқытуды енгізу бойынша бірнеше ұсыныстар бар. Тілді бірлесіп оқыту-бұл белсенді қатысуды, тиімді қарым-қатынасты, өзара қолдауды және оқушылар арасындағы мағыналы өзара әрекеттесуді қамтитын оқыту тәсілі. Бұл тәсілге жағымды және инклюзивті оқу ортасын құруға көмектесетін жақсы ойластырылған тапсырмалар мен мұғалімнің басшылығы ықпал етеді.

Бірлескен тіл үйренудің артықшылықтарының бірі-бұл оқушылардың бір-бірінен үйренуіне көмектесетін топтық жұмысты дамытуға ықпал етеді. Сондай-ақ, бұл студенттерді өздерінің оқуы үшін, сондай-ақ сыныптастарының оқуы үшін жауапкершілікті алуға шақырады. Бірлескен тіл үйренуді сәтті жүзеге асыру үшін мұғалімдер нақты нұсқаулар мен үміттерді қамтамасыз етуі керек, сонымен қатар бүкіл процесс барысында оқушылардың үлгерімін бақылауы керек. Мұғалімдер сонымен қатар оқушылардың тілдік дағдыларын жетілдіруге көмектесу үшін кері байланыс пен қолдау көрсетуі керек, сонымен бірге оларды құрдастарымен ынтымақтастық пен құрметпен жұмыс істеуге шақыруы керек.

Түйінді сөздер: инклюзивті білім беру, қарапайым мектептер, перспективалар, бірлескен оқыту.

1. INTRODUCTION

In today's globalized world, the concept of inclusion has become widely known and practiced. It refers to a type of education that acknowledges and supports differences in learners' abilities. Inclusive education is all about involvement and empowerment, where the inherent value and dignity of every learner are recognized and respected.

It is worth noting that this wasn't always the case. Throughout the 19th century, people with psychological or physiological deviations and special needs were isolated from society and often subjected to careless discrimination. However, the term "inclusive education" emerged in the 1980s as a more inclusive alternative to special education, recognizing the importance of accommodating all children regardless of their social status, religion, gender, or physical or mental disabilities.

Inclusive education involves adapting schools and educational institutions to cater to the needs of all learners. The belief behind this approach is that every learner has the potential to excel if given equal opportunity and the necessary materials with the right techniques. By providing a supportive and inclusive learning environment, children studying under inclusive education techniques gain more confidence and a sense of participation value.

One of the techniques used in inclusive education is cooperative learning. This approach involves group work and encourages learners to work together and support one another. Through cooperative learning, children learn how to collaborate, communicate effectively, and appreciate diversity. By embracing inclusive education, we can create a more equitable and accepting society where every learner is allowed to thrive.

Cooperative learning is an educational approach that involves students working together in small groups to achieve a common goal or complete a task. It emphasizes active participation, collaboration, and mutual support among group members [10. 785]. In recent years, the educational approach of 'Learning together' has become increasingly popular. This approach aims to promote group cohesion by organizing group tasks according to five principles derived from the social interdependence theory [3. p26].

The first principle is positive interdependence, where students begin to rely on each other for certain responsibilities, with each member's contribution being essential for the team's success. *The next principle* is individual accountability, which ensures that every student takes responsibility for their learning and is considered a valuable part of the team. This principle encourages all members to actively participate and contribute to the group's success. *The third principle* is the promotion of interaction, which allows individuals to discuss, share ideas, and interact with team members. This interaction promotes deeper understanding and critical thinking. *The fourth principle* is interpersonal skills development, which provides an opportunity to enhance interpersonal skills such as communication, teamwork, conflict resolution, and leadership. Finally, the fifth principle is group processing, which involves discussions that allow students to reflect on the group process, evaluate their work, and adjust their strategies for improved performance [2. 5].

Cooperative learning is an effective educational approach that promotes collaboration, active participation, and mutual support among students. It is based on the principles of positive interdependence, individual accountability, promotion of interaction, interpersonal skills development, and group processing. Various scenarios with good cooperative learning experience indicates its effectiveness as an educational approach.

The cooperative learning (CL) approach has been widely recognized as an effective strategy for improving academic performance and promoting social interaction among students [3. p95]. As early research mainly focused on the social and educational benefits of cooperative learning, recent studies over the past two decades have explored the intricacies of how learning unfolds within small groups. These studies have investigated the factors that influence students to develop cooperative learning skills and work collaboratively with their peers.

Moreover, researchers have examined how students mediate each other's learning, including the roles they assume and the types and quality of assistance they offer. They have also looked into the conditions necessary for effective peer assistance to occur within cooperative learning environments [9. p2].

However, it is important to note that collaborative activities play a crucial role in language learning. Educators can design various engaging activities, such as collaborative story writing or creating a quilt, to involve students in collaboration. Nevertheless, these activities often focus on specific objectives related to their content and may lack versatility in delivering a variety of academic material.

To address this issue, many instructional frameworks for conducting collaborative learning can be applied repeatedly across different subjects, grade levels, and stages of a lesson plan. By learning a few instructional structures, educators can consistently incorporate cooperative learning into lessons throughout the year to enhance students' academic progress across various subject matters. For teachers unfamiliar with the collaborative learning approach, this could be a valuable tool to help them navigate the process and effectively integrate cooperative learning into their teaching strategies [11. p12].

Koster et al. conducted a literature review to evaluate the definition of social participation for learners with Special Educational Needs (SEN) in mainstream classrooms. The study identified four key dimensions of socialization within inclusive classrooms:

- acceptance of students with SEN,
- students' perceptions of their acceptance by classmates,
- presence of positive social interactions between students with SEN and their classmates,
- and development of social relationships and friendships.

The study highlights those social interactions between students with SEN and their classmates are crucial for social participation. Without such interactions, students with SEN may find it

challenging to form friendships or gain social acceptance. The Cooperative Learning (CL) approach is examined in this study to evaluate its impact on several aspects of social interaction within the classroom setting, including peer acceptance, formation of friendships, and children's perceptions of their relationships with classmates [4. p12].

2. METHOD

The subsequent sections provide an in-depth analysis of the pragmatic aspects of the research, elucidating its research design, participants, and data collection techniques. The principal aim of this study was to demonstrate and assess the efficacy of collaborative language learning in augmenting collaboration proficiencies among high school students. Based on the theoretical underpinnings and research discussed earlier, collaborative learning may provide an exceptionally fertile environment to cultivate language and social skills. In this study, the questionnaire played a critical role as a tool for gathering data. All stages of cooperative learning were meticulously executed as per the instructions provided.

Participants

The whole class of 11th-grade students have participated in this research method. There were many students with a low level of English language knowledge and in construction, there were students with good potential in language learning. Students were divided into small groups consisting of learners with different levels of language competency and given group work. The students had to present their inventions of the educational game with its procedure as a poster and perform in the class. After the presentation, the students filled out a survey with questions. The interview was conducted to obtain information about the cooperative working abilities of students. These data were confirmed with those from the survey questionnaire.

Questions

- How would you rate the overall level of cooperation within your team during the invention of the idea development process?
- Did all team members actively contribute to the brainstorming and development of the invention ideas?
- Were roles and responsibilities clearly defined within your team? If not, please explain.
- How effectively did your team communicate and collaborate to bring the invention ideas to fruition?
- What did you learn from this teamwork and presentation experience?
- What challenges did your team encounter during the process, and how did you overcome them?
- Do you have any additional comments or suggestions for improving future teamwork and presentation tasks?
- Overall, how satisfied are you with your team's performance in this task?

3. RESULTS

The study described the perceived success of cooperative learning (CL) in enhancing students' speaking skills in English. When asked about the level of cooperation in their team during the idea development process, 60% of respondents rated it a 4 out of 5 while 20% rated it a 3 and 20% rated it a 5. This indicates a general satisfaction with the teamwork process among the majority of participants. Such positive experiences in working with peers can foster socialization and language use and are therefore encouraged.

The majority of the participants (80%) reported a high level of satisfaction with their teamwork experience and language performance. The findings revealed that CL can facilitate

effective collaboration among team members with diverse abilities and backgrounds. This helped them use the language more and become more social.

However, some respondents admitted to encountering difficulties in defining roles and responsibilities within their groups, which highlights the importance of establishing clear expectations and communication channels in CL to ensure inclusivity and accountability. Nonetheless, most participants noted that all team members actively contributed to brainstorming and developing invention ideas, suggesting that CL can promote active participation and engagement among students with varying levels of language proficiency or learning needs. Additionally, some students demonstrated leadership potential during the teamwork, reinforcing the notion that teaching others deepens one's understanding of the material.

"Our team was very collaborative. I believe it was because of our team leader. She was very perceptive and was able to see the strengths of each member."

"Some members quickly finished their responsibilities and helped others who were struggling with their tasks. We think that's why we could present an interesting invention."

To effectively utilize capable students as leaders or teachers, a system of operational tasks can be implemented. This is one of the reasons why cooperative learning is integrated, to direct the potential of successful students in the appropriate direction.

When asked the question, "What did you learn from this teamwork and presentation experience?", participants provided interesting responses such as understanding the differences between listening and hearing, the importance of effective communication and collaboration in achieving shared goals, adapting and problem-solving in a fast-paced, dynamic environment, and trusting their ideas with comrades and helping each other.

Several students noted that they encountered difficulties with time management due to the active discussions and challenging decision-making processes. However, they understood what they needed to work on and ultimately resolved points of disagreement. They realized that engaging in stormy discussions and defending their ideas does not work in a team where there are differing opinions. It only wastes time and it is necessary to weigh the pros and cons. Some students began helping their peers after they had finished their work. This way, they developed trust and confidence in teamwork.

Team members learned the importance of listening, trusting ideas, and adapting to challenges. Participants began to feel accepted by their peers and as members of one friendly team. Some individuals with low language level competence were able to complete the task with the help of their peers and felt engaged. Challenges included time management, conflicts, and evolving roles, which were addressed through open discussions and assistance from team members. From these challenges, learners experienced problem-solving and critical thinking skills. Moreover, students understood the need for social independence, where individual outcomes remain independent of one another's actions. Without social interdependence or reliance, individuals pursue goals through independent efforts.

4. CONCLUSION

Inclusive or integrated education has proven to be an effective resource when educational institutions create an environment that promotes high-quality education, remedial assistance, and professional development. For this to be successful, it is crucial to evaluate each child and provide them with equal opportunities and meaningful experiences. To ensure maximum benefit, teachers need to coordinate their methods with other teachers and follow the structure of cooperative learning.

Despite reforms aimed at ensuring that children with Special Educational Needs (SEN) can attend mainstream schools, achieving social inclusion remains challenging. It has been hypothesized that this approach could disrupt the typical patterns of peer relationships in classrooms by involving children in mixed-ability groups where tasks were organized based on the principles of effective collaboration. Therefore, it is especially important to explore how teachers can create optimal settings for collaboration within diverse groups.

To achieve the best results, teachers must be equipped with the necessary skills and knowledge to cater to the unique needs of their students. They should be trained in methods that promote collaborative learning in diverse groups, such as differentiated instruction, peer tutoring, and project-based learning. By doing so, teachers can promote a sense of belonging and inclusion among all students, regardless of their abilities. Furthermore, it is essential to provide adequate support to teachers in implementing inclusive practices. This includes additional resources, such as assistive technology, and ongoing professional development opportunities. By doing so, teachers can continue to build on their skills and knowledge, leading to a more inclusive and equitable learning environment for all students.

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YABANCILARA TÜRKÇE ÖĞRETİMİNDE SÖZLÜKÇÜLÜK GELENEĞİ

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ÖZET

Türk dilinin kaynaklardan takip edilebildiği en eski dönemlerinden itibaren yabancılara Türkçe öğretiminin yapıldığını söyleyebiliriz. Çeşitli kaynaklar Hunlardan itibaren yabancılara Türkçe öğretiminin yapıldığı ifade edilmektedir. Ancak günümüzde varlığı bilinen yabancılara Türkçe öğretiminde kullanılan en eski kaynak XI. yüzyılda Karahanlı sahasında Kaşgarlı Mahmut tarafından yazılmış olan “Dîvânu Lugâti't-Türk” adlı sözlüktür. Bu sözlükten sonra Harezmi Kıpçak sahasında, Çağatay sahasında, Eski Anadolu sahasında yabancılara Türkçe öğretiminde kullanılabilecek çeşitli sözlükler yazılmıştır.

Türkiye’de Cumhuriyetin ilk yıllarından itibaren kısıtlı ölçüde yabancılara Türkçe öğretimi yapılsa da kurumsal olarak yabancılara Türkçe öğretimi 1984 yılında Ankara Üniversitesi bünyesinde kurulan TÖMER ile başlamıştır. Daha sonra Türkiye’de farklı şehirlerde de TÖMER’ler kurulmuştur. 2007 yılın kurulan Yunus Emre Enstitüsü ile birlikte yabancılara Türkçe öğretimi yurt içi ve yurtdışında önemli bir ivme kazanmıştır. Ancak Yunus Emre Enstitüsünün, TÖMER’lerin ve bazı bireysel çalışmaların ortaya koyduğu sözlükler bulunsada sözlükçülük açısından günümüzde halen eksiklikler devam etmektedir. Bu çalışmada geçmişten günümüze yabancılara Türkçe öğretimi alanında hazırlanmış sözlükler üzerine değerlendirmeler yapılacaktır.

Anahtar Kelimeler: yabancılara Türkçe öğretimi, sözlük, TÖMER, Yunus Emre Enstitüsü, öneri.

LEXICOGRAPHY TRADITION IN TEACHING TURKISH TO FOREIGNERS

ABSTRACT

We can say that Turkish language has been teaching Turkish to foreigners since the earliest periods of Turkish language that can be followed from the sources. Various sources state that teaching Turkish to foreigners has been carried out since the Huns. However, the oldest source used in teaching Turkish to foreigners, which is known to exist today, is the dictionary named "Dîvânu Lugâti't-Türk" written by Kashgarlı Mahmut in the Karakhanid field in the XI century. After this dictionary, various dictionaries that can be used in teaching Turkish to foreigners were written in Harezmi Kipchak field, Chagatai field, Old Anatolian field.

Although teaching Turkish to foreigners has been practiced to a limited extent since the early years of the Republic in Turkey, institutionalized teaching of Turkish to foreigners started with TÖMER, which was established within Ankara University in 1984. Later, TÖMERs were established in different cities in Turkey. With the 2007 establishment of Yunus Emre Institute, teaching Turkish to foreigners has gained a significant momentum in Turkey and abroad. However, although there are dictionaries produced by Yunus Emre Institute, TÖMERs and some individual studies, there are still deficiencies in terms of lexicography. In this study, evaluations will be made on dictionaries prepared in the field of teaching Turkish to foreigners from past to present.

Keywords: teaching Turkish to foreigners, dictionary, TÖMER, Yunus Emre Institute, suggestion.

ТРАДИЦИИ ЛЕКСИКОГРАФИИ В ПРЕПОДАВАНИИ ТУРЕЦКОГО ЯЗЫКА ИНОСТРАНЦАМ

РЕЗЮМЕ

Можно сказать, что обучение иностранцев турецкому языку ведется с самых ранних периодов существования турецкого языка, что можно проследить по источникам. Различные источники утверждают, что обучение иностранцев турецкому языку велось со времен гуннов. Однако самым древним источником, используемым для обучения иностранцев турецкому языку, который известен на сегодняшний день, является словарь под названием "Dîvânu Lugâti't-Türk", написанный Кашгарлы Махмутом в Караханидской области в XI веке. После этого словаря различные словари, которые можно использовать при обучении турецкому языку иностранцев, были написаны в Харезм Кипчакском, Чагатайском и Староанатолийском полях.

Хотя преподавание турецкого языка иностранцам в ограниченном объеме велось с первых лет существования Республики в Турции, институциональное преподавание турецкого языка иностранцам началось в 1984 году с создания TÖMER при Университете Анкары. Позже TÖMER были созданы в разных городах Турции. С появлением в 2007 году Института Юнуса Эмре преподавание турецкого языка иностранцам получило значительный импульс в Турции и за рубежом. Однако, несмотря на то, что существуют словари, выпущенные Институтом Юнуса Эмре, TÖMER и некоторыми отдельными исследованиями, в лексикографии все еще есть недостатки. В данном исследовании будет проведена оценка словарей, подготовленных в области преподавания турецкого языка иностранцам с прошлого по настоящее время.

Ключевые слова: преподавание турецкого языка иностранцам, словарь, TÖMER, Институт Юнуса Эмре, рекомендации.

GİRİŞ

Sözlükler ait oldukları dilin söz varlığı açısından elde bulunan en geniş kapsamlı kaynaklardır. Doğan Aksan göre sözlük bir dilin (ya da birden çok dilin) sözvarlığını söyleyiş biçimleriyle, yazımlarıyla veren, bağımsız biçimbirimleri temel alarak bunların, başka öğelerle kurdukları söz öğeleriyle birlikte anlamlarını, değişik kullanımlarını gösteren bir söz varlığı kitabıdır. (Aksan, 2003:75)

Yazının icadıyla birlikte uygarlığın ilk çağlarında Çin, Hindistan, Orta Doğu, eski Yunan ve Roma'da sözlük çalışmalarının ilkel örnekleri verilmiş, zamanla bu çalışmalar dünya çapında farklı şekillerde geliştirilmiştir. (Kocapınar, 2015:130) Türkler arasında sözlük yazımının ilk örneği XI. yüzyılda Karahanlı sahasında Kaşgarlı Mahmut tarafından yazılmış olan 'Dîvânu Lugâti't-Türk'tür. Bu sözlükten sonra Harezmi Kıpçak sahasında, Çağatay sahasında, Eski Anadolu sahasında yabancılara Türkçe öğretiminde kullanılacak çeşitli sözlükler yazılmıştır. Bunların dışında yabancılara da yazmış olduğu Türkçe sözlükler vardır.

Sözlükler konu ve yöntemlerine göre değişik biçimde sınıflandırılabilir. En yaygın sınıflandırmalardan biri şöyledir:

- a) Betimlemeli / kuralcı sözlükler
- b) Eşzamanlı / artzamanlı sözlükler

- c) Genel / teknik sözlükler
- d) Genel kullanım/öğrenim amaçlı sözlükler
- e) Tek dilli / iki ya da çok dilli sözlükler. (Kocaman, 1998:111)

Dil öğreniminde önemli materyallerden biri olan sözlükler tarihten günümüze yabancılara Türkçe öğretiminde başvurulan önemli kaynaklar olmuşlardır. Çalışmamızda yabancılara Türkçe öğretimi amacıyla hazırlanmış ya da bu amaç doğrultusunda kullanılabilecek tarihi sözlüklerin tanıtımı yapıldıktan sonra bu sözlükler üzerine değerlendirmeler yapılacaktır.

1. Arapça-Türkçe

1.1. Dîvânu Lugâti't-Türk

XI. yüzyılda Karahanlı sahasında 'Kaşgarlı Mahmut' tarafından yazılmış olan 'Dîvânu Lugâti't-Türk' yabancılara Türkçe öğretimi için kullanılan ilk yazılı eserdir. Yazar eserinin giriş bölümünde Türkçe öğrenmenin gerekliliğini "Buhara imamlarından ve Nişaburlu başka imamdan açıkça ve kesin olarak işittim ki: Onlar peygamber efendimize dayandırarak şöyle rivayet ettiler. Peygamberimiz (s.a.) kıyamet gününün şartlarını, âhir zamanın fitnelerini, Oğuz Türklerinin çıkışını anlatırken dedi ki: Türk dilini öğreniniz, çünkü onların çok uzun sürecek saltanatları vardır. Bu hadis doğru ise -sorumluluğu râvilere aittir- Türk dilinin öğrenmek vaciptir., değilse aklın gereği budur" sözleriyle ifade etmektedir. (Ercilasun ve Akkoyunlu, 2018:1)

Eser, Türkçeden Arapçaya bir sözlüktür. Türkçe sözlerin Arapça karşılıkları verildikten sonra mutlaka kelimelerin içinde bir örnek cümle verilir. Örnekler sık sık bir atasözü veya bir dörtlükte olabilmektedir. Daha sonra örneğin Arapça karşılığı yazılır. (Ercilasun, 2004:316-317) Sözlük 7500 Türkçe kelime barındırmaktadır ve tümevarım yöntemi ile yazılmıştır. (Bayraktar, 2003:62)

1.2. Kitâbü'l-İdrâk li-Lisani'l-Etrâk

XIV. yüzyılda Kıpçak sahasında 'Ebû Hayyan Muhammed bin Yusuf' tarafından yazılmış olan eser Arapça-Türkçe şeklinde hazırlanmış sözlük ve gramerdir.

Yazar eseri sözlük, tasrif (morfoloji) ve nahiv (sentaks) olmak üzere üç bölümden meydana getirmiştir. Sözlük bölümünde isim ve fiiller karışık olarak, Arapça alfabe sırasına göre düzenlemiştir. Fiillerin bilinen geçmiş zaman, teklik 3. şahısları veya teklik 2. şahıs emir biçimleri, madde başı olarak verilmiştir. Türkçe kelimelerin anlamları genellikle Arapça tek kelimeyle karşılanmış; bazen kısa cümlelerle örneklendirilmiştir. Bazı kelimeler ise Kıpçakça ve Türkmence olarak kaydedilmiştir. (Ercilasun, 2004:384) Sözlük tümevarım yöntemi ile yazılmıştır ve yaklaşık 3500 kelime içerir. (Bayraktar, 2003:63)

1.3. Et-Tuhfetü'z-Zekiyye Fi'l-Lugati't-Türkiyye

XV. yüzyılda Kıpçak sahasında yazılmış olan eser Arapça-Türkçe bir sözlük ve gramerdir. Eserin yazarı ve yazım tarihi tam olarak bilinmemektedir.

Eserin sözlük bölümünde Arapça kelimeler alfabetik olarak sıralanmış; her harfte önce isimler sonra fiiller ve bunların Türkçe karşılıkları verilmiştir. Eserdeki Türkçe kelimelerin sayısı 3000'e yakındır. (Ercilasun; 2004:387)

1.4. Kitâb-ı Mecmû-ı Tercümân-ı Türkî ve Acemî ve Mugâlî

XIV. yüzyılda Kıpçak sahasında 'Halil bin Muhammed bin Yusuf el-Konevî' tarafından yazılmış olan eser Arapça-Türkçe gramer ve sözlükten oluşmaktadır.

Eser, Arapça konuşan halka devlete hükmeden ve onu yöneten Türklerin dilini öğretmek amacını taşımaktadır. Dil malzemesi olarak kitabın birinci bölümünde 26 tema başlığı altında 1110 isim ve 18 fiil; ikinci bölümünde 455 fiil ve 14 isme yer verilmiştir. Gramer bölümünde

geçen ve birkaç anlamı bulunan kelimelerle birlikte kitapta toplam 1674 Türkçe kelime bulunmaktadır. (Sülükçü, 2016:68)

1.5. Bülğatü'l-Müştâk fî-Lûgati't-Türk ve'l-Kıfçak

Kıpçak sahasında yazılmış olan eserin yazım tarihi bilinmemektedir ve Arapça-Türkçe sözlüktür. Yazarı 'Cemâlettin Ebû Muhammed Abdullah et-Türkî' adında bir Türk'tür.

Yazar eserini 'Türkçenin Tercümân kitabı' olarak adlandırmıştır. Sözlük isim ve fiil olarak iki bölümden oluşmaktadır. Madde başları Arapçadır. Kelimelerin Arapçalarının karşısında Türkçeleri verilmiştir. Eserde toplam 1054 kelime bulunmaktadır. (Al-Türk, 2018:1447-1452)

1.6. El-Kavânînü'l-Küllîyye li-Zabti'l-Lûgati't-Türkiyye

Kıpçak sahasında yazılmış olan gramer-sözlüktür. Eserin yazım tarihi ve yazarı bilinmemektedir. Araplara Türkçe öğretmek için yazılmış olan eserin fiiller bölümü benzer gramerlere göre uzun tutulmuştur. (Akar, 2005:231)

2. Farsça-Türkçe

2.1. Muhâkemetü'l-Lugateyn

XV. yüzyılda Çağatay sahasında 'Ali Şir Nevaî' tarafından yazılmış olan Farsça ve Türkçeyi karşılaştıran bir eserdir.

'İki dilin karşılaştırması' manasına gelen eserde yazar Türk dilinin Fars dilinden daha üstün olduğunu işlemektedir.' (Akar, 2005:196) Nevaî eserinde 100 Türkçe fiili zikrederek bu dilde aynı kavramı ifade eden fiil bulunduğunu söyler. Eserde bu tür fiiller örnek beyitlerle kaydedilmiş, bunların Fars dilinde karşılığı olmadığına, bir Fars'ın bu ayrıntıyı verebilmek için Arapçanın yardımına başvuracağına dikkat çekmiştir. Ayrıca Türkçede akrabalık, kuş, yer, av hayvanları, biniş takımları, giysiler, yiyecek içecekler vb. adlar için kullanılan kelimelerin zengin çeşitliliğini örneklerle ortaya koymuştur. (İslam Ansiklopedisi, 2005:397)

2.2. Kitâb-ı Zebân-ı Türkî

XVII. Yüzyılda Kıpçak sahasında 'Muhammed Yaküb-ı Çingî' tarafından yazılmış olan Farsça-Türkçe sözlüktür. Eserin içinde sözlük ve gramer bulunmaktadır. (Caferoğlu, 2000: 226).

2.3. Senglâh Lugati

XVIII. yüzyılda Çağatay sahasında 'Mirza Mehdi Han Esterabadî' tarafından yazılmış Farsça-Türkçe sözlüktür.

Eserde altı binin üzerinde sözcük ve yaklaşık iki bin beş yüz beyit mevcuttur. Bu yönüyle eser, Çağatay Türkçesi sözlükleri arasında en kapsamlı sözlüktür. (Akdemir, 2019:582) Eser üç bölümden oluşmaktadır. Birinci bölümde Çağatay Türkçesinin dil bilgisi ve yazılışı verilmiştir. İkinci bölümde Nevaî'nin 12 manzum ve 9 mensur eserinden yararlanılarak yazılan Çağatay Türkçesi-Farsça verilmiştir. Sözlükteki sözcükler, ilk hecelerindeki ünlülere göre baplara ayrılmıştır. Son bölümde ise Nevaî'nin 12 manzum eserinde geçen Arapça ve Farsça sözcüklerle deyimlere yer verilmiştir. (Rahimi, 2020:531)

2.4. El-Tamğa-yı Nâsırî

XIX. yüzyılda Çağatay sahasında Şeyh Muhammed Salih tarafından yazılan Farsça-Türkçe bir sözlüktür. (Caferoğlu, 2000: 227).

3. İtalyanca-Türkçe

3.1. Regola Del Parlare Turcho Et Vocabulario De Nomi Et Verbi

XVI. yüzyılda ‘Floransalı Filippo Argenti’ tarafından yazılmış olan eserin adı ‘Türkçe Konuşma Kuralları ve İsim, Fiil Sözlükçesi’dir. 555 yapraktan oluşan eser İtalyan tüccarlara yardımcı olması için yazılmıştır. (Dilaçar, 1970:198)

4. Latince-Türkçe

4.1. Institutionum Linguae Libra Quatuorum

XVII. yüzyılda ‘Hieronymus Megiser’ tarafından yazılmış olan eserin adı ‘Dört Bölümde Türk Dilinin Esasları’dır. Eserin birinci bölümü 13 sayfadan oluşan Alman Kayzeri Matthias’a ‘Sungu Mektubu’dur. İkinci bölüm 53 sayfadan oluşan ‘Türk Gramerine Giriş’ adını verdiği Türk imlasının anlatıldığı bölümdür. Üçüncü bölümde metin örnekler verilmiştir. Bu bölüm 220 Türkçe deyim ve atasözünü barındırmaktadır. Ayrıca yazar bu atasözü ve deyimleri Latince, İtalyanca ve Almanca denklere ile karşılatırmıştır. Son bölümde ise 111 sayfa çift sütun halinde 2460 kelimedenden oluşan Latince Türkçe ve 2440 kelimedenden oluşan Türkçe-Latince sözlük bulunmaktadır. (Dilaçar, 1970:199-208)

5. Latince-Farsça-Türkçe

5.1. Codex Cumanicus

XIII-XIV. yüzyıllarda Kıpçak sahasında yazılmış 55yaprağı İtalyanlar tarafında 26 yaprağı Almanlar tarafından yazılmış Latince-Farsça-Türkçe sözlüktür.

Eserin İtalyanca 55 yapraklık bölümü Latin alfabesine göre dizilmiş 1560 sözcük içeren, Latince-Farsça-Türkçe sözlükle başlar. Ardından sözcüklerin anlamlarına göre öbeklere ayrıldığı 1220 sözcük içeren ikinci bir sözlük yer alır. Buradaki 2680 sözcükten 200’ünün Farsça ve Türkçe karşılıkları verilmemiştir. Eserin Almanca bölümü ise Türkçe-Almanca sözlükle başlar. Daha sonra Türkçe-Almanca ve Türkçe-Latince dizinler verilir. Bu dizinlerde bazı sözcüklere örnek cümleler de verilmiştir. Eserde tümevarım yöntemi hâkim olmakla birlikte Almanca bölümünde yer yer tümdengelim yöntemi de kullanılmıştır. Eserin sözlük kısmında toplam 2500 Türkçe kelime vardır. (Bayraktar, 2003:65-66)

6. Arapça-Farsça-Türkçe-Moğolca

6.1. Kitabu Hilyetü’l-İnsan ve Halbetü’l-Lisân

XIII. yüzyılda ‘Cemalüddin İbnü Mühannâ’ tarafından yazılmış olan Arapça-Farsça-Türkçe-Moğolca sözlüktür. Eser ‘İbnü Mühenna Lügati’ olarak da bilinmektedir.

Cemalüddin İbnü Mühannâ, sözlüğü Araplara Farsça, Türkçe ve Moğolca öğretmek için hazırlamıştır. Sözlük, Araplara hitap ettiğinden Arapça kaleme alınmış ve üç bölümden oluşmaktadır. Birinci bölüm Farsçaya, ikinci bölüm Türkçeye ve üçüncü bölüm ise Moğolcaya ayrılmıştır. (Karagözlü, 2018:310)

Sözlük, günlük yaşama yönelik kelimeler içermesi açısından pratik amaçlı Türkçe öğretimine örnek olarak gösterilebilir. Eser de tümevarım yöntemi kullanılmıştır. (Özcan ve Demirdöven, 2018:166)

Sonuç

Yabancılara Türkçe öğretimi için kullanılacak ilk sözlük yazımları XI. yüzyılda Dîvânu Lugâti’t-Türk başlamıştır. Bu dönemden itibaren gerek Türkler tarafından gerekse farklı milletler tarafından birçok sözlük yazılmıştır. Bu sözlüklerden Dîvânu Lugâti’t-Türk (Kaşgarlı Mahmut), Kitabu Hilyetü’l-İnsan ve Halbetü’l-Lisân (Cemalüddin İbnü Mühannâ), Kitâbü’l-İdrâk li-Lisani’l-Etrâk (Ebû Hayyan Muhammed bin Yusuf), Bülğatü’l-Müşâk fi-Lûgati’t-Türk ve’l-Kıfçak (Cemâlettin Ebû Muhammed Abdullah et-Türkî), Muhâkemetü’l-Lugateyn (Ali Şir Nevai), Kitâb-ı Zebân-ı Türkî (Muhammed Yakûb-ı Çingî), Senglâh Lugati (Mirza Mehdi Han Esterabadî) ve El-Tamğa-yı Nâsirî (Şeyh Muhammed Salih) Türkler tarafından yazılmıştır. Codex Cumanicus, Kitâb-ı Mecmû-ı Tercümân-ı Türkî ve Acemî ve

Mugalî (Halil bin Muhammed bin Yusuf el-Konevî), Regola Del Parlare Turcho Et Vocabulario De Nomi Et Verbi (Filippo Argenti) ve Institutionum Linguae Libra Quatuorım (Hieronymus Megiser) yabancılar tarafından yazılmıştır. Et-Tuhfetü'z-Zekiyye Fi'l-Lugati't-Türkiyye ve El-Kavânînu'l-Küllîyye li-Zabti'l-Lügati't-Türkiyye'nin ise yazarları bilinmemektedir.

Yazılmış olan sözlüklerin 6'sı Arapça-Türkçe, 4'ü Farsça-Türkçe, 1'i Latince-Türkçe, 1'i İtalyanca-Türkçe, 1'i Latince-Farsça-Türkçe ve 1'i de Arapça-Farsça-Moğolca-Türkçe şeklindedir.

Eserlerin 6'sı sözlük, 7'si gramer-sözlük ve 1'i konuşma kılavuzu-sözlük şeklindedir.

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TÜRKÇENİN YABANCI DİL OLARAK ÖĞRETİMİNDE ARTIRILMIŞ GERÇEKLIK KULLANIMINA YÖNELİK ÖNERİLER

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Özet. Artırılmış gerçeklik, bireylere gerçek dünya ile sanal dünyanın uyum içerisinde sunulduğu bir ortamı ifade etmektedir. Başka bir ifadeyle artırılmış gerçeklik sayesinde ortam, gerçek dünya ve nesnelere üzerinde bir düzenlemeye gerek olmadan sanal nesnelere ile zenginleştirilebilmekte ve bireyler bu sanal unsurlarla etkileşimde bulunarak deneyim kazanabilmektedir. Artırılmış gerçeklik bu yönüyle öğrencilerin gerçek dünya ile öğrenme ortamlarını etkili bir şekilde birleştirebilmelerine ve öğrendiklerini uygulayabilmelerine imkân tanımaktadır. Artırılmış gerçeklik eğitim ortamlarında öğretim programını desteklemekte ve oyun, eğitim gezisi ve alıştırmaya gibi etkinliklere olanak sağlamaktadır. Bu yönüyle artırılmış gerçeklik uygulamalarının yabancı dil öğretiminde de öğrencinin motivasyonunu artırarak sürece aktif olarak katılmasını sağlayan, öğrenileni somutlaştıran ve hatırlamayı kolaylaştıran araçlar olduğu belirtilmektedir. Buna uygun olarak alanyazında artırılmış gerçekliğin yabancı dil öğretiminde kullanımını inceleyen pek çok çalışma bulunmaktadır. Bu çalışmalarda ağırlıklı olarak İngilizcenin yabancı dil olarak öğretimine yer verilmekte ve artırılmış gerçeklik materyali geliştirme, öğrencilerin artırılmış gerçeklik deneyimlerini ve görüşlerini inceleme, kelime öğretimi ve dil becerilerinin geliştirilmesi gibi süreçlerde artırılmış gerçeklik kullanımı gibi başlıklar yer almaktadır. Buna karşın Türkçenin yabancı dil olarak öğretiminde artırılmış gerçeklik uygulamalarına yer veren çalışmaların oldukça sınırlı olduğu görülmüştür. Artırılmış gerçeklik araçlarının yabancı dil öğretiminde kullanımı ile ilgili mevcut uygulamaların sağladığı faydalardan hareketle Türkçenin yabancı dil olarak öğretiminde artırılmış gerçeklik kullanımına yönelik öneriler sunulmuştur.

Anahtar kelimeler: Yabancılar Türkçe öğretimi, Türkçe, yabancı dil, artırılmış gerçeklik, teknoloji.

RECOMMENDATIONS FOR THE USE OF AUGMENTED REALITY IN TEACHING TURKISH AS A FOREIGN LANGUAGE

Abstract. Augmented reality refers to an environment where the real world and the virtual world are presented to individuals in harmony. In other words, thanks to augmented reality, the environment can be enriched with virtual objects without the need for any editing on the real world and objects, and individuals can gain experience by interacting with these virtual elements. With this aspect, augmented reality allows students to effectively combine the real world and learning environments and apply what they have learned. Augmented reality supports the curriculum in educational environments and enables activities such as games, educational tours and exercises. In this respect, it is stated that augmented reality applications are tools in foreign language teaching that increase the student's motivation, enable them to actively participate in the process, concretize what has been learned, and facilitate remembering. Accordingly, there are many studies in the literature examining the use of augmented reality in foreign language teaching. These studies mainly focus on teaching English as a foreign language and include topics such as developing augmented reality material, examining students' augmented reality experiences and opinions, using augmented reality in processes such as teaching vocabulary and improving language skills. On the other hand, it has been observed that studies involving augmented reality applications in teaching Turkish as a foreign language are quite limited. Based on the benefits provided by current

applications regarding the use of augmented reality tools in foreign language teaching, suggestions for the use of augmented reality in teaching Turkish as a foreign language are presented.

Keywords: Teaching Turkish to foreigners, Turkish, foreign language, augmented reality, technology.

Giriş

Artırılmış gerçeklik, gerçek dünya ile sanal dünyanın uyum içerisinde sunulduğu bir ortamı ifade etmektedir. Sanal gerçekliğin bir çeşidi olarak değerlendirilmesine karşın sanal gerçeklikte kullanıcının gerçek dünya ile iletişiminin tamamen kesildiği sentetik bir ortam oluşturulurken artırılmış gerçeklikte sanal unsurlar gerçek dünya üzerine yerleştirilmektedir [1]. Başka bir ifadeyle artırılmış gerçeklikte “gerçek ve sanal dünya 3 boyutlu ortamda gerçek zamanlı olarak” bir araya getirilmektedir [2]. Bu sayede ortam, gerçek dünya ve nesnelere üzerinde bir düzenlemeye gerek olmadan sanal nesnelere ile zenginleştirilebilmekte ve bireyler bu sanal unsurlarla etkileşimde bulunarak deneyim kazanabilmektedir. Bu açıdan artırılmış gerçekliğin “gerçek ile sanalı birleştirebilme, gerçek zamanlı etkileşim ve üç boyutlu ortamlar oluşturabilme” olmak üzere üç temel karakteristiği bulunmaktadır [1].

Artırılmış gerçekliğin eğitimde kullanım alanları değerlendirildiğinde temel bilimler, tıp, mühendislik, havacılık, mimarlık gibi alanlarda başta nesne ve olayların modellenmesi olmak üzere müze ve tarihsel mekânlar artırılmış gerçeklik ile görselleştirilerek etkileşimli bir biçimde öğrenciye sunulabilmektedir. Bu açıdan artırılmış gerçeklik, duyu organlarına hitap edebilmesi açısından eğitim süreçlerine yeni bir bakış açısı kazanmamızı destekleyebilecek niteliktedir [2]. Bu yönüyle artırılmış gerçeklik öğrencilerin gerçek dünya ile öğrenme ortamlarını etkili bir şekilde birleştirebilmelerine ve öğrendiklerini uygulayabilmelerine imkân tanımaktadır.

Yılmaz ve Gökteş [3, 528 s.], yapmış oldukları alanyazın taramasından hareketle eğitimde artırılmış gerçeklik kullanımının dikkat, iletişim, iş birliği ve problem çözme becerilerini artırdığı; motivasyon, etkileşim ve kalıcı öğrenme sağladığı; yaratıcılığı harekete geçirdiği ve hayal gücünü geliştirdiği, öğrenmeyi dikkat çekici kıldığını ve anlamayı kolaylaştırdığı, öğrencilere kendi öğrenmelerini kontrol etme imkânı sunduğu, gerçek dünya deneyimleri sağladığı ve bağlamsal farkındalık oluşturduğu sonucuna ulaşmıştır.

Artırılmış gerçeklik teknolojileri, öğrenme ortamının ve etkileşimin ayrıca önemli olduğu yabancı dil öğretimi süreçlerinde hem zengin bir öğrenme içeriği ve deneyimi sağlama hem de öğrencilerin öğrendiklerini yapılandırabilecekleri yaşantılar oluşturmalarına imkân sağlamaktadır. Başka bir ifadeyle öğrencilerin yabancı dil becerilerini gerçek dünya bağlamında etkileşimli bir şekilde sunabilecekleri anlamlı öğrenme ortamları oluşturabilmektedir [4]. Artırılmış gerçekliğin yabancı dil öğretiminde öğrencinin motivasyonunu artırarak sürece aktif olarak katılmasını sağladığı, öğrenileni somutlaştırarak ve hatırlamayı kolaylaştırdığı görülmektedir.

Buna uygun olarak alanyazında artırılmış gerçekliğin yabancı dil öğretiminde kullanımını inceleyen pek çok çalışma bulunmaktadır. Bu çalışmalarda ağırlıklı olarak İngilizcenin yabancı dil olarak öğretimine yer verilmekte ve artırılmış gerçeklik materyali geliştirme, öğrencilerin artırılmış gerçeklik deneyimlerini ve görüşlerini inceleme, kelime öğretimi ve dil becerilerinin geliştirilmesi gibi süreçlerde artırılmış gerçeklik kullanımı gibi başlıklar yer almaktadır [5, 6, 7, 8, 9, 10, 11, 12]. Buna karşın Türkçenin yabancı dil olarak öğretiminde artırılmış gerçeklik uygulamalarına yer veren çalışmaların oldukça sınırlı olduğu görülmüştür. Bu sebeple artırılmış gerçeklik araçlarının yabancı dil öğretiminde kullanımı ile

ilgili mevcut uygulamaların sağladığı faydalardan hareketle Türkçenin yabancı dil olarak öğretiminde artırılmış gerçeklik kullanımına yönelik öneriler sunulmuştur.

Yöntem

Araştırmada Türkçenin yabancı dil olarak öğretiminde artırılmış gerçeklik kullanımına yönelik öneriler, ilgili literatürden hareketle durum çalışması süreci ile ortaya konulmaya çalışılmıştır. Büyüköztürk [13, 268 s.] durum çalışmalarını bir ya da daha fazla olayın, ortamın, programın, sosyal grubun ya da diğer birbirine bağlı sistemlerin derinlemesine incelendiği yöntem olarak tanımlamaktadır. Yapılan tespitte Türkçenin yabancı dil olarak öğretiminde artırılmış gerçeklik kullanımına yönelik çalışmaların oldukça sınırlı olduğu görülmüş ve bu durumdan hareketle Türkçenin yabancı dil olarak öğretiminde artırılmış gerçeklik kullanımına yönelik öneriler, özellikler ve bunun nasıl olması gerektiği hususu örneklerle açıklanmıştır.

Bulgular

Artırılmış Gerçeklik (AR), dil öğretiminde öğrencilere etkileşimli, öğrenmeyi teşvik edici ve gerçek hayat deneyimlerine dayalı bir öğrenme platformu sunar. Yabancı dil olarak Türkçe öğretiminde AR'nin kullanımı kelime dağarcığını ve kültürel anlayışı geliştirmek için yaratıcı bir araç olarak değerlendirilebilir. İşte bu bağlamda, AR'nin yabancı dil olarak Türkçe öğretiminde kullanılmasıyla ilgili yapılabilecek uygulama ve etkinliklere şu örnekler verilebilir:

- **Gündelik Yaşam Deneyimi:** AR, öğrencilere Türkçeyi günlük hayatta etkili bir şekilde kullanma becerisi kazandırmak için interaktif simülasyonlar sunabilir. Örneğin, öğrencilere sanal bir market deneyimi yaşatılabilir. AR uygulaması aracılığıyla öğrenciler, alışveriş yaparken kullanabilecekleri Türkçe ifadeleri öğrenirler. Bu simülasyonlar, gerçek yaşam durumlarını taklit ederek dil becerilerini günlük pratikle pekiştirmelerine olanak tanır.
- **Etkileşimli Kitap ve Hikâyeler:** AR, öğrencilere sadece metin tabanlı değil, aynı zamanda görsel ve etkileşimli öğrenme deneyimleri sunabilir. Öğrenciler, bir kitabı okurken AR uygulamasını kullanarak metindeki kelimelerin Türkçe anlamlarını görebilir. Ayrıca, hikâye karakterleri veya olaylarla etkileşim kurarak dil becerilerini güçlendirebilirler. Bu yöntem, öğrencilerin dil öğrenimini daha çekici ve katılımcı hâle getirir.
- **Dil Değişimi ve Konuşma Pratiği:** Dil öğreniminde en önemli becerilerden biri de konuşma pratiğidir. AR, öğrencilere sanal konuşma ortamları sunarak dilde daha fazla güven kazanmalarına yardımcı olabilir. Sanal dil değişimleri veya etkileşimli senaryolar aracılığıyla, öğrenciler gerçek dünya konuşma durumlarına daha hazır hâle gelir ve iletişim becerilerini geliştirir. AR, dil değişimlerini sanal ortama taşıyarak öğrencilere daha fazla konuşma pratiği yapma imkânı tanır. Öğrenciler, farklı konuşmacılarla sanal olarak etkileşim kurabilir ve bu kişilerle gerçek zamanlı Türkçe konuşma becerilerini geliştirebilirler. Bu, öğrencilerin dil becerilerini günlük konuşma bağlamında pekiştirmelerini sağlar.
- **Tarihî ve Kültürel Etkileşim:** AR, dil öğrenimini kültürel bağlamda zenginleştirmek için tarihî ve kültürel mekânlarda etkileşimli deneyimler sunabilir. Örneğin, öğrenciler tarihî bir mekânı ziyaret ederken AR uygulamasını kullanarak o mekânla ilgili Türkçe bilgiler alabilirler. Bu, dil bilgisini kültürel bağlamda anlama ve uygulama yeteneğini geliştirebilir.
- **Sanal Dil Pratiği:** AR, öğrencilere farklı kültürlerden insanlarla sanal olarak iletişim kurma fırsatı sunabilir. Örneğin, bir AR uygulaması aracılığıyla öğrenciler, farklı

ülkelerden kullanıcılarla dil değişimleri yapabilir ve gerçek hayatta karşılaşılabilecekleri iletişim zorluklarıyla başa çıkma becerilerini geliştirebilirler.

- **Etkileşimli ve Görsel Kelime Kartları:** AR, dil öğreniminde kullanılan geleneksel kelime kartlarını daha etkileşimli hâle getirebilir. Öğrenciler, gerçek dünya nesnelere veya afişlere odaklanarak AR uygulaması aracılığıyla kelime kartlarını tarayabilir ve kelimenin anlamını veya cümle içinde nasıl kullanılacağını görsel olarak görebilirler. Bu, kelime dağarcığını güçlendirmek için daha etkili bir yöntem olabilir.
- **Yazma Becerilerini Geliştirme:** AR, öğrencilere yazma becerilerini geliştirmek için interaktif geri bildirim ve düzenleme imkânı sunabilir. Öğrenciler, yazdıkları metinleri AR uygulamasına taratarak dilbilgisi hatalarını ve yazım yanlışlarını hızlı bir şekilde düzeltebilirler.

Bu örnekler, artırılmış gerçekliğin Türkçe öğretiminde geniş bir yelpazede kullanım potansiyelini göstermektedir. AR, öğrencilere dil öğrenimini sadece bilgi almakla sınırlı olmayan, aynı zamanda etkileşim ve deneyimle birleştiren yenilikçi bir öğrenme ortamı sunabilir. Bu sayede öğrenciler, Türkçe dilini daha etkili bir şekilde öğrenip uygulayabilirler.

Sonuç

Teknoloji, iyi planlanmış bir kurguyla eğitim ortamlarında oldukça etkili bir araç olabilmektedir. Özellikle yabancı dil öğrenme süreçlerinde öğrencinin hedef dilde yaşantılar oluşturabilmesi teknolojik araçlar sayesinde pek çok yönden mümkün olabilmektedir. Artırılmış gerçeklik araçları da bu yönden, öğrencinin gerçek yaşamı ile hedef dildeki bilgi ve yaşantıları birleştirebileceği öğrenme fırsatları oluşturma potansiyeline sahiptir.

Yabancı dil öğretim süreçlerinde, özellikle İngilizce öğretimi özelinde değerlendirildiğinde, gerek akademik çalışmalarla gerekse uygulamada teknoloji entegrasyonunun güzel örnekleri ile karşılaşılabilir. Buna karşın Türkçenin yabancı dil olarak öğretimi süreçleri düşünüldüğünde teknolojinin öğrenme ortamlarında hâlâ çok temel düzeyde kullanıldığı, Türkçenin teknolojik uygulama ve araçlarda henüz tam olarak yerini bulamadığı görülmektedir. Bu açıdan teknolojik cihaz ve yazılımlarda bir dil seçeneği olarak Türkçenin yer alması noktasında gerekli çalışmaların yürütülmesi ve bu cihazların Türkçe öğrenme ortamlarında öğretim kullanımının sağlanması önemli görülmektedir.

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YABANCI DİL ÖĞRETİMİNDE MANZÛM SÖZLÜKLERİN KULLANIMI VE ÖNEMİ

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ÖZET

Geleneksel eğitim sisteminde önemli bir yer tutan ve 15. yüzyıldan itibaren özellikle dil öğretiminde başlıca kaynaklardan biri olarak kullanılan manzum sözlükler, içerdikleri edebî bilgiler açısından da dikkate değer eserlerdir. Osmanlı sıbyan mekteplerinde ve medreselerinde ders veren müderrisler tarafından dil öğretimine yardımcı olmak üzere kaleme alınan manzum sözlükler, Türkçe kelimelerin yabancı dildeki (Fransızca, Arapça, Farsça vb.) karşılıklarını vererek bu dillerin öğretilmesini kolaylaştıran eğitici ve öğretici ders kitapları olarak karşımıza çıkmaktadırlar.

4-6 yaşları arasındaki çocukların üç-beş yıl süren eğitimleri süresince devam ettikleri bu okullarda düzgün ve yerinde konuşma sanatı diyebileceğimiz belâgatın ders kitapları arasında yer alan bu sözlükler, biçim ve içerik açısından çok yönlü eğitici ve öğretici roller üstlenmişlerdir. Şiir dilini oluşturan kelimelerin dizelerle öğretilmesi öğrencilerin ilgisini çekmekte, onlara ses, sanat ve estetik duygusu kazandırmakta, yabancı dil metinlerinin

okuma ve anlama sürecini kısaltmakta ve en önemlisi öğrencilere anlam bilgisi öğretmektedir.

Esas olarak Arapça ve Farsça kelimelerin Türkçe karşılıklarının öğretilmesi amacıyla yazılan bu eserler, edebî özelliklerinden ziyade didaktik yönü ağır basan metinlerdir. Manzum sözlükler, Arapça ve Farsça kelimelerin hızlı ve kolay bir şekilde öğrenilmesini temin ettikleri gibi dil ve edebiyata dair temel bazı bilgilerin aktarılmasına da katkı sağlamaktadırlar. Bu eserlerde kelimelerin farklı dillerdeki karşılıkları verilirken zaman zaman onların mecaz, teşbih ve istiare yoluyla edebî metinlerde kazandıkları anlamlara, bazı edebî ıstıhlara, aruzla ve ebcedle ilgili bilgilere ve kültür tarihi ile ilgili konulara yer verildiği de görülür.

Bu çalışmada, manzum sözlüklerin yabancı dil öğretiminde kullanımı ve önemi ele alınacaktır. Örnek metinlerle özellikle yabancılara Türkçe öğretimi açısından değerlendirmeler yapılacak ve öneriler sunulacaktır.

Anahtar Kelimeler: Manzum Sözlük, Türkçe, yabancı dil, dil öğretimi, şiir.

THE USE AND IMPORTANCE OF POETIC DICTIONARIES IN FOREIGN LANGUAGE TEACHING

ABSTRACT

Poetic dictionaries, which have an important place in the traditional education system and have been used as one of the main sources of language teaching since the 15th century, are also remarkable works in terms of the literary information they contain. The verse dictionaries, which were written by the murderers who taught in Ottoman primary schools and madrasas to help with language teaching, appear as educational and instructive textbooks that facilitate the teaching of these languages by giving the equivalents of Turkish words in foreign languages (French, Arabic, Persian, etc.).

These dictionaries, which are among the textbooks of eloquence, which we can call the art of speaking properly and appropriately, in these schools, where children between the ages of 4-6 attend during their three to five years of education, have assumed multifaceted educational and instructive roles in terms of form and content. Teaching the words that make up the language of poetry in verse attracts students' attention, gives them a sense of sound, art, and aesthetics, shortens the reading and comprehension process of foreign language texts, and most importantly teaches students semantics.

These works, which were mainly written to teach the Turkish equivalents of Arabic and Persian words, are didactic texts rather than literary texts. Manzum dictionaries not only provide quick and easy learning of Arabic and Persian words but also contribute to the transfer of some basic knowledge about language and literature. In these works, while the equivalents of words in different languages are given, it is also seen that the meanings they have gained in literary texts through metaphor, simile, and allegory, some literary terms, information about aruz and ebced, and topics related to the history of culture are also included from time to time.

In this study, the use and importance of verse dictionaries in foreign language teaching will be discussed. With sample texts, evaluations will be made especially in terms of teaching Turkish to foreigners and suggestions will be presented.

Key Words: Poetic Dictionary, Turkish, foreign language, language teaching, poetry.

ИСПОЛЬЗОВАНИЕ И ЗНАЧЕНИЕ ПОЭТИЧЕСКИХ СЛОВАРЕЙ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

АБСТРАКТ

Поэтические словари, занимающие важное место в традиционной системе образования и используемые в качестве одного из основных источников обучения языку с XV века, являются также замечательными произведениями с точки зрения содержащейся в них

литературной информации. Стихотворные словари, которые были написаны убийцами, преподававшими в османских начальных школах и медресе, чтобы помочь в обучении языку, предстают как учебные и назидательные пособия, которые облегчают преподавание этих языков, давая эквиваленты турецких слов в иностранных языках (французском, арабском, персидском и т. д.).

Эти словари, являющиеся одними из учебников красноречия, которое можно назвать искусством правильно и уместно говорить, в школах, где учатся дети от 4 до 6 лет в течение трех-пяти лет обучения, выполняют многогранную по форме и содержанию образовательную и воспитательную роль. Обучение словам, составляющим язык поэзии в стихах, привлекает внимание учащихся, приобщает их к звуку, искусству и эстетике, сокращает процесс чтения и понимания иноязычных текстов, а главное - учит семантике.

Эти произведения, написанные в основном для обучения турецким эквивалентам арабских и персидских слов, являются скорее дидактическими, чем литературными текстами. Словари Манзум не только обеспечивают быстрое и легкое изучение арабских и персидских слов, но и способствуют передаче некоторых базовых знаний о языке и литературе. В этих работах наряду с эквивалентами слов на разных языках приводятся значения, которые они приобрели в литературных текстах благодаря метафоре, сходству и аллегории, некоторые литературные термины, сведения об арузе и эбчеде, а также темы, связанные с историей культуры.

В данном исследовании рассматривается использование и значение словарей стихов в обучении иностранным языкам. На примере текстов будут даны оценки, особенно с точки зрения преподавания турецкого языка иностранцам, и представлены предложения.

Ключевые слова: Поэтический словарь, турецкий язык, иностранный язык, преподавание языка, поэзия.

GİRİŞ

Dil öğretimine, geçmişten günümüze kadar bakıldığında her dönemde önemini koruduğu görülmektedir. Dil öğretimine yönelik farklı materyal, teknik ve teknolojiler sürekli gelişmektedir. Devamlı gelişen ve değişen teknolojiyle birlikte dil öğretimi de bu duruma göre gelişmiş ve değişmiştir.

Her toplumun millet olabilmesi için gerekli en önemli unsurlardan birisi de dildir. Dilin sahip olduğu kelimeleri ihtiva eden sözlükler aynı zamanda milletlerin kültür seviyesini ve yaşayış şekillerini yansıtan mühim ve özel eserlerdir. Bu eserler kaleme alınırken ait olduğu milletin, sosyal ve kültürel yaşantısına bağlı olarak, kullandığı bütün kelime, kelime grupları ve bunların cümlelerde kullanımlarını da örneklerle topluma sunmak amaçlanmıştır. Bu yüzden sözlükler, diller için kültürel mirasın en iyi şekilde korunduğu ve gelecek nesillere aktarıldığı hazineler değerindedir [İlhan, 2009, 535 s.].

Sözlük yazma geleneği İslâm kültüründe iki temel kaynak olan Kur'an-ı Kerim ve hadisleri anlama gayretleri neticesinde başlamıştır. Tarih boyunca çeşitli din, dil ve kültürlerle tanışan Türkler de, yeni dilleri öğrenmek ya da öğretmek amacıyla çeşitli sözlükler kaleme almıştır. İslami dönem Türk edebiyatında sözlük yazma geleneği Araplara Türkçeyi öğretmek amacıyla kaleme alınan Divanü Lügati't-Türk'le başlar. Divanü Lügati't-Türk'ün ardından Anadolu, Çağatay ve Memlük sahalarda genellikle Arapça-Türkçe ve Farsça-Türkçe olarak birçok sözlük yazılmıştır. Mensûr olarak kaleme alınmış sözlüklerin yanında manzûm olarak yazılan sözlüklerin de kültür ve edebiyatımızda önemli bir yer tuttuğunu söylemek mümkündür. Mensûr sözlükler kadar hacimli ve kapsamlı olmayan manzûm sözlüklerin aruz eğitiminde ve tekrar yoluyla yabancı kelimeleri öğretme hususunda önemli bir fonksiyon icra ettikleri görülür [Selçuk-Algül, 2015, 134 s.].

Anadolu'da XV. yüzyıldan itibaren Farsça ve Arapça öğretme amacıyla çeşitli çalışmalar yapılmıştır. Bu amaçla yazılan mensûr eserlerin yanı sıra belirli usul ve kaideler çerçevesinde hazırlanmış manzûm sözlükler de mevcuttur. Manzûm sözlük geleneğinin Anadolu'daki ilk örnekleri Arapça-Farsça olarak karşımıza çıkmaktadır. Anadolu'da yazılmış ilk Farsça-Türkçe sözlük “*Tuhfe-yi Hüsâmî*”dir. Eser Hüsâm b. Hasan el-Konevî tarafından 802/1399-1400 yılında kaleme alınmıştır. Bu geleneğin son örneği ise Üsküdar Mevlevihanesi'nin son şeyhi Ahmet Remzi Akyürek'in 1924 yılında yazdığı “*Tuhfe-yi Remzî*” isimli eseridir [Öz, 1997, 219 s.]. Manzûm sözlük geleneğinin, kendilerine yapılan şerhlerin ve akademik çalışmaların çokluğu yönüyle, en önemli eserlerinden ikisi ise; Sünbül-zâde Vehbî'nin 1798-1909 yılları arasında basılan *Tuhfe-yi Vehbî*'si ve Şâhidî İbrahim Dede'nin 1848-1867 yılları arasında İstanbul'da basılan *Tuhfe-yi Şâhidî*'sidir. Bu eserler Türkçe-Farsça manzûm sözlükler arasında yer almaktadır.

MANZÛM SÖZLÜKLER

Manzûm sözlükler, yabancı dil öğretimine giriş aşamasında dil öğrenimini kolaylaştırmak, yabancı dilin basit ve öncelik arz eden kelimelerini karşılıklarıyla birlikte ezber yoluyla öğretmek gibi amaçlarla hazırlanmış ve bu tarz dil öğretiminde ders kitabı olarak okunmuş ve okutulmuştur. "sıbyân" ve "mübtedi" tabir edilen çocuklara ve tahsile yeni başlayanlara ezber yoluyla önemli miktarda kelime ve basit gramer kaidelerinin öğretilmesini temin eden, bunun yanında aruz bilgileri de sunan manzûm sözlükler, tekrar yoluyla kısa sürede ezberlenmeleri bakımından büyük rağbet görmüştür. Bu sözlüklerle bazı edebi sanatların, bahir ve vezinlerin öğretilmesi yanında şiir ve şairliğe meyilli olanların kabiliyetlerinin geliştirilmesi de arzu edilmiştir [15, 219 s.]. Manzûm sözlükler yazıldıkları dillere göre şu şekildedir:

<p>Türkçe-Arapça</p>	<ul style="list-style-type: none"> ▪ Abdüllatif ibn Melek, “Lügat-ı Ferišteoğlu” (Te’lifi 1392) ▪ Şeyh Bedreddin el-Kadı Mahmûd b. Eş-Şeyh Mehmet bin Tanrıvermiş, “Mahmûdiyye” (Te’lifi 1505) ▪ Ebu’l Fazl Muhammed bin Ahmed er-Rûmî, “Sübha-yı Sıbyân” (Te’lifi 1652-53) ▪ Şemsî, “Cevahirü’l- Kelimât” ▪ Mehmed Fedâî, “Tuhfe-yi Fedâî” (Te’lifi 1634) ▪ Şeyh Ahmed, “Nazmü’l- Le’âl” (Te’lifi 1641) ▪ Ayıntâbî Abdülmecîd-zâde Hâfız Efendi, “Nazm-ı Ferâid” (Te’lifi 1697-98) ▪ Ayıntâbî Ahmed Âsım, “Tuhfe-yi Âsım” (Te’lifi 1798) ▪ “Kitâb-ı Lügat-ı İbn Kalender” ▪ Lebîb Muhammed bin Mustafa, “Tuhfe-yi Lebîb” ▪ Osmân Şâkir “Sehdü Elfâz” ▪ Yahya Efendi “Lügat-ı Yusuf” (Te’lifi 1241/1826)
<p>Türkçe-Farsça</p>	<ul style="list-style-type: none"> ▪ Muğlalı İbrahim Şâhidî Dede, “Tuhfe-yi Şâhidî” (Te’lifi 1514-15) ▪ Lâmi’î Çelebi, “Tuhfetü’l Lâmi’î (Lügat-ı Manzûme)” (Te’lifi 1527’den önce) ▪ Kusûrî Ömer Efendi, “Tuhfe-yi Kusûrî” (Te’lifi 1714) ▪ Sünbülzâde Vehbî, “Tuhfe-yi Vehbî” (Te’lifi 1798) ▪ Ahmed Remzi Akyürek, “Tuhfe-yi Remzî” (Te’lifi 1924) ▪ Hüsâm bin Hüseyin-i Konevî, “Tuhfe-yi Hüsâmî ez-Mültekât-ı Sâmi vü Esâmî” (Te’lifi 1399-1400) ▪ Lutfullâh Halîmî bin Ebî Yûsuf, “Bahru’l-Garâyib” (Te’lifi 1446) ▪ Mehmed bin Yahyâ-yı Konevî, “Şâdiyye” (Te’lifi 1484)

	<ul style="list-style-type: none"> ▪ Osmân bin Hüseyin el-Bosnevî, “Lügat-ı Manzûme” (Te’lifi 1538 veya 1583) ▪ Alî el-Esâmî, “Nazmu’l-Esâmî” (Te’lifi XVI. Yüzyılın İkinci yarısı) ▪ Hasan Rızâyî, “Kân-ı Me’ânî” (Te’lifi 1671) ▪ İmâd-zâde Veli bin Yûsuf-ı İmâdî, “İlm-i Lügat” ▪ Hâfız Abdullâh bin Halîl bin Alî, “Tuhfetu’l-Hâfız” (Te’lifi 1761) ▪ Şemsî, “Tuhfe-yi Şemsî” ▪ Çelebizade Ali İlmî Efendi, “Nazm-ı Bedî” (Te’lifi 1809) ▪ Süleymân Dürri, “Güher-rîz” (Te’lifi 1847) ▪ Osmân, “Tuhfetü’l-Ma’nâ” (Te’lifi 1852) ▪ Sun’î-yi Malatyavî, “Fethu’l-Fettâh” (Te’lifi 1599) ▪ Hasan Rızâyî, “Kân-ı Me’ânî” (Te’lifi 1671) ▪ Osmân Şâkir “Nazm-ı Dil-ârâ” ▪ “Lehçetü’t-Türk” (Te’lifi 1511) ▪ Mes’ud Lutfî Efendi, “Tuhfe-yi Lutfî”
Türkçe-Arapça-Farsça	<ul style="list-style-type: none"> ▪ Mustafa Keskin b. Osmân, “Manzûme-yi Keskin” (Te’lifi 1758) ▪ Hasan Aynî, “Nazmü’l-Cevâhir” (Te’lifi 1811) ▪ Behâ’üddîn İbn Abdurrahmân-ı Magalkaravî, “U’cûbetü’l Garâyib fi Nazmi’l-Cevâhiri’l-‘Acâyib” (Te’lifi 1424) ▪ Şeyhülharamzâde Şeyh Abdülkerîm-zâde, “Lügat-ı Abdülkerîm” (Te’lifi 1594) ▪ Gencî Pîr Mehmed, “Genc-i Leâl (Türkçe-Arapça/Türkçe-Farsça)” (Te’lifi 1631) ▪ Hâkî Mustafâ-yı Üsküdârî, “Menâzimü’l-Cevâhir” ▪ Abdurrahmân Zâhidî-yi Konevî, “Tevfiye” (Te’lifi 1721) ▪ Antakyalı Şeyh Ahmed, “Se Zebân” (Te’lifi 1723) ▪ Eşref Feyzî, “Lügat-ı Feyzî/Hoş-edâ” (Te’lifi 1736) ▪ Ahmed Resmi b. İbrâhîm Giridî, “Nazm-ı Giridî” (Te’lifi 1740) ▪ Mustafâ İlmî b. İbrâhîm, “Tuhfetü’l-İhvân ve Hediyyetü’s-Sibyân” (Te’lifi 1772) ▪ Osmân Şâkir b. Mustafâ-yı Bozokî, “Müselles-nâme-yi Şâkir” (Te’lifi 1795-96) ▪ Hayret Mehmed Efendi, “Tuhfe-yi Zîbâ” (Te’lifi 1819) ▪ Çemişkezekli Nasûh Efendi, “Tuhfe-yi Nushî” ▪ Süleyman Hayrî, “Hayrî’l-Lügat”
Türkçe-Fransızca	<ul style="list-style-type: none"> ▪ Yûsuf Hâlis Efendi, “Miftâh-ı Lisân” (Te’lifi 1849)
Türkçe-Rumca	<ul style="list-style-type: none"> ▪ Ahmed Feyzî Kîsedâr-zâde, “Tuhfetü’l-Uşşâk” (Te’lifi 1815-16) ▪ Yusufyan Han, “Tuhfe-yi Rûmî” (Te’lifi 1783) ▪ Hanyalı Nûrî, “Lügat-ı Manzûme-i Nûrîye” (Te’lifi 1797) ▪ Hanyalı Nûrî, “Zeyl-i Lügat-ı Manzûme-i Nûrîye” (Te’lifi 1809)
Türkçe-Bulgarca	<ul style="list-style-type: none"> ▪ Mustafa Sabrî, “Tuhfe-yi Sabrî Anlisâni Bulgarî”
Türkçe-Ermenice	<ul style="list-style-type: none"> ▪ Ref’î Kâlâyî, “Lügat-ı Ermeniyîye”

Türkçe-Boşnakça	▪ Bosnalı Üsküfî, “Makbûl-ı Ârif” (Te’lifî 1630)
Türkçe-Arapça-Farsça-Afganca-Hintçe	▪ Yûsuf, “Nisâb-ı Şeş Zebân” (Te’lifî 1833’ten önce)
Urduca-Farsça-Arapça-Türkçe	▪ Sirâcuddîn Ali Han-ı Ekberânî, “Garâibü’l-Lugât”

MANZÛM SÖZLÜKLER YABANCI DİLİ NASIL ÖĞRETİRDİ?

Temel yabancı dil öğretimini, vezin ve kafiye gibi ahenk unsurları ile zevkli hâle getirmek için birçok manzûm sözlük kaleme alınmıştır. Tebliğin sınırları kısıtlı olduğu için tespit sözlük türlerinden bir ya da iki manzûm sözlük ve bu manzûm sözlükten/sözlüklerden birer ikişer beyit örnek alabildik.

➤ Türkçe-Arapça manzûm sözlüklerden “ <i>Cevâhirü’l-Kelimât</i> ”dan örnekler [İnce, 2002, 179 s.]	
Hareket cünbüşe dirler bereket artmakdur Uyanıkluk <i>yakazet</i> hem böcege di <i>haşere</i>	(hareket/cünbüş - bereket/artmak) (uyanıklık/yakazet - böcek/haşere)
Ta’âzum ululamakdur tekâdüm ilerü geçmek Tokuşmak yüz yüze gelmek telâtümdür tekâbüldür	(ululamak/ta’âzum - ileri geçmek/tekâdüm) (tokuşmak/telâtüm - yüz yüze gelmek/tekâbüldür)
➤ Türkçe-Arapça manzûm sözlüklerden “ <i>Tuhfe-yi Âsım</i> ”dan örnekler [Erdem, 2005, 203 s.]	
Savm oruçdur kasd hacc oldu <i>vüdu’</i> da abdest Hem <i>salat</i> oldu namaz uymak imama iktida’	(oruç/savm - hac/kasd - abdest/vüdu’) (namaz/salât - imama uymak/iktida’)
Hars ekin mezra’a tarla de biten şeye nebât <i>Bizrdir tohm</i> u <i>şa’îr</i> arpa bitürmek inbât	(ekin/hars - tarla/mezra’a - biten şey/nebât) (tohum/bizr - arpa/şa’îr - bitirmek/inbât)
➤ Türkçe-Farsça manzûm sözlüklerden “ <i>Nazm-ı Bedî</i> ”den örnekler [Gözütok, 2016, 140 s.]	
Peyer baba birâder dâder ü âmûcedir evder Anaya mâm de hâlû tayıdır hem yegen aḥder	(baba/peyer - birâder/dâder - amca/evder) (anne/mâm - dayı/hâlû - yeğen/aḥder)
Gülmek imiş ḥandîden ü ḥandîd güldü demedir <i>Hâjîden</i> oldu aḡlamak aḡla demek imiş behâj	(gülmek/ḥandîden - güldü/ḥandîd) (aḡlamak/hâjîden - aḡla)

	demek/behâj)
➤ Türkçe-Farsça olarak yazılmış “ <i>Güher-Rîz</i> ”den örnekler [16, 136 s.]	
Hem <i>dürûger dülger</i> oldu <i>hâne ev</i>	(dülger/dürûger - ev/hâne)
<i>Nev yeni eski kühen vîrân harâb</i>	(yeni/nev - eski/kühen - harâb/vîrân)
<i>Seng taş âhek kirecdir rîk kum</i>	(taş/seng - kireç/âhek - kum/rîk)
<i>Hışt kerpiç hem dağı çamûr halâb</i>	(kerpiç/hışt - çamur/halâb)

➤ Türkçe-Arapça-Farsça olarak yazılan “ <i>Tuhfetü’l-İhvân</i> ”dan örnekler [Gıynaş, 2015, 160 s.]	
<i>Cerr ü keşîden çekmek borçlı gârim ü vâm-dâr</i>	(çekmek/cerr/keşîden borçlu/gârim/vâm-dâr) -
<i>Devr ü kerdîden dönmekdir kım ğımd ü niyâm</i>	(dönmek/devr/kerdîden kım/ğımd/niyâm) -
<i>‘Aceblemek şüküften ü tefekküh kol ‘azud bâzû</i>	(‘aceblemek/tefekküh/şüküften kol/‘azud/bâzû) -
<i>Pejâvend ü sened tayak düdük nây ney ü mizmâr</i>	(dayak/sened/pejâvend - düdük/mizmâr/nây+ney)
➤ Türkçe-Fransızca olarak hazırlanan “ <i>Miftâh-ı Lisân</i> ”dan örnekler [Kırbyık, 2007, 69 s.]	
Kur’ân Koran İncil Evanjil Pantatök Tevrât	(Kur’ân/Coran - İncil/Evangile - Tevrât/Pentateuque)
<i>Le Psom Zebûr, Mûsâ Moiz Îsâ Jezü, îmân fua</i>	(Zebûr/Les Psaumes - Mûsâ/Moise - Îsâ/Jésus - îmân/foi)

Yusuf Hâlis, eserinin sözlük kısmında kafiye olarak kullanmadığı on üç harfi;

Sâ ve cîm ve hâ ve hâ ve zâl ve sâd ve dâd ve tâ

Dahi zâ ve ayn ve ğayn ve harf-i kâf hem de hâ

şeklindeki beyitte anlatmakta ve bu harfleri neden kullanmadığını;

Yok bu on üç harfin aynısı Fransızca meger

Etdi îcâb ol kavâfiden bütün sarf-ı nazar

beyti ile izah etmektedir. Çünkü anılan harfler Fransızcada bulunmamaktadır [Kırbyık, 2002, 191 s.].

➤ Türkçe-Rumca manzûm sözlük “ <i>Tuhfetü’l-Uşşâk</i> ”tan örnekler [Ölker, 2009, 865 s.]	
<i>Faqqidir fîncân zonar quşaqdır</i>	(fincan/faqqi - kuşak/zonar)
<i>Marmaro mermer ‘afti qulaqdır</i>	(mermer/marmaro - kulak/‘afti)
<i>Nifi gelij hem qarfidir ekser</i>	(gelin/nifi - ekser/qarfi)
<i>İpşomi ekmek cini tabaqdır</i>	(ekmek/ipşomi - tabak/cini)
➤ Türkçe-Bulgarca manzûm sözlük “ <i>Tuhfe-yi Sabrî Anlisâni Bulgarî</i> ”den örnekler [Gürsu, 2013, 4 s.]	

Gümüşe hem <i>srebro</i> dirler, <i>zlato</i> hem di altuna ,	(gümüş/srebro - altın/zlato)
Güzele hem <i>lepo</i> dirler, sağa benzer kıano ti.	(güzel/lepo - sağa benzer/kıano)
Hem ayağa noğa dirler, dize dirler <i>koleno</i> ,	(ayak/noğa - diz/koleno)
Pâdişâha çar dirler, <i>çarinadur devleti</i> .	(padişah/çar - devlet/çarına)
➤ Türkçe-Boşnakça manzûm sözlük “ <i>Makbûl-i Arif</i> ”den örnekler [Bakışç-Arslan, 2014, 5 s.]	
<i>Bog tanrı</i> <i>jedno birdir</i> hem <i>jedino vahdeti</i>	(Tanrı/Bog - bir/jedno - vahdet/jedino)
<i>Duşa candır</i> <i>coyik adam dirligidir</i> <i>ziveti</i>	(can/duşa - adam/coyik - dirilik/zivet)
Hem firişte <i>angil</i> oldu göklere nebesa	(firişte/angil - göklere/nebesa)
<i>Ray Cennet</i> <i>rayeniki</i> oldi demek cenneti	(cennet/ray - cenneti/rayeniki)

Manzûm sözlüklerden alınan örneklerde de görüleceği üzere hedeflenen dil (Türkçe-Farsça, Türkçe-Arapça, Türkçe-Arapça-Farsça, Türkçe-Fransızca, Türkçe-Bulgarca, Türkçe-Boşnakça vs.) farklı olsa da dil öğretme yöntemleri hemen hemen aynıdır. Bu sözlüklerin mensûr sözlüklere göre eksik kalan yönleri elbette vardır. Okunabilirliğinin ve akılda kalıcılığının yüksek olması, hedeflenen dildeki kelimelerinin Türkçe karşılıklarıyla beraber ahenk içinde verilmesi manzûm sözlüklerin önemli özellikleri arasındadır.

5. SONUÇ VE ÖNERİLER

1. Çoğunlukla çok geniş bir coğrafyada hüküm sürmüş Osmanlı döneminde kaleme alınan manzûm sözlükler, Arapça, Farsça, Fransızca, Rumca, Bulgarca, Boşnakça, Ermenice, Hintçe ve Urduca gibi dilleri öğretmeyi amaçlamıştır.
2. Bu eserler özellikle de öğrencilerin dil öğrenimi açısından çok sayıda faydalar sağlamıştır. Bu yüzden bu eserler günümüz sözlükbilimi açısından da önemli bir değere sahiptir.
3. Manzûm sözlüklerin dil öğretimine çok çeşitli ve önemli katkılar sağladığı görülmektedir. Yazılış şekillerine göre tek dilli ya da çok dilli olarak kaleme alınan manzûm sözlükler öğrencinin hem kelime öğrenmesini hem de öğretilmek istenen dile hâkim olması için gereken okuma becerisini kazanmasını sağlayacaktır. Ayrıca bu çalışmaların birtakım gramer kurallarını vermesi, öğrencinin hedef dilin teorik bilgilerini daha kolay öğrenmesine, kavramasına ve pratiğe daha fazla zaman ayırmasına imkân verecektir. Bu sözlüklerin sadece dil bilgisi, sözlükbilimi, aruz bilgisi gibi konuları öğreten eserler olmadığını bu konuların yanı sıra müzik, astronomi, din, harita bilimi, astroloji, tarih vs. gibi konular hakkında da bilgi veren, bunları da öğreten önemli eserler olduğunu söylemek mümkündür. Özellikle Osmanlı döneminde ikinci hatta bazen üçüncü ve dördüncü bir dil öğretimi için hazırlanan manzûm sözlükler öğrenciye hedef dilin ait olduğu kültürü ve kültürel mirası öğretmesi ve kavratması yönüyle de kıymetli eserlerdir.

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FERHENG-İ ŞU‘ÛRÎ’DEKİ KAYITLARA GÖRE FARŞÇADA ÇAĞATAYCA ALINTI SÖZ VARLIĞI

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Özet

Farsça-Türkçe ilişkilerinin geçmişi oldukça geriye gitmesine rağmen tarihî Türk dili alanında Farsça-Türkçe sözlük yazımının ancak XV. yüzyılda başladığı görülür. Anadolu sahasında Tuhfe-i Hüsâmî, Tuhfe-i Şâhidî, Miftahu’l-Edeb, Bahru’l-Garâ’ib, Dakâ’iku’l-Hakâyık, Lugat-i Ni’metullâh gibi yazılan meşhur Farsça sözlükler, bu alanda yazılan ilk ve önemli eserlerdir. Ferheng-i Şu‘ûrî (Lisânu’l-Acem veya Nevâlu’l-Fuzalâ isimleriyle de bilinir) de XVII. yüzyılın sonunda Şu‘ûrî Hasan Efendi tarafından yazılmış Farsça-Türkçe bir sözlüktür. Şu‘ûrî Hasan Efendi’ye şöhretini kazandıran Ferheng-i Şu‘ûrî, Farsça-Türkçe sözlük geleneği içinde önemli bir yere sahiptir. Şu‘ûrî Hasan Efendi, eserini önemli şairlerden alıntılıdır.

örnek beyitlerle süslemiş, kelimelerin farklı anlamlarını özenle işlemiştir. Ferheng-i Şu'ûrî, yazıldığı dönemden itibaren kendisinden sonra yazılacak önemli sözlükleri de etkilemiştir. Eseri düzenleniş yönünden ilgi çekici kılan önemli bir husus bulunmaktadır. Eser, çok sayıda madde başında Çağatay Türkçesine özellikle de Nevayi'nin eserlerine atıflar yapılarak zenginleştirilmiştir. Bu açıdan, eserdeki Çağatayca malzeme, küçük bir sözlük oluşturacak kadar geniştir. Şu'ûrî Hasan Efendi, Farsça-Türkçe sözlük geleneği içinde daha önce şahit olunmadığı şekilde Farsçaya Çağataycadan geçen Türkçe ve Moğolca kelimeleri, Çağatay lugatidir şeklinde açıklamış; Osmanlı Türkçesinde kullanılmayan fakat Çağatay Türkçesinde sıklıkla kullanılan Türkçe kelimeleri Çağatay lisânında ... derler şeklinde belirtmiştir. Ferheng-i Şu'ûrî'deki Çağatayca malzeme ana hatlarıyla değerlendirildiğinde Şu'ûrî Hasan Efendi'nin Çağatayca-Osmanlıca sözlük çiftlerini hassaten belirtme gayretinde olduğu görülür. Eserde Çağatay sahası ile Osmanlı sahası arasında görülen yazım, ses bilgisi, dil bilgisi kaynaklı farklara da yer yer dikkat çekilmiştir.

Anahtar Kelimeler: Sözlük, Ferheng-i Şu'ûrî, Çağatay Türkçesi, Osmanlı Türkçesi.

Giriş

Farsça-Türkçe ilişkilerinin geçmişi oldukça geriye gitmesine rağmen tarihî Türk dili alanında Farsça-Türkçe sözlük yazımının ancak XV. yüzyılda başladığı görülür. Anadolu sahasında *Tuhfe-i Hüsâmî*, *Tuhfe-i Şâhidî*, *Miftahu'l-Edeb*, *Bahru'l-Garâ'ib*, *Dakâ'iku'l-Hakâyık*, *Lugat-i Ni'metullâh* gibi yazılan meşhur Farsça sözlükler, bu alanda yazılan ilk ve önemli eserlerdir. *Ferheng-i Şu'ûrî* (*Lisânu'l-Acem* veya *Nevâlu'l-Fuzalâ* isimleriyle de bilinir) de XVII. yüzyılın sonunda Şu'ûrî Hasan Efendi tarafından yazılmış Farsça-Türkçe bir sözlüktür.

Şu'ûrî Hasan Efendi hakkında fazla bir bilgiye sahip değiliz. Onun Halepli olduğu, bu sebeple kendisine Hâlebî Hasan Efendi de dendiği [1, 396]; doğum tarihinin net olarak bilinmediği fakat meşhur sözlüğünü yazdığı emeklilik yaşında olduğu, XVII. yüzyılda yaşadığı, hekimlik ve kâtiplik yaptığı [2, 316] çok iyi derecede Farsça bildiği eldeki en net bilgiler olarak görülmektedir. Müellifin kendisine atfedilen bir divanı, *Ta'dilü'l-Emzîce* isimli tıpla alakalı bir eseri, Farsçadan tercüme ettiği atasözleri ile ilgili iki kitabı ve bir *Pend-nâme* şerhi bulunmaktadır [bk. 3, 23-24; 4, 6-7; 5, 14-61; 6, 7].

1. Ferheng-i Şu'ûrî ve Çağatayca Tanıklar

Şu'ûrî Hasan Efendi, eserinin hatime kısmında “1073/1662-63 tarihinde esere başlamak için niyetlendiğini, ancak böylesine bir sözlüğü yazmak için gerekli kaynakları temin ederken aradan epey zaman geçtiğini, nihayet eseri 1080/1669-70 tarihinde yazmaya başlayabildiğini anlatır. On iki yıl sürecek ciddi ve yorucu bir yazma sürecinin ardından 1092/1681-82 sonlarında eserini tamamlar [3, 30].

Şu'ûrî Hasan Efendi'ye şöhretini kazandıran *Ferheng-i Şu'ûrî*, Farsça-Türkçe sözlük geleneği içinde önemli bir yere sahiptir. Şu'ûrî Hasan Efendi, eserini önemli şairlerden alıntıladığı örnek beyitlerle süslemiş, kelimelerin farklı anlamlarını özenle işlemiştir. Ferheng-i Şu'ûrî, yazıldığı dönemden itibaren kendisinden sonra yazılacak önemli sözlükleri de etkilemiştir. 18. ve 19. yüzyıllarda yaşamış bazı müellifler tarafından kullanılan Ferheng-i Şu'ûrî, Türk edebiyatının büyük sözlükçüsü Mütercim Âsım'ın *Tibyân-ı Nâfi' der-Terceme-i Burhân-ı Kân'* adlı lügatine kaynaklık eden sözlükler arasındadır [3, 37].

Eseri düzenleniş yönünden ilgi çekici kılan önemli bir husus bulunmaktadır. Eser, çok sayıda madde başında Çağatay Türkçesine özellikle de Nevayi'nin eserlerine atıflar yapılarak zenginleştirilmiştir. Bu açıdan, eserdeki Çağatayca malzeme, küçük bir sözlük oluşturacak

kadar geniştir. Şu'ûrî Hasan Efendi, Farsça-Türkçe sözlük geleneği içinde daha önce şahit olunmadığı şekilde Farsçaya Çağataycadan geçen Türkçe ve Moğolca kelimeleri, *Çağatay lügatidir* şeklinde açıklamış; Osmanlı Türkçesinde kullanılmayan fakat Çağatay Türkçesinde sıklıkla kullanılan Türkçe kelimeleri *Çağatay lisânında ... derler* şeklinde belirtmiştir. Ferheng-i Şu'ûrî'deki Çağatayca malzeme ana hatlarıyla değerlendirildiğinde Şu'ûrî Hasan Efendi'nin Çağatayca-Osmanlıca denk çiftleri hassaten belirtme gayretinde olduğu görülür. Eserde Çağatay sahası ile Osmanlı sahası arasında görülen yazım, ses bilgisi, dil bilgisi kaynaklı farklara da yer yer dikkat çekilmiştir.

1.1. Çağatay ve Osmanlı Yazı Dillerinin Farklı Lehçelere Dayanması Sebebiyle Oluşan Leksik Farklar

Çag. anık- “uzayıp büyümek” // **Osm. büyü-** “büyüme” [**bāliden**]

“Be-ma'nî-i [*numuvv kerdn*] ve [*efzûden*], *uzayıp büyüme ve artmak* ma'nāsına. 'Arabîde [*numuvv*] ve Çağatayda *anıkmağ* derler.” (C I: 810).

Çag. armağ/armağ “yorgun” // **Osm. yorgun** “yorgun” [**bî-tâb**]

“Ve bî-mecâl ve yorgun ma'nāsına. 'Arabîde [*fâtir*] derler. Çağatay lisânında yorulmuşa *armağ* ve *armağ* derler.” (C I: 878-879).

Çag. burun “ön, ileri” // **Osm. ileri** “ön, ileri” [**pîşin**]

İleri olan nesne. 'Arabîde [*muğaddem*] ve Çağatayda *burun* derler.” (C II: 1116).

Çag. il- “bağlamak” // **Osm. bağla-** “bağlamak” [**bend**]

“'Arabîde mezkûr ma'nâların ba'zılarına [*kayd*] derler, *bağ* itlâk olunan ma'nâlarda ve *bağlamağ* ma'nāsına. Çağatayda *ilmek* derler, bend etmek ve ilişirmek mağallinde.” (C I: 725).

Çag. iş- “bağlamak” // **Osm. bağla-** “bağlamak” [**bendiden**]

“Bağlamak ma'nāsına maşdardır. 'Arabîde [*rabî*] ve [*irtibâf*] denilir. Çağatay lisânında *işmek* derler imâle ile.” (C I: 829).

Çag. iş- “bükmek” // **Osm. bük-** “bükmek” [**tâften**]

“Ve *bükmek* ma'nāsına Çağatay lisânında *işmek* derler.” (C II: 1218).

Çag. kalın/köp “çok” // **Osm. çok** “çok” [**bisyâr**]

“Kesreti beyândır, her nerede olursa. Mağşuş *çok* ma'nāsına. Arabîdeki [*kesîr*] ma'nāsınadır. Çağatay lisânında *kalın* ve dahi *köp* derler.” (C I: 888).

Çag. kaş “ön” // **Osm. ön** “ön” [**pîş**]

“Öndür. Muğâbili [*pes*]tir. Ve ileri ma'nāsına da gelir. 'Arabîde [*emâme*] derler. Çağatay lisânında iki vechle isti'mâl olunur. Biri *kaş* derler.” (C II: 1105-1106).

Çag. kuşar- “dibinden sökmek, koparmak” // **Osm. kopar-** “koparmak” [**ber-kenden**]

“*Koparmağ* ki 'Arabîdeki [*kal*] ma'nāsınadır. Çağatay lisânında *kuşarmağ* derler.” (C I: 822).

Çag. mundağ “bunun gibi” // **Osm. buncılayın** “bunun gibi” [**inçunîn**]

“[*in*] ile [*cunîn*]den murekkebdir, *buncılayın* demektir. Çağatay lisânında *mundağ* derler.” (C I: 655).

Çag. tal- “yorulmak” // **Osm. yorul-** “yorulmak” [**bî-tâb şuden**]

“Tâkatsiz olmak ve *yorulmak* ma'nāsına. Çağatay lisânında *talmak* derler.” (C I: 909).

Çag. taña-/tañar- “sarmak, dolamak” // **Osm. sar-** “sarmak” [pīçānīden]

“...sarılmak ma'nāsına. Çağatayda *tañamaq* ve *tañarmaq* derler.” (C II: 1114).

Çag. tartıg “hediyе” // **Osm. armağan** “hediyе” [pīş-keş]

“Selāṭīne verilen hedāyā. Çağatay lisānında *tartıg* derler.” (C II: 1106).

Çag. tigre “çevre” // **Osm. çevre** “çevre” [pīrāmen]

“Çevre ma'nāsına ki ‘Arabīde [*eṭrāf*] ve [*ḥavālī*] derler.” (C II: 1115).

Çag. öç- “sönmek” // **Osm. sön- / söyün-** “sönmek” [pufīden]

Şem' ve çerāg *söyündürmek*, itfā ma'nāsına. Çağatay lisānında *öçmek* derler.” (C II: 1147).

Çag. ünde- “bağırmaq” // **Osm. çığır-** “bağırmaq” [āvāz kerd]

“Çağatay lisānında *ündedi* derler ya'ni *çığırdı*. *Ündemek* ism-i maşdardır, *çığırmak* ma'nāsına.” (C I: 386).

Çag. yaşunğan “gizli” // **Osm. gizli** “gizli” [pinhān]

“Egerçi gizli ve ḥafī ma'nāsınadır, ammā maḥfī ya'nī gizlenmiş ma'nāsına da gelir. Çağatay lisānında *yaşunğan* derler.” (C II: 1114).

1.2. Çağatay Sahasında Moğolca Ödünçlemeler Sebebiyle Oluşan Leksik Farklar

Çag. butra- “koklamak” // **Osm. қоқла-** “koklamak” [būyīden]

“Koklamak ki ‘Arabīde [*istişmām*] ve Çağatay lisānında *butramaq* derler. Ta'diyesinde *butratmaq* denilir. Bu luğat-i muştarekedir. *Dağıtmak* ma'nāsına da *butratmaq* derler.” (C I: 959).

Çag. çırma- “sarmak” // **Osm. sar-** “sarmak” [pīçānīden]

“Ve *sarmaya çırmağ* dahi derler. Meselā mektūbu ve yāḥud bezi ve kumāşı burarak sarmaya da derler.” (C II: 1114).

Çag. eymen- “korkmak, çekinmek, kaçınmak” // **Osm. kaçınma** “kaçınma” [pejūhīden]

Çağatay lisānında bu luğate [*pejūhīden*] ma'nāsına *eymenmek* derler. (C II: 1049-1050).

Çag. tün қатар “gece bekçisi” // **Osm. пāsbān** “bekçi, gece bekçisi” [pāsbān]

“Arabīde [*ḥāris*] ve Çağatayda *tün қатар* derler.” (C II: 1038).

Çag. öndür “yüksek, yüce” // **Osm. yüce** “yüksek, yüce” [bālā]

“Arabīde [*evc*] ve Çağatay lisānında *öndür* derler, *yüce* demek olur.” (C I: 693).

1.3. Yazım Farklılıkları

as- “asmak” [ber-dārīden]

“Çağatay lisānında *asmaq* derler. Türkīde şād ile isti'māl olunan lafzı onlar sīn ile edā ederler.” (C I: 818).

sor- “sormak” [pursīden]

“Çağatayda şād'ı sīn okuyup *sormaq* derler.” (C II: 1146).

1.4. Ses Bilgisi Farklılıkları

aқız- “akıtmak” [icrā]

“Çağatay lisānında *aқızmaq* derler.” (C I: 622).

arıĝ “temiz” [pāk]

“Ma’nā-yı evveline Çaĝatayda *arıĝ* derler.” (C II: 1021).

içgeri “içeri” [enderün]

“Çaĝatay lisânında *içgeri* derler.” (C I: 586).

içke “ince” [bārīk]

“Arabīde [*raķīk*] ve Çaĝatay lisânında *içke* derler, *ince* demek olur.” (C I: 774).

illig “elli” [pencāh]

“Mertebe-i a’dādda elli ‘adeddir. ‘Arabīde [*ħamsīn*] derler. Ve Çaĝatayda teşdīd ile *illig* derler.” (C II: 1082).

mamuĝ “pamuk” [penbe]

“Çaĝatay lisânında *mamuĝ* derler.” (C II: 1082).

ot “ateş” [āteş]

“Arabīde [*nār*] ve Çaĝatay lisânında *ot* derler, *od* demek olur.” (C I: 407).

öçkü “keçi” [buz]

“Ehlī keçidir. Çaĝatay lisânında *öçkü* derler.” (C I: 939).

örgenmek “öĝrenmek” [āmūħten]

“Çaĝatay lisânında *örgenmek* derler, Türkī dilde isti’māl olunduĝu üzere. Ancak bir ħarfini taķdīm ve teħīr eylemişler.” (C I: 447).

tiri “deri” [püst]

“Arabīde [*cild*] derler kesr-i cīm ile. Çaĝatayda *tiri* derler kesr-i tā ile.” (C II: 1130).

toķul- “dokumak” [bāften]

“*Dokumak* ma’nāsına; bez olsun, ķumāş olsun, ħaşīr olsun. Cümlesine [*bāften*] derler, maşdardır. ‘Arabīde [*nesc*] ve Çaĝatayda *toķulmak* derler.” (C I: 808).

tul “dul” [bīve]

“Arabīde [*ermile*] ve Çaĝatayda *tul* derler. (C I: 920).

uluĝ/uluķ “ulu” [buzurk]

“Ulu. Çaĝatay lisânında *uluĝ* derler.” (C I: 946).

1.5. Dil Bilgisi Farklılıkları

bolmak/bolĝanda/bolĝusu “olmak, olduĝunda, olsa gerek” [būden]

“Çaĝatay lisânında *bolmaĝ* ve *bolmaķ* da derler. *Bolĝanda*, *oldukda* demektir. *Bolĝusu*, *olsa gerek*’tir.” (C I: 957).

irdi “-idi” [būdenī]

“Āħirinde olan ħarf-i yā maşdariyyedir ki meşādır āħirine lāħıķ olur, tehiyye ve isti’dād ma’nāsın ifāde eder [*guftenī*], [*ħordenī*] ve [*pūşīdenī*] yā’ları gibi. ‘Arabīde [*kāne*] ile edā olunur. Çaĝatay lisânında *irdi* derler kesr-i elif’le. Meselā *bilir idi* demekte *bilken irdi*, *eder idi* demekte *irken irdi* derler kesr-i elif’le. Meselā *idiĝi*’ne *irkenge* derler. Ve *iduĝun* demekte *irkenin* derler.” (C I: 932).

1.6. Osmanlı Türkçesinde Kullanılmayan Diğer Tanıklar

alak- “alt üst olmak” [tār u mār]

Çağatayda *alakmak* derler. *Allak bullak* bundandır.” (C II: 1177).

aluğ/aluğ “sersem, akli karışık” [āşüfte]

“Çağatay lisânında *aluğ* ve *aluğ* dahi derler.” (C I: 471).

arbağ “efsun” [efsün]

“Ve yılan, ‘akreb ve sâ‘ir mu‘zîlerden ta‘vîz için okunan du‘āya derler. ‘Arabîde [ta‘vîz] ve Çağatay lisânında *arbağ* derler.” (C I:579).

bilgür- “belli olmak” [bedîd]

“Çağatay lisânında *bilgürmek* derler.” (C I: 718).

bulğaş/yuğ-muş “bulaşık, karışık” [ālūde]

“... bulaşık ma‘nāsına Çağatay lisânında *bulğaş* ve *yuğ-muş* dahi derler.” (C I: 478).

çağır/çaķır “şarap” [bāde]

“Çağatay lisânında şarāba *çağır* ve *çaķır* derler.” (C I: 843).

çeykel “kaval” [bîşe]

“Arabîde [būk] ve Çağatay lisânında *çeykel* derler fetḥ-i cīm ile.” (C I: 918).

çörçek “efsane” [efsāne]

“Çağatay lisânında *çörçek* derler” (C I: 603).

ılğa- “yağma etmek, baskın yapmak” [ilgār]

“Çağatay lisânında *ılğamak* derler.” (C I: 636).

itik “keskin” [burrān]

“Çağatay lisânında *itik* derler. *İtimek*, keskin olmaktır.” (C I: 954).

kozga- “karışmak, karıştırmak” [āmizîden]

“Çağatay lisânında bu ma‘nāya *kozgamak* derler.” (C I: 448).

müçek “öpücük” [büse]

“Öpmek. ‘Arabî ile müşterektir, Fârsîde gayrı nāmı yoktur. Zîrā olduğu şāyi‘ değildir. Çağatay lisânında *mücek* derler.” (C I: 967).

oñal- “iyileşmek” [bihî]

“Ve yara ya‘nî cerāhat iyi olmak. Çağatay lisânında *oñalmak* derler.” (C I: 921).

orun “makam” [ārāmgāh]

“Arabîde [maķām] ve Çağatay lisânında *orun* derler zamm-ı hemze ile.” (C I: 464).

ozagun kün “dünden evvelki gün” [perîr]

“Dünkü günden evvelki gün ki [perendüş] dahi derler. ‘Arabîde [evvelu emsin] ve Çağatayda *ozagun kün*¹⁶ derler.” (C II: 1002).

örte- “yakmak” [efrūhten]

¹⁶ Müellif tarafından *uzagun kün* okunmuştur.

“Çağatay lisânında *örtmek* derler.” (C I: 577).

uğan “Tanrı” [īzid]

“Çağatay lisânında zamm-ı hemze ile *uğan* derler, Allāh demektir.” (C I: 633).

uruğ kayaş / uruğ tarık “hısım akraba” [tebār]

“Çağatay lisânında *uruğ kayaş* derler. *Uruğ tarık* ya‘nī *hısım kavim* demektir.” (C II: 1177).

usal “usanmış” [bīzār]

“Çağatay lisânında *usal* derler.” (C I: 891).

utru “-e karşı” [ber-ā-ber]

“Arabīde [musāvāt] ve Çağatay lisânında *utru* derler.” (C I: 740).

üvrük “erik” [ālū]

“Ma‘nā-yı evvele ‘Arabīde [havḥ] derler. Çağatay lisânında *üvrük* derler zamm-ı hemze vü rā ve sükün-ı vāveyn ile.” (C I: 456).

tarık- “canı sıkılmak, daralmak” [tensīden]

“Tazaccur ve ıztırāb çekmek, ya‘nī gönül daralmak. Ve Çağatayda *tarıkmaq* derler.” (C II: 1227).

torla- “(ip vs.) dolamak” [tenbīden]

“*Ferheng-i Cihāngīrī*’de ip örmek, iplik çözmek, bez dokumak, sarmak, dolamak ve örümcek ağ etmek ma‘nāsına. Ma‘nā-yı evvele Çağatay lisânında *torlamağ* derler.” (C II: 1226).

yağın “yağmur” [bārān]

“Arabīde her nev‘ yağmurun bir adı vardır. Ammā [maṭar] ism-i ‘āmdır. Çağatay lisânında *yağın* derler.” (C I: 805).

yarmağ “para” [aḳçe]

“Çağatay lisânında *yarmağ* derler.” (C I: 604).

2. Farsçada Çağatayca Alıntı Söz Varlığı

2.1. Türkçe Kökenli Olanlar

ançak “onda” [āncāḳ]

“*Onda* demektir. Çağatay lisanıdır.” (C I: 414).

Ançak < *ança*+*ok* “fakat, yalnız, sadece, nihayet, olsa olsa, belki” [bk. 8, 174; 9, 119; 10, 69; 11, 299]. Çağ. *ançak* “ancak” *ay cemāl u hüsn ü nāzing bī-ḳiyās / tingridin vaşlungdur ançak iltimās* [15, 2471].

atabik “mürebbi, muallim” [atābek]

“Atabek ‘ibāreti Çağatay lisânıdır. Ancak onların ‘ādetleri üzre kelimeye bir yā ziyāde edip *atabik* derler.” (C I: 551).

Çağ. *atabik* “atabey, lala” *çikip efgānnı Mülk-ārā ata dik / kim ol Ferhādğa irdi atabik* [16, 103].

ayağ “kadeh” [ayāğ]

“Bezm-i meyde devr olunan kadeh ma'nāsına. Çağatay lûgatidir ammâ Fârsîde isti'mâli gâyet şâyi'dir.” (C I: 548).

ET. *ayağ* “kadeh, şarap kadehi” [8, 270; 12, 629]. Çağ. *ayağ/ayağ* “kadeh” *şād bolma raqīb öldi tiyü 'aşıq-ı miskîn / barçağa tüzi kilgüsidür devr ayağı* [17, 798].

barça “hepsi” [bārça]

“Sükün-ı rā'-i muhmele ve feth-i cīm-i Fârsî ile. Be-ma'nî-i dīgerān ya'nî gayrılar. Çağatay lûgatidir.” (C I: 844).

ET. *barça* “bütün, hep, hepsi, tamamı, bütün” [8, 356]; Çağ. *barça* “bütün, hep” *lutf u ihsāning körüp āzādeler boldı 'abīd / boldılar hoş hulkınga barça cihān ehli 'ibād* [17, 174].

duvac “örtü, baş örtüsü, yüz örtüsü” [duvāc]

“Ba'zı nüshada çāder-şeb ki zenān taşra çıktıkta bürünürler. Rüm'da şâyi' değildir. Zenān-ı 'Acem ferāce giymeyip çāder-şeb kullanırlar. Feth-i dāl ile *devāc* meşhûrdur. Çağatay lisānidir. Ve ba'zı nüshada *yorgan* ma'nāsına. Ve ba'zısında *tegele* dedikleri cāme ma'nāsına mervīdir.” (C II: 1856).

ET. *tuğak* > *tuvağ* “duvak, peçe” Çağ. *tuvağ* “duvak, peçe, perde” [18, 198].

tavuş “ayak sesi, tıpış” [tāvüş]

“Ayak sesidir. İki vāv ile [tāvüş] dahi derler. Çağatay lisānidir.” (C II: 1190).

ET. *tawış* “gizli ses ve hareket” [8, 446; 13, 158/416; 12, 862].

Çağ. *tavuş kim öy taşıdın kilse dir min bağı taşımdur / işikdin sāye kirgeç sağırnur min kim kuyaşımdur* [16, 418].

tarhan “< ET. tarқан” [tarhān]

“Evvel, *Mecmau'l-Furs*'te ol kimseye derler ki mansıb ve dirlikte müsellemler olup mansıbı ocaklık taşarruf eyleye. Ona [tarhānī] derler. Ve *Ferheng-i Cihāngīrī*'de ol kimseye derler ki huzūr-ı pādīşāhīde kalem-i teklīf üzerinden ref' olunup her ne söylerse ve her ne yüzden günāh u taqşīr ve terk-i ādāb-ı meclis ederse mu'ātebe ve mu'āhaze olunmaya. ... Sālis, t̄ā'ife-i Çağatay'da bir kabīledir.” (C II: 1221).

ET. *tarқан* > Çağ. *tarhan* “Çağatay ulusta bir kabile” [16, 1007]. [14, 40-47; 12, 879].

kılavuz “kılavuz” [kālāvūz]

“Ma'rūf. Türkīdir ya'nî Çağatay'da *delil* ma'nāsına. *Mecma'u'l-Fürs*'te ol atlılara derler ki leşgeri taşradan muhāfaza edeler” (C III: 2819).

ET. *kılavuz* “rehber” > Çağ. *kılavuz* “rehber” *ilyās u huzırdur çeringiz kılavuzı / ervāh u melek hem dağı insān arasında* [15, 1616].

kaş “kaş” [kāş]

“Lafz-ı Türkīdir ya'nî Çağatay'dır, *ebrū* ma'nāsına.” (C III: 2821).

ET. *kaş* “kaş”; Çağ. *kaş* “kaş” [16, 955].

2.2. Moğolca Kökenli Olanlar

altamğan “nişan-ı hümâyûn” [āltamgān]

“Zebān-ı H̄'ārezm'de *nişān-ı humāyūndur*, ya'nî *pādīşāhların hukmī kāğıdı*. Çağatay lûgatidir, lākin 'Acem'de isti'mâli şâyi'dir.” (C I: 445).

Çağ. Ø

çağ “zaman” [çāğ]

“İki ma'nāyadır. Evvel, vaqt, hengām ma'nāsına. Sānī, be-ma'nī-i 'ankebūt. Ve [cağ] ma'nālarıyla muterādiftir. Bu lafz Çağatayıdır. Türkide dahi isti'māl olunur.” (C II: 1420).

Mo. çağ “zaman” [12, 1045; 8, 403]. Çağ. çağ/çak “zaman, vakit” *seni dünyāğa kelgendiñ tā bu çağğaça köp emgekler birlen yahşı asrap turur* [19, 87b].

daruğa “çavuş” [dārūğā]

“Subaşı ma'nāsınadır. Çağatay lisānıdır.” (C II: 1778).

Mo. daruğa “askerî vali” (12, 193). Çağ. daruğa “yönetici” *Oğuz Han bu ayılğan vilāyetlerning barçasığa daruğalar koyup Semerkand sarı yördi* [19, 75a].

kaçuğa “terki” [kāncūğā]

“Be-ma'nī-i fitrāk, ya'nī *terki*. Ba'zı nüshada, *terki bağı* ma'nāsına mervīdir. İki luğat Çağatay luğatidir.” (C III: 2834).

Çağ. kaçuğa/kaçurğa “terki” [18, 117].

otağa “sorguç” [otāğa]

“Feth-i tā'-i musennāt u kāf ile. *Sorguc* demektir. Bu 'ibāret Çağatay lisānıdır ki onlar *otağa* dahi derler. Zīrā katlarında kāf ile ğayn'ın tebādulu şāyi'dir. *Ve tāc tepesi* ma'nāsına da gelir.” (C I: 688).

Mo. otuğan “sorguç” (12, 112). Çağ. otağa “sorguç” *kıldı ukar otağasın ol kātıl-i şücā' / hūrşid 'arızığa hemānā hañt-ı şu'ā* [16, 253].

ulus “halk” [ülüs]

“Sükün-ı vāveyn ve zamm-ı lām ile. Halk ma'nāsına. Çağatay lisānıdır.” (C I: 676).

ET. uluş > Mo. ulus [8, 152; 12, 175]. Çağ. ulus “halk” *barça ulus minde sığar min bu ulusa sığmasam / yahşı yaman minde sığar min bu Moğula sığmasam* [20, 169].

yasal “cemiyyet” [yasāl]

“Cem'iyet ma'nāsınadır. Bu luğat Çağatay lisānındadır.” (C I: 759).

Mo. yasal < yasa- “düzenlemek”. [12, 1794]. Çağ. yasal “askerî alay” *mübāriz-efgenlikleri öz hālīga şaf-şikenlikleri öz yasalığa* [21, 12a].

Sonuç

Şu'urî Hasan Efendi'ye şöhretini kazandıran *Ferheng-i Şu'urî*, yazıldığı devrin en önemli sözlüklerinden biridir. Hasan Efendi, böyle büyük bir sözlük yazmasının sebebinin devrin Farsça sözlüklerinin yetersiz olmasına bağlamıştır. Eserinde yalnızca Farsça öğretmekle kalmamış, pek çok madde başında kelimelerin Çağatay Türkçesindeki kullanımlarına da değinmiştir. Hasan Efendi'nin sözlüğünde Farsçaya Türkçe ve Moğolcadan geçen kelimeleri özellikle belirtmesi, onun sözlüğünü devrin sözlük anlayışının ötesine taşımıştır.

Kısaltmalar

Çağ. Çağatay Türkçesi; **ET.** Eski Türkçe; **Osm.** Osmanlı Türkçesi

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ESKİ TÜRKÇE METİNLERE GÖRE DİL EDİNİMİNDE YAZIYLA SAĞLANAN VURGUNUN YERİ

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Özet. Türkler Köktürkçe dönemi sonrasında yerleşik hayata geçtiklerinde Maniheizm ve Budizm inanç sistemleriyle tanışmışlardır. Bu inanç sistemlerine dair terminoloji geniş kitlelere aktarmak için bir tercüme faaliyeti gerçekleştirmişlerdir. Bu tercüme faaliyetleri Uygurca metinlerin ortaya çıkmasına vesile olmuş ve bu metinler gelişmiş bir dil yazısını yansıtacak biçimde günümüze kadar ulaşmıştır. Ancak Budizm, Maniheizm, Hristiyanlık gibi dinlere ait Çince, Sanskritçe ve Tibetçe kitaplar hızla Uygur Türkçesine çevrilirken hem yabancı kelimeler Türkçeye girmeye başlamış hem de söz diziliminde bozulmalar görülmüştür.

Budist, Sanskrit, Mani, İran, Hristiyan, Süryani metinlerdeki özellikle dini terminolojinin Türkçeye girmesiyle birlikte bu terminolojinin kitlelere daha vurgulu aktarılması amacıyla birtakım değişikliklere gidilmiştir. Bu dönemdeki tercüme eserleri incelediğimizde karşımıza çıkan en önemli değişiklik metinlerin bazı yerlerinde kırmızı mürekkep kullanılarak vurgunun artırılmaya çalışılmasıdır. Çalışmamızda vurguyu arttırmak için kullanılan kırmızı mürekkebin metinlerin neresinde ne şekilde ne amaçla kullanıldığı başlıklar halinde sınıflandırılmaya çalışılmıştır. Eski Türkçe dönemi metinleri incelendiğinde; başlıklarda, özel isimlerde, metne girişte, dhāranī adı verilen büyü formüllerinde, Budist muhitte rastlanan gathayı haber veren girişte, tefsir başlıklarında kırmızı mürekkep kullanıldığına rastlanılmıştır. Özellikle Mani muhitine ait metinlerde rastlanılan mürekkep kullanımı dini terminolojiyi aktarmada ve dil edinimini sağlamada önemli yer tutmaktadır. Bu çevreye ait metinlerde görülen süsleme ve yazılarda kaligrafi okuyucunun dikkatini cezbedebilecek şekildedir. Metinler önce muhatabının dikkatini çekmiş sonrasında ise dini terminolojiye ait kavramlar dilde yer ederek dil edinime katkı sağlamıştır. Çalışmamızda sınıflandırılan başlıklar üzerinden dilde önemsenen kavramların neler olduğu ve bu kavramlarda vurgunun dil edinimine nasıl katkı sağladığı üzerine duracağız.

Anahtar Kelimeler: Dini terminoloji, Budizm, Maniheizm, Mürekkep, Vurgu

Abstract. When the Turks settled down after the Köktürk period, they became acquainted with the belief systems of Manichaeism and Buddhism. They carried out a translation activity to convey the terminology of these belief systems to large audiences. These translation activities led to the emergence of Uyghur texts, and these texts have survived to the present day, reflecting an advanced language script. However, while Chinese, Sanskrit and Tibetan books belonging to religions such as Buddhism, Manichaeism and Christianity were rapidly translated into Uyghur Turkish, foreign words began to enter Turkish and distortions were observed in the word order.

With the addition of especially religious terminology in Buddhist, Sanskrit, Manichean, Iranian, Christian and Syriac texts to Turkish, some changes have been made in order to convey this terminology more emphatically to the masses. When we examine the translation products of this period, the most important change is the attempt to increase the emphasis with red ink in some parts of the texts. In our study, we tried to classify under headings where, in what way and for what purpose the red ink used to increase emphasis was used in the texts. When the texts from the Old Turkish period are examined; It has been observed that red ink was used in titles, proper names, introduction to the text, spell formulas called dhāranī, introduction giving information about Gatha in the Buddhist environment, and

comment titles. The use of ink, especially seen in texts from the Manichaeic circle, has an important place in transferring religious terminology and ensuring language acquisition. The calligraphy in the decorations and writings seen in the texts belonging to this environment is in a way that can attract the reader's attention. The texts first attracted the attention of the addressee, and then the concepts of religious terminology took their place in the language and contributed to language acquisition. In our study, we will focus on important concepts through classified headings and how the emphasis on these concepts contributes to language acquisition.

Key Words: Religious terminology, Buddhism, Manichaeism, ink, emphasis

Giriş

Türkler Tarih sahnesine çıktıkları günden bu yana farklı dinlere bağlanmışlar 8. yüzyıldan itibaren Budizm'im ve Maniheizm'i komşularından öğrenmeye başlamışlar ve bu dinlere ait Türkçe bir terminolojiyi de geliştirmişlerdir.[1]. Köktürklerden farklı olarak yeni benimsenmiş inanç sistemleri beraberinde Çince, Sanskritçe ve Tibetçeye olan ilgiyi de arttırmıştır. Bu değişim, Soğd ve Mani alfabelerinin de Uygurlar tarafından öğrenilmesini gerekli kıldığından Köktürklerin kullandığı alfabe yerini Uygur alfabesine bırakmıştır. [2]

Uygurların Maniheizm ve Budizm'i benimsemesiyle dini yaşam doğrultusunda başlayan çeviri hareketi dile Soğdca, Toharca, Sanskritçe ve Çince kelime geçmesine yol açmıştır. "Bu yüzden zengin bir dil ve edebiyatın kurucusu olan Uygurca çeviriler vasıtasıyla, Sanskrit, İran, Çin, Moğol dilleriyle kısmen diğer dillerden, derecesine göre, alınmış bir yığın yabancı unsurlar Türkçeye yerleşmiştir." [2, 17 s.]. Eski Türkçe döneminde dini terminolojiye ait kelimelerin de dile girmesiyle zengin bir Türk Dili oluşmaya başlamıştır. Metinlerde vurgulanmak istenen kısımlar kırmızı mürekkeple yazılmış bu şekilde oluşmaya başlayan yeni dil edinilmeye çalışılmıştır. Budizm'e ve Maniheizm'e ait metinler Eski Uygurcaya çevrilmese ve bugün bizim elimize ulaşmasaydı 9-11 yüzyıl arası Ortaasya Türkçesi hakkında bugün çok az şey biliyor olacaktık. Çevireler Türkçenin bugün bizlerce bilinir olmasını sağlamıştır. [1, 213 s.].

Bir dili edinmedeki en kolay yol o dilde eserler vererek o dili yaygınlaştırmak o dile maruz bırakmaktır. Uygurlar bu anlamda başta Budizm olmak üzere Maniheizm Hristiyanlığa ait eserleri tercüme etmişlerdir. Eserleri çevirmenin altında aslında dini benimsetme gibi bir amaç yattığı için tercüme eserlerin dikkat çekici olması gerekmektedir. Öne çıkarılmak, benimsetilmek, en önemlisi de muhatapların diline yerleştirilmek istenen kavramlar metne özenle işlenmiştir. Metinlerde bütünlüğü korumak adına bu kavramlar tekrarlarından ziyade farklı mürekkep kullanılarak benimsetilmeye çalışılmıştır. Tercüme faaliyetlerinde bulunanlar özellikle Soğdca metinleri anlamak için o dilin yapısı ve kurallarını bilmesi gerekmektedir. Bu nedenle ikinci bir dili maruz kalmışlardır diyebiliriz.

Eski Türkçe metinler incelendiğinde bu metinlerin geneline siyah mürekkebin hâkim olduğunu görülmektedir. Ancak dini terminoloji kitlelere daha iyi aktarılması amacıyla metinlerde birtakım değişiklikler yapılmıştır. Vurguyu arttırmak amacıyla metinlerin bazı yerlerinde kırmızı mürekkebin tonlarına ve az da olsa mavi mürekkebe rastlanılmaktadır.

Yöntem

Çalışmamızda Eski Türkçe metinler "Berlin Bilimler Akademisi Turfan Araştırmaları Merkezinin Dijital Arşivi'nden yararlanarak tespit edilmiş. İncelememiz sonucu mürekkep değişmesine rastlanılan metinler kendi içlerinde; özel isimler, dâniler, besmeleler, başlıklar, kolofon olarak sınıflandırmaya gidilmiştir. Sınıflandırmalarda dil edinimi ve mükkepte vurgu arasında bağ kurulmaya çalışılmıştır.

Bulgular

Özel İsimlerde Vurgu

Çağatay, t(e)ngri ve Tanrı kavramı için kullanılan sözcüklere değinmiştir. Budist metinlerde yer alan burhan, edgü, edgölük hayır mukaddes, buyan sevap, kertgünç, inanç, iman sözlerine; İslami metinlerde görülen savçı peygamber sözüne, Hristiyanlığa ait olan metinlerde görülen kimi terimlere yer verir. [3]. Tanrıyı ifade etmek için Köktürk metinlerinde kullanılan “t(e)nri” Budist metinlerde “tengri” kelimesi Burhan kelimesinin sıfatı görevini üstlenmiş Bodis(a)t(a)v ise tek başına Tanrı kelimesinin yerine geçmiştir. “Burhan ve bodisavat” Sanskritçe kelimelerdir bu da demek oluyor ki Türkçesi dururken yabancı dildeki karşılığını alıp Türkçemize yerleştirmişiz. Eski Türkçe dönemi metinleri incelendiğinde; özel isimlerin büyük çoğunluğunun kırmızı mürekkeple vurgulandığına rastlanılmıştır. Metinlerde “*yaruk: ay :t(e)ngrike*” “*roşan : paşık*” (MIK III 35a+b), []:şad: o[rmazt](U 175a,b) ve Irk Bitig’in kolofon bölümünde geçen “*İnal Tarkan, Sangu İnal, Alp Singur Tegin, İsig Sangun İtaçuk, Burua Guruşd*” gibi kişi adları kırmızı mürekkep ile yazılarak vurgulanmak istenmiştir. Mani harfli metinlerde ise “*kutlug pārs*” (U 10), “*ayakantr böğü*” [U 99], “*roz bay*” [U 70], “*yişü aryaman*” (M 1144) , “kaşı beddi t(e)ngri” (U 103a-c) gibi dönemin önemli bestecileri, şiir ve ilahi yazarları vurgulanmak amacıyla kırmızı mürekkeple yazılmıştır. Uygurcada ise Budizm ve Maniheizm ile tanışmanın da etkisiyle Tanrı adlarında “*m(a)has(a)t(a)vlar*” (Mz. 261) “*badra, ratnakar, kumut, narayan, sumir, intradati*”(U 2638) kişi adlarında ise “*atayatikondini hanın*” (U 1531), “*aprinçor tegin*” (U 32), “*kül tarkan*” (U 78) “*urubılbakaşa]pı arhant*” (U 2375+ U 2479) gibi yabancı kaynaklı isimler kırmızıyla vurgulanarak Türkçeye çevrilmiştir.

Metne Giriş ve Selamlamada Yazıyla Sağlanan Vurgu

“*Namo but. Namu darm. Namu sang*” Burkancı Uygurların yani Budist Uygurların besmelesi olup “*Buddha*’ya saygı, *Dine* saygı, *Cemaate* saygı” demektir’. *Nama* (skr. nama/i) “saygı”, “eğilme”. Farsça namaz kelimesi de bunun yakın akrabası olur. (Sondaki o sesi Hind gramer kaidesine göre olmuştur, kalıp hal inde önce Soğutçaya girmiş oradan da Uygurcaya geçmiştir). *But* (skr. buddha, önce Soğutçaya oradan da Uygurcaya geçmiştir. *Buddha* için Uygurlar aynı kelimenin Çince telaffuzu olan bur kelimesine ‘hükümdar’ manasında kan (han) kelimesini ekleyerek burkan şeklinde ifade etmişlerdir. *Darm* (skr. dharma) Soğutçada bu biçiminin Hind-Avrupa dillerinde akrabaları çok; mesela İngilizce.firm ‘sağlam’; Almanca das Firmament ‘gökyüzü’ vb. *Sang* (skr. sangha) ‘cemaat’ Sogutçadan Uygurcaya aktarılmıştır. [4]. Bu selamlama formülüne Çince, Toharcada, Sanskritçe, Tibetçede rastlanılmamaktadır. Uygur harfli metinler tarandığı zaman U 725, U 731, U 5108, U 2279b, Mz. 667, U 2768, U 934, U 2745, U 1499, U 376, U 1868, U 2042, U 2371, U 2378 gibi 50 civarı fragmanın hep bir selamlamayla başladığı göze çarpmaktadır. Selamlamadan sonra hangi eserin kaçınıcı bölüm olduğu da kırmızı mürekkeple vurgulanmıştır. Örnek olması babında U 725/ Ön 1-4. satırları “*[na]mo bud : [na]mo d(a)rm : namo [sang]/[a]ltun önglüg y(a)ruk yal[tr]ıklıg kopda/ kötrülmiş nom illiği atl(ig) nom bitigde [eng ilki ba]şlag bölüki baştınkı bir*”[5]. Budaya saygı, öğretiyeye saygı cemaate saygı Altın renkli, parlak parıltılı her (şey)den (çok) yükseltilmiş, öğreti (Dharma) hükümdarı adlı öğreti kitabında ‘Davranış engellemesini söndürmek’ adlı beşinci bölüm üç[üncü to]mar gibi metinlerin başlangıcı kırmızıyla vurgulanmıştır. Unutulmamalıdır 26 Ağustos 1934 tarihinde İzmir panayırının açılması münasebetiyle Atatürk’ün İsmet Paşaya çektiği telgrafın sonu *Namo İsmet “Hürmet İsmet’e”* ibaresiyle sona ermektedir. Bu durum aslında Sanskritçeden Uygurcaya geçmiş kavramın edinildiğini göstermektedir.

Başlıklarda Yazıyla Sağlan Vurgu

Eski Türkçe dönemi metinleri incelendiğinde en fazla yıpranmaya başlıklarda rastlanılmaktadır. Köktürk harfli U 5, Mainz 402, U 172, Mainz 388 fragmanların başlığı

mavi mürekkeple her iki kenarları ise ortası mavi kenarları kırmızı çiçekle süslenmiştir. Mani harfli U 59, M 865 fragmanların başlığında kırmızı mürekkep kullanılmış başlığın her iki kenarı da ortası kırmızı kenarları mavi renkli çiçek ile süslenmiştir. Metnin ana konusu genellikle sayfanın üst kenar boşluğunda yer alan büyük ve kaligrafik harflerle yazılmış, kenar süslemeleriyle renklendirilmiş bir alt başlıkta söylenmektedir. [7]. Uygur harfli metinlerde de durum farklı değildir. “*körtle tat(a)gl(a)g nomı*” güzel bir öğreti metnidir, “*z(a)ruşç burhan yekler*” Ruhlar, buda, Zerdüşt (U 4); “*yosıpasning*” Ezop’un yazarı, “*edgü körtle n[omi]*” iyi güzel öğreti metni (U 29); “*tükädi bo yultuzçı bram(a)n*” Bu müneccim brahman tamamladı”, “*bram(a)n azant*” Brahmana hikayesi, “[]*[arsa]yan ot*” rasayana ilacı (U 57 + U 259); “*burhan kelmeki nom*” Buda’nın gelişi (yani buda) kitap, “*bitilti şakyamun*” şakyamuni yazıyor (U 168 II) gibi başlıklar incelendiğinde bunların özellikle dini terminolojiye ait Sanskritçe kavramlar olduğu ve kırmızı mürekkeple vurgulandığı görülecektir.

Metinlerin Kolofon Kısımlarında Yazıyla Sağlanan Vurgu

Maniheist çevreye ait Köktürk harfleriyle yazılan Irk Bitig adlı fal kitabının kolofon bölümünde “*bars: yıl: (ë)kinti: ay: beş: yëgirmike: taygüntan: manistantaki: kiçig: di>n>tar: burua:guruşd: ëçimiz: isig: sangun: itaçuk: üçün: bitidim*” Kaplan yılında, ikinci ayın on beşinde Taygüntan Manastırı’ndaki (ben) hakir Rakip Burua Guruşd ağabeyimiz İsig Sangun İtaçuk için (bu kitabı) yazdım. [6] Maniheist çevreye ait Huastuanift 339-378. satırlar) “*Bütürmüş Tarkan tüked(t)di niğosaqlarınig suyn yazokın öküngü huastuan(i)ft*” Tarkan müminlerin (dinleyicilerin) günahtan arınması için tövbe duasını bitirdi. [7, 91-95 s]. Bu metinde Türkçe ve Soğdca kelimelerden oluşan ve kırmızı mürekkeple vurgulanmış bir metinle karşılaşırız.

Dhāranī Bölümlerinde Yazıyla Sağlan Vurgu

“Dua” anlamına gelen sözcük, genellikle bir cümleden bazen de bir heceden oluşur. Sanskritçedeki man (düşünmek) eyleminden türeyen kelime, tekrarlar yaparak Haklı bir noktaya odaklamayı belirtir [8]. Genellikle dhāranī’ler, Sanskritçeden ezberlense de onların bazılarının belli bir anlamı yoktur. [9]. Brahmi harfli Sanskritçe terimler, özel adlar, yeni ödünçlemeler, Sanskritçe sözcüklerden yeni oluşumlar gelmektedir. Bu özellikler, Moğol dönemi Uygur Budizmi olarak adlandırılan Tantrik Türk Budizmi’nin en tipik özellikleridir. Tantrik Türk Budizmi’ne ait metinlerde görülen, Brahmi harfli sözcükler ile Sanskritçe terimler, Uygurların Soğdlardan aldıkları bir özellik olmasına rağmen, bu durum Moğol öncesi döneme ait metinlerde sık görülen bir özellik durumu taşımamaktadır. Ancak, yine de Brahmi harfli Sanskritçe terimlerin Moğol dönemi Uygur metinlerinde yer almasına bakıldığında, bunun sınırlı kalışı da görülmektedir [10]. Uygur rahipleri, Tibetçe öğrenmeye başlayıp orijinal kaynaklara ulaşmaya çalışmıştır. [10]. Mainz 142 + U 3316, Mainz 231 (T I D 93), Mainz 376+ U 2542, Mainz 596, Mainz 614, U 720, U 1187, U 3853 gibi yaklaşık 30 tane fragmanda darni metni olduğu vurgulanmak amacıyla kırmızıyla yazılmıştır. Darnilere örnek vermek gerekirse U 3896 +4919 + 4918 (5-8. satırlar) [*namo*] *sam[an]ta budanan apradi / []n sata[]y hun hun çivala çivala / Para çivala para [çivala tişt]a tişt a suçiri suçiri sarputa/ sa[rputa] santiki [] s[u]v[h]a ..[11].* Anlaşılacağı üzere darniler genellikle Sanskritçe veya Pali diline ait anlaşılabilir sözlerden oluşmaktadır.Eski Türkçede vurgu bunlarla sınırlı değildir Uygur harfleriyle yazılan BT XXVIII ‘de yer alan, “*Vajracchedika-prajnaparamita Sutra hakkında Üstad Fu'nun Tefsirileri*” bölümünde 40 fragmanda her tefsirin başlığı kırmızıyla vurgulanmış sonrasında ise ilgili tefsiri verilmiştir. [12] Yine “*amti mu[nung şlokın sözleyür*” Şimdi bunun [gathası] şunu söylüyor ile başlayan kısım her fragmanda kırmızı mürekkeple vurgulandığına rastlanılmıştır.

Sonuç

Türkler Köktürkçeden sonra Maniheizm ve Budizm inanç sistemleriyle tanışmışlar bu dinlerin de etkisiyle yeni bir medeniyet dairesine girmişlerdir. Uygurlar bu inanç sistemlerine dair terminoloji geniş kitlelere aktarmak için bir tercüme faaliyeti gerçekleştirmişlerdir. Bu tercüme faaliyetleri uygurca metinlerin ortaya çıkmasına vesile olmuş ve bu metinler gelişmiş bir dil yapısını yansıtacak biçimde günümüze kalmıştır. Özellikle Budizm'e ait dini metinlerin tercümesinde, dosdoğru Çin kaynaklarından faydalandıklarından birçok Sanskritçe kelime dilimize girmiştir. Yine İran, Çin, Moğol dilleriyle kısmen diğer dillerden, alınmış bir yığın yabancı unsurlar Türkçeye yerleşmiştir. Anlaşılacağı üzere Eski Türkçede özellikle Eski Uygur Türkçesinde yoğun bir dil edinimine maruz kaldığımız ortadadır.

Dil edinimi, metinlerde vurguyla sağlanmaya çalışılmıştır. “Önemsenen kişi adları, başlıklar, kolofon bölümleri, dhāranī bölümleri, metne giriş ve selamlama, tesfiri yapılacak metni belirtme, gathalar” kırmızı mürekkeple vurgulanarak muhataplarına iletmeye çalışılmış ve muhataplarının da bu terminolojiyi edinmeleri adına bir vasıta olarak kullanılmıştır. Anlaşılacağı üzere bir milletin inanç sistemi, muhataplarının hem dilini hem de edebiyatını şekillendirmiştir.

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YABANCI/İKİNCİ DİL ÖĞRETİMİNDE DİJİTAL PLATFORMLAR VE SİNEMA: DİSİPLİNLERARASILIK, DİJİTAL DÖNÜŞÜM, GÖSTERGEBİLİM

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Özet. Yabancı/ikinci dil öğretimi süreci, yeni bir dil öğrenme deneyimi yaşayan her birey için özel ve kritiktir. Bu süreci olumlu duygularla tamamlayabilmek, dili ve dilin ait olduğu kültürü de olumlu olarak anlamlandırmayı destekler. Dahası, öğrenilen yabancı/ikinci dilin kullanımına yönelik yüksek bir motivasyon da sağlar. Dolayısıyla farklı yöntem ve tekniklerle iyi yapılandırılmış yabancı/ikinci dil öğretiminde öğrenme hedeflerine rahatlıkla ulaşılabilmesi mümkündür. Bu hedeflere ulaşırken dil eğitimi alanının yararlandığı disiplinlerden biri de sinemadır. Sinema ürünlerinden hem dil öğretimi hem de kültürlerarası iletişimin gerçekleştirilebilmesi için yararlanır. Bu da doğrudan disiplinlerarası bir inceleme yapmayı gerektirir. Yabancı/ikinci dil öğretimi çerçevesinde yararlanan ve disiplinlerarası çalışmalar kapsamında yararlanan sinema filmleri, içinde barındırdıkları dil ve kültür göstergeleriyle birlikte zengin bir anlam çerçevesi oluştururlar. Bu çalışmada yabancı/ikinci dil öğretiminde sinema ve sinema filmlerinin kullanımının önemine değinilerek disiplinlerarası boyutu, dil ve kültür göstergelerinin temel unsurları incelenecektir.

Anahtar kelimeler: Disiplinlerarasılık, göstergebilim, sinema, yabancı/ikinci dil öğretimi

DIGITAL PLATFORMS AND CINEMA IN FOREIGN/SECOND LANGUAGE TEACHING: INTERDISCIPLINARITY, DIGITAL TRANSFORMATION, SEMIOTICS

Abstract. The process of foreign/second language teaching is unique and critical for individuals experiencing a new language learning journey. Successfully completing this process with positive emotions supports not only understanding the language but also the culture it belongs to in a positive light. Furthermore, it provides high motivation towards using the learned foreign/second language. Therefore, in well-structured foreign/second language teaching with different methods and techniques, achieving learning goals comfortably is possible. One of the disciplines that the field of language education benefits from while achieving these goals is cinema. Cinema is utilized for both language teaching and intercultural communication through film products. This directly necessitates an interdisciplinary examination. Films used in foreign/second language teaching and within interdisciplinary studies create a rich framework of meaning with their linguistic and cultural indicators. This study will emphasize the importance of using cinema and films in foreign/second language teaching, highlighting the interdisciplinary dimension, and examining the fundamental elements of language and cultural indicators.

Keywords: Interdisciplinarity, semiotics, cinema, foreign/second language teaching.

ЦИФРОВЫЕ ПЛАТФОРМЫ И КИНО В ОБУЧЕНИИ ИНОСТРАННЫМ/ВТОРЫМ ЯЗЫКАМ: МЕЖДИСЦИПЛИНАРНОСТЬ, ЦИФРОВАЯ ТРАНСФОРМАЦИЯ, СЕМИОТИКА

Бстрактный. Процесс обучения иностранному/второму языку уникален и критичен для каждого человека, переживающего новый языковой опыт. Успешное завершение этого процесса с положительными эмоциями не только способствует пониманию языка, но и культуры, к которой он принадлежит, в положительном свете. Более того, это обеспечивает высокую мотивацию к использованию изученного иностранного/второго языка. Следовательно, в хорошо структурированном обучении иностранному/второму языку с использованием различных методов и техник достижение учебных целей комфортно возможно. Одной из дисциплин, от которой полезно пользоваться в области языкового образования при достижении этих целей, является кино. Кино используется как для преподавания языка, так и для межкультурного общения через продукты

киноиндустрии. Это напрямую требует междисциплинарного анализа. Фильмы, используемые в обучении иностранному/второму языку и в рамках междисциплинарных исследований, создают богатую систему значений с их лингвистическими и культурными индикаторами. В данном исследовании будет подчеркнута важность использования кино и фильмов в обучении иностранному/второму языку, выявлена междисциплинарная размерность и проанализированы основные элементы языковых и культурных индикаторов.

Ключевые слова: Междисциплинарность, семиотика, кино, обучение иностранному/второму языку.

GİRİŞ

Yabancı/ikinci dil öğretiminde yöntem ve teknikler her geçen gün teknolojinin hızlı ilerleyişiyle beraber dönüşmekte; dijital platformlar gün geçtikçe daha popüler haline gelmektedir. Bu kapsamda interaktif uygulamalar ile görsel materyallerin yabancı/ikinci dil derslerinde kullanımı artmaktadır. Söz konusu teknolojik etkileşim, yabancı/ikinci dil öğretimi süreçlerinde öğrencilerin farklı disiplinlerden yararlanmalarını/farklı alan bilgilerine gereksinim duymalarına da neden olmuştur. Dolayısıyla disiplinlerarası bilgiye sahip olmak, bunun teknoloji ile ilişkisi ve bütün yabancı/ikinci dil öğretimi süreçlerinin vazgeçilmez unsuru olarak kültür, kültürün de ders tasarımlarında hangi çerçevede ele alındığı gibi göstergibilimden de referans alınarak analiz edilmesi gereken kapsamlı bir konu ortaya çıkmaktadır. Bu çalışmada ele alınan konunun analizi ve ders tasarım süreçlerinde bu analizlerin doğru stratejilerle işe koşulması oldukça değerli görünmektedir.

YÖNTEM

Yabancı/ikinci dil öğretimi çerçevesinde ve disiplinlerarası çalışmalar kapsamında yararlanılan sinema filmleri, içinde barındırdıkları dil ve kültür göstergeleriyle birlikte zengin bir anlam çerçevesi oluştururlar. Bu çalışmada yabancı/ikinci dil öğretiminde dijital dönüşümün bir sonucu olarak sinema ve sinema filmlerinin kullanımının önemine değinilerek disiplinlerarası boyutu, dil ve kültür göstergelerinin temel unsurları nitel çerçevede incelenerek literatür taraması gerçekleştirilmiştir.

LİTERATÜR ÇERÇEVESİ

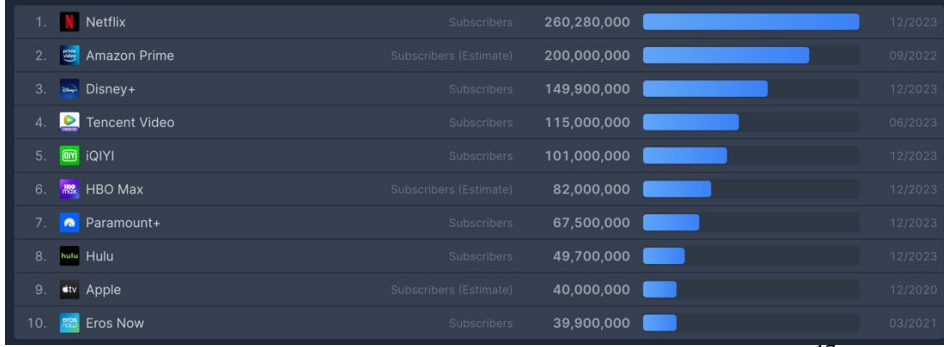
Sinema, varoluş çerçevesi bakımından disiplinlerarası bir alan olduğundan hem kendisini var eden hem de etkilediği tüm alanlarda amaçlı ya da amaçsız bir disiplinlerarasılık ortaya koyar. Sinemanın disiplinlerarası bir bağ oluşturduğu alanlardan biri de yabancı/ikinci dil öğretimi alanıdır. Bu bağlamda disiplinlerarası yaklaşımın bir sonucu olarak bu durum, “yabancı/ikinci dil öğretimi süreçlerinde yaratıcı, zengin, yenilikçi uygulamalar ortaya konulabilmesini sağlar” (İnal, 2024: 297). Sinema filmlerindeki dilin kullanım özelliklerinin yanı sıra altyazılı özellikleri ile dil becerilerinin gelişmesi ve kelime öğretimi konusunda yabancı/ikinci dil öğretimine yönelik ders tasarımlarında önemli bir yere sahiptir.

Literatür çerçevesinde sinema ürünlerinin dil öğretimi ve kültürel etkileşim süreçlerine dahil edildiği pek çok çalışma bulunmaktadır (Pegrum, Hartley & Wechtler, 2005; İşcan, 2011; Saraç, 2012; Arabacı, 2015; İşcan, 2016, 2017; Şimşek, 2019; Yılmaz ve Şenden 2019; Boussif & Sánchez, 2021; Çobanoğulları, 2021; Yaman ve Arslan, 2022; Kobilova & Jalolova, 2023). Bu çalışmalar ders tasarımlarının hangi çerçevede gerçekleştirilebileceğinden kültürel bağlamlarda yabancı/ikinci dil öğretimine kadar geniş bir çerçeveye odaklanmaktadır. İlgili çalışmaların beceri geliştirmeye yönelik etkinliklere ve ders tasarımlarına doğrudan ya da dolaylı olarak dahil edildiği görülmüştür. Fakat yine de yabancı/ikinci dil öğretim süreçleri ve bu süreçlerin paydaşları ile temel unsurları

düşünüldüğünde yapılan çalışmaların alan kapsamında daha sınırlı gerçekleştirildiği görülmektedir.

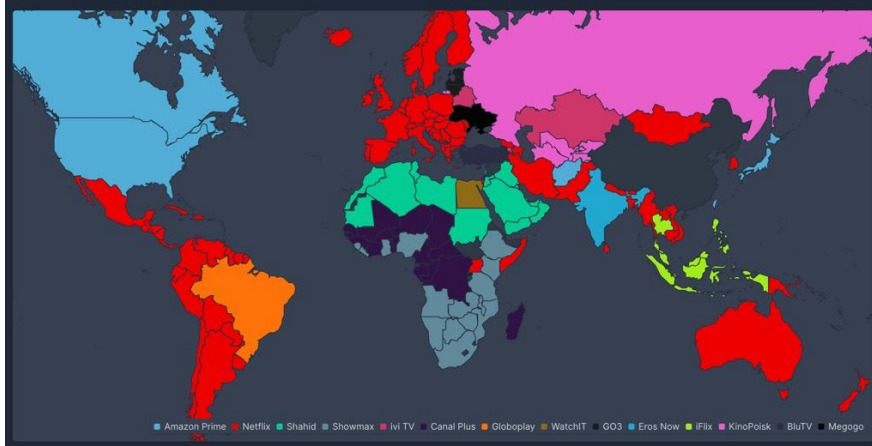
DİJİTAL PLATFORMLAR VE SİNEMA

Günümüzde sinema filmlerine ulaşılabilirlik dijital dönüşümle beraber farklı bir boyuta evrilmiştir. Dünyada pek çok ülkede birbirinden farklı dijital mecralar yer almaktadır. Bu dijital mecralardaki yayın sinema filmleri, belgeseller, çocuklara ait yayınlar ve diziler olarak sıralanabilir. Bu çeşitlilik ve ulaşılabilirliğin yanı sıra kullanımda kolaylık, dil çeşitliliği, kişiselleştirilmiş ana sayfa gibi hizmetler de ilgili platformları çekici kılmakta, aynı zamanda birden fazla kültüre ait kodlara ulaşılabilmesinde önemli bir alan olma özelliği taşımaktadırlar.



Şekil 1. Dünyadaki Abonelere Göre Yayın Hizmetleri¹⁷

Dolayısıyla sinemanın ders tasarımlarına dahil edilmiş/edilebiliyor olması başta dil öğreticileri olmak üzere alan araştırmacılarına disiplinlerarası bir bakış açısına sahip olmayı zorunlu kılmaktadır. Demirel ve İnal (2021) “Yabancı/İkinci Dil Olarak Türkçe Öğrenenlerin Bireysel Dil Öğrenme Stratejilerinde Dijital Medya Araçlarının Yeri” adlı çalışmada öğrencilerin izlemek istedikleri video ve filmlere erişimde YouTube ve Netflix’ten sıklıkla yararlandıkları sonucuna ulaşmışlardır. Söz konusu mecraların kullanılabilirliği ve çeşitliliği kullanıcı sayılarına etki eden önemli faktörler olarak görülmüştür.



Şekil 2. En İyi Yayın Hizmetleri Haritası¹⁸

Dünyadaki Netflix, Disney +, Amazon Prime, BluTV gibi platformların yanı sıra Türkiye’de de MUBİ, EXXEN, GAIN, TABİİ, PUHU gibi platformlar kullanılmaktadır. Öğrencilerin rahatlıkla ulaşabilecekleri bir materyal olarak dijital platformlarda yer alan filmlerin ders içeri tasarımlara aktif olarak dahil edilmesi ve bağlamsal süreçlerin otantik çerçevede sunulabilmesi de önem arz etmektedir. Özellikle Türkçe bağlamında düşünüldüğünde B1 ve

¹⁷ <https://flixpatrol.com/streaming-services/>

¹⁸ <https://flixpatrol.com/streaming-services/>

üzeri kur seviyelerindeki öğrencilere Türkiye’deki platformların derslerde kullanılabilmesi ve okul dışı uygulamalar çerçevesinde öğrencilere tavsiye edilmesi Türk yapımı dizi ve filmlerle öğrencilerin karşılaşması açısından oldukça değerlidir.

Sinema ve dil öğretimi süreçlerinin doğru bir gösterebilimsel çerçeve içinde ders tasarımlarına dahil edilmesiyle gerçekleştirilecek dil öğretimi süreçlerinden istendik sonuçların alınması mümkün olabilecektir. Nitekim Eroğlu ve Eroğlu(2024)’nun da vurguladığı gibi dijital mecralar aracılığıyla tasarlanan dil öğretim süreçleri de öğrenciler açısından eğlenceli ve motivasyon artırıcıdır.

SONUÇ

Sinemaya dair tüm dilsel ve kültürel kodlar aynı zamanda ilgili toplumun bir yansıması olduğundan tüm film türlerinin ve ilgili platformların ulusal ve uluslararası çerçevede öğrenenlerin kazanımlarına göre ders tasarımlarına dahil edilmesi önemlidir.

Disiplinlerarası bakış açısı ile zenginleştirilmiş ders tasarımlarının gerçekleştirilebilmesi için öğretmenlere sinemanın pedagojik kapsamda derslere ne derece entegre edilebileceğine dair eğitimler verilerek öğretmenlerin disiplinlerarası bakış açıları kazanmasına destek olunmalıdır.

Dijital platformlar, her ne kadar ulaşılması kolay ve kullanışlı mecralar olsa da ücretli olması bakımından ders içi ve dışı ortamlara bazı sınırlılıklar barındırmaktadır. Bu kapsamda kurumlar öğretmenlerine başta olmak üzere uluslararası öğrencilere ilgili platformlara erişimleri ve ders içi kullanımlarının zenginleştirilmesine yönelik destekleyici olmalıdır.

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UZAKTAN EĞİTİMLE DİL ÖĞRETİMİNİN AVANTAJLARI VE DEZAVANTAJLARI

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Özet

Çağımız bilişim çağı. Günümüzde bilgiye ulaşmak hem kolay hem de gerekli. Teknolojinin gelişmesi bilgiye ulaşmayı daha kolay hale getirmiştir. Gelişmiş bir devlet olmanın yolu eğitimden geçer. Bu da ömür boyu öğrenme diye bir kavramı ortaya çıkarmıştır. Artık okulda belirli bir yaşa kadar aldığımız eğitim yeterli gelmemektedir. İnsanın her an yeni bir şeyler öğrenmesi kendisini yenilemesi gerekmektedir. Teknolojinin gelişmesi kitle iletişimini ve bilgiye ulaşmayı kolaylaştırmıştır. Uydu ve internet teknolojisi bilgiyi bir yerden başka bir yere transfer etmeyi kolaylaştırır. Artık bilgisayara bile gerek olmadan akıllı telefona ve internet erişimine sahip herkes bilgiye ulaşma imkanına sahiptir. Bu durum eğitimin sürdürülebilirliğini kolaylaştırmış, ömür boyu öğrenmenin yolunu açmıştır.

Uzaktan eğitim her geçen gün daha popüler bir hale gelmektedir. Dil öğreniminde bireyler özellikle online dil öğrenimini zamanda ve mekânda sağladığı kolaylıklardan dolayı tercih etmektedirler. Dil öğrenimi uzun karmaşık bir süreçtir. Bu da “Online eğitimde dil öğrenimi ne kadar sağlanabiliyor?” “Online dil öğrenmenin avantajları ve dezavantajları nelerdir?” sorusunu akla getirmektedir. Bu çalışmada online eğitimin önce genel olarak sonrasında ise dil öğretimi bakımından avantajları ve dezavantajları üzerinde durulacaktır.

Anahtar kelimeler: Uzaktan eğitim, çevrimiçi dil öğretimi, çevrimiçi eğitimin avantajları, çevrimiçi eğitimin dezavantajları

Түйіндеме

Біздің заманымыз – ақпараттық технологиялар ғасыры. Қазіргі уақытта ақпаратқа қол жеткізу оңай және ол қажет. Технологияның дамуы ақпаратқа қол жеткізуді

жеңілдетті. Дамыған мемлекет болудың жолы – ол білім. Бұл жайт өмір бойы білім алу тұжырымдамасын тудырады. Белгілі бір жасқа дейін мектепте алған біліміміз енді жеткіліксіз. Адамға жаңа нәрсені үйреніп, әр сәт сайын білімін жаңартып отыру керек. Технологияның дамуы бұқаралық коммуникация мен ақпаратқа қол жеткізуді жеңілдетті. Спутник және интернет технологиялары ақпаратты бір жерден екінші жерге тасымалдауды жеңілдетеді. Енді смартфонны мен интернеті бар кез келген адам компьютерді қажет етпей-ақ ақпаратқа қол жеткізе алады. Бұл жағдай білім берудің тұрақтылығын жеңілдетіп, үздіксіз білім алуға жол ашуда.

Қашықтан білім беру күннен күнге танымал болып келеді. Тіл үйренудің онлайн жолын адамдардың таңдау себебі үнемделетін уақыт пен орыналасқан жердің ыңғайлы болуына байланысты. Тіл үйрену ұзақ жалғасатын және күрделі процесс. Сондықтан бұл жайт «Онлайн білім беру арқылы тіл үйренуге қаншалықтан қол жеткізуге болады?» «Онлайн тіл үйренудің артықшылықтары мен кемшіліктері қандай?» деген сұрақтарды ойға салады. Бұл зерттеуде қашықтан білім берудің артықшылықтары мен кемшіліктері алдымен жалпы, содан кейін тіл үйрету тұрғысынан қарастырылады.

Түйін сөздер: Қашықтықтан оқыту, онлайн тіл үйрету, онлайн білім берудің артықшылықтары, онлайн білім берудің кемшіліктері

Abstract

Our age is the information age. Today, accessing information is both easy and necessary. The development of technology has made it easier to access information. The way to become a developed state is through education. This has led to the concept of lifelong learning. The education we receive at school until a certain age is no longer sufficient. People need to learn something new every moment and renew themselves. The development of technology has facilitated mass communication and access to information. Satellite and internet technology makes it easier to transfer information from one place to another. Now, anyone with a smartphone and internet access has the opportunity to access information without even needing a computer. This has facilitated the sustainability of education and paved the way for lifelong learning.

Distance education is becoming more popular every day. In language learning, individuals especially prefer online language learning because of the convenience it provides in time and space. Language learning is a long complex process. This brings to mind the question "How much language learning can be achieved in online education?" "What are the advantages and disadvantages of online language learning?". In this study, the advantages and disadvantages of online education will be emphasized first in general and then in terms of language teaching.

Key words: Distance education, online language teaching, advantages of online education, disadvantages of online education

GİRİŞ

Günümüz dünyasında teknoloji baş döndürücü bir hızla gelişmektedir. Bu teknolojik gelişmelere bağlı olarak yirmi birinci asır bilişim asrı olarak nitelendirilmektedir. Bu hızlı değişim ve gelişim sürecinden eğitim de elbette etkilenmektedir. Teknolojik gelişmeler bilgiye ulaşımı daha kolay bir hâle getirmiştir. “Teknolojinin hızla gelişmesi bilgiye olan ihtiyacı gün geçtikçe artırmaktadır. Günümüzde artık önemli olan bilgiye erişmek değil, istenilen zamanda ve biçimde ulaşabilmektir. Teknolojide yaşanan bu gelişmeler yaşantımızın önemli parçalarından biri olan eğitim ve öğretimde farklı yöntemlerin kullanımını sağlamıştır.

Bilginin ve bilgiye olan ihtiyacın bu hızlı artışı geniş kitlelerin eğitim problemini ortaya çıkarmaktadır. Bu ihtiyaç doğrultusunda yüz yüze eğitim yetersiz kalması nedeniyle son yıllarda uzaktan eğitim kavramı daha sık gündeme gelmekte ve eğitim kurumları, uzaktan eğitim uygulayabilmek için gayret göstermektedirler.” (Kışla vd., 2010: 2). Uzaktan eğitimin yaygınlaşmasında teknolojinin gelişmesi, ekonomik olması sebebiyle devletlerin uzaktan eğitime sıcak bakması gibi etkenlerin yanı sıra, Covid-19 salgınının ortaya çıkması da etkili olmuştur. Uzaktan eğitimin yaygınlaşması ile birlikte, uzaktan eğitimin zararlı ve faydalı yönleriyle ilgili tartışmalar yeniden alevlenmiştir. Elbette uzaktan eğitimin devletlere ve bireylere sağladığı birçok imkân vardır. Bunun yanında gerekli şartlar oluşmazsa avantaj gibi görünen uzaktan eğitim, bir fırsattan çok bir dezavantaja da dönüşebilir.

Bu çalışmada uzaktan eğitimin avantajlı ve dezavantajlı yönlerine genel olarak değinildikten sonra, çevrimiçi dil öğretimi üzerinde de ayrıca durulacaktır. Eğitimin çevrimiçi yapılmasının dil öğretiminde hangi şartlarda öğrenme sürecini olumlu etkileyeceği, hangi şartlarda olumsuz yönde etkileyebileceği sorusuna çalışmada cevap aranacaktır.

1. GENEL OLARAK UZAKTAN EĞİTİMİN AVANTAJLARI

Bir ülkenin gelişmişlik düzeyi ile eğitim miktarı arasında doğru bir orantı vardır. Kaliteli bir eğitimden geçen toplumların gelişmişlik düzeylerinin de artacağı bir gerçektir. “Gelişmek isteyen ülkeler mutlaka eğitime önem vermelidir. Gelişmiş ülkeler de gelişmişliklerini sürdürebilmek için eğitime yatırım yapmaya devam etmelidirler. Bu da geniş kitlelere eğitim ulaştırmakla mümkün olur. Toplumun belirli bir kesimini değil genelini iyi bir eğitimden geçmesi bilgiye ulaşması ile mümkündür.” (Duman, 2023: 4). İster yüz yüze ister uzaktan eğitim olsun toplumların kaliteli eğitim almaları önemlidir. Elbette her iki eğitim türünün de kendine göre olumlu ve olumsuz yönleri vardır. “Uzaktan eğitimin ekonomik olması”, “Bilginin daha geniş kitlelere ve daha kolay ulaştırılabilmesi”, “Bireylere istedikleri zaman ve istedikleri yerde eğitim alma fırsatı sunması” akla ilk gelen avantajlarıdır.

1.1. Uzaktan eğitimin ekonomik olması

İster gelişmiş ülke olsun ister gelişmekte olan ülkeler olsun devletler her zaman işin ekonomik boyutunu hesaplamak durumunda kalırlar. İşman (2011), “Niçin Uzaktan Eğitim?” sorusuna cevap ararken ülkeler açısından durumu değerlendirir. “Toplumların gelişimini etkileyen en önemli etkenlerden biri eğitimidir. Bu nedenle eğitim sistemlerine büyük yatırımların yapılması gerekmektedir. Nüfus artışına paralel olarak artan eğitim ihtiyacının karşılanması da toplumların çözmesi gereken önemli eğitim sorunlarından biridir. Aynı zamanda bilgi çağı gereği olan yaşam boyu öğrenme ihtiyacının karşılanması da gerekmektedir. Gelişmiş, gelişmemiş ya da gelişmekte olan ülkeler eğitim sistemlerini çağın şartlarına uygun yenileme ve geliştirme faaliyetlerini hızlı bir biçimde devam ettirmelidirler. Gelişmemiş ülkeler için maliyet etkin çözümlere, gelişmekte olan ülkeler için kitle eğitimi sağlayan çözümlere, gelişmiş ülkeler için de yaşam boyu eğitim ihtiyacını sağlayacak ve eğitimin kalitesini arttıracak çözümlere ihtiyaç vardır.” (İşman, 2011: 5). Aslında sadece gelişmekte olan ülkeler eğitim maliyetlerini azaltma peşinde değildir, gelişmiş ülkeler için de maliyet hesapları önemlidir. Bireyler açısından bakıldığında da elbette her insan kaliteli bir eğitimi daha ucuz bir şekilde elde etmekten memnunluk duyar. Uzaktan eğitim diğer eğitim sistemlerine göre daha ekonomik bir sistemdir.

“Yüz yüze eğitimde eğitimin verileceği bir eğitim binasına ihtiyaç vardır. Her yere fiziksel olarak eğitim binalarının inşa edilmesi, bu binaların elektrik, su, ısınma...vb. ihtiyaçlarının giderilmesi, binaların laboratuvar vb. alt yapı donanımlarının sağlanması oldukça maliyetlidir. Üstelik bu binalarda görev yapacak olan hem eğitim hem teknik

personelin giderleri de uzaktan eğitime göre daha yüksektir. Uzaktan eğitimde ise yukarıda sayılan giderler ya yoktur ya da yüz yüze eğitimdeki maliyetlerden daha düşük bir maliyete sahiptir. Örneğin inşaat masrafı büyük bütçeler ister. Büyük inşaata masraflarının yanında eğitim binasının nereye inşa edileceği uygun yer ve arsanın temini de bir sorun ve ekstra masraftır. Uzaktan eğitimde ise eğitim için ayrılmış ayrı bir binaya ihtiyaç yoktur. Bu sebeple inşaat masrafı olmaz. Ayrı bir bina inşa edilmediği için de binaların elektrik, su ısınma giderleri de olmaz. Durum böyle olunca uzaktan eğitim, yüz yüze eğitime göre daha ekonomik bir duruma gelir ve ekonomik tasarruf yapmak isteyen devletler için uzaktan eğitim daha cazip hale gelir.” (Duman, 2023: 5)

“Uzaktan eğitimin kurum ve öğrenci başına düşen giderleri yüzyüze eğitime oranla görece olarak daha düşüktür” (Atik, 2007: 87). Devletler açısından uzaktan eğitim daha az masraflı bir süreçken öğrenci ve öğretmen açısından bakıldığında da ekonomik avantajları olduğu görülür. Eğitim almak ya da vermek için evden çıkmak zorunda kalmayan öğretmen ve öğrenci hem yol masrafından hem de yolda vakit harcamaktan kurtulur. “Vakit nakittir.” sözü düşünüldüğünde yolda harcanan zamanın da bireyler açısından önemli olduğu unutulmamalıdır.

1.2. Bilginin daha geniş kitlelere ve daha kolay ulaştırılabilmesi

Dünyanın her coğrafyası aynı şartlara sahip olmasa da internet alt yapısının olduğu coğrafyalarda internet tabanlı çevrimiçi eğitim ile geniş kitlelere hızlı ve kolay bir şekilde eğitim ulaştırılabilmektedir. Hem devletlerin hem özel firmaların her yere eğitim kurumları açması mümkün değildir. Halbuki internet erişiminin olduğu her coğrafyada her birey yüz yüze eğitimde alabileceği birçok eğitime uzaktan da ulaşabilir. Pratik uygulama gereken dersler dışında uzaktan eğitim geniş kitlelere birçok alanda eğitim alma fırsatı sunar. Elbette geniş kitlelere çevrimiçi eğitimi kolay bir şekilde götürebilmenin ön koşulu olan internet alt yapısının kaliteli ve ucuz bir şekilde kitlelere ulaştırılması gerektiğini unutmamak gerekir. Bu konuda devletlerin ülkenin internet ağını güçlendirme ve yaygınlaştırmaya yönelik tedbirler almaları gerekmektedir. Özellikle iklim ve coğrafya şartlarının çetin olduğu dünya coğrafyalarında bireylere sunulan uzaktan eğitim fırsatı eğitim veren ve alan iki taraf için de avantajlı olacaktır. Uzaktan eğitimle sadece merkezde yaşayan insanlara değil dezavantajlı bölgelerde yüz yüze eğitim şansı bulunmayan geniş kitlelere ulaşmak mümkündür.

1.3. Bireylere istedikleri zaman ve istedikleri yerde eğitim alma fırsatı sunmasıdır

Dünyanın her bir noktasına yüz yüze eğitim götürmektense uzaktan eğitimi götürmek daha kolaydır. “Bir işte çalışma zorunluluğu olması insanlara kendilerini geliştirmek, eğitim almak için çok az zaman bırakmaktadır. İnsanların çoğu gündüz mesaisi yapmaktadır. Yüz yüze eğitimde eğitim saatleri daha çok çalışma saatleri ile çakışmaktadır. İş çıkışı akşam saatlerinde eğitim veren yerlerin sayısı ise birçok yerde ya yoktur ya da yeterli değildir. Üstelik mesaiden çıkan bir insanın hemen bir eğitim kurumuna giderek iş yorgunluğunun üstüne eğitim alması da birey açısından çok zordur. Öte yandan bireyin almak istediği eğitimi veren eğitim kurumları yaşadığı bölgede bulunmayabilir. Bütün bunlar yüz yüze eğitimi zaman ve mekân olarak dezavantajlı duruma getirmektedir.” (Duman, 2023: 6). Uzaktan eğitim bireylere istedikleri zaman istedikleri yerde eğitim imkânı sunmaktadır.

2. GENEL OLARAK UZAKTAN EĞİTİMİN DEZAVANTAJLARI

Uzaktan eğitimin avantajlarının yanında birtakım dezavantajları da vardır:

2.1. Teknolojik yetersizliklerin yaratabileceği olumsuzluklar

“Teknoloji tabanlı uzaktan eğitimde başarı teknolojik hazırlık ve alt yapıya da bağlıdır” (Duman ve Yurdakul, 2021: 435), “Birçok avantajı sunmasına rağmen uzaktan eğitimde, teknolojik yetersizlikler, uzaktan eğitim sisteminin kullanım ve yönetim zorlukları, kalite ve standardizasyon eksikliği gibi sebeplerden dolayı birçok problem ile karşılaşılabilir.” (Kışla vd., 2010: 3) diyen Kışlalı, uzaktan eğitimde teknolojik yetersizliklerin açabileceği zorluklardan bahsetmektedir. Uzaktan eğitim günümüzde internet tabanlı çevrimiçi eğitime evrildiğinden dolayı bu teknolojik yetersizliklerin başında internet ve bilgisayar kaynaklı sorunlar gelmektedir. Her yerdeki internet alt yapısı kaliteli değildir. Uzaktan eğitimin en önemli unsuru olan internetin kaliteli-kesintisiz olmaması eğitimde aksaklıklara sebep olacaktır.

“Uzaktan eğitim ile gelişmekte olan bilgisayar teknolojileri etkileşimi, eğitimin her alanında öğretmen ve öğrenciye birçok yenilik, toplumsal açıdan yüksek bir eğitim oranı yakalama şansı vaat etmektedir. Ancak teorikte kulağa hoş gelen bu etkileşim, pratikte birçok giderilmesi gereken sorunu da beraberinde getirdiği görülmektedir.” (Karaca, Topal ve Aldır, 2011: 920).

İnternetin her yerde gücünün ve hızının yeterli olmaması ya da hiç bulunmaması gibi internetten kaynaklı sorunlara bilgisayar, mikrofon, kamera sorunları da eklendiğinde bütün bu sorunlar eğitimin kalitesini düşürmektedir. Ayrıca online toplantı-ders yapma imkânı sunan platformların paralı olması da bir sorundur. Eğer her yere ve herkese eşit alt yapı temin edilememesi halinde avantaj gibi görünen uzaktan eğitim bazı kesimler için dezavantaja dönüşecektir. Alt yapı sorunları “Bırakın bölgeler arasında farkın oluşmasına sınıfta bile birbirinden farklı seviyeler oluştu.” (Erol ve Akkuş: 7) şeklinde sonuçların ortaya çıkmasına sebep olacaktır.

2.2. Materyal eksikliği

Uzaktan eğitimin tarihi bir asırdan daha eski görünse bile, internet temelli uzaktan eğitim çok yeni bir eğitim modelidir. Bu sebeple birçok alanda uzaktan eğitime uygun materyallerin sayısı çok azdır. İnternetteki canlı dersler sırasında kullanılacak materyallerin telif hakkı sorunu da ayrıca problemdir.

2.3. Öğrenci takibin zorluğu

Geçmişten günümüze birçok aşamalardan geçen ve evrimleşen uzaktan eğitim yazışmalara dayanan ilk modelinden, ses ve video kayıtlarına dayalı olarak gelişimini sürdürmüş, günümüzde ise bilgisayar temelli çevrimiçi bir yapıya bürünmüştür. İlk iki modelde eş zamanlı bir etkileşim söz konusu değilken çevrimiçi uzaktan eğitim modelinde eş zamanlı bir etkileşim vardır. Her ne kadar teknolojik gelişmeler sayesinde uzaktan eğitim öğrenci ve öğretmene eş zamanlı etkileşim şansı sunsa da yüz yüze eğitimdeki oranda bir etkileşim, uzaktan öğretimde yoktur.

Yüz yüze eğitimde öğretmen öğrenci arasında aynı fiziksel ortamda buldukları için etkileşim ve iletişim daha güçlü olmaktadır. Özellikle kamera ve mikrofon açmaya direnen bir online eğitim ortamında sağlıklı bir etkileşimden ve öğrenmeden bahsedilemez. Uzaktan eğitimde yüz yüze eğitimdeki gibi öğretmen ve öğrenci fiziksel olarak bir araya gelmediğinden öğrencinin takibi zorlaşmakta öğretmen öğrencinin dikkatinin dağılıp dağılmadığını, konuyu anlayıp anlamadığını yüz yüze eğitimde olduğu kadar yakından gözlemleyememektedir.

2.4. Öğretmen ve öğrencide motivasyon düşüklüğü

Aynı fiziksel ortamda olmamanın verdiği bir dezavantaj da öğretmen ve öğrencide motivasyonun düşmesidir. “Uzaktan eğitimde bazı öğrenciler kamera açmamanın yanında mikrofonu da açmak istememektedir. Göz temasının olmaması ve bazen ses iletişiminin tek taraflı olması gibi durumlar aslında hem öğrencide hem de öğretmende motivasyon kaybına sebep olmaktadır. Karşısında kendisini dikkatle dinleyen öğrencileri göremeyen öğretmen

dersi sanki bir duvara anlatıyormuş gibi hissetmektedir. Herkesin mikrofonlarının aynı anda açık olması online eğitimde arka plandaki sesleri sınıfa taşıdığından online sınıf ortamında gürültüye sebep olmaktadır.” (Duman, 2023: 7). Mikrofonları aç kapa durumu, öğretmenlerin gürültüyü önlemek için soruları dersin sonunda sorulmasını istemesi gibi sebepler öğrencide motivasyon kaybı yaratmaktadır.

2.5. Dijital okur-yazarlığın yetersizliği

Bilgisayar-internet teknolojisi yeni bir teknolojidir. Bu teknoloji ile sonradan tanışan bazı öğretmenler bu teknolojiye hemen uyum sağlamışken bazıları ise uyum sağlamakta zorlanmıştır. Ayrıca her insanın teknolojiye yatkınlığı da aynı değildir. Hem öğretmenlerde hem öğrencilerde dijital okur yazarlığın zayıf olması, bilgisayar teknolojisini kullanmaya yatkın olmama gibi durumlar uzaktan eğitimde çok yaygın sorunlardır. Ayrıca dijital teknoloji de öyle hızlı gelişmektedir ki takibi gerçekten zor olmakta, ister istemez insanlar çağın gerisinde kalmaktadırlar. Dijital okur yazarlığın yetersiz olduğu durumlarda uzaktan eğitim bir dezavantaja dönüşecektir.

3. ÇEVİRİMİÇİ UZAKTAN ÖĞRETİMDE DİL ÖĞRENİMİ

Küresel dünya düzeni, insanları bir ya da birkaç yabancı dil bilmeye zorlamaktadır. Sadece iş bulmak gibi ekonomik kaygılardan değil, sosyalleşmek ve dünya gündemini yakından takip etmek için de yabancı dil(ler) bilmek gerekmektedir. Öğrenilmek istenen hedef dile ne kadar maruz kalınırsa ve o dilin konuşulduğu yerde yaşanırsa hedef dili öğrenmenin kolaylaştığı bir gerçektir. Öte yandan herkesin de böyle bir ortam yaratmasının imkânı yoktur. Uzaktan eğitim, öğrenilmek istenen hedef dilin konuşulduğu yere gitmeden, hatta yaşadığın yerde fiziki bir öğrenme ortamı bulmaya gerek kalmadan bireylere yabancı dil öğrenme imkânını ayaklarına getirmektedir.

Uzaktan eğitimle dil öğrenmenin kendine göre birçok avantajları ve dezavantajları vardır. İnsanlar genellikle kendi çalışma programlarından arta kalan zamanlarda kendilerini geliştirmek için dil öğrenirler. Yüz yüze eğitim sunan yerler daha çok mesai saatleri ile aynı zamanda öğretim yapar. Çalışan bireyler uzaktan eğitimde kendi yoğunluklarına göre kendileri dil kurslarının zamanını ayarlayabilirler. Uzaktan eğitim, bireylere günlük işlerini aksatmadan kendilerine dil öğrenme şansı sunmalarına yardımcı olur.

“Dil öğrenmek emek isteyen uzun ve karmaşık bir süreçtir. Dil öğrenimi için sağlıklı bir iletişime ve öğrenilen dili pratik yapacak ortama ihtiyaç vardır. Elbette ekonomik ve kolayca online dil öğrenme fırsatı yakalamak birey açısından çok önemlidir. Öte yandan online dil öğretiminde öğretim çıktılarına bakmak ve online dil öğretiminin bireye ne denli kaliteli eğitim sunduğunu da araştırmak gerekir.” (Duman, 2023: 8). Yüz yüze eğitimde öğrencilerin sadece öğretmenle iletişimi değil birbirleri ile iletişimi de öğrenme sürecini destekleyen bir unsurdur. Öğrenciler sınıf içi etkileşimde sadece öğretmenden değil birbirlerinin verdikleri cevapları takip ederek birbirlerinden de bir şeyler öğrenirler. Uzaktan eğitim sürecinde öğrencilerin öğretmenleri ve birbirleriyle iletişimleri daha sınırlı olduğundan bu da dil öğrenim sürecini olumsuz etkiler. Özellikle farklı dili konuşan ülkelerden gelen ve aralarında tek ortak dilin öğrenilmeye çalışılan hedef dil olduğu yüz yüze eğitim ortamlarında öğrencilerin teneffüslerde birbirleriyle hedef dilde anlaşmak zorunda kalmaları gibi olumlu bir faktör, uzaktan eğitim sürecinde ortadan kalkar.

Dijital okur yazarlığın yetersizliği çevrimiçi dil öğrenimde süreci olumsuz etkiler. “Öğretim elemanlarından alınan çevrimiçi yabancılarla Türkçe öğretimiyle ilgili görüşler incelendiğinde; çevrimiçi öğretim faaliyetlerinin öğretim elemanlarına sunduğu yararlılardan daha fazla soruna neden olduğu görülmektedir. Bu faaliyetlerle ortaya çıkan sorunlardan biri öğrencilerin dijital okuryazarlığının olmaması olarak ifade edilmiştir. Çevrimiçi öğretim

faaliyetlerinin bilişim teknolojilerine hakimiyet gerektirmesi ve özellikle de yaşı ilerlemiş öğretim elemanlarının bilişim teknolojileri konusunda zayıf kalmaları bu durumun ortaya çıkmasına neden olmaktadır.” (Alan, 2020: 432). Sadece öğretmenlerin değil, öğrencilerin de dijital okur-yazarlıkları yetersizse dil öğrenim süreci sekteye bundan olumsuz etkilenecektir.

Dil öğrenimi okuma-yazma-konuşma-dinleme şeklinde dört temel beceriye dayanır. Bu dört temel becerinin her biri uzaktan dil öğreniminde farklı incelenmelidir. Belki bir beceri uzaktan eğitimle avantaj yakalarken diğer beceri süreçten olumsuz etkilenebilir. Uzaktan eğitimle Türkçenin yabancı dil olarak öğretimi sürecinde temel becerilerin durumunu öğretici görüşlerine göre inceleyen bir çalışma sonucunda öğretmenlerin %53.9’u “yazma”, %30.3’ü “konuşma” %11.2’si “dinleme” ve %4.5’i ise “okuma” becerisini uzaktan eğitim sırasında en başarısız buldukları beceri olduğunu ifade etmişlerdir (Yurdakul ve Duman, 2021: 182). Çevrimiçi sınıf ortamında yazma becerisinin denetlenmesi zor olmaktadır. Sınıf ortamında öğretmen sıraların arasında gezerken bile öğrencilerin harf ve yazım hatalarını anında gözlemlene ve müdahale fırsatı bulur. Özellikle temel eğitimin başlangıcında öğrenciler tahtada gördüklerini bile doğru bir şekilde defterlerine aktarmaktan acizdirler. Yüz yüze eğitimde öğrenciye anlık dönüt verme imkânı uzaktan eğitimden daha yüksek görünmektedir.

Dinleme ve konuşma becerileri internet-mikrofon gibi alt yapı durumuna bağlı olarak avantajlı ya da avantajsız olabilmektedir. Konuşma becerisinin gelişmesi için karşılıklı etkileşime ve bol konuşma pratiğine ihtiyaç vardır. “Yüz yüze eğitimde öğrenci hem öğretmeni ile hem de arkadaşları ile derste ve teneffüste daha çok pratik yapma şansı bulur. Özellikle öğrenmek istenen dilin konuşulduğu bir ülkede dil eğitimi alan bireyler ise günün her saatinde dile maruz kalırlar ve hem dinleme hem de konuşma becerilerini geliştirmek için birçok fırsatlar yakalarlar. Uzaktan eğitimde bu fırsatlar daha da sınırlıdır.” (Duman, 2023). Dinleme becerisinde öğrenci dinlerken anında anlamadığı yerleri öğretmenine sorma fırsatı bulabiliyorsa uzaktan eğitim sürecinde dinleme becerisi sınıf ortamında olumsuz etkilenmez. Öte yandan çevrimiçi ders kayıtlarının, ses ve video kayıtlarının tekrar tekrar dinlenme şansının olması da dinleme becerisini geliştirmek için avantaj sağlar.

Okuma becerisi uzaktan eğitim sürecinde eğer öğrencinin mikrofonu, internet bağlantısı yeterli ise yüz yüze eğitimdeki gibi gelişme imkânı bulacaktır.

SONUÇ VE ÖNERİLER

Teknoloji tabanlı uzaktan eğitim hızla çağımızın bir zorunluluğu haline gelmektedir. Bireyler ve devletlere sunduğu birçok avantaj sebebiyle her geçen gün uzaktan eğitime talep artmaktadır. Dünyanın bir ucundaki bir dili zamana ve mekâna bağlı olmadan öğrenme fırsatı uzaktan eğitimle mümkündür. Bu sebeple dil öğreniminde uzaktan eğitim en yaygın öğrenim olmaya başlamıştır. Materyal eksikliğinin giderilmesi, teknolojik alt yapı eksikliklerinin ortadan kaldırılması, dijital okur-yazarlık oranının yükseltilmesi gibi olumsuzlukların ortadan kaldırılması halinde uzaktan eğitimle dil öğretiminin kalitesi de yükselecektir. Dil öğreniminde temel dört becerinin uzaktan eğitimde yaşadığı sorunlar ve bunların giderilmesine yönelik çalışmalar arttırıldıkça, öğrenme süreci daha da hızlanacaktır. Uzaktan öğrenme teknolojileri hızlı bir şekilde gelişmektedir. Hatta yapay zeka teknolojisine dayalı öğretim uygulamaları ile uzaktan öğrenme, bir süre sonra yüz yüze öğrenimin önüne geçecek gibi görünmektedir. Uzaktan eğitimde öğretmen-öğrenci etkileşimi, yüz yüze eğitimden daha sınırlı görünmektedir. Dil öğreniminde karşılıklı etkileşim önemlidir. Yeni teknolojilerle kısa süre sonra etkileşim sorunu da aşılabileceği görünmektedir.

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"RUSÇA-TÜRKÇE ÇEVİRİ» DERSLERİNDE KÜLTÜREL TRANSFERLER

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Özet

Metinlerin bir dilden diğerine çevrilmesi, bilginin orijinal dilden ana dile aktarıldığı kültürlerarası diyalogun bir parçasıdır. Bu makalede ‘Rusça-Türkçe Çeviri’ dersi kısımlarında Rusça’dan Türkçe’ye çeşitli metinlerin çevrilmesi sürecinde gerçekleştirilen kültürel transferlerden bahsedeceğiz. Böyle bir çeviri transferine "dil-kültür transferi" denir, ve onun uzun yıllara dayanan bir geçmişi vardır. Bu tür çeviriler sırasında çevirdiğimiz kelimelerin, deyimlerin denklik seviyelerinin uygulanmasına ve çeviri yöntemlerine dikkat edilmelidir. Öğrenciler ilk derslerde «gerçek» çeviri («kopi», harf-harf çeviri) veya anlamsal çeviri yapmaya çalışıyorlarsa, deneyimler sonunda «adapte etme» ve «anlamlı çeviri» kullanmanın zorunlu olduğu anlaşılmaktadır. Çevirinin «bilgiyi korumak için geleneksel kuralları» olduğu bilinmektedir. S.Proskurin, aşağıdaki üç etkili bilgi aktarım türünü belirtir: ‘undertranslation’, ‘overtranslation’ ve ‘translation’ [Proskurin].

Çeviri sürecinde, hem çevirmenin dünya görüşüne hem de kendi kültürünün bir örneği olan metnin yazarının dünyaya bakışına dayalı olarak iki metin arasında metinler arası bir etkileşim de gerçekleşir (M.Ammann). Çevirmenlik yapacak öğrencilerin hedefi, orijinal metnin yapısını kendi ana diline, özellikleriyle ve kültürel transferin kurallarına uygun

şekilde aktarmaktadır. Araştırmamızda, sınıfta çalışırken ve evde çeviri sürecinde öğrencilerin deneyimlerinde çeviri aşamalarının nasıl değiştiğini («metnin temel bilgilerinin vurgulanması», «anahtar parçaların bir kısmının tamamen veya kısmen yeniden ifade edilmesi», «orijinal metnin anlamsal bölümlerinin genelleştirilmesi») ve öğrencilerin ilk başta online-translator (OT) kullanmadan çeviri kurallarına karşılamayı başarıp başaramadıklarını gözlemliyoruz.

Kültürel transferlerin gerçekleştirildiği eğitim sürecinin analizi, metinlerdeki kültürel kodların ana bileşenlerinin eşitsiz kelimeler ve ‘egzotizmler’ olduğunu gösterdi.

Bu tür transferlerdeki ana koşul olarak, öğrencilerin çeşitli nitelikteki metinlerin çeviri deneyimlerine dayanan mesleki eğitimini göz önünde tutmak gerekmektedir. Çeviri deneyimi, metnin yazarının dünya bakışını, ülkenin halkının dünya görüşünün ve kültürünü anlamaya ve doğru şekilde çevirmeyi mümkün kılar. Bu da, çeviri sürecinde çevrilen metni başka bir kültürün okuruna doğru bir şekilde ‘kültürel transfer’ yapmaya olanak tanır.

Anahtar kelimeler: kültürel transferler, çeviri yöntemleri, Rusça-Türkçe çeviri, kültürlerarası ilişkiler.

Abstract

This work is devoted to cultural transfers that are carried out in the process of translating various texts from Russian into Turkish. Such a translation transfer is called a "linguistic and cultural transfer" and has a long history. During such transfers, it is necessary to monitor the implementation of equivalence levels and translation methods. If in the first lessons students try to apply a "literal" translation ("tracing paper") or semantic translation, then with gaining experience, there is an understanding that it is necessary to use "adaptation" and "communicative translation". It is known that translation has its own "traditional rules for preserving information". S.Proskurin designates the following three effective lines of information transfer: undertranslation, overtranslation and translation [Proskurin].

In our paper, we observe how the stages of translation change ("highlighting key information of the text", "full or partial paraphrasing of some key fragments", "generalization of semantic parts of the source text") during the translation process in the classroom and at home independently, whether students manage to meet the canons of translation at first without using online translators.

During the translation process, it becomes obvious the implementation of cultural transfers and that the main components of cultural codes in texts remain realities, non-equivalent vocabulary, exoticism.

Keywords: cultural transfers, translation methods, Russian-Turkish translation, intercultural relations.

Резюме

Данная работа посвящена культурным трансферам, которые осуществляются в процессе перевода различных текстов с русского языка на турецкий язык. Такой переводческий трансфер называется «лингвокультурным трансфером», имеет многолетнюю историю. Во время таких переводов необходимо следить за реализацией уровней эквивалентностей и за методами переводов. Если на первых уроках студенты пытаются применить «буквальный» перевод («калька») или семантический перевод, то с набиранием опыта, идет понимание, что необходимо использовать «адаптацию» и «коммуникативный перевод». Известно, что в переводе есть свои «традиционные правила сохранения информации». С.Проскурин обозначает следующие три результативные линии переноса информации: undertranslation, overtranslation и translation [5, с.79].

В нашем исследовании мы проводим наблюдение, как меняются этапы перевода («выделение ключевой информации текста», «полное или частичное перефразирование части ключевых фрагментов», «обобщение смысловых частей исходного текста») в процессе перевода в классе и дома самостоятельно, удастся ли студентам в первых порах соответствовать канонам перевода без использования онлайн-переводчиков.

Во время переводческого процесса становится очевидным осуществление культурных трансферов и, что основными составляющими культурных кодов в текстах остаются реалии, безэквивалентная лексика, экзотизмы.

Ключевые слова: культурные трансферы, методы перевода, русско-турецкий перевод, межкультурные взаимоотношения.

Giriş

Günümüzde bir dilin halkın ulusal düşüncesiyle ayrılmaz bir şekilde bağlantılı olarak çalışıldığı yeni bir disiplin – disiplinler arası dil ve kültür bilimi aktif olarak gelişmektedir. Yabancı diller öğrenecek öğrenciler için kültürel olarak işaretlenmiş kelime dağarcığını tanımak ve daha sonra konuşmada kullanabilmek önemli hale geliyor. Farklı kültürel etiketli kelime dağarcığı türleri arasında «gerçeklerin» önemli ve özel bir yer tuttuğunu vurgulamak gerekir. Bu kelimeler Türkçe'ye doğru bir şekilde kültürel aktarılmaları için ayrıca dikkat çekecek bir künudur.

Metodlar -Yöntem

Araştırmamızın bilimsel yeniliği - çeşitli metinlerin ulusal-kültürel transferlerinin ve bunların Rusça'dan Türkçe'ye çevrilme metotları ve yolları hakkında özel bilimsel çalışmaların eksik ve nadir olduğunu görüyoruz.

Veri kaynakları olarak Rus dilinde ve Türkçe'ye çevirisinde gazete yayınları, bilimsel, tıbbi, hukuki ve teknik, sanatsal metinler alınmıştır.

Bu çalışmada, Rusça kelimelerin Türkçe'ye dönüştürülmesinin *yollarını* inceledik, Rusça kelimelerin *çeviri yöntemlerini* (harf-harf çeviri vs.) vurguladık. Bunu yapmak için, her iki dilde konuşanların dünyaya bakış yollarını ve kültürel kodlarını anlama amaçlı anahtar - *karşılaştırmalı tarihsel bir yöntem* kullandık. Karşılaştırmalı analiz yöntemini kullanarak Rus dilinde ve Türk dilinde kendi dil sistemi içinde oluşmuş olan dil ve anlam ilişkilerini karşılaştırdık. *Yorumlama yöntemine* de kullandık. Bu yöntem Ana dilinde meydana gelen dil faktörlerini yorumlamayı, dillerin karşılıklı etkisinin kültürel noktalarını netleştirmeyi mümkün kılıyor.

Bulgular

"Linguokültürel Transfer" in geçmişte uzun bir tarihi var ve bildiğimiz kadar tüm kurallar ve yöntemler zaten inşa edilmiş durumda. Ünlü bilim adamı T. Kazakova «Çeviri yöntemleri uzun yıllar süren uygulama sürecinde geliştiriliyor ve büyük ölçüde çevirmenin zevklerine, alışkanlıklarına ve yeteneklerine bağlıdır» demişti. Ancak çeviri yöntemlerinde bu tecrübe bireysel deneyim ile kazanıla bilinir. Bu bireysel tecrübe, nesilden nesle aktarılan veya eğitim kurumlarında öğretilen çeşitli çeviri türlerinde mevcut yöntemleri tamamlar" [3, 8 s.].

Bu tür çeviriler sırasında sözlerin eşit anlamına ve denkleğinin uygulanmasına ve çeviri yöntemlerine dikkat edilmelidir. Çeviride kullanılan *direk çevirme-harf-harf çevirme* gibi yöntemler bir kelimenin yapısal ve anlamsal unsurlarının çeviri diline aktarılabilmesi durumunda kullanılır. Aşağıdaki dört yöntem ise - *modülasyon, eşdeğerlik, adapte etme/uyarlama ve kısaltma/telaifi etme* – bir kelimenin yapısal ve anlamsal unsurları

dilbilgisel olanları bozmadan çeviri diline aktarılamazsa kullanılır. Derslerimizde özellikle bu son dört yönteme odaklanıyoruz.

Kültürel transferde özel dikkat gerektiren bir diğer nokta da **niteliksel yapılarla** çalışmaktır. "*Niteleyici yapılar, modern (...) dilde en yaygın serbest ifade türlerinden birini temsil eder*" [Krupnov]. Bu tür yapılar genellikle sosyolojik-siyasi/politik ve bilimsel-teknik metinlerde bulunur. Yukarıdaki teorik önerilere uygun olarak, öğrenciler önce anahtar kelime olan «çeviri birimini» tanımlarlar. «Çeviri birimleri» kavramı hakkında J. G. Catford böyle farklı bir düşüncede bulunuyor ve «cümle» kavramı kesinlikle dilbilgisel olarak ele alınmalı ve bu nedenle normal çeviride «gramer hiyerarşisi» herhangi bir düzeyde gerçekleştirilebileceği sonucuna varmıştır [2, 81-82 p.].

Öğrenciler ilk derslerde «gerçek» çeviri («kopi», harf-harf çeviri) veya anlamsal çeviri yapmaya çalışıyorlarsa, deneyimler sonunda «adapte etme» ve «anlamlı çeviri» kullanmanın zorunlu olduğu anlaşılmaktadır. Çevirinin «bilgiyi korumak için geleneksel kuralları» olduğu bilinmektedir. S.Proskurin, aşağıdaki üç etkili bilgi aktarım türünü belirtir: 'undertranslation', 'overtranslation' ve 'translation' [5, 2020:79].

Çeviri sürecinde, hem çevirmenin dünya görüşüne hem de kendi kültürünün bir örneği olan metnin yazarının dünyaya bakışına dayalı olarak iki metin arasında metinler arası bir etkileşim de gerçekleşir [1, 2008, ss.33-35]. Çevirmenlik yapacak öğrencilerin hedefi, orijinal metnin yapısını kendi ana diline, özellikleriyle ve kültürel transferin kurallarına uygun şekilde aktarmaktadır. Araştırmamızda, sınıfta çalışırken ve evde çeviri sürecinde öğrencilerin deneyimlerinde çeviri aşamalarının nasıl değiştiğini («metnin temel bilgilerinin vurgulanması»), «anahtar parçaların bir kısmının tamamen veya kısmen yeniden ifade edilmesi», «orijinal metnin anlamsal bölümlerinin genelleştirilmesi») ve öğrencilerin ilk başta online-translator (OT) kullanmadan çeviri kurallarına karşılamayı başarıp başaramadıklarını gözlemliyoruz.

Burada çeviriyi gerçekleştirmeye yardımcı olan birkaç maddenin altına çizmek isterdik: Orijinal Metni a) okuyup anlama, b) özünü bilikleme ve c) metinlerin özünü «kültürel transfer» yardımıyla aktarma. İlk olarak, Rusça orijinal metni öğrendikten sonra, ilk aşama olarak - «metnin temel bilgilerinin vurgulanması» yapılıyor. Ardından, «anahtar parçalara» ayırıyoruz ve «*anahtar parçaların bir kısmının tamamen veya kısmen yeniden ifade edilmesine/kısaca anlatmaya*» başlıyoruz. Sonunda amaçımız, «orijinal metnin anlamsal bölümlerinin özetini yapmaktır». Başarılı bir «kültürel transfer» öğrencilerin evlerinde ve derste beraber çalışırken farklı bir şekilde elde edilir. Sınıfta çeviri yaparken öğrencilerin ilk başta dijital çevirim araçları kullanmadan çeviri kanunlarına uyararak çevirmesi kolay değildir. Ancak dijital çevirim araçları da «kültürel transferi» her zaman kesin olarak doğru bir şekilde gerçekleştiremezler, bunu yalnızca iki dili anadili gibi iki bilen kişi yapar. O yüzden biz de - öğretmen ve öğrencilerle karşılaştırarak, konuşarak gerçekleştiriyoruz.

Sonuç

Öğrencilerle birlikte yapılan Rusça farklı metinlerin ve Rus yazarların eserlerinin Türkçe'ye çevirileri sırasında, her metnin ve sanat eserinin kültürel anlamının neredeyse tamamen korunduğuna dikkat edilmelidir. Bu, özel isimlerin-gerçeklerin anlamları, egzotizm, eşdeğer olmayan kelimeleri ve bunların Türkçe'deki eş anlamları hakkında tartışarak gerçekleştirilmiştir. Özel kelimeleri Türkçe'ye aktarmak için sözcük dağarcığı örnekleme ve özel isimleri aktarmanın çeşitli yolları kullanılarak profesyonel çeviri yoluyla başarılmıştır.

Rus bilim insanı V. Krupnov'a göre, Atasözlerini çevirirken çevirmenin önünde büyük görevler var: «...Anlamın özünü aktarmalı, imgelerini doğru yorumlamalı, yansıtmalı, mümkünse öncede benzer bir Rus sözü bulmalı, onu çevirmeli ve sonunda deyimlerin özgünlüğünü gözden kaçırmamalıdır» [4, s.143]. Dolayısıyla, kültürel transferin çevirmenden

yalnızca çeviri teorisi ve yöntemleri, iki dil (orijinali ve tercüme edildiği dil) hakkında derinlemesine bilgi sahibi olmasını değil, aynı zamanda tarih, mitoloji, dini felsefe çalışmaları, edebiyat hakkında da bilgi sahibi olmasını gerektirdiğini anlıyoruz.

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ENHANCING ENGLISH LANGUAGE LEARNING THROUGH MULTIMEDIA: A STUDY ON THE EFFICACY OF VIDEO MATERIALS IN SECONDARY SCHOOL EDUCATION

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Abstract:

This study investigates the effectiveness of integrating video materials in English language instruction at Lyceum No. 24 in Turkestan. The research focuses on assessing the impact of multimodal tools, specifically video clips, on students' language proficiency, motivation, and intercultural communication skills. Drawing from educational theories and methodological principles, the study aims to explore the role of video materials in enhancing language acquisition and fostering communicative competence among 4th-grade students.

Using a descriptive research design, quantitative analysis, and the VARK questionnaire developed by N. Fleming, the study surveyed 39 participants with varying levels of English proficiency, including Beginner and Elementary levels. The questionnaire, employing a 4-point Likert scale, evaluated students' attitudes and preferences toward video-based learning. Statistical analysis through the SPSS software examined the data, focusing on differences in perception based on language proficiency levels and gender.

The findings revealed a positive inclination among participants towards the use of video materials in English lessons. Descriptive statistics indicated a strong preference for visual learning tools, demonstrating the students' receptiveness to multimodal learning approaches. Additionally, the study observed that video materials contributed to individualized learning, motivation enhancement, and the development of conversational skills. Authenticity and cultural relevance of the video materials were highlighted as critical factors in stimulating speech patterns and intercultural understanding.

In conclusion, this research supports the efficacy of incorporating video materials in English language instruction, underscoring their role in bolstering communicative competence, cultural awareness, and language acquisition among secondary school students. The study advocates for the integration of authentic video materials as a means to create

immersive language environments and cultivate diverse language competencies in educational settings.

Key words: Multimodal training, audiovisual materials, teaching a foreign language, audiovisual teaching methods, primary school students

Introduction

Kazakhstan has focused its education system on multilingualism, striving to prepare a versatile, creative person with high skills and positive thinking. They have implemented a trilingualism policy based on state standards aimed at teaching languages using various methods. Many studies have been conducted to use multimodal approaches in language learning. The choice of methods of teaching foreign languages depends on the level of assimilation of the material, as well as on individual learning styles, age, gender, learning conditions and resources. Fleming (2012), the creator of the VARK questionnaire, revealed that each student may have different learning preferences, and one of these preferences may have a stronger impact on the acquisition of knowledge in various fields and sciences, as well as on working with databases.

The concept of cognitive education implies the existence of some ideas about learning styles. H. Pashler (2008) and others argue that there are no methods for the system regarding learning styles.

However, J. Bezemer (2016) disagrees with the idea of the work of H. Pashler (2008), which presents a productive knowledge structure that includes multimodality. J. Bezemer (2016) defined multimodality as reading an image using several modes (spoken language, gesture, written language, image or video).

Guan N., Song, J., and Li D. (2018) posit that multimedia involves the amalgamation of multiple media forms. They emphasize that multimedia represents the fusion of various media types to convey information, fostering enhanced comprehension and retention. Moreover, they highlight several defining traits of multimedia, such as diversity, integration, and crucially, interaction. Among these, interaction stands out as particularly pivotal in facilitating effective English teaching. Multimedia utilizes a combination of audio, video, and visual elements, catering to students' auditory and visual needs, thereby enhancing responsiveness in learning.

According to Mayer R.E. (2009), it is certainly necessary for people to gain a deeper understanding of the essence of the subject to receive reinforcement explanations not only using terms, but also using images. This statement is fundamental to the case of multimedia learning, so it is useful to check whether it has any empirical support.

Zhang N., Bao H. (2013) says when learning with multimedia, the brain must simultaneously encode two different types of information: visual and audio. It can be assumed that these competing sources of information will seek to suppress or "burden" the student's motivation. Psychological studies have shown that verbal communication is better remembered when it is accompanied by a visual picture. Multimedia effectively influences the learning process, and students do better on translation tests when they receive an explanation in words and pictures, not just words. This leads to the use of video-based learning tasks in English language classes. Multimedia learning is inextricably linked to verbal language.

In the work "Using Multimedia for E-Learning," R. Mayer (2017) emphasizes the significance of verbal language as a fundamental educational tool, particularly in its electronic format, which represents a novel approach to leveraging words for learning. The article delves into the realm of electronic learning materials that combine textual information with visual representations.

Expanding on the theory of double coding, Kanellopoulou (2019) and other scholars advocate for employing visual techniques associated with this theory. However, they highlight the need for more systematic investigations into the impact of dual coding factors across various age groups. Notably, there's a dearth of evidence elucidating the significance of early non-verbal experiences in shaping language development and overall cognition. To bridge this gap, systematic observations and experiments are proposed to ascertain the range and quantity of objects and events children interact with, correlating them with cognitive abilities that likely reflect advancement in the "family of images" – the influence of early nonverbal experiences on cognitive growth.

Directly proving that images and dual encoding facilitate effects during the initial stages of language acquisition necessitates adapting tasks, such as identifying specific objects from an array (similar to image dictionary tests) or discovering a suitable missing object. Furthermore, exploration into how young children begin to exhibit indications of a more intricate cooperative interaction between verbal and non-verbal systems holds potential for deeper understanding.

As per Alemdag E. and Cagiltay K (2018), incorporating visual cues significantly influences relevance and enhances the effectiveness of learning. Utilizing elements like color coding, labels, and verbal references in multimedia learning environments holds paramount importance. The amalgamation of colorful visuals and original video soundtracks not only sparks interest but also rapidly communicates information to the brain, facilitating cognitive understanding.

Employing audio recordings and video clips for learning represents an efficient mode of multi-modal learning. Local Kazakhstani researchers have highlighted the significance of using both visual and auditory aids in fostering communication skills during foreign language acquisition. These scholars discuss various approaches to integrating video and audio materials into foreign language instruction.

In Guan's (2018) research, three distinct advantages of incorporating multimedia support in English classes are underscored: firstly, facilitating easy comprehension of knowledge; secondly, enabling the absorption of a substantial amount of information within limited timeframes; and thirdly, stimulating students' interest in the learning process.

N. Fleming (2012), considering the theory of VARK (a combination of visual presentation, auditory, reading/writing and kinesthetics), clearly explains that the peculiarity of this learning style is the preference to mark something in the process of teaching or learning. However, he does not claim that someone who definitely prefers one type cannot catch any information from another type of mode. Different data can relate to several types of modes.

N. Fleming (2012), when considering the mentioned theory, pointed out some mistakes: skills and preferences cannot be the same. For example, a student who likes to draw may not like learning using this model – interesting information: a picture for kinesthetics, graphs, diagrams and maps for students studying reading/writing.

Bgashev V. and Ernarestien N. (2006) highlight several advantageous situations for employing video in classrooms. These include presenting a comprehensive linguistic context, demonstrating the communicative nuances of language through facial expressions and gestures, and fostering natural listening skills.

In conducting video tutorials, it's crucial to adhere to foundational approaches and principles, particularly in selecting materials. Language requisites should be met:

Employ modern language adhering to literary norms, focusing on areas commonly encountered by students.

Incorporate natural pauses between dialogues.

Keep slang expressions and exclamations concise and reasonably comprehensible.

Avoid overloading the text with excessive new words, expressions, or unfamiliar gestures.

Also, according to Kadzhaspirova G.M. (2017), it is worth mentioning the duration of the plots, which should take no more than one

academic hour or divided into significant segments that can be divided into several lessons.

There are requirements for the content of video materials, namely:

situations should be typical, such as students may encounter in practice;

Educational, artistic, promotional films, news programs and other subjects can be selected for the lesson.

Voronova E.G. (2017) asserts that when teaching a foreign language, the selection of suitable materials and the curriculum's content are significantly impacted by the emphasis on fostering students' capacity for intercultural interaction. A pivotal aspect of this process involves utilizing the studied language as a means for facilitating such interactions. This objective is effectively realized through the incorporation of diverse video materials into foreign language lessons. To acquaint students with the cultural accomplishments of the countries where the studied language is spoken, it becomes imperative to introduce both regional and linguistic elements into the curriculum.

Foreign research indicates that employing audiovisual methods in English teaching aligns with diverse learning styles and demonstrates effectiveness through video tutorials. Initially perceived as a luxury in pedagogy, the utilization of multimedia for English teaching has now become a pressing demand, both among educators and governmental bodies. Our research centers on the significance of multimedia tools in fostering language skills and their role in the learning process. This article presents findings from a study conducted at Lyceum No. 24 in Turkestan, focusing on the impact of video materials on the speech competence of 4th-grade students.

The study explores how incorporating an audiovisual approach into education influences speech activity among 4th-grade students. It posits that employing video tasks enhances learning motivation and aligns with students' preferences. The authors present survey results from students, utilizing the VARK questionnaire to gauge preferences for multimedia tools. Additionally, the study utilizes the Statistical Package for the Social Sciences (SPSS) to analyze and present statistical findings, shedding light on the primary preferences of 4th-grade students concerning various multimedia tools.

Research objectives:

– To determine the effectiveness of teaching English using video clips (students of secondary school-Lyceum No. 24 in Turkestan participated in the experiment);

– How does the introduction of audiovisual learning differ among participants depending on their English level?

– How does the introduction of audiovisual learning differ among participants depending on their gender?

Research materials and methods.

Research design

The utilization of a descriptive research design was pivotal in this study to effectively meet its research objectives. As highlighted by Grimes and Schultz (2002), the descriptive design serves as a lens through which the current situation can be understood

comprehensively, addressing crucial questions regarding "what," "where," "how," and "which" aspects of the study.

Moreover, the study heavily relied on quantitative analysis, as advocated by Dzhanikov and Murrell (2002), to derive insights and answer the research inquiries through numerical data. Quantitative analysis provided a structured description of the specific research inquiries, facilitating a clear understanding and interpretation of the obtained results.

The data garnered from this research study served as a valuable foundation for drawing conclusions regarding the pertinence and significance of integrating audiovisual materials into the English language teaching program for 4th-grade students. These findings laid the groundwork for understanding the potential benefits and implications of continued utilization of such multimodal tools in enhancing the educational experience and language acquisition among students.

Study participants

A diverse group of 39 students participated in this study, specifically chosen from 4th-grade classes at secondary school-Lyceum No. 24, to comprehensively evaluate the impact of video materials on foreign language teaching. The selected participants included 16 boys and 23 girls, representing varying English language proficiency levels classified as Elementary and Pre-Intermediate. The study was meticulously conducted during the fall semester of the 2023 academic year.

In order to gather data, a carefully curated questionnaire sourced from www.vark-learn.com for young students was employed. The questionnaire aimed to assess students' preferences and attitudes towards multimodal learning tools, particularly focusing on their responses to video materials in language education. These responses were meticulously compiled and subjected to a one-dimensional analysis, aiming to determine the significance and efficacy of utilizing multimodal tools in foreign language acquisition, accounting for differences in gender and language proficiency levels.

Furthermore, a comprehensive statistical analysis was conducted to gauge the effectiveness of the video learning method. This analysis delved into the students' performance, engagement, and reception of video-based language learning, providing quantitative insights into the tangible outcomes of employing such educational resources.

Data Collection tool

In 2012, N. Fleming developed the VARK questionnaire, which revolves around the theory that individuals possess varying preferences in learning styles, encompassing visual, auditory, reading/writing, and kinesthetic modes of information processing. Fleming emphasizes that the uniqueness of this learning style lies in the inclination to annotate or mark during the learning process. However, he clarifies that individuals who favor one particular mode are not limited from comprehending information presented in other modes. Data can overlap across multiple modes of learning.

Fleming also highlights certain misconceptions regarding the theory, notably distinguishing between skills and preferences. For instance, a student who enjoys drawing may not necessarily prefer learning through visual methods. An interesting observation lies in how kinesthetic learners may find interest in information presented through visual aids such as pictures, graphs, diagrams, and maps, despite their primary preference for kinesthetic learning.

He advised using this questionnaire in teaching with audio-visual materials. Therefore, we conducted a questionnaire survey of 4th grade students.

In total, the recent questionnaire contains 18 items. The instrument of the 4-point Likert scale was used. Respondents were required to choose answers from among: 1 - "disagree", 2 - "not sure", 3 - "agree" and 4 - "completely agree". According to the number of points in the questionnaire, the internal reliability of the scale was presented as $\alpha = .803$, which

demonstrated that the scale used in this recent study is reliable to use. The results are presented in table 1.

Cronbach's Alpha	N of Items
,803	18

Table 1- reliability of scale

Data collection and analysis procedure

The survey was selected depending on the level of knowledge of EFL students. Each point was very clear and understandable. The points of the questionnaire were aimed at identifying and describing the attitude of students to the use of multimodal tools. It was announced that the results of the study will be applied to academic research. The students had to answer the VARK questionnaire questions, then the scores and results were transferred to the Statistical Package for the Social Sciences (SPSS). A normality test was calculated to determine which method would be more appropriate - parametric or nonparametric. Based on the results of the Kolmogorov-Smirnov and Shapiro-Wilkes tests, it was decided to apply nonparametric tests to the data, which showed that in the first case the variables had a normal distribution.

Findings

The first research objective was about “To determine the effectiveness of teaching English using video clips”. The results are demonstrated in Table 2.

	N	Minimum	Maximum	Mean	Std. Deviation
total	39	2,33	3,72	3,4373	,32797
Valid N (listwise)	39				

Table 2- descriptive analysis

Descriptive analysis was used to answer the initial research question. The results of descriptive statistics revealed positive signs in the attitude of participants towards the use of video materials in teaching a foreign language. The overall average score, presented as $M=3.43$, means that participants expressed a preference for using visual materials in English class.

Regarding the second research question regarding differences in preferences depending on the EFL level of participants, detailed results are presented in table 3.

	level	N	Mean Rank	Sum of Ranks
total	beginner	20	22,90	458,00
	Elementary	19	16,95	322,00
	Total	39		
		total		
Mann-Whitney U		132,000		
Wilcoxon W		322,000		
Z		-1,640		
Asymp. Sig. (2-tailed)		,101		

Exact Sig. [2*(1-tailed Sig.)]	,107 ^b
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Table 3- results of Mann-Whitney U-test (level differences)

The study employed the Mann-Whitney U-test to examine the data regarding the second research question, which aimed to assess differences between two independent variables, namely students' attitudes towards video materials at Beginner and Elementary English proficiency levels. The analysis yielded clear and conclusive results indicating an insignificant difference in the attitudes of students at these proficiency levels.

The tabulated results, as depicted in Table 4, showcased distinct average ratings for participants with Beginner (M=22.9) and Elementary (M=16.95) English proficiency levels. Interestingly, this indicated a stronger inclination among students at the Beginner level towards learning the language through video materials compared to those at the Elementary level. Despite the statistical insignificance between the two proficiency groups, the discernible disparity in preferences signifies a greater penchant for video-based learning among students with a Beginner-level grasp of English.

The last research question was, “How is the implementation of multimodal learning different for participants depending on their gender?” The data is shown in table 4.

	gender	N	Mean Rank	Sum of Ranks
total	male	16	15,13	242,00
	female	23	23,39	538,00
	Total	39		
		total		
Mann-Whitney U		106,000		
Wilcoxon W		242,000		
Z		-2,241		
Asymp. Sig. (2-tailed)		,025		
Exact Sig. [2*(1-tailed Sig.)]		,026 ^b		

Table 3- results of Mann-Whitney U-test (gender differences)

The Mann-Whitney U-test was used to calculate the differences in the attitudes of male and female participants. The data obtained above indicate that there was little statistical difference between male and female participants. According to the overall results, the average rating of male participants was M=15.13, in addition, female participants presented the result as M=23.39. As can be seen from the results above. According to these data, we see a small contrast between male and female participants.

Therefore, while there was a visible difference in average ratings between male and female participants, it is essential to note that the statistical analysis did not attribute statistical significance to this variance. As a result, the study suggests that there was little statistical dissimilarity between the attitudes of male and female participants regarding their preferences for utilizing video materials in language learning.

Discussion

This study aimed to assess the effectiveness of using multimodal materials, particularly video resources, in English classes among 4th-grade students. The research, involving 39 students who completed the VARK questionnaire, revealed that incorporating video materials

had a positive impact on language learning, particularly for beginners, demonstrating increased engagement and motivation. It suggests that leveraging video resources proves more effective during early adolescence, while continual use at later stages is recommended for sustained positive outcomes.

Educational video courses and multimedia platforms present ample opportunities for cultivating students' speech skills, enhancing the appeal of learning a foreign language for schoolchildren. The success of video integration in speech training depends not only on its placement in the curriculum but also on the strategic organization of video lessons aligned with learning objectives.

Gorsheneva I.A. (2017) notes that the use of video materials in foreign language instruction aligns with the fundamental principle of visibility, integrating audiovisual synthesis into teaching methodologies. These materials serve as technical textbooks facilitating information transmission, assimilation, and skill development in English, particularly spoken language.

Authentic video materials, as advocated by Voronova E.G. (2017), offer a realistic portrayal of language use by native speakers, aiding in developing conversational skills and establishing speech patterns reflective of linguistic reality. They contribute to individualized learning and foster motivation among students.

Voskovskaya (2016) emphasizes the role of video materials in activating students' speech activity, creating communication scenarios, and enhancing vocabulary use in speech. They serve as a platform for studying various topics and refining monologue and dialogic speech skills.

Linguistic and cultural competence, highlighted by Gorsheneva I.A. (2016), is vital for effective communication, enabling the identification of concepts and associations during interactions.

Galskova N.D. and Gez N.I. (2018) stress the importance of developing speech competence, focusing on intercultural communication within specific topics. Cultural and regional information incorporation facilitates socio-cultural competence, enabling effective communication across different cultural contexts.

Kadzhapirova G.M. and Petrov K.V. (2018) underline the significance of authentic video materials in enhancing communicative competence. Videos and clips create a language-rich environment, aiding in language structure memorization, vocabulary expansion, and speech and listening skill development.

In summary, the utilization of video materials in English lessons significantly contributes to the development of intercultural and communicative competencies among students. The integration of video materials in English language instruction not only enhances intercultural and communicative competencies but also provides a dynamic platform for students to engage with authentic language usage. These multimedia resources offer a real-world context, aiding learners in grasping nuances of language through visual and auditory channels simultaneously. Moreover, the utilization of video materials aligns with modern teaching methodologies, fostering an interactive and immersive learning environment that resonates with diverse learning styles and preferences among students.

Conclusion

In conclusion, the integration of video materials in English language education, as explored in this study conducted at Lyceum No. 24 in Turkestan, has shown promising outcomes in enhancing various facets of language learning among 4th-grade students.

The findings of this research strongly suggest that video materials play a pivotal role in fostering a positive attitude towards language learning. The utilization of multimedia tools, particularly videos, not only aligns with fundamental methodological principles of visibility

and auditory-visual synthesis but also caters to diverse learning preferences and cultivates a dynamic learning environment. Students exhibited heightened engagement, motivation, and receptiveness towards video-based learning, signifying the significance of such multimodal approaches in language instruction.

Authenticity emerged as a crucial element in the effectiveness of video materials. Materials crafted by native speakers not only provided linguistic realism but also served as benchmarks for speech patterns and conversational skills, contributing significantly to the development of language proficiency and communicative competence.

Moreover, the study underscored the role of video materials in fostering intercultural communication skills and cultural awareness. By incorporating cultural and regional insights, these materials facilitated a deeper understanding of foreign language cultures, enriching students' socio-cultural competence and enabling effective cross-cultural communication.

The implications drawn from this research advocate for the continued integration of authentic video materials in language education. Such materials provide a rich and immersive language environment, aligning with the dynamic nature of modern language learning. The multifaceted benefits observed—ranging from enhancing language proficiency to fostering cultural understanding—underscore the significance of multimedia tools in nurturing well-rounded language competencies among students.

In essence, this study reinforces the notion that multimedia, especially video-based materials, serves as an indispensable asset in the arsenal of language educators. As technology continues to evolve, the integration of authentic and culturally relevant video materials stands as a cornerstone in shaping effective, engaging, and comprehensive language education for learners in the contemporary educational landscape.

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THE IMPACT OF WATCHING ENGLISH SUBTITLED MOVIES IN VOCABULARY LEARNING OF KAZAKH EFL LEARNERS

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Abstract

The availability and popularity of English movies offer a valuable resource for EFL learners worldwide. By employing movies with subtitles in educational settings, educators can tap into the inherent motivational potential of film while simultaneously addressing common challenges faced by non-native learners. Subtitles provide a crucial support system, mitigating ambiguity and anxieties associated with comprehension, ultimately fostering a more positive and effective learning experience. The study focuses on a sample of 20 students of 125 High School, assigned to the experimental group, aiming to assess the effectiveness of incorporating subtitled movies as a pedagogical tool. The research employs both qualitative and quantitative methods to analyze the influence of English subtitles on vocabulary acquisition among Kazakh EFL learners. The study explores how the visual and auditory aspects of subtitled movies contribute to vocabulary learning, considering factors such as motivation, comprehension, and overall language proficiency. Results obtained from pre-tests, post-tests, and participant feedback are analyzed to provide insights into the potential benefits and challenges associated with the integration of subtitled movies into English language education for Kazakh learners. Additionally, careful consideration was given to selecting the most suitable movie material as the treatment for the participants. The findings indicate that incorporating subtitles while watching English movies proves to be effective in

aiding vocabulary acquisition. Additionally, it serves as a motivating factor for students, enabling them to grasp new words, phrases, idioms, and slangs more readily.

Keywords: Subtitles, Subtitled movies, Language learning, vocabulary learning, EFL learners.

1.Introduction

The growing availability of audio-visual resources, has provided English as a Foreign Language (EFL) learners with increased avenues to utilize such materials as impactful aids in their English language learning journey. These authentic resources prove beneficial for EFL learners by fostering motivation to expand their vocabulary and enhancing overall language comprehension. The integration of video materials in EFL classrooms has been observed since the early 1970s, introducing authenticity and diversity to student language learning through the utilization of popular foreign films delivered via digital media. According to Gray (1939), the exchange of ideas and the acquisition of new experiences rely significantly on vocabulary, which serves as a crucial tool. The progression of one's ideas has consistently paralleled the expansion of their vocabulary throughout the course of human development. Realism, as the central focus and stylistic approach of a film, results in language usage that closely mirrors real-life scenarios, offering practical applications and benefits across various situations. The advantages of watching movies extend beyond enhancing vocabulary and listening comprehension. Subtitles and closed captioning, presenting dialogue and sound information at the bottom of each movie frame, contribute to improved reading and comprehension speed for viewers. Moreover, films can serve as valuable resources for writing assignments and oral presentations, especially when integrated with the diverse film materials now easily accessible on the Internet. In essence, films represent a valuable extension of the language acquisition technologies employed to teach students English fundamentals in elementary and high schools or universities. Movies, serving as audio-visual aids, play a significant role in assisting students in enhancing their limited vocabulary, addressing grammar deficiencies, and refining listening skills. In the realm of vocabulary development, movies with subtitles play a pivotal role in exposing learners to new and contemporary words and expressions. The synergy of sound and visuals serves as a powerful motivator, driving learners toward the objectives of the learning process. Additionally, the viewing of subtitled movies aids EFL learners in understanding the contexts in which new vocabularies are employed, contributing to the achievement of language learning goals such as improved listening, speaking, and pronunciation skills. Tafani (2009) advocates for the endorsement and incorporation of English movies as a tool for learning the language, a sentiment echoed by various researchers (Ismaili, 2013; Khoshniyat & Dowlatabadi, 2014; Li & Wang, 2015). These scholars posit that leveraging English movies offers several inherent advantages in fostering language competence. These benefits encompass heightened student motivation, improved oral and communication skills, and the cultivation of cultural awareness, ultimately facilitating a more authentic and immersive language learning experience. Integrating subtitled movies, whether within the classroom or beyond, sparks heightened interest among students for the target language. However, it is crucial to acknowledge that subtitled movies may immerse learners in realistic situations. Movie scenes prompt individuals to articulate ideas and concepts, encouraging anticipation of future developments. The unification of audio, video, and contextual information effectively familiarizes learners with the linguistic landscape, facilitating a smoother transition to a new language environment. Hence, this study aimed to address the subsequent research inquiries:

How does the inclusion of English subtitles in movies impact the vocabulary learning of Kazakh English as a Foreign Language (EFL) learners?

What is the level of motivation among learners when exposed to English subtitled movies for vocabulary acquisition?

How do Kazakh EFL learners perceive the effectiveness of English subtitled movies as a tool for vocabulary learning in comparison to traditional teaching methods?

To what extent do Kazakh EFL learners believe that subtitled movies enhance their overall language skills beyond vocabulary, such as listening comprehension, pronunciation, and contextual understanding?

2. Literature Review

2.1. The Importance of Subtitles in Movies in Vocabulary Learning

In a study investigating the preferred input mode, the majority of subjects expressed a preference for reading-while-listening as the most comfortable mode (Brown et al., 2009). To assess the impact of subtitles in the target language on vocabulary recognition, Stewart and Pertusa (2004) segmented two Spanish films. They assigned seven intermediate Spanish conversation classes of English learners into two groups: one group watched the segments with Spanish subtitles (53 learners), while the other saw the same films subtitled in English (42 learners). Before viewing the films, participants underwent a multiple-choice test on a video film to gauge their level of listening comprehension in Spanish, with results indicating a similar baseline level for all participants. Additionally, participants took a multiple-choice vocabulary pretest and post-test to measure vocabulary learning. While there was a slight difference in the two groups' performance on the vocabulary post-test, questionnaires revealed that learners who watched segments with target language subtitles had more positive experiences with subtitling.

A study by Lertola (2012) investigated the effectiveness of subtitling tasks in aiding foreign language learners acquire vocabulary incidentally. Conducted at the National University of Ireland, the study employed a mixed-methods approach and involved 16 Italian language learners. Participants were randomly assigned to either a subtitling practice group or a control group engaging in traditional language activities. Both groups received four hours of intervention. The results revealed that both groups significantly improved their incidental vocabulary acquisition. However, the subtitling group demonstrated a statistically significant advantage only in the delayed post-test, suggesting potential long-term benefits that require further research. Despite the limited sample size, this study supports the growing body of evidence highlighting subtitling potential as a valuable tool for foreign language teachers.

The utilization of videos and films as educational tools has garnered attention from both researchers and educators, who have successfully applied these tools in diverse educational settings. The initial examination of the efficacy of subtitling showed that this contributed significantly to the understanding of cultural nuances, linguistic elements, and social behaviors (Rokni and Atae, 2014).

According to Canning-Wilson and Wallace (2000), the inclusion of subtitles in movies serves as a substantial motivator for language learners, encouraging them to consciously incorporate new vocabularies and idioms. This approach allows learners to potentially acquire vocabulary without experiencing distractions. Conversely, Zanon (2006) presents a contrasting perspective, asserting that subtitles are often viewed as a nuisance, diminishing the credibility

of the movie. Zanon suggests that subtitles may even impede the development of listening skills, occasionally causing a slowdown in skill progression. According to Zanon (2006, p. 47), movie subtitles can be categorized into three types: 1. Bimodal subtitling, Standard subtitling, Reversed subtitling. Among these, bimodal subtitling is considered suitable for English as a Foreign Language (EFL) learners because it allows them to both see and hear each word. However, there are opposing views on bimodal subtitling. For instance, Etemadi (2012) argued that bimodal subtitles may not significantly impact vocabulary recognition, emphasizing that a single viewing of subtitled movies may not influence vocabulary learning. Consequently, students and learners are encouraged to watch the movie multiple times to better recognize vocabularies and acquire new words, phrases, and idioms.

Certain scholars proposed that focusing on key words is more significant than processing entire sentences. According to Guillory (1998), keywords hold particular importance, particularly for beginners. Guillory found that novice learners, specifically those at the beginning level, derive greater benefits from keywords. She argued that keyword subtitling might be particularly advantageous for beginners, as it imposes a comparatively lesser cognitive load. Previous studies have delved into the impact of movie subtitles on acquiring new vocabularies, recognizing vocabulary as a crucial aspect of foreign language learning. In a study conducted by Huang and Yang (2012), the emphasis was placed on vocabulary learning as a fundamental source for acquiring language skills in authentic situations. The study highlighted that extensive reading has traditionally been the primary focus to help learners incidentally acquire vocabulary.

2.2. Advantages and Disadvantages of Subtitles

When captioning was initially introduced for application in foreign language classrooms during the 1980s, its intended purpose was to enhance learners' focus, alleviate anxiety, provide immediate confirmation of comprehension, and boost motivation (Froehlich, 1988; Vanderplank, 1988; Grimmer, 1992). According to Zanon (2006), subtitling offers numerous advantages, serving as a motivator for learners and fostering a sense of security and self-confidence. Additionally, it aids language learners in monitoring their speech and discovering new vocabulary. However, Zanon acknowledges that despite these advantages, the drawbacks of subtitling should not be disregarded. For example, developing a habit of reading subtitles may lead to a false sense of confidence.

Stewart and Pertusa (2004) argue against the common practice of using English-subtitled films in foreign language education, proposing instead target-language subtitling as a superior approach. They suggest that English subtitling hinders the development of listening skills, a crucial aspect of language acquisition. Conversely, Bird and Williams (2002) and Schmidt (2007) advocate for intra-lingual subtitling, citing its benefits in enhancing comprehension and learning due to clear word boundaries and the absence of accent variations. Markham's experiment (1999) further supports the potential of subtitling. The study found that watching short video programs with captions significantly improved advanced ESL students' ability to identify key words when subsequently heard, compared to those who watched the programs without captions. These findings suggest that target-language subtitling and intra-lingual subtitling could be valuable tools for foreign language education, potentially leading to improved listening comprehension and vocabulary acquisition. However, further research is needed to fully explore the effectiveness of these methods and their optimal implementation strategies in various language learning contexts.

2.3. The Effect of Subtitles on Language Learning

In their research, Grgurovic and Hegelheimer (2007) utilized a multimedia listening activity featuring an academic lecture video to investigate the impact of second language subtitles and lecture transcripts on lecture comprehension. The findings revealed that students exhibited a preference for subtitles and utilized them more frequently than the transcripts. In a study examining the influence of subtitles on film comprehension, Grignon, Lavaur and Blanc (2005) compared three versions of a film sequence—dubbed, subtitled, and the original version. The results indicated that both the dubbed and subtitled versions outperformed the original version in terms of overall performance. Zanon (2006) explored the impact of computer-based subtitling on language learning and concluded that subtitling has the potential to motivate learners by exposing them to the extensive content of a film that may be overlooked when presented in a dubbed format. Similarly, Kusumawati (2019) investigated the effectiveness of subtitled movie DVDs in enhancing the listening skills of English as a Foreign Language (EFL) learners, finding them to be a valuable instructional tool. Borrás and Lafayette (1994) integrated subtitles into short video segments within an interactive multimedia course. Participants had the option to view and control a video segment with or without subtitles in the same language. The results indicated that the ability to see and control subtitles had a positive impact on both language comprehension and production.

3. Methodology

3.1. Research Design

This research utilizes a mixed-methods approach, integrating both quantitative and qualitative methodologies and includes pre and post-test to holistically explore the effect of watching English subtitled movies on Kazakh EFL learners' vocabulary acquisition. This combined approach promises a more comprehensive and nuanced understanding of the phenomenon compared to employing a single methodology. All students demonstrated equivalent vocabulary knowledge, as confirmed by a standardized proficiency test. Pre-test and post-test questionnaires were used to see the attitudes of students towards language learning by watching subtitled movies.

3.2. Participants

The study includes 20 Kazakh EFL learners of 125 High School, who form the experimental group. Participants are selected based on specific criteria, including language proficiency, prior exposure to English, and willingness to engage in the study. The age of the participants ranged between 15 to 17, they studied at 10th and 11th grade. All participants were in experimental group and had the same level of English.

3.3. Instruments

The instruments used in the research were as follows:

- a) A movie in English language supplemented with English subtitle
- b) Pre and post-test
- c) Test of vocabulary knowledge

The movie by the title of *Forrest Gump*, comedy-drama film directed by Robert Zemeckis, was purposefully selected because it presents a rich and diverse vocabulary that spans various contexts, reflecting the character's journey through different periods and experiences. The movie, set against the backdrop of significant historical events in the United States, incorporates a wide range of vocabulary, from everyday language to expressions unique to particular situations. "*Forrest Gump*" includes common and colloquial expressions used in

everyday conversations. The character of Forrest, with his straightforward and sincere manner of speaking, often employs simple language that adds to the authenticity of the dialogue. Given Forrest's involvement in the military, there is a use of vocabulary specific to the armed forces. This includes terms related to basic training, operations, and military life. The film covers several decades, offering vocabulary associated with historical and cultural references. Viewers encounter terminology related to the Vietnam War, the Civil Rights Movement, and other pivotal moments in American history.

Second movie that was chosen for the experiment was "Avatar" by James Cameron. The vocabulary in "Avatar" is not only diverse but also intricately tied to the film's world-building, enhancing the viewer's understanding of the narrative, culture, and conflict within the story. Engaging with the film provides an immersive language experience, making it a valuable resource for vocabulary exploration and learning. Scientific and technological terms, environmental vocabulary, military and warfare vocabulary can be seen in this movie.

The participants' attitudes towards watching English subtitled movies for vocabulary learning were assessed using a 15-item questionnaire. The instrument employed a 5-point Likert scale, ranging from 1 ("strongly disagree") to 5 ("strongly agree"). This self-report measure was developed by Buğra Zengin– Feryal Çubukcu and was taken before and after watching the movie.

To ensure a fair and precise evaluation of vocabulary acquisition, all participants received identical pre- and post-test vocabulary items. A dedicated vocabulary achievement test was constructed for this purpose, meticulously crafted to include words of appropriate difficulty, avoiding extremes of either excessive ease or undue complexity and the words were chosen exclusively about the topics that appeared in the films "Forrest Gump" and "Avatar".

3.4. Procedure

At first, in order to know the attitudes of students towards integrating subtitled movies students were taken a questionnaire. Then they had a test that contains of 30 questions that checked their knowledge of vocabulary. After taking all pre-tests the participants had controlled and comfortable environment to watch the selected movies. Watching "Forrest Gump" and "Avatar" lasted for 4 weeks since movies' duration were 5 hours (2 hours 20 minutes and 2 hours 42 minutes, respectively). The subtitles of each movie were on and the necessary audio-visual equipment to ensure clear and effective presentation was provided. At the end of the experiment participant were provided a post-test assessment that includes vocabulary items reflecting the linguistic content of the movie and attitude test was also taken.

4. Data Collection

The experiment implemented Likert scale surveys at various stages to assess participants' attitudes, motivation, and perceptions related to vocabulary learning through subtitled movies. Likert scale items in post-intervention surveys to measure overall satisfaction and perceived effectiveness. In the questionnaire, participants were instructed to select one option that best reflected their characteristics by placing a check mark within the corresponding category for each item. There were five categories for each item: strongly disagree (SD), disagree (D), slightly agree (SA), agree (A),strongly agree (SA). A structured questionnaire, comprising closed-ended questions, was formulated to assess the participants' perspectives on the impact of watching movies with and without subtitles on vocabulary learning. To ensure reliability, a test and retest method was employed for both scales of the questionnaires.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
,878	16

According to Reliability Analysis the Cronbach's Alpha was found as ,878 to overall 16.

5. Findings and Results

The statistics of this experiment were extracted and analyzed by SPSS computer software and details are as the following:

According to Reliability Analysis the Cronbach's Alpha was found as ,878 to overall 16.

Table 2.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	20	2,27	4,00	3,1033	,42959
Valid (listwise)	N 20				

Table 2 shows the descriptive analyses of Kazakh EFL learners attitudes to Subtitled movies, means and standard deviations and the frequencies of the responses of the EFL learners' analysis. According to Pre-test Descriptive Statistics the minimum result is 2,27and the maximum result is 4,00.

Table 3.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	20	2,87	4,73	3,5567	,51106
Valid (listwise)	N 20				

In table 3 it is seen that there were slight changes after the experiment. According to Post-test Descriptive Statistics the minimum result is 2,87and the maximum result is 4,73.

Table 4. Paired Samples t-test results

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	20	2,27	4,00	3,1033	,42959

Post-test Valid (listwise)	N	20	2,87	4,73	3,5567	,51106
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Both the pre-test and post-test data analysis includes descriptive statistics such as the number of participants (N), minimum and maximum scores, mean score, and standard deviation. The participants had a pre-test mean score of 3.1033 with a standard deviation of 0.42959. The minimum pre-test score was 2.27, while the maximum score was 4.00. After watching English subtitled movies, the participants' post-test mean score increased to 3.5567. The post-test standard deviation is 0.51106, indicating some variability in the post-test scores. The post-test scores ranged from a minimum of 2.87 to a maximum of 4.73.

5. Discussion

This current investigation sought to explore the influence of movie subtitles on vocabulary acquisition within a cohort of 125 high school EFL learners. The research question aimed to ascertain the efficacy of subtitled movies in enhancing vocabulary. Evaluation of the questionnaire responses unveiled a favorable inclination among Kazakh EFL learners for employing subtitled movies in language learning, specifically for vocabulary recognition. Through a synthesis of findings from both prior research and the current study, a substantive conclusion emerges, affirming the advantageous role of subtitles in advancing vocabulary acquisition. Additionally, in the examination of participants' perspectives on watching movies with subtitles, the current study found that individuals gained a greater vocabulary while viewing subtitled movies. This aligns with earlier research, exemplified by the work of Mousavi and Gholami (2014), which indicates that native-language subtitles may introduce lexical interference, while foreign-language subtitles support speech learning by signaling the words (and consequently, sounds) being articulated.

The participants noted that initially, comprehending every word in the movie posed a challenge. However, with the assistance of subtitles, they gradually developed the capability to learn new vocabularies, encompassing words, idioms, and slang expressions. The results of the study indicated that a majority of the participants held the belief that utilizing movie subtitles constitutes a more effective approach for enhancing English language vocabulary as a foreign language. The results strongly support the hypothesis that watching subtitled movies has a significant positive impact on the vocabulary learning of Kazakh EFL learners. Participants, on average, demonstrated a substantial increase in their vocabulary knowledge, indicating the effectiveness of the intervention. These findings suggest that integrating subtitled movies into language learning programs can be a valuable strategy for enhancing vocabulary acquisition among EFL learners.

6. Conclusion

In conclusion, this research delved into the effectiveness of incorporating English subtitled movies as a pedagogical tool for vocabulary learning among Kazakh EFL learners. The investigation, involving participants from 125 High School, sought to address the key research question regarding the influence of subtitled movies on vocabulary improvement. The analysis of questionnaire data unveiled a positive attitude among Kazakh EFL learners towards the use of subtitled movies in language learning, particularly in the realm of vocabulary recognition. Participants expressed that, despite initial challenges in comprehending every word, subtitles played a pivotal role in facilitating the acquisition of new vocabularies, including words, idioms, and slangs. Moreover, a comparative examination

of participants' attitudes revealed that watching movies with subtitles resulted in a more substantial vocabulary gain. These findings align with prior research, such as the work of Putri (2018), affirming that foreign-language subtitles assist in speech learning by indicating the words being spoken. Overall, the study underscores the positive impact of subtitled movies on vocabulary learning, shedding light on the potential benefits for EFL learners. The participants' favorable responses and improved vocabulary outcomes suggest that integrating subtitled movies into language learning programs can be a valuable and effective strategy. As language educators continue to explore innovative approaches, the incorporation of subtitled movies emerges as a promising avenue for enhancing vocabulary acquisition among Kazakh EFL learners.

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ATTITUDES AND MOTIVATION OF 6TH GRADERS OF KENTAU CITY TOWARDS LEARNING ENGLISH LANGUAGE

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Abstract

This essay explores the attitudes and motivations of Kentau City sixth-grade pupils toward studying the English language. The purpose of the study is to identify the variables affecting these students' attitudes about English language instruction and whether there is a relationship between students' motivation and their term grades. The paper aims to offer significant insights into improving the English language learning experience for sixth-grade learners in Kentau city by examining their motivations and attitudes. EFL teachers are likely to teach learning and self-regulation strategies so the students can integrate the language skills with the authentic world. However, learner's motivation can be presented in different aspects, such as classroom atmosphere, students' activity and assessment. Moreover, motivation of students can be differentiated according to several patterns such as age, internal and external factors, goals and use of English in a real life. The paper is aimed at investigating the 6th grade students' motivation to learn English language.

Key words: EFL students, motivation, assessment, student-centered approach

Introduction

Since the early 1970s, a considerable amount of research has been done to explore the key factors that enhance or hinder learning a second language. Among these factors are learning strategies used to study a second language, students' motivation to study a second language, their attitudes toward learning the language, the perception of their language learning environment, and the age at which they are first exposed to the study of a second language.

1.1. Motivation to learn second language.

Gardner (1985) divided the motivation level of studying the language into 2 orientations such as integrative and instrumental. Integrative orientation highlights that learners' positive attitudes toward speakers of the target language and their desire to interact with them are the primary sources of motivation for studying the second language. However, 'instrumental' orientation highlights that motivation originates from the conviction that acquiring a second language can help one advance their education or land a job (Gardner, 1991, 1992). These two key factors to learn the language exist in all EFL learners. Gardner and associates postulated that "integrative" motivation may have a greater impact on the sustained motivation required for the majority of second language learning tasks (Gardner, 1972).

Ho (1998) looked at the relationship between the students' motivation and attitude toward learning English and their willingness to participate in culture studies, which lends credence to Gardner's (1985) assertion. Strong correlations between motivation, attitude, and willingness were discovered by him. Pupils who took pleasure in learning about English-speaking nations typically exhibited a more upbeat outlook and greater drive to master the English language. Svanes (1988) discovered a negative correlation between English proficiency and attitude toward speakers of the target language, refuting Gardner's claim. He concluded that students are better equipped to critique a culture the more language they have studied.

Since English has emerged as the universal language, it is essential that students learn the language. Still, it can be difficult to inspire schoolchildren to take an active interest in learning English. This essay tries to investigate the various factors that impact schoolchildren's motivation to learn English and offers tactics to improve that motivation.

Types of Motivation

Intrinsic Motivation:

Students' motivation is greatly influenced by intrinsic factors, such as personal interest, curiosity, and the perception of English's relevance in their lives. It is possible to promote intrinsic motivation in students by getting to know their unique interests and tailoring English lessons to suit their interests (Hassan, 1995).

Extrinsic Motivation:

Students' motivation to learn English is frequently influenced by outside variables such as parental guidance, societal expectations, and potential career opportunities. Their motivation can be increased by rewards, acknowledgment, and positive reinforcement in the form of grades.

Influence of EFL teachers:

Teachers play a critical role in influencing students' motivation. Energetic, encouraging, and creative teaching strategies can establish a positive learning atmosphere and increase students' enthusiasm and involvement in learning English.

These factors above state that motivation can be created and affected by the internal willingness of the students themselves, environment of the EFL students such as parents,

friends, colleagues and so on. Also, age, gender and students' financial possibilities can be the reason for high or low motivation to study. Moreover, the first person who represents not only the language, but also the English culture is a tutor.

Strategies to Enhance Motivation

Contextual Relevance:

Real-world scenarios, cultural components, and interactive exercises can all help students learn English in a more relevant and interesting way.

Technology Integration:

For students who are comfortable with technology, learning English can be made more engaging and interactive by utilizing tools like educational apps, language learning software, and multimedia resources (Leenknecht et al., 2021).

Student-Centered Approaches:

Students can be empowered and given a sense of ownership over their language learning process by utilizing student-centered learning approaches such as project-based learning, peer collaboration, and granting autonomy in the classroom.

However, it is also proven that motivating EFL students to improve their language skills is challenging for teachers, especially for a long-term period.

Challenges and Solutions

Lack of Resources:

Students' motivation may be hampered by limited access to high-quality English learning resources and materials in the classroom. This difficulty can be lessened by working with community libraries, using the internet, and making inventive use of the materials that are already available.

Negative Mindset and Fear of Failure:

Students who are afraid of making mistakes or feeling embarrassed find it difficult to engage fully in the English language learning process. This anxiety can be reduced by providing a safe, accepting environment in the classroom where errors are accepted as teaching opportunities (Lucas, 1997).

The literature has made clear that a learner's age affects their ability to acquire a second language. In the words of Krashen (1982), "Acquirers who begin natural exposure to second languages during childhood generally achieve higher second language proficiency than those beginning as adults". Newport (1993) investigated the impact of age on acquisition in order to bolster this assertion. He discovered a connection between language proficiency and the age of acquisition. Conversely, Slavoff and Johnson (1995) investigated the impact of age on the rate at which immigrant children in the USA, ages 7-9 and 10-12, were acquiring English as a second language. There were no discernible variations between the two groups' performances. Their findings refuted the assertions made by Krashen (1982).

The most difficult thing for medical students to learn in the context of medical education, according to the literature, is the intricate professional and technical language of medicine (Ahmed et al., 1988). Medical students from nations with limited exposure to the English language face an even greater challenge (Alnasir & Jaradat, 2011). Several medical schools worldwide use English as their primary language of instruction for both teaching and learning. The inability of medical students to communicate effectively in English may be a significant barrier to their academic success (Al-Rukban et al., 2010). Research on the subject has confirmed that students' medical performance and their level of English language proficiency are positively and significantly correlated (Hassan et al., 1995; Ghanea et al., 2011).

1.2. Relations between assessment and motivation

Frequent evaluations (based on grades) have been shown to have a negative impact on students' motivation to learn, and low self-esteem makes students feel hopeless, as demonstrated by Dweck (1988). Lepper, Greene, and Nisbett's (2021) study provided additional support for this point of view, as it found that students who had previously chosen to include their wishes in an activity and showed signs of satisfaction were less likely to return to it after receiving a grade from the teacher for their participation.

Lim's (2012) and Wei's (2007) studies that showed no correlation between English language proficiency grade and motivation.

Students' needs for relatedness, competence, and autonomy are believed to change because of formative assessment, leading to the development of a form of autonomous motivation (Chur-Hansen & Barrett, 1996).

2. Methodology

To identify the motivation of Kentau middle-aged (10-12 years) students to learn English as a foreign language, the survey was taken (n=27) from 14 female and 13 male students. Before taking a survey, all parents of participants allowed their children to participate and consent letters were sent and discussed in advance.

Research design

This study used quantitative research methods to collect numerical data and do statistical analysis on it. The main goal is to measure the attitudes and motivation of Kentau City sixth-grade pupils toward learning English and whether there is a relationship between students' motivation and assessment. With the use of surveys, this method makes structured data collecting possible.

Instrument

The survey consists of 15 questions that are related to the willingness to study English, watch English films and integrate with English people. In the following survey students answer some questions by simply giving marks from 1 to 5 (5 = very much, 4 = quite a lot, 3 = so-so, 2 = not really, 1 = not at all).

The last variable presents 1-midterm assessment data that helps to correlate with the survey questions.

The results of the survey and 1-midterm assessment data were calculated and analyzed with the help of the SPSS programme.

Data findings and discussion

All the questions were answered from 2-5 scale points. Questions with high standard deviations are related to the meeting (~1.59), similarity with English people (~1.49) and reading English books, magazines and newspapers (~1.42). It means that these three questions were mostly answered with varied scale points. The questions related to the interest to English (~0.78), traveling to the English-speaking countries (~0.89) and their willingness to learn English (~0.91) resulted with the lowest standard deviations that represents the idea that in these questions students chose more high scale points varied from 4 and 5. (Table 1)

1. What are the levels of motivation of 6th grade students towards learning English?

Table 1. Descriptive analysis of the survey

Question variables	Min.	Max.	Mean	Std. deviation
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1. How much do you like English?	2	5	4.07	.91
2. How much do you like the people who live in English-speaking countries?	1	5	3.70	1.41
3. How much do you like to travel to English-speaking countries?	2	5	4.52	0.89
4. How much would you like to meet people from English-speaking countries?	1	5	3.92	1.59
5. How much would you like to become similar to the people who speak English?	1	5	3	1.49
6. How much do you like English films?	1	5	3.92	1.24
7. How much do you like English magazines, newspapers, or books?	1	5	3.55	1.42
8. How much do you like the music of English-speaking countries?	1	5	4.07	1.33
9. How much do you like the TV programmes made in English-speaking countries?	1	5	3.07	1.44
10. How important do you think learning English is in order to learn more about the culture and art of its speakers?	1	5	3.77	1.31
11. How much do you like the atmosphere of your English classes?	1	5	3.96	1.16
12. How much do you find learning English really interesting?	2	5	4.18	.78
13. Do you always look forward to English classes?	1	5	3.77	1.34
14. Do you really enjoy learning English?	1	5	3.85	1.26
15. Do you think time passes faster while studying English?	1	5	4.18	1.36

The descriptive analysis shows that students tend to learn English and are motivated to know more, however they are not eager to read English books, watch TV series in English, and so on. The results prove the fact that there is a need to use different techniques to motivate EFL students to improve English language skills except the above.

The analysis also requires the reliability and validity of the survey to measure students' motivation to improve English language. Therefore, reliability was measured by Cronbach's alpha (α). According to the data, Cronbach alpha is equal to 0.086, and it indicated high reliability of the survey (Table 2).

Table 2. Reliability statistics of the survey

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of items
.886	.888	15

To relate the survey and midterm grades, only one variable (“How much do you like English?”) was analyzed and correlated with the midterm grades. Correlations were analyzed according to the 2 measures (Pearson correlation and Spearman's rho).

Table 3. Pearson correlation of two variables

		How much do you like English?	Midterm 1
How much do you like English?	Pearson Correlation	1	.494
	Sig. (2-tailed)		.009
	N	27	27

Table 4. Spearman's rho correlation of two variables

		How much do you like English?	Midterm 1
How much do you like English?	Spearman rho	1	.524
	Sig. (2-tailed)		.005
	N	27	27

However, both correlation results ($p=0.009$ and $r=0.005$) show that there is a low or weak correlation between these 2 variables.

Conclusion

Motivating school students to learn English is a complex process influenced by intrinsic and extrinsic factors. By understanding these factors and implementing tailored strategies, educators can create an environment conducive to fostering students' motivation and enthusiasm for learning English. Empowering students, making lessons relevant, and utilizing diverse teaching methodologies are key to nurturing a lifelong love for the English language.

The research shows two large, scaled conclusions. First, the survey conducted during the research showed that students are highly motivated to study the language and improve their linguistic skills, however the standard deviation results represent the fact that the ways

of teaching the language with the help of music, Tv series and books can be considered as a weak effective tools, since they are not motivated to do the following activities. It is recommended to find out new techniques of teaching the language.

It is also proved that meeting with native speakers, integration with English culture motivate EFL students more. It is hypothesized that integrative motivation is more represented among the research population which is more effective in accordance with literature review.

Secondly, the correlation between survey results and midterm grades were correlated, and in a result, there was a low correlation according to the two measures (p value and Spearman's rho). There are some suggestions for further research work. 1) In order to investigate the correlation, only one variable was considered. The variables with high standard deviation may present different results concerning the correlation.

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Appendix A

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Gender: male female

Grade:

Age:

PART I. In the following section we would like you to answer some questions by simply giving marks from 1 to 5. Please circle only one number in each box that best matches your opinion and don't leave out any of them. Thanks.

5 = very much, 4 = quite a lot, 3 = so-so, 2 = not really, 1 = not at all.

1. How much do you like English?	5	4	3	2	1
2. How much do you like the people who live in English-speaking countries?	5	4	3	2	1
3. How much do you like to travel to English-speaking countries?	5	4	3	2	1
4. How much would you like to meet people from English-speaking countries?	5	4	3	2	1
5. How much would you like to become similar to the people who speak English?	5	4	3	2	1

6. How much do you like English films?	5	4	3	2	1
7. How much do you like English magazines, newspapers, or books?	5	4	3	2	1
8. How much do you like the music of English-speaking countries?	5	4	3	2	1
9. How much do you like the TV programmes made in English-speaking countries?	5	4	3	2	1
10. How important do you think learning English is in order to learn more about the culture and art of its speakers?	5	4	3	2	1
11. How much do you like the atmosphere of your English classes?	5	4	3	2	1
12. How much do you find learning English really interesting?	5	4	3	2	1
13. Do you always look forward to English classes?	5	4	3	2	1
14. Do you really enjoy learning English?	5	4	3	2	1
15. Do you think time passes faster while studying English?	5	4	3	2	1

CONTEXTUAL LEARNING AS A MEANS OF FORMING THE PROFESSIONAL COMPETENCE OF FUTURE ENGLISH TEACHERS

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Abstract

The article provides a scientific and theoretical analysis of the contextual approach, which provides the development of foundations for the systematic determination of interrelated and complementary criteria, thanks to which a specific content of the concept of "quality of education" is created in accordance with modern requirements and challenges of society. In these contexts, in our opinion, it is necessary to consider the content of the educational process and its expected results. At the same time, the more contexts a given educational system (method, technique, means, form of organization of the educational process, etc.) demonstrates its effectiveness, the higher its quality as a whole.

Keywords: contextual approach, technique, educational process.

Dipnot

Makale, birbiriyle ilişkili ve tamamlayıcı kriterlerin sistematik olarak belirlenmesi için temellerin geliştirilmesini sağlayan ve bu sayede "eğitim kalitesi" kavramının özel içeriğinin oluşturulduğu bağlamsal yaklaşımın bilimsel ve teorik bir analizini sunmaktadır. toplumun modern gereksinimleri ve zorlukları. Bu bağlamlarda eğitim sürecinin içeriğinin ve beklenen sonuçlarının dikkate alınması gerektiğini düşünüyoruz. Ayrıca, belirli bir eğitim sisteminin (yöntem, teknik, araçlar, eğitim sürecinin organizasyon biçimi vb.) etkinliğini ne kadar çok bağlam gösterirse, bir bütün olarak kalitesi de o kadar yüksek olur.

Anahtar kelimeler: bağlamsal yaklaşım, teknoloji, eğitim süreci.

Аннотация

В статье проводится научно-теоретический анализ контекстного подхода, который обеспечивает разработку основ для системного определения взаимосвязанных и взаимодополняющих критериев, благодаря которым и создается конкретное наполнение понятия «качество образования» в соответствии с современными требованиями и вызовами общества. Именно в этих контекстах, по нашему мнению, необходимо рассматривать содержание образовательного процесса и его ожидаемые результаты. При этом, чем в большем количестве контекстов данная образовательная система (метод, прием, средство, форма организации учебного процесса и пр.) демонстрирует свою эффективность, тем выше ее качество в целом.

Ключевые слова: контекстный подход, техника, образовательный процесс.

Introduction

Contextual learning is learning in which, in the language of sciences, with the help of the entire system of forms, methods and means, traditional and new, the subject and social content of professional activity is dynamically modeled, the student's learning activity is transformed into the professional activity of a specialist.

From the very beginning, contextual learning was developed by A. A. Verbitsky and his scientific and pedagogical school in relation to vocational education, but it can also be successfully used in a general education schools [1].

In contextual learning, the modeling of professional activity acquired by students is carried out using three types of interrelated models: semiotic, imitation, social. With their help, the formation of not only the subject, but also the social competence of a specialist is carried out.

The semiotic model contains educational texts (lectures, educational tasks and assignments); the appropriation of knowledge is individual; unit of work - speech action.

The simulation model contains models of professional situations; appropriation - through independent thinking; the unit of work is a "professionally similar" action.

The social model contains problem situations; appropriation occurs in joint forms of work in interactive groups; the unit of work is actions.

When using contextual learning, such a system of internal and external conditions of human behavior and activity is created that affects the perception, understanding and transformation of a particular situation, gives it meaning both as a whole and its individual components [2].

Professional competencies include the skills of organizing the professional development of students individually and together with the teaching staff, as well as professional behavior.

Methods and Results

The implementation of such training involves the assimilation of information by students from the very beginning in the context of professional practical actions and actions. The specialist develops in the course of individual and joint analysis and solution of professional situations.

The purpose of higher professional education is to develop students' professional skills necessary for future activities. A professionally oriented approach to learning a foreign language involves developing students' ability to communicate in a foreign language within the framework of specific professional, business, and academic situations, taking into account the characteristics of professional thinking and the application of knowledge.

In the pedagogical dictionary, G. M. Kozhaspirova gives the following definition of "professional competence of a teacher": "The possession by a teacher of the necessary amount of knowledge, skills and abilities that determine the formation of his pedagogical activity, pedagogical communication and the personality of the teacher." The teacher as a bearer of certain values, ideals and pedagogical consciousness" [3].

A. A. Verbitsky formulated the following basic principles of contextual learning:

- ensuring the student's personal inclusion in educational activities;
- modeling in educational activity of integral content, forms and conditions of professional activity;
- the principle of problem content and the process of its assimilation by students in educational activities;
- the adequacy of the forms of organization to the goals and content of education;
- the principle of the leading role of joint activities;
- the principle of openness in relation to pedagogical technologies proposed in the framework of other theories and approaches;
- the principle of continuity of traditional and new pedagogical technologies;
- the principle of unity of training and education of a professional [4].

The main goal of contextual learning is to form, within the framework of the student's educational activity, his integral, internally motivated professional activity as a future specialist.

The content of contextual learning is selected from two sources: the content of the studied sciences and the content of future professional activity, presented in the form of a model of a specialist's activity - his functions, problems, tasks, competencies. The content of learning is set in the form of educational texts (symbolic), but the information contained in them sets the subject and social contexts (contextual) of the future life and activity of the student [5].

In contextual learning, there are three basic forms of activity and many transitional forms from one basic to another [6]. The basic forms are:

- educational activities of the academic type (informational lecture, etc.); but already here at the problematic lecture, for example, the context of future professional activity is outlined;
- quasi-professional activity: simulation, role-playing, business game and other game forms of organization of educational activities. Although the game remains a classroom form of training, it recreates the subject, social and psychological content of the professional work of a specialist - the context of professional activity;
- educational and professional activities in which the student performs the functions of a specialist: work experience, writing term papers and theses, etc. At this stage, the transformation of educational activities into professional ones takes place.

Discussion

The purpose of this teaching technique is to form students' internal motivation and self-perception as an active specialist. Its content is determined by two main positions:

Benefits of contextual learning

Giving obvious meaning to the educational process and its individual elements. This goal is achieved due to certain conditions of behavior of the student, who is forced to independently or in a group analyze the current situations and make decisions like a professional. Ability to use non-standard knowledge control. These can be business games or production situations that significantly speed up the certification process [7].

High-quality interaction with pedagogical technologies and openness towards them. In particular, teachers note that students gradually began to formulate in their understanding options for moving up the career ladder.

Cons of Observing Service-Context Learning

The complexity of applying this method in the established framework of pedagogical activity. That is, a fundamental restructuring is required - the basic one from methodological manuals and textbooks, and the saturation of the state of mind with the mood of testing, the time spent preparing for individual employment, since teachers are firmly set only to apply the procedure hitherto [8].

The number of specific elements of professional activity is so great that the careful study of each of them is much more complicated. Attempts to generalize or replace the educational material in case of application Decrease in the effectiveness of the educational process. In addition, a non-generalized content load in many cases may not be combined with the sensations of one's professional activity.

Theoretical assessment of the results of the study consists in assessing the conceptual foundations for assessing the organization of teaching a foreign language in use using contextual learning technology; extended theoretical substantiation of the application of research methods and identification of the features of various research methods, which are effective functions in order to train qualified specialists. A theoretical model for achieving contextual education with the formation of professional competence of foreign language expectation is proposed, which serves as a goal for transforming the field of professional training of specialists (bachelors, masters) in the system of higher professional education [9].

The practical significance of the study lies in the fact that the implementation of the developed teaching methods in the educational process makes it possible to improve the quality of the knowledge, skills and abilities acquired by students, bringing them to the level of successful implementation in practice that meets modern requirements, and the proposed algorithms for their creation can be used in the design of technologies training in proven academic disciplines.

Conclusion

In contextual learning, the content of scientific knowledge is presented, as in any other, in the form of educational information. However, behind it, formulated in the language of sciences, problem situations, problems, models and tasks, from the beginning to the end of training, the contours of a professional future student are more and more clearly drawn. This fills his cognitive activity with personal meaning, creates opportunities for his own goal-setting and goal-fulfillment, for the movement of activity from the past through the present to the future, from teaching to work.

The professional competence of a future teacher is the ability to solve professional tasks and problems that arise during the educational process.

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INVESTIGATING READING COMPREHENSION DIFFICULTIES AMONG EFL LEARNERS IN TEACHING

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Abstract

Reading is a cognitive process that helps to learn the meanings of words in a given language. In order to assimilate and interpret content, the reader needs to use many strategies related to the collection, transfer and comprehension of concepts and data. Effective and cunning reading is often implied by reading strategies. It is said to be an extremely important skill that gives you the knowledge to broaden your views and see the world from other perspectives. Reading instruction is very important in schools as EFL learners need to read in order to fulfill assignments in all subjects. The recent research study aimed to investigate reading comprehension challenges which faced EFL learners while learning. Therefore, some research studies related to the reading comprehension difficulties analyzed and discussed. In addition, the research study concluded as EFL teachers should select affirmative methods, techniques and approaches in order to overcome these kinds of issues.

Key words: reading comprehension, difficulties, learners perception, lack of motivation, methods, developing reading.

EFL ÖĞRENCİLERİ ARASINDA ÖĞRETİMDE OKUDUĞUNU ANLAMA GÜÇLÜKLERİNİN ARAŞTIRILMASI

Özet

Okuma, belirli bir dilde kelimelerin anlamlarını öğrenmeye yardımcı olan bilişsel bir süreçtir. İçeriği özümsemek ve yorumlamak için okuyucunun kavram ve verilerin toplanması, aktarılması ve kavranması ile ilgili birçok strateji kullanması gerekir. Etkili ve kurnaz okuma genellikle okuma stratejileri ile ima edilir. Görüşlerinizi genişletmeniz ve dünyayı başka bakış açılarından görmeniz için size bilgi veren son derece önemli bir beceri olduğu söylenir. Okullarda okuma öğretimi çok önemlidir, çünkü EFL öğrencilerinin tüm konulardaki ödevleri yerine getirmek için okumaları gerekir. Son araştırma çalışması, EFL öğrencilerinin öğrenirken karşılaştıkları okuduğunu anlama zorluklarını araştırmayı amaçlamıştır. Bu nedenle okuduğunu anlama gücü ile ilgili bazı araştırma çalışmaları analiz edilmiş ve tartışılmıştır. Ayrıca, EFL öğretmenlerinin bu tür sorunların üstesinden gelmek için olumlu yöntem, teknik ve yaklaşımları seçmeleri gerektiği sonucuna varılmıştır.

Anahtar kelimeler: okuduğunu anlama, zorluklar, öğrencilerin algısı, motivasyon eksikliği, yöntemler, okuma geliştirme.

Introduction

Reading is a daily activity that can be used for a variety of purposes, including personal development and leisure. It can be used to learn specific information as well as general information about a topic, name and history. It can also be used to synthesize information read from a variety of sources to form an opinion on a topic.

It is important for foreign language learners to keep the visual content of the texts in mind during the reading process, to gain implicit and deep meanings, and to use the language appropriately and efficiently. The development of intelligence and critical thinking skills is largely dependent on reading. As students develop stronger learning-cognitive incentives to study and become competent readers, their enthusiasm for reading increases. Reading enables students to learn more about ideas, beliefs and cultural traditions. It also allows them to explore the world of literature and develop as a person [1].

According to Akhmetova, Imambayeva and Csapó in both primary and high school, reading is seen as essential for academic success. It is a reliable source for navigating the powerful flow of information that modern individuals face. Reading these days can provide you with so much amazing, fascinating information that it can

help you learn more than using the internet to do research. Acquiring knowledge is synonymous with reading it [2].

Although reading plays a major role in the learning process, it is always linked to comprehension. Improving reading comprehension can be achieved by teaching and learning reading skills. Developing and strengthening independent, competent reading skills from class to class is a task that requires careful attention and must be approached methodically and strategically. Reading techniques include both technical and semantic aspects. On the technical side, factors such as the method of selecting reading styles, the speed at which reading is done, the accuracy of the reading process are taken into account [3].

Reading comprehension is now one of the main characteristics of good readers who can contribute greatly to the progress of society. This is an activity that requires accuracy, independence in reading, comprehensive comprehension, rapid comprehension, enjoyment of reading, diversity of reading goals, and participation in various activities, sharing of ideas, critical thinking and creativity.

Reading comprehension is an activity to obtain information from reading texts that involves a complex process to get meaning in the text being read. When someone reads the text, the person must first understand the words in the reading which can be interpreted for later information. Yet, difficulties in understanding the meaning of a sentence, paragraph, or text as a whole are inevitable and therefore it requires a certain strategy to achieve this purpose.

According to Akyol, Boyaci Altinay individuals learn to read through school and their proficiency in this skill increases over time. Rapid learning of this skill benefits the individual's social and academic life. The modern definition of reading is the process of creating meaning through the application of prior knowledge, effective communication between writer and reader, appropriate technique and goal setting in a structured environment. Fluency, strategy, motivation, continuity and meaning making are the basic components of effective reading. By effectively acquiring reading skills, which is the basis of knowledge acquisition and learning, a person can develop socially and academically, as well as adapt to his/her environment more easily. A reading achievement that is lower than expected depending on the individual's age, learning ability and flexibility in cultural, linguistic and educational experiences is called reading difficulty [4].

As stated Moge the ability to understand, evaluate and apply the knowledge and concepts acquired during reader-writer interaction is called reading comprehension." Reading is not complete when the reader does not understand what the author has written. According to previous experiments of readers, reading comprehension is an active cognitive process that involves organizing ideas, grasping terminology and recognizing relationships between works. Understanding and reading go hand in hand. Reading comprehension is the definition of understanding in reading. The reader needs to be competent in reading with understanding [5].

According to Papatga and Ersoy in the first years of primary school, students should be taught basic skills such as reading comprehension. If students can learn reading comprehension, they can be successful in academic courses and in life. Learning reading comprehension seems to be much more important and useful, especially in primary school, which is the first stage of a child's education. These skills are used by students in all subjects and have a direct impact on their academic careers [6].

As mentioned Gilakjani and Sabouri understanding written symbols and their meaning requires a complex process known as reading comprehension. Comprehension of text is influenced by a number of factors. These include the complexity of the

material being read, external factors, tension, enthusiasm and drive during comprehension, speed of word recognition or decoding, and health problems. These factors are described in more detail in the following section. There are a variety of effective techniques for improving one's ability to understand literature. These include assessment, running records, guided reading, multiple reading methodologies, tutorial discussions, visualization and reciprocal teaching. These tactics are discussed in more detail in the following section. Reciprocal instruction implies that instructors should instruct students on how to predict, summarize, explain and clarify text passages. These tactics are thought to be successful in improving students' reading comprehension skills. In other words, students who are given mental tools by their professors to help them grasp a book will become more competent readers on their own [7].

As stated Ramadhianti and Somba as children read to learn facts, explanations or details, it requires more effort to focus on the meaning of words and sentences. They use a variety of techniques and skills to determine the meaning of texts. Reading is an interactive activity involving many different and complex interactions between the reader and texts in order to improve comprehension. Since the text presents letters, words, sentences and paragraphs that encode meaning, reading comprehension requires much more than the reader's reactions to the text. In other words, it can be argued that comprehension of texts requires understanding the words themselves, since reading comprehension makes great use of word meaning [8].

Reading is the primary way people begin to acquire knowledge; it should be included in almost every subject and occupy an important position. Since English is taught as a foreign language in Kazakhstan, learning to read in this language can create difficulties. The main reasons for these problems are lack of enthusiasm and students' inadequate vocabulary to grasp the idea of the text. Since foreign language learners are conscious of choosing appropriate reading styles, they will face difficulties especially when reading academic texts.

Some scientific studies have revealed that second language learners consistently misunderstand the reading style and find it boring, which causes them to dislike reading. Changing reading methods is an important factor in the scaffolding approach, which is one of the sources of problems in foreign language acquisition.

Methods and Materials

The current research study aimed to investigate reading comprehension challenges which faced EFL learners while learning.

Therefore, following research studies related to the reading comprehension difficulties analyzed and discussed.

	Author	Year	Theme
1.	Al-Jarrah and Ismail	2018	Reading comprehension difficulties among EFL learners in higher learning institutions
2.	Capodiecici	2020	The use of new technologies for improving reading comprehension
3.	Nanda and	2020	Poor reading comprehension

	Azmy		issue in EFL classroom among Indonesian secondary school students: Scrutinizing the causes, impacts and possible solutions
4.	Akhmetova	2022	Assessing 6th and 8th Grades Students' Reading Skills and Literacy in Kazakh, Russian, and English Languages in Kazakhstan
5.	Ramadhianti and Somba	2023	Reading comprehension difficulties in Indonesian EFL students

Results and Discussion

According to Al-Jarrah and Ismail the reader who cannot understand what he/she reads cannot appreciate what he/she reads. In addition, insufficient grammar knowledge may also be the reason for lack of comprehension. This situation shows that there is an important relationship between grammar and reading comprehension. Therefore, students who learn English as a foreign language should have sufficient vocabulary in order to understand literature. For EFL learners who have acquired the habit of disliking the foreign language, reading language-related items can be quite challenging. In addition, learners can better understand the reading content and construct meaning when they have prior knowledge or schema. In this sense, learners of English may have difficulties in comprehending a text if they are unable to make connections between the text and their prior knowledge and if they cannot predict the potential meaning of the text. This may be due to a lack of understanding of the origins of English. The most obvious problem that educators are currently dealing with is the lack of reading comprehension among university students. Their success at school may be affected by this deficiency. The majority of students have difficulty with reading comprehension because they do not have sufficient vocabulary or effective learning techniques. Individuals often endure a series of continuous failures in their academic endeavors due to negative experiences from the outset [9].

As stated Capodieci children's basic cognitive capacity, namely reading comprehension, increases academic achievement and ultimately participation in many aspects of adult life. As a result, children with special educational needs and learning disabilities (LD) who have difficulty comprehending texts, sometimes in addition to other problems, may be more likely to face lifelong challenges as well as academic failure. Undoubtedly, reading comprehension is a complex cognitive skill that encompasses not only language (vocabulary, grammar knowledge) but also cognitive

(e.g. working memory) and metacognitive (both in terms of knowledge and control) skills, especially higher-order comprehension skills, such as drawing conclusions.

Today, comprehension of texts at school, at home, in homework and in the workplace is increasingly dependent on digital reading devices (computers and laptops, e-books and tablet devices). This is because technology permeates many aspects of everyday life and these devices can be a crucial tool for enhancing traditional reading comprehension and learning skills (such as inferencing) [10].

As stated Nanda and Azmy the main problem related to reading comprehension difficulties in secondary foreign language classes in Indonesia is the students' lack of motivation. Most students have little interest in reading and interpreting English literature as they are not used to doing the relevant task in their daily routine. Furthermore, insufficient prior knowledge was identified as an additional factor contributing to reading difficulties among secondary school students based on students' responses in the high school questionnaire. All in all, inadequate vocabulary knowledge is the third factor contributing to secondary school students' reading comprehension problems [11].

The main reasons for these problems are students' lack of interest and limited vocabulary, which prevents them from grasping the main idea of the text. They will have difficulties especially when reading academic texts due to misunderstandings about their reading styles. Some scientific studies have revealed that second language learners consistently misunderstand reading style and find it boring, which causes them to dislike reading. It is important to use the scaffolding approach while creating reading methods among the causes of the problems experienced in foreign language learning [12].

According to Ramadhianti and Somba teaching reading at university level is a challenging endeavor as the majority of texts cover more areas than is possible at high school level. Some students found it difficult to clarify the meaning or meaning of the texts because of this situation. It also affects English language learners because they need to grasp the vocabulary and try to grasp the main ideas of the text. In reality, many schools use a variety of reading tactics to help students improve their reading skills by reducing their reading difficulties. In reality, however, the data show that most students often have difficulties with reading comprehension. These problems fall into two categories: internal and external causes. The latter include difficulty in understanding long sentences or texts, lack of prior knowledge, difficulty in applying correct reading strategies, and difficulties in focusing. Additional variables that arise in reading comprehension exercises include EFL learners' lack of vocabulary, lack of interest in the subject matter and lack of desire to read. These translate into the most typical reading comprehension difficulties that children face [13].

Conclusion

Reading develops visual memory and reading aloud develops auditory memory, both of which are important for learning English. Reading also helps to develop linguistic prediction, which will be a vital tool in real-world communication situations where it is not possible to use a dictionary. Since English language is taught as a foreign language in Kazakhstan learners may face various kinds of challenges, issues, and difficulties while learning it. To conclude recent research study we can say that among the causes of challenges is learners' lack of interest and limited vocabulary, which prevents them from grasping text's major ideas. In addition, there can be illustrated problems like: misunderstanding about styles of reading texts, selecting strategies of reading. The research studies which are analyzed and discussed above demonstrated that second language learners consistently misunderstand the reading styles and they find it

boring and they prefer not to read. Therefore EFL teachers should select affirmative methods, techniques and approaches in order to overcome these kinds of issues.

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ROLE AND FUNCTIONS OF A NEWSPAPER HEADLINE

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This article deals with the role and functions of a newspaper headline.

Бұл мақалада газет тақырыптарының рөлі мен функциялары қарастырылады.

Bu makalede bir gazete manşetinin rolü ve işlevleri ele alınmaktadır.

Introduction. The modern level of development of linguistic science allows exploring one of the most effective structural elements of the media language—headlines—through the correlation of their role with the general theory of communication. Publishers' ability to attract the reader's attention is particularly important in a large selection of newspapers. The headlines play a significant role in this situation. Headlines are a special linguistic phenomenon and long-in-sight for linguists. In the 20s, the first attempts were already made to study the headlines, but it was only a few notes considering the general issues related to the analysis of the linguistic resources of the media in general. Only in the second half of the XX century were the headlines attracted as a special subject of the study. It is important to pay attention to the efficiency and effectiveness of headlines during the formation of the independent Kazakhstan press. Meanwhile, the study of headlines has been conducted in comparative terms.

The research methods are descriptive and comparative methods, the method of observation, and continuous sampling.

The research results are to define and analyze the roles and functions of newspaper headlines.

The question about how headlines function so far is controversial in modern linguistics. In papers examining headlines, several typologies of this element were presented. Thus, G.O. Vinokur gives interesting considerations on the functional characteristics of the headlines in 1928. Highlighting the verbal problem, G.O. Vinokur calls headlines "canonical verbless genres" and identifies two functions carried out by the headline: the demonstrative function, some close to the simple nomination, and quite a special function that can be called advertising if the odiousness of the term does not require an euphemism. [1. p. 87–88].

According to G.O. Vinokur, the use of the headlines of verbal constructions in the "advertising" and "integrated" aims "does not contradict the basic, so-called" natural "tendencies of the headlines as the type of speech to verbless." [1. p.88-89]. The tasks of the advertising functions are to "solve the problem of external entertainment, captivate the reader, and intrigue the storyline" [1.p.89]. G.O. Vinokur speaks of the designating, indicating, and advertising functions of headlines. He writes that the purpose of the headline is to indicate the event and identify it [1. p. 88].

After G.O. Vinokur, V.G. Kostomarov indicates the advertising and indicative-denominative function headlines [2. p. 163]. However, he also mentions the existence of additional functions without specifying them. The author does not illustrate examples of these functions or disclose their value.

In the article "The syntactic structure of the modern newspaper headlines and its development," Popov notes that each headline "is inherent in the three main functions: 1) the nominative; 2) informative; and 3) advertising." The author analyzes each of the three functions in detail. Popov's notion of an informative function is considerably wider than that of other authors. "In the scope of the informative function of headlines, we also include the directiveness and emotionality of headlines, that is, the volitional and emotional impact of the headline on a listener or reader" [3. p. 98].

S.P. Suvorov identifies the following "functions of headlines:

- 1) to distinguish one message from another;
- 2) to draw attention to the material;
- 3) to concisely inform the main content of the material;
- 4) to interest the reader;
- 5) to put him under a certain emotional impact "[4. p. 183].

According to the author, the first and second tasks are solved graphically, and the rest of them are solved by linguistic means. However, the second and fourth tasks are identical in function, and therefore they need to unite as the author mixes the functions and their means of expression.

It seems reasonable to develop a functional typology that would know no boundaries for headings in the texts of all genres and styles of functional, which could serve as a study of the essential nature of the header. Here we have in mind is not the completion of the already quite long list of function headers and selection in their universal, basic types according to the main tasks performed by them.

In the thesis "The structural and functional development of headlines, N.E. Baharev identifies three main functions: denominative, informative, and advertising. The author notes that "the volume of informative functions also includes appellativity, questioning, and polemicity, except communicability, or any of these linguistic resources, which does not deny impact on the reader in varying degrees of informativeness" [5. p. 5].

Thus, summarizing the findings of linguistic research on functions, the following functions should be allocated: nominative, informative, advertising, expressive, graphically-excretory, textual, evaluation, text-forming, phatic, installation, directive, incentive, semantic, aesthetic, concisely, beliefs, predication, meaning of a representant, etc. Thus, there is a certain terminological tautology, which is reflected in the following examples: text-forming and textual, installation, and directive functions. In many studies on headlines, the functions of advertising and expressivity are not always clearly differentiated.

It appears reasonable to develop a functional typology that would know no boundaries for headlines in texts of all genres and functional styles and could serve as a study of the essential nature of the headline. Here, completion is not meant, and quite a long list of headline functions is enough, and the selection of universal, basic types according to the main tasks in them is performed by them.

The headline, in essence, has a set of invariant features for the manifestation of any given entity.

According to a study conducted by Yergaliyev K.S. et al., journalism is a chef, and the article is a dish. The sauce, which represents the writing style and content choices of the journalist, directly influences how the article is perceived. Similar to how seasonings and spices affect the taste of a dish, the journalist's decisions, such as the headline, impact the article's various functions, such as communication and cognition. The author's creativity plays a crucial role, and there are no strict limitations on the functions a headline can serve in journalism. [6. p.543].

Thus, we have identified three universal functions performed by the headline: nominative, informative, and pragmatic. Other functions, no matter how important they would have been in any particular case, are, in fact, optional. It is obvious that every headline performs several functions simultaneously, and one or two of them dominates the rest.

It should be noted that the highlighted functions do not represent the different sides of the whole but, on the contrary, are interrelated and in close connection. Undoubtedly, it should be assumed that the nominative function remains common in any form and is inherent in any headline. It is implicit in every other function as the primary; an initial appointment of the headline is a nomination, the identification of a newspaper text.

Nominative function is a historically constituted original function of the headline. It denotes the text and calls it. Its main purpose is a simple nomination of a text that is to serve as

the title of the text. Therefore, all the headlines, regardless of their structural diversity, are considered names or titles.

By the nominative function, headlines converge with proper names. But "proper names denote individual things, objects without regard to their characteristics, in their very individuality" [7.p.136]. However, according to A.M. Peshkovskoy, "The headline is always something more than a title" [8. p.178]. This "something more" is concluded in mainly informative and other functions of a newspaper headline.

By the nomination, headlines are close to signs, indications, names of ships, factories, etc. But the difference between the headlines and the last is that the headlines stand for a written text, and the headlines as a phenomenon of speech do not go beyond it. The signs and the names of ships, etc. stand for a certain material object or thing.

According to A.S. Popov, namely, "the nominative function is mostly manifested in the form of the name in the nominative case, the main purpose of which consists in a simple naming in the lexical terms. All others are the segments of speech used as headlines; they appear in the position of the nominative case of name and are equated to it. Consequently, it is possible to understand the entire headline as a name, regardless of its structure." [9. p.96].

Since our work is about the universality of the allocated functions, we apparently can assume that any segment of speech being the headline has a nominative function, as any headline can be understood as the name of the text placed underneath. However, headlines in which the nominative function dominates may contain partial informativeness, as they enable the reader to understand who or what will be discussed in a newspaper article.

The nominative function corresponds to nominatives, one of the dominant types of headline models. The reason for their wide distribution is a new quality of communication. An intensive use of nominative structures is caused by the tendency toward more capacious generalized abstract thinking.

The core of the nominative construction is considered to be a noun distinguished by a number of features that appeal to this trend: a generalized meaning and semantic stability. The semantic stability of a noun supports the perception of newspaper headline semantics.

The informative function is almost peculiar to each headline. The basic operational concept of this function is the "information" of quantitative and qualitative characteristics that allow speaking about the information content of the headline complex.

The informative function meets the main purpose of the newspaper material, i.e., to inform the reader about the events, facts, sensations, etc. Informative function is the ability of the headline to transfer general information, the main content of the communication, in compressed form.

Newspaper headlines performing an informative function may have a message, question, or controversial character. In contrast to the nominative function, the informative function seeks to maximize accuracy. The action of this function reveals itself in the phenomenon of expansion (proliferation, complications, and integration).

In this work, the pragmatic function of newspaper headlines should be notably distinguished. A pragmatic function of newspaper headlines is to influence the reader by telling him some information, awakening a desire to read a newspaper article, and sending the expectation of new information in a new direction.

The pragmatic function of headlines requires efficiency in the supply of material to optimize its impact on both the rational and emotional spheres of perception of the reader. The purpose of impact is to introduce and strengthen in the mind of the reader certain values, orientations, and attitudes with both rational and emotional aspects. Readers' interest in journalistic texts may be caused by an unusual newspaper headline: unexpected combinations of words used in them, unusual or inexplicable sound combinations, and others.

The desire of journalists to influence the reader and draw their attention to the newspaper text is also reflected in the choice of syntactic patterns in headlines.

The role and functions of newspaper headlines involve nuanced categorization, showcasing their diverse roles in conveying information and piquing reader interest. These roles and functions eloquently outline the multifaceted nature of headlines, illustrating their capacity to serve as informative summaries, attention-grabbing teasers, and thought-provoking prompts.

Conclusion. This article proposed a classification of a newspaper headline functions based on the research conducted by both foreign and native linguists. The primary criteria for classification include the headline's informativeness and its alignment with the content of the article. It is imperative for op-ed pieces' headlines to prioritize these aspects. Our analysis of the material led us to the following conclusions:

- a contemporary article headline provides insight into the current state of the language.
- not all newspaper headlines accurately represent the content of the corresponding article.
- a significant number of article authors neglect the essential requirements for crafting journalistic headlines.

The presented classification can serve as a set of "guidelines" for today's journalists, aiding them in composing headlines that meet the necessary criteria. Primarily, it aims to assist readers in efficiently locating the desired information within the pages of various periodicals.

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PROMOTING READING COMPREHENSION IN EFL CLASSROOM OF SECONDARY SCHOOL STUDENTS

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Abstract

Learning to understand what is read in a foreign language in secondary school is based on stimulation of cognitive processes in the early stages of working with a text in a foreign language, it mainly requires the efforts of simple cognitive processes such as attention, memory, etc. This study explored the effect of developing reading comprehension among English language students with using the reading speed strategy, identifying the effect of both gender, old and teaching method on developing reading comprehension. To achieve the aim of the study, a test was prepared to measure reading comprehension after ensuring its validity and reliability. The population of this study constructed off students (30) who studying EFL in the Tursynkhan Aitzhanov school in the first part of the academic year in 2023-2024. The study involved a sample of (15) male and (15) female students were chosen using a simple method. According to this study, teachers have been using techniques including questioning, predicting, retelling, and picturing to promote reading comprehension. To attain the point of the ponder, a test was prepared to measure reading comprehension. The test was applied to study groups before the start of the study, during the study and after the study. The results showed clear differences in each test the students' average scores . The results also showed that there were no differences between students' average scores depending on gender.

Key words: reading comprehension, promote, test.

Introduction

The English language is important for countries to understand each other and work together. It helps with social, economic and government relationships between nations. Many places in the world use English to communicate. As this language is used in today's world, also it plays a big role in Kazakhstan and will be important in the future. Now if English is important in Kazakhstan, schools should teach it well. Reading comprehension is one of the basic components of reading process. In this case, it helps our students develop these skills to encourage them to grow. The basic reading and awareness skills that enable them will be holders to understand the vocabulary.

Reading comprehension is a product of informed learning that expands students' learning and experience, develops their intellectual skills and helps students with the information they need to solve many personal problems, identify trends and multiply them by breadth and depth, develop self-esteem and the value of others. It corresponds to them and makes the mind interested, reflect and reflect, raise the level of understanding of social problems, raise the spirit of criticism for book, magazines and newspapers and makes a person feel belonging to culture. Although one of the most effective ways to learn reading comprehension is through collaborative learning. During this activity students work together to complete a task and achieve a predetermined learning goal. Repetitive the activity in which two or more people work together to achieve common goals is beyond the interaction between ordinary people. Goals are considered to be the nature of learning knowledge through the construction of exchange and communication. According to Massey and Tina (2018) to capitalize on the benefits offered by the variety of texts, students must develop historical understanding skills – the ability to evaluate, analyze, the synthesize historical evidence surrounding problems or issues that have no right or wrong answers. The students often “ lack the reading skills necessary to gain insights from the past, engage in critical thinking and follow a complex chain of events. According to Desta Wendaferew A teacher can use different ways to help students understand what they read better. Firstly, many good readers around the worls use the skill of figuring out the most important part of what they read. This means you need to find the main ideas and arguments in academic work that are not as important. Secondly, it is important to show what we think is true based on the reading . This means

you need to know some things about the text, understand the details, and come up with reasonable conclusions. Understanding needs previous knowledge and experiences to make sense of what you read. Another important part of helping people to understand what they read is doing activities before starting to read. Getting students involved in activities that use their prior knowledge and get them excited about the reading can really help them understand and get interested. Methods like coming up with ideas, guessing, and using what you already know, help students link what they already know with the text. This makes it easier for them to understand and deeply about the text. While reading, it's important to help and guide students. Using different ways to read, like quickly looking over a text, finding specific information, and making educated guesses, can help students understand the main points, find important information, and make conclusions from the text. Using visual tools like concept maps or story maps can help students organize and show the information they get from their reading. After you finish reading, doing different activities is an important part of understanding what you read. Students can talk, write and answer the questions to show what they understand, think about the text, and talk to their classmates about their ideas. This activity helps students think carefully, improves their language skills, and makes them work together. Moreover, using technology in reading activities can make it more interesting and help students learn better. Using online tools like dictionaries and reading websites can help students improve their reading skills and stay motivated. According to Stranovska mentioned cognitive processes are generally valid for reading activity, the comprehension of a foreign language text has many more obstacles than reading in the mother tongue. The specifics of foreign language reading are manifested at the level of both lower and higher cognitive functions. Promoting reading comprehension in the EFL classroom of secondary school students is a multi-faceted task that necessitates the utilization of an assortment of strategies. This comprehensive literature review has delved into the utilization of authentic materials, pre-reading activities, intensive and extensive reading approaches, teacher modeling, vocabulary development, reading response activities, and the integration of technology. By incorporating these diverse and multifaceted strategies, educators have the ability to craft a learning environment that is enriched and supports secondary school students in the cultivation and honing of their reading comprehension skills, thereby augmenting their overall English language proficiency. It is noteworthy that these strategies are not only beneficial but also indispensable for the attainment of optimal learning outcomes in the realm of reading comprehension.

In the scientific research work, the researcher examined the work of predictors in the process of reading comprehension, on the basis of this research, an intervention program of reading comprehension was developed and subsequently this program will be verified. In this article describes the intervention program as a tool for effective and complex development of reading comprehension.

REVIEW OF RELATED LITERATURE

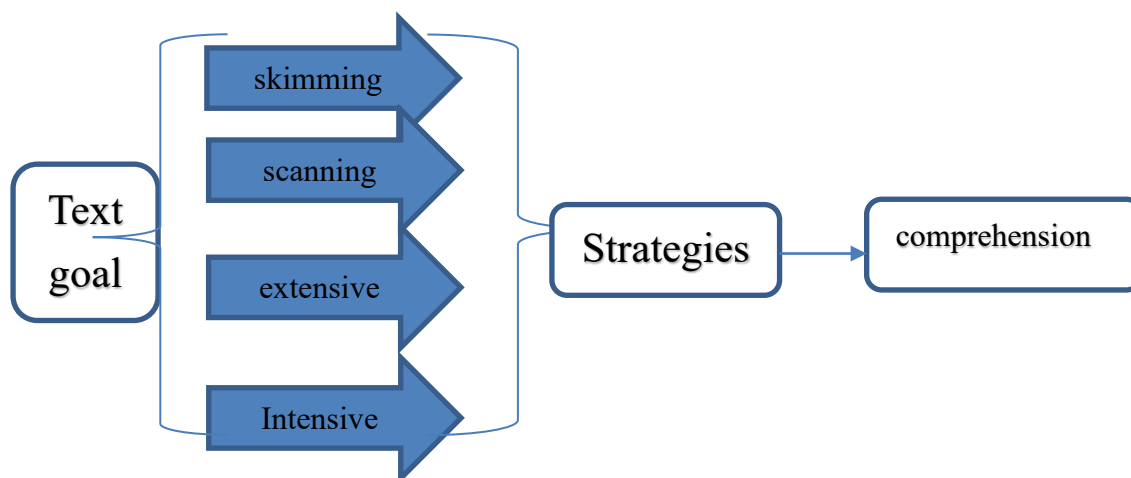
Students face many difficulties in reading in English language, which constitutes an obstacle to their education and limits their activities and tendencies towards learning. Therefore, it is important to find more effective methods through the use of methods that attract their attention and excite them, and to eliminate the problems that they may face in learning to read (Rahimi & Babaei, 2021). It is clear from the above that reading comprehension is important for students, and that it is the main goal of the reading process. Indeed, some educators regard reading and comprehension as one thing. Therefore, reading comprehension skills must be present in the curriculum and the classroom due to the importance of comprehension in language communication, and understanding the linguistic message between the writer and the reader (Harthi, 2020).

Durukan (2020) investigated the effectiveness of a training based on fast reading on comprehension skills among secondary school students. The study was applied to a sample of 40 students from the 8th grade in Trabzon city. The study was based on the experimental approach, for which a pretest-posttest method was applied to one group. Before applying the study, the reading speed and comprehension levels of the students were identified. The participants received 20 hours of speed-reading training every other day for 5 days. The results of the study indicated significant improvement in the level of students after the implementation of the study. Deniz and Yavuz (2020) investigated the types of reading error and reading speeds among students with special learning difficulties. The study used the case study model and was applied to a sample of 34 students from Grades 3–8. These students were identified as students with LDs in Konya in the 2019–2020 academic year. The results of the study revealed different types of errors students with LDs have shown. These errors included misreading, hesitating while reading, repeating, omitting a word or skipping a line, substituting a sound/syllable or a word, pausing while reading, correction and reversing sounds. A child's self-achievement and work accomplishment will almost definitely be wasted if he or she does not develop the habit of reading. (Amin, 2019). Reading is one of the ways to improve our language skills in English, reading comprehension assists us to learn and to think in English, upgrade our writing and enrich our English vocabulary. Besides, reading comprehension is also a good way to practise our English conversation especially if we live in a non-English speaking country, reading comprehension can help us to prepare to live or to study in an English-speaking country part from the fact that it is a fantastic approach to learn about new concepts and facts and experience (Mikulecky & Jeffries, 1996; cited by Fitriyah, 2021) When learners can read well, they can show good performance in other language skills. As previously stated, the attitudes and self-assurance of young children toward reading are proven to predict their reading performance (McGeown et al., 2015 cited by Kaban & Karadeniz, 2021).

Furthermore, reading comprehension is also related to some skills and they need to be put into consideration. According to Fitriyah (2021), the skills are:

- a) acquiring a sophisticated, accurate, and well-balanced vocabulary
- b) The ability to comprehend the meaning of terms such as increasing scale, step, sentence, paragraph, and entire segment.
- c) The ability to find a clear answer to a question
- d) Ability to pick and interpret the main concept,
- e) Ability to understand a series of events,
- f) Ability to memorise and recall information,
- g) Ability to comprehend the author's plan's organisation,
- h) Ability to obey directions precisely,
- i) Ability to assess what one reads,
- j) Ability to remember what one has read

According to Krashen (1989), the model of reading comprehension which is also an effective model of reading process has a few steps:



1) A text is made up of words that are organised into sentences by the author. 2) The reader's goal is to learn everything there is to know about the text they are reading. 3) Scanning is a fast read-through of a passage. 4) Skimming is the process of obtaining specific information from a document that has been read. 5) Extensive means looking up the key concept of the paragraph's text. 6) Intensive comprehension refers to the reader's comprehension of the whole text or paragraph. (Fitriyah, 2021)

According to Okueso et al., (2021), reading comprehension is a fundamental skill for learners, wherein they engage in the cognitive processes of reading and analyzing a given text, striving to comprehend its content and context, while simultaneously deciphering the meanings of unfamiliar words and establishing connections between the text and their own background knowledge. Presently, it has become apparent that the conventional practice of reading physical books has significantly declined among learners, as they now predominantly consume textual information through digital screens on their smartphones or computers. Consequently, it becomes imperative for educators to actively motivate and encourage students to engage in the practice of reading and comprehending texts. Given the rapid and incessant advancements in technology that permeate our daily lives, it is incumbent upon teachers to embrace and adapt to these technological innovations in order to effectively incorporate them into their pedagogical approaches(Wei et al., 2021) towards teaching reading comprehension to their students. The use of technology in education has been proven to have positive and constructive impacts, especially with careful and reflective lesson plans. Some academics believe that technology-enhanced education supports more inventive and engaging types of teaching and learning, improving students' motivation while also enhancing their efficiency in real-world learning situations.

Purpose of the study

This research paper focuses to the promoting reading comprehension in EFL classroom of secondary school students. The primary objective of the study is to ascertain, with utmost precision, the myriad of challenges and obstacles that are confronted by students who are learning English as a Foreign Language (EFL) when it comes to deciphering and fully grasping written texts in the English language.

RQ1. What is the effectiveness of promoting reading comprehension in EFL classroom?

RQ2. How does implement reading comprehension in EFL classroom by participants differ according to their gender and old?

Methodology

Research design

This study looked at a group of students learning English as a foreign language. This study will employ a descriptive research design to promote the 14-15 years old students' reading comprehension. One group was picked for the study. They were selected for the study because they showed good reading skills in the beginning. It is still very low. So, we need to start teaching and learning right away to fix the issue. This study was a research project done in a classroom. It involved repeating steps in each learning session. The students had 4 tests. A special text was given, and therefore a test was received. The reason for choosing children aged 14-15 years is the lack of reading text or books due to the fact that children work more with a smartphone. After monitoring the student's level of knowledge, it was noted that students answered questions without fully understanding this text.

Population and Sample

The study population consisted of 30 students from ninth grade of Tursynkhan Aitzhanov secondary school to promote their reading comprehension. School located in the village Shornakh, in the Turkestan region. The sample of the study was (30) male and female students. The participants taking part in the test will be categorized regarding their gender and old. Purposive sampling is a type of non-random sampling in which levels of English knowledge are Elementary and Pre-Intermediate.

Date collection instruments

The original test was developed by Ferdinand Magellan (2014) who tried to determine how fully children can understand the text presented in English. This test will be used in the present study as a pre-test. The first section was about students personal information, including their old and gender. The second part had a passage in English and some quiz questions. Each test has four choices and one right answer. Out of the answers from the students, they got 2 points for the right ones and minus 1 point for the wrong ones. (2-right,1-wrong).

To fully understand what we read in English in our class, we had to do 4 tasks. The first text talked about how students judge things and are very careful about making opinions. The second text was developed by Brian Breivik (2020) it was about treating boys and girls equally at school, and the next text was designed by Dragana Mancic(2019 and it was about making sure 14-15 year old children eat healthy. The last text was worked out by Sonya Jacobs we read in English was about how new technologies can be helpful. Four texts (in essay and story types) and 20 multiple choice questions related to these texts were used to collect data on students' reading comprehension level. The testing time was determined to be equal (40) minutes, and a preliminary test was used to ensure the equivalence of the research groups.

Data analysis

The data obtained from the reading comprehension test were analyzed using statistical packages for Social Sciences (SPSS) version 24. Both descriptive and logical statistical methods were used for the reading test. The data obtained from the observation checklist were analyzed using a percentage ratio. Similarly, to see if there was any significant difference between the reading

comprehension scores of male and female students in their post-test, an independent selective t-test was used. To determine the significance levels of the results, a probability value of 0.05 was set.

Results

The first research question was about ‘What is the effectiveness of promoting reading comprehension in EFL classroom?’ the results are demonstrated in Table 1

	N	Minimum	Maximum	Mean	Std. Deviation
total1	30	23,05	36,05	27,9433	3,32441
Valid (listwise)	N 30				

Table 1 Descriptive analysis

In order to obtain results of the first research question descriptive analysis was utilized. According to calculated results above descriptive statistics of participants’ reading comprehension of the text presented in English were obtained. The total result of mean rank presented as M=27.94. The result showed that participants felt confidence while promoting reading comprehension in EFL classroom.

The second research question was “How does implement reading comprehension in EFL classroom by participants differ according to their gender and old?” the results are demonstrated in Table 2 and table 3

	gender	N	Mean Rank	Sum of Ranks	p
total1	male	15	16,00	240,00	,09285
	female	15	15,00	225,00	
	Total	30			

Table 2. Mann-Whitney U-test (gender difference)

	old	N	Mean Rank	Sum of Ranks	p
total1	14	13	19,08	248,00	,08259
	15	17	12,76	217,00	
	Total	30			

Table 3 . Mann-Whitney U-test (old difference)

In order to calculate differences among differences male and female participants attitudes. Mann-Whitney U-test was used. This analyse presented that there was no differences between male and female participants. According to results male participants mean rank $M=16.00$ furthermore female participants presented result $M= 15.00$. as results show there was no main contrast between male and female students.

Mann-Whitney U-test utilized whether calculating differences participants' old how does implement while promoting reading comprehension in EFL classroom. According to results

14 years old participants mean rank $M=19.08$ and 15 years old participants mean rank $M=12.76$. The result showed that participants felt confidence while promoting reading comprehension in EFL classroom.

Discussion, conclusion and recommendations

This study research aimed to promote reading comprehension in EFL classroom of secondary school students. According to first research question leaners presented high results. It means that promoting reading comprehension in secondary school students had an effectiveness of assessing reading comprehension. The same positive results are founded in the research. These findings are consistent with other studies which have researched the impact of reading strategies instruction on EFL students' reading comprehension (Aghaie & Zhang, 2012; Akkakoson & Setobol, 2009; Cubukcu, 2008; Dhieb-Henia, 2003; Rasekh & Ranjbary, 2003; Razi & Cubukcu, 2014; Whankhom, Phusawisot, & Sayankena, 2016). Impact of speed reading training on the reading comprehension skills of 9th grade students was studied in this research. Findings obtained were interpreted by comparing the results of the similar studies in the literature. These interpretations were submitted in the following paragraphs. In the study, both in pre-test and in post-test, there was difference was not statistically significant that the female students and male students.

Classroom approaches that incorporate learning strategies, on the other hand, are very much a learner-centered approach. By drawing students' attention to their own individual learning process and what they, as the learner, can do to monitor and evaluate that process, places a much greater emphasis on decision-making within the learning environment by the student.

These recommendations can be made based on the results of the study as follows:

- Speed reading trainings should be included in the courses at elementary school level in order to enable students to gain speed reading habits at earlier grade levels.
- The students should be enabled to speed read and comprehend in every type of text by using various type of texts as much as possible in speed reading trainings.
- The order of eye exercises, word recognition and picking, text interpretation should be followed in speed reading trainings.
- Similar studies should be conducted on 12th grade students who will take the higher education institution entrance exam, one of the central exams and usefulness of speed reading should be researched in higher grade levels.

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READING STRATEGY USE IN READING COMPREHENSION

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ABSTRACT

The present research explored Kazakhstani EFL learners' use of three reading strategies (Cognitive, metacognitive, compensatory strategies) their supposed impact on the self-efficacy and the correlations between the use of reading strategies and perceived self-efficacy on the skills of reading comprehension in English. Twenty-three second-year English and Turkish language students from Hodja Ahmed Yasawi International Kazakh-Turkish university participated in the study. The study addresses three main research questions:

1. What is the level of students' reading comprehension before the research?
2. What is the reading comprehension level of students after the using reading strategies?
3. Is there any comparison between the reading comprehension levels before and after the research?

To research the effect. Qualitative interview method and quantitative investigation methods including comparative analysis method were utilized to study in the influence of strategy

teaching on students' reading proficiency. The finding demonstrated that the most commonly used reading strategy was found to be the metacognitive strategy and after it was the compensation strategy, and followed by the cognitive strategy. Furthermore, there was observed a significantly positive relationship between use of reading strategies and the perception of the self-efficacy. Reading strategies, by contrast, were not associated with academic performance. The results of the interviews were analyzed to provide in-depth findings about the conditions of strategy usage. Consequences of those findings for the implementation of an effective reading strategy instructions are presented.

INTRODUCTION

Understanding and deriving meaning from written materials is a key talent that extends beyond academic performance into all aspects of our life in an information-rich society. The ability to read comprehension, which is the key to information, is one that develops with experience and is greatly impacted by the reading tactics used. We discover a wealth of strategies that not only improve understanding but also enable people to successfully negotiate the intricacies of today's information-rich environment as we set out to investigate the subtleties of good reading practices. We reveal the keys of proficient reading, investigating tried-and-true methods that accommodate various styles of learning and preferences, from active engagement tactics that maintain mental focus to pre-reading rituals that set the stage for comprehension. In order to create a relationship between the reader and the text that goes beyond simple information transfer, the objective is not just to read but to grasp deeply. We will break down successful reading strategies into their component parts in the sections that follow. We will look at how these strategies improve comprehension, encourage critical thinking, and set the stage for lifelong learning. It becomes clear as we proceed through this investigation that reading is a dynamic, engaged process that takes on varied forms for every person rather than a passive activity. Our goal is to provide readers with the knowledge and skills needed to realize the maximum potential of their reading comprehension skills via the perspective of strategic reading.

The latest studies on reading have shown that reading is a sophisticated perceptual and cognitive performance that is essential for appropriate function and information in contemporary circumstances. (Alfassi, 2004; Zhang, 1993). In addition to inefficient and ineffective reading strategies, another contributory factor influencing students' educational achievement is their self-perceived efficacy (Yang 2004; Wong 2004).

Statement of the problem

Reading comprehension problem statements include a variety of challenges faced by individuals in the process of deciphering, understanding, and engaging with written texts. These challenges can appear at different stages of life, from early childhood to adulthood, and can affect people from different backgrounds and levels of education. Key aspects for explaining reading comprehension problems are:

Lack of phonemic awareness: One of the fundamental skills required for proficient reading comprehension is phonemic awareness, or the ability to identify the individual sounds. The ability to recognize and manipulate sounds. People with phoneme awareness problems may have difficulty decoding words accurately, which can affect their overall reading comprehension. **Limited vocabulary development:** A solid vocabulary is essential to understanding and interpreting written text. Lack of exposure to different languages and poorly developed vocabulary can hinder comprehension and make it difficult to grasp the nuances of language. **Poor reading comprehension:** Reading is more than just deciphering words. It is equally important to understand. Many people find it difficult to derive meaning from texts, which can lead to frustration and disinterest in reading. Factors such as lack of background knowledge, cognitive challenges, and ineffective reading strategies contribute to poor comprehension.

Perceived self-efficacy is defined as “people’s convictions that they are able to reach certain levels of efficiency that impact the outcomes of experiences that influence events that affect their life” (Bandura, 1994, p.71). According to Bandura, learners with high proficient levels of self-efficacy, they accept difficult tasks as a great challenge.

A great deal of recent reading research has focused on teaching strategies. It is assumed that students who have knowledge of a specific reading strategies and exactly how it is used, can better comprehend what they read. (Anderson, 2005; Beers, 2000). Furthermore, Pressley (2002) highlights that reading instruction should be centered on teaching comprehension: the readers ought to be taught comprehension strategies. Comprehension instruction involves “training individuals in how to build the meaning of a text, and not just discover the meaning embedded in it by the author” (Pressley,2002, p.390).

In addition, in order to understand a text proficiently, a learner must utilize strategies for “constructing meanings from the text, utilizing the text’s information to generate contextual comprehension, and communicate ideas effectively in oral and in written form” (Gambrell, Malloy, & Mazzoni, 2007, p. 13). Students who are involved such meaningful reading activities may emerge as motivated and reach success in reading. The results of this study can contribute to the existing knowledge base on how to increase comprehension in the process of ESL/EFL reading instruction.

Research questions

1. What is the level of students' reading comprehension before the research?
2. What is the reading comprehension level of students after the using reading strategies?
3. Is there any comparison between the reading comprehension levels before and after the research?

Purpose of the study

As discussed earlier, students in Kazakhstan often have low reading levels in English in part because of their level of proficiency in reading strategies and their lack of confidence in their academic success. In furthermore, the teaching experiences in any English classes in Kazakhstan typically focus on straightforward transfer of knowledge in many English classes in Kazakhstan. To improve EFL learners' reading comprehension, O'Malley et al. (1985) mention that educators have to provide greater structure in teaching reading strategies to their students. So that learners can be able to apply specific reading strategies to reading tasks and comprehensively reflect more critically on their language learning activities. Although research findings show that self-efficacy is related to learning motivation and increased use of learning strategies (Wong, 2005; Yang, 2004), few studies conducted in Kazakhstan provide insight into how students use reading strategies. The few studies conducted in Kazakhstan provide insights into how students use reading strategies and how it is related to their self-efficacy and performance and achievements in English. Consequently, the purpose of the current study was to examine the effects of strategy instruction on reading performance. performance development.

LITERATURE REVIEW

Reading comprehension is a complex cognitive process that involves the interaction of various skills and strategies. As individuals engage with written texts, they employ different methods to extract meaning, make connections, and comprehend the information presented. The purpose of this literature review is to explore and synthesize existing research on reading strategy use in reading comprehension, shedding light on the diverse approaches employed by readers to enhance their understanding of texts.

The deliberate and conscious cognitive processes readers employ to understand and interpret textual information are referred to as reading strategies. These cognitive methods cover a broad range of tasks, such as anticipating, summarizing, questioning, clarifying, and drawing conclusions. Reading methods have been divided into two primary categories by academics:

global strategies, which deal with general comprehension, and local strategies, which concentrate on comprehending particular elements within a text.

Theoretical framework

The study of reading comprehension and techniques is supported by multiple theoretical frameworks. According to the Interactive Compensatory Model (ICM), readers dynamically modify the techniques they employ in response to how tough they perceive a text to be. While the Transactional Model stresses the interactive aspect of reading and takes into account the roles played by the reader and the text in the comprehension process, the Schema Theory contends that readers use their existing knowledge, or schemas, to make sense of new material.

Types of reading strategies

Numerous reading strategies used by readers have been recognized and categorized by researchers. One can use metacognitive tactics to organize, track, and assess their understanding process. Cognitive methods, such as summarization and visualization, deal with the actual manipulation and processing of information. Socio-affective techniques address the emotional and social dimensions of reading, including discourse and cooperation. It is imperative that students use appropriate reading methods to increase their comprehension because reading is an interactive activity that combines top-down and bottom-up information processing (Barnett, 1989). As stated by Barnett (1989), "the mental processes a reader employs in a goal-oriented approach to the text in order to understand what is read" is referred to as strategy (p. 66). Stated differently, reading comprehension calls for the integration and use of multiple techniques or abilities. (Caverly, 1997; O'Malley, 1997; O'Malley, Chamot, Stewner-Manzanares, Kupper, & Russo, 1985; Oxford, 1990; Zhang, 1993) These methods include memory, cognitive, compensatory, affective, social, and test-taking strategies.

The intentional and purposeful steps readers take to extract meaning from texts are referred to as reading strategies. These tactics fall into the categories of socio-affective, metacognitive, and cognitive processes. While metacognitive processes concentrate on the observation and control of cognitive activities, cognitive processes entail the direct manipulation of the text. Conversely, socio-affective processes include the emotional and social dimensions of reading.

Cognitive Strategies: "In which learners work with and manipulate the materials of a task themselves as they progress toward its completion" (p. 14) is how Chamot & Kupper (1989) define cognitive strategies. Cognitive tactics: In order to improve understanding, these tactics directly manipulate the text. Inference-making, summarizing, and information visualization are a few examples.

Cognitive strategies are ways that our brains can help us understand and remember things. Some examples of these strategies are making guesses using what we already know, looking for patterns in what we read, asking ourselves questions, summarizing what we learned, taking notes, figuring out the meaning of words, making educated guesses, and using what we learned in one situation to help us in another situation.

Metacognitive strategies are ways that students and readers use their thinking skills to help them learn and understand things better. These strategies include things like thinking about how they are learning, making plans for learning, checking how well they are doing, and deciding if they understand something or not. For example, readers can use these strategies by setting goals for themselves when reading a book, guessing what will happen next, and thinking about how well they understand what they have read.

Metacognitive strategies play a critical role in reading comprehension by allowing readers to monitor, regulate, and make sense of their cognitive processes. These strategies involve reflecting on one's thoughts and are necessary for effective comprehension and problem solving. Numerous studies have shown that by altering learning behaviors and closing comprehension gaps, all of these strategies can enhance reading performance in second foreign languages (Carrell, 1989; Pintrich, 1999; Whyte, 1993).

Compensatory Strategies: According to the literature, expanding one's vocabulary is another element that leads to success in reading (Caverly, 1997; Yang, 2004). However, a common issue for many EFL readers is a lack of familiar vocabulary and unclear terms, which makes comprehension difficult (Zhang, 1993). When reading challenging texts, a compensatory strategy is the application of different cognitive strategies to overcome obstacles and improve comprehension. Compensatory strategies, in contrast to some other approaches that concentrate on particular skills, entail making modifications or making up for deficiencies in one area by leveraging strengths in another.

There are subtle distinctions between "reading strategy instruction" and "reading strategy use," with the former focusing more on the teacher's role in imparting strategies, while the latter highlights student involvement and practical application (Brevik, 2019). In our current investigation, we differentiate between these two concepts by examining their implications for reading comprehension. Experienced readers employ various techniques to efficiently extract meaning from texts (e.g., Afflerbach, 2022; Van Keer, 2004; Vaughn & Fletcher, 2012), whereas less proficient readers tend to exhibit limited or ineffective strategy use (Denton et al., 2015; Ukrainetz, 2015). Therefore, considering the distinct elements that constitute the reading process - including the reader, the text, the activity, and the social-cultural context - can help elucidate how reading strategies contribute to comprehension differences. Additionally, additional variables outside of strategies themselves (such as vocabulary and prior knowledge) and the complex interactions among them may also impact reading ability. A widely adopted method for instructing readers on how to improve their comprehension involves incorporating a collection of techniques, including predicting, summarizing, clarifying, and asking questions (Okkinga et al., 2018; Palincsar & Brown, 1984). According to McEwan (2004, 2007), implementing seven efficient strategies, such as drawing conclusions from implied information or questioning the text, can enhance reading comprehension. Moreover, Rogiers et al. (2020) propose a list of ten evidence-based methods, like identifying key points, posing questions, and condensing material, that have been shown to be effective in improving reading abilities. In summary, providing explicit training on various strategies has been recognized as a useful technique for enhancing readers' understanding.

In addition, this study used seven strategies that follow the principles of GRR. The learning strategy framework is derived from McEwan, 2004 and McEwan, 2007 and has been shown to be effective in research in the Chinese context (Wu, Valcke, & Van Keer, 2021). The repertoire of the seven strategies can be summarized as follows: (a) Establishing learning objectives. Students set goals to take control of their learning (McEwan, 2004, McEwan, 2007; Schramer, 2018). Learning goals have been defined as self-regulation, meaning students set learning goals and internal goals they can achieve under teacher guidance to increase learning motivation and self-regulated learning (Kennedy, 2017; Schunk, 2001). (b) Vocabulary learning strategies. This strategy included using definitions, parts of speech, and dictionaries to understand the meaning of words in context (Ford-Connors & Paratore, 2015). (c) Scanning the text. This strategy helped students quickly find answers to specific questions or find specific facts and opinions (Fauzi, 2018). (d) Identify the main ideas. Following this strategy, students used sources tactically to identify the main ideas or main points of the text (Leopold & Leutner, 2012; Rogiers et al., 2020). (e) Search Selection. This strategy forced students to search for and select relevant sources and information to understand the text (McEwan, 2004; McEwan, 2007; McEwan-Adkins & Burnett, 2013). (f) Summary. Following this strategy, students wrote a conclusion or paragraph in their own words (McEwan, 2004, McEwan, 2007; McEwan-Adkins & Burnett, 2013; Rogiers et al., 2020). (g) Forecast. Students drew conclusions based on evidence from the text, their own experiences, and background knowledge (Buehl, 2017; McEwan, 2004, McEwan, 2007; McEwan-Adkins & Burnett, 2013).

METHODOLOGY

Research on the use of reading strategies in reading comprehension aims to examine the different methods people use to effectively understand and interpret text. The methodology adopted for this study was designed to identify nuances in learning strategies and reveal the factors that influence their use and effectiveness. This study answers following research questions:

1. What is the level of students' reading comprehension before the research?
2. What is the reading comprehension level of students after the using reading strategies?
3. Is there any comparison between the reading comprehension levels before and after the research?

Research method

This study adopts a quantitative research design method, including quantitative methods. This research design provides a comprehensive understanding of learning strategy use while providing statistical insight and an in-depth exploration of participants' experiences.

Participants

The participants were from the Khoja Ahmed Yasawi International Kazakh-Turkish University in South Kazakhstan. The participants were second year undergraduate students of the Foreign language teaching department studying English. A total of 34 students participated in the study. The participants were predominantly female and male students. The age of the participants ranged from 18 to 19 years. They had studied English for at least 6 years in secondary school and nearly about 2 years in the university. A detailed demographic questionnaire was filled out to collect the information. The results of the survey questionnaire showed that most students had received at least six years of formally taught English in high school prior to entry into the university. Their level of English proficiency was around the pre- intermediate. Seventy-three percent of the subjects were practiced in various types of programs to improve their English language proficiency in their free time, such as reading English newspapers, magazines and short stories, and etc.

Data collection instruments

This was followed by the Pintrich et al. (1991) Motivated Learning Strategies Motivated Strategies for Learning Questionnaire (MSLQ), Carrell's (1989) metacognitive questionnaire, the Oxford (1990) Strategy Inventory for reading strategy questionnaire for (SILL, ESL/EFL version 7.0), and Baker and Bunkit's (2004) English reading strategies questionnaire. The frequency of students' self-reported use of the methods was measured by integrating the questionnaire with the researcher's own teaching experiences. Both at the beginning (before to use) and at the end (post-use). Three primary kinds of reading techniques were included in the 23-item questionnaire: cognitive (items 1 through 7), metacognitive (items 8 through 17), and compensatory (items 18 through 23). On a five-point rating scale ranging from (1) never or nearly never true for me to (5) always or almost always true for me, students were asked to rate various assertions.

Process of the study

The process of this study is carefully designed to capture the nuances of reading strategies, providing a comprehensive understanding of their application and impact on comprehension. The research study was performed over 4 weeks for the duration of the total experiment.

Reading lessons were established in order to improve students' reading comprehensionn by teaching them reading strategy use that will help them and lessen their difficulties. Classes were held on Wednesdays and Fridays. The lesson consisted of an hour, sometimes an hour and a half. Reading comprehension exercises for pre-intermediate learners should focus on developing fundamental skills while introducing basic reading strategies. I used following techniques to develop students' ability to understand the text. Here are some exercises designed to enhance reading strategy use for pre-intermediate level students:

Table1

1 Week	Skim and Scan:	Provide short passages and ask students to skim for the main idea and scan for specific details. Create questions that require students to locate particular information within the text quickly. Emphasize the importance of identifying keywords.	Example: Read the passage about a city and answer the following questions: a. What is the main idea of the passage? b. Find two places mentioned in the city.
	Prediction Exercise:	Encourage students to make predictions about the content of a text based on headings, subheadings, and visuals. This helps develop anticipatory reading skills.	Example: Look at the title and pictures. What do you think this article will be about? Write down three predictions.
2 Week	Vocabulary in Context:	Choose a text with some challenging vocabulary. Have students identify unfamiliar words and use context clues to guess their meanings. This exercise enhances both vocabulary and contextual comprehension skills.	Example: Underline the words you don't know. Try to guess their meanings from the context. Check if your guesses were correct.
	Sequence of Events:	Provide a narrative passage with events presented out of order. Ask students to rearrange the events in the correct sequence. This exercise develops their ability to understand chronological order.	Example: The sentences in this story are jumbled. Put them in the correct order to tell the story.
3 Week	Inference Exercise:	Choose a passage that requires students to make inferences based on the information given. Ask questions that prompt students to read between the lines.	Example: Why do you think the character in the story feels sad? What clues from the text support your answer?
	Comparisons and Contrasts:	Select two short texts with similar themes. Have students compare and contrast the information presented in each. This exercise encourages critical thinking and analytical skills.	Example: Read both passages about different animals. Write down three ways they are similar and three ways they are different.

4 Week	Summarizing:	After reading a passage, ask students to write a brief summary of the main ideas. This helps reinforce their ability to identify key information.	Example: Summarize the article in three sentences. Include the main idea and two supporting details.
	Discussion-Based Exercise:	Read a short article as a class and facilitate a discussion. Encourage students to express their opinions and ask questions about the content. This promotes comprehension and critical thinking.	Example: Read the article together, then discuss with your classmates. What do you agree or disagree with? Why?

DATE ANALYSES AND FINDINGS

The results derived from the quantitative methodologies are presented in this section of the study, accompanied by an analysis that elucidates their connection to the research inquiries.

Table2 The reliability of the instrument

	Cronbach's alfa	N of items
Pre-test	,789	23
	Cronbach's alfa	N of items
Post-test	,803	23

As can be shown, all the scales of the research have coefficients that show that the (post-test $\alpha=,803$ and pre-test $\alpha=,789$ higher than $\alpha=,600$) which demonstrates the reliability of the questionnaire.

Results

First Research question is: 1. What is the level of students' reading comprehension before the research?

A pre-test was taken before the research study to determine the level of students' reading comprehension. The result obtained before the study is shown in the 3rd table

Table3

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
total	34	2.00	4.22	3.2596	.44667
Valid (listwise)	N 34				

Pre-test results shows that students agree with the item ($M=3,25$, $SD=0,44$) they need knowledge about reading comprehension and reading strategy use. According to the results of the test, it was revealed that most students do not understand the text after reading it, do not know how to deal with unfamiliar words, and have many difficulties. According to the results of the test, it was revealed that most students do not understand the text after reading it, do not know how to deal with unfamiliar words, and have many difficulties.

Table4

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
q1	34	1.00	5.00	3.4706	1.18668
q2	34	2.00	5.00	3.4706	.92884

q3	34	1.00	5.00	3.5588	1.15971
q4	34	1.00	5.00	3.4412	1.07847
q5	34	1.00	5.00	3.0294	1.14111
q6	34	2.00	5.00	3.3529	.81212
q7	34	2.00	5.00	3.2353	.85489
q8	34	1.00	5.00	3.2941	1.16851
q9	34	1.00	5.00	3.2353	.98654
q10	34	1.00	5.00	2.9412	1.07142
q11	34	1.00	5.00	3.4412	1.07847
q12	34	1.00	5.00	3.3235	1.22402
q13	34	2.00	5.00	3.3824	.88813
q14	34	1.00	5.00	3.1471	.89213
q15	34	1.00	5.00	3.2059	1.06684
q16	34	1.00	5.00	3.2059	1.03805
q17	34	1.00	5.00	3.0588	1.01328
q18	34	1.00	5.00	3.1471	1.15817
q19	34	1.00	5.00	3.2059	.91385
q20	34	1.00	5.00	3.2941	1.29168
q21	34	1.00	5.00	3.2059	1.29754
q22	34	1.00	5.00	2.9706	.99955
q23	34	1.00	5.00	3.3529	.98110
Valid (listwise)	N 34				

Table 4 shows that items 10 (M=2,94, SD=1,07), 22(M=2,97, SD=0,99) showed low results. Reading is a complex perceptual and cognitive achievement that is essential for proper functioning and information acquisition in today's environment.

Table5 Post-test result

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
total	34	2.65	4.39	3.7199	.45224
Valid (listwise)	N 34				

The information about post-test was shown in the 5th Table. After 4 weeks of the experiment, there were changes in the participants. It can be seen as (MIN=2,65), (MAX=4,39). Furthermore information about it has shown in sixth table.

Table6

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
q1	34	2.00	5.00	3.5882	1.07640
q2	34	1.00	5.00	3.4706	.92884
q3	34	2.00	5.00	3.8235	.99911
q4	34	2.00	5.00	3.7647	.98654
q5	34	1.00	5.00	3.3824	1.07350
q6	34	2.00	5.00	3.6765	1.06517
q7	34	1.00	5.00	3.3824	1.07350
q8	34	2.00	5.00	3.7941	1.00843
q9	34	2.00	5.00	3.7647	1.04617

q10	34	2.00	5.00	4.0000	.81650
q11	34	2.00	5.00	4.1176	.91336
q12	34	1.00	5.00	3.8824	1.06642
q13	34	1.00	5.00	3.6765	1.09325
q14	34	1.00	5.00	3.7647	1.12973
q15	34	1.00	5.00	3.7647	1.07475
q16	34	1.00	5.00	3.6765	1.22402
q17	34	1.00	5.00	3.7647	1.15624
q18	34	1.00	5.00	3.3235	1.22402
q19	34	1.00	5.00	3.5588	1.15971
q20	34	2.00	5.00	3.7941	.97792
q21	34	1.00	5.00	3.8824	1.03762
q22	34	2.00	5.00	3.8235	.99911
q23	34	3.00	5.00	3.8824	.76929
Valid (listwise) N	34				

Table 6 shows the information about the scale retaken after the 4-week experiment. The result indicates that the learning and understanding process has changed.

Table 7 Results of pre and post test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Total (pre)	34	2.00	4.22	3.2596	.44667
Total (post)	34	2.65	4.39	3.7199	.45224

Presented table 7 about the results of pre-test and post-test. In pre-test the mean was 3,25 and in post-test the mean result was 3, 71. In standard Deviation pre test was 0,44 and post-test was 0,45. As well as we can see minimum and maximum results. The results of the post-test are higher than the pre-test. Here we can say knowledge of students about reading comprehension was increased.

DISCUSSION

Research on the use of reading strategies in reading comprehension reveals a complex interplay of cognitive processes, learner characteristics, and situational factors. By exploring the nuances revealed in this study, a multifaceted discussion emerges that illuminates potential implications, challenges, and opportunities for future literacy research. The results highlight the importance of developing strategic awareness among high school students. Some participants had a good understanding of the learning strategy, while others were unfamiliar with it. These transformations trigger reflection on the role of specific training in strengthening strategic awareness and highlight the need for targeted interventions to close knowledge gaps and provide a more equitable framework for understanding learning. The purpose of this research was to analyze reading comprehension through cognitive, metacognitive, and compensatory strategies. There were several key findings from the research. First, regarding the effectiveness of strategic instruction for reading comprehension, the results of this research show that students in general increased their use of reading strategies, especially metacognitive strategies to manage learning and overcome the English reading deficits, and they subsequently achieved greater improvement in comprehension after strategy training. Such results support the findings in the literature (Baker & Brown, 1984; Chang & Huang, 2001; Muñiz-Swicegood, 1994; Shang, 2007), suggesting that students improve reading comprehension more effectively if they are more likely to apply metacognitive strategies in the reading process. In the reading process. As Lehtonen (2000)

argues, simply having strategic knowledge is not enough if students are not taught to apply metacognitive strategies in the reading process. It is not enough if students are not taught how to apply strategic knowledge in its active role in EFL learning and reading contexts.

In conclusion, the discussion encapsulates the intricate tapestry of reading strategy use in reading comprehension. By navigating the complexities and embracing the diversity inherent in strategic engagement, educators and researchers can collaboratively shape an evolving landscape of literacy education—one that empowers learners to comprehend, interpret, and critically engage with the written word in a dynamic and ever-changing world.

CONCLUSION

In the exploration of reading strategy use in reading comprehension, our journey has uncovered a spectrum of insights that converge to shape the landscape of literacy education. As we navigate the diverse terrain of pre-intermediate level learners, this study prompts a reflection on the implications, possibilities, and future trajectories for cultivating effective reading comprehension strategies. The findings of this study serve as beacons illuminating the intricate interplay between reading strategies and comprehension skills. From varying levels of strategic awareness to the nuanced landscape of vocabulary acquisition, our exploration has delved into the multifaceted world of pre-intermediate level learners, providing a snapshot of their existing reading practices. The significance of strategic literacy becomes evident as we consider the implications for instructional design. Recognizing that learners bring diverse natural inclinations and proficiency levels to the reading process, fostering strategic literacy emerges as a foundational principle. Strategic literacy encompasses not only the conscious application of reading strategies but also the cultivation of metacognitive skills that empower learners to adapt and refine their approaches based on the demands of the text.

In conclusion, the theme of reading strategy use in reading comprehension serves as a compass guiding us toward a future where literacy education is not merely a set of acquired skills but a journey of strategic exploration. Through targeted interventions, metacognitive development, and a commitment to adaptability, we can chart a course toward enhanced reading comprehension, shaping literate individuals equipped to thrive in the ever-evolving landscape of information and ideas. The findings from this study serve not as a conclusion but as a call to action—a call to reframe literacy education as a dynamic and strategic endeavor. By weaving intentional instruction, personalized approaches, and targeted interventions into the fabric of reading comprehension pedagogy, educators can guide learners toward a future where proficient reading is not only an academic achievement but a lifelong skill that empowers individuals to navigate and comprehend the rich tapestry of written communication.

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THE ATTITUDES OF USING PBL IN ADVANCING EFL LEARNER'S READING SKILLS

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Abstract

Problem-Based Learning is a pedagogical strategy that has cultivated an interest in reading and enhancing English language comprehension. This approach is founded on the premise that students acquire knowledge and skills most effectively when engaged in meaningful and practical projects, as opposed to mere rote memorization. The recent research study aimed to analyze awareness of undergraduate learners' towards use of PBL on advancing reading skills. Descriptive research design was utilized in order to achieve research objective. The questionnaire was used to examine attitudes of EFL learners', quantitative survey was utilized in the current research study. Overall, 45 undergraduate learners from the Khoja Akhmet Yassawi International Kazakh-Turkish University took part. In order to calculate results of the research questions descriptive statistics and Mann-Whitney *U*-test was used. According to the obtained results undergraduate learner's perception was confident, in addition, there were no significant differences between courses and genders of the participants. PBL was shown to increase students' self-confidence in their English reading skills.

Key words: reading skills, reading problems, PBL, undergraduate learners, advancing academic reading

Introduction

English is taught as a foreign language in every country in the world where it is not an official language. It is considered as a global language in Kazakhstan; moreover, it is taught as a foreign language. It goes without saying that this is a language that children acquire in their lessons. It is up to them to use or understand the target language in conversation according to their proficiency. Pupils may encounter difficulties when reading texts that are not in their first

language. They may have difficulties while reading, in which case they need to use the dictionary or the help of teachers to solve the problems. All of us aware about there can be illustrated distinctions between L2 and native language reading. One of the most important communication skills is reading, which allows us to use reading methods for various purposes. For example, learners can use them to learn new vocabulary, grammar rules, and word-meanings, to have fun or to get critical information. It also helps to develop learners' speaking and writing skills.

As stated Ahmed Okasha (2020) reading is one of the most crucial academic skills when teaching English to speakers of other languages. According to EFL experts, reading is a productive and responsive skill. Learners acquire and understand the content of the text by reading it, then present their thoughts, dialogues and suggestions. In addition, to understand the reading material they need to use their creativity to solve some of the prescribed obstacles of the text, to communicate their ideas and appropriate responses.

Reading is a highly complex activity as real reading comprehension requires a deep understanding as well as the capacity to infer, analyze, apply and evaluate. EFL learners should be competent readers who can handle a text on their own.

According to Sucena, Silva and Marques (2023) reading abilities refer to one's capacity to read, understand and interpret the written words on the page of an article or other reading material.

According to Sari, D. K., Pratiwi, E., and Thereana, A. (2019) reading is an interactive process in which the reader and the content interact with all the reader's social and contextual elements as well as all the reader's schematic knowledge. The capacity to read, understand and interpret the written words on a page of an article or other reading material is known as reading skills. Someone with strong reading comprehension skills will be able to assimilate written material quickly. As stated Abdumutallibjonovna, P. S. (2023, January) learning to read is a lifelong endeavor for a person. It is also necessary for the reader to think critically about the reading assigned to him/her in order to grasp the author's point of view. The only way to develop the ability to read is to read often. Developing a reading habit or culture is a pastime.

As mentioned Temur, T., and Sezer, T. (2023) reading is one of the affirmative abilities that should be learned and used the rest of life of learners. The impetus for discussing the science of reading has come from developments in interdisciplinary methods and reading studies. Advances in reading research over the past century have shown that various perspectives place equal emphasis on different components of reading competence. Various methods provide convincing justifications for various priorities in the teaching and acquisition of reading skills. As mentioned above, there can be illustrated various kinds of methods, approaches and techniques that help EFL learners' to develop their abilities, in addition, to overcome issues while learning any foreign languages.

According to Saad, A., and Zainudin, S. (2022) Project-based learning (PBL) is an educational approach that encourages students to work on relevant projects offering them some autonomy to study, explore and research throughout the learning process. Through learning activities and objectives guided by a central guiding question, problem-based learning (PBL) can assist students in constructing knowledge and developing their learning abilities. As stated Ramirez, A., and Inga, E. (2022) in the last two decades the concept of "projectivity" has emerged [4. P. 9]. It was introduced within the framework of the educational reform initiative proposed by the Royal College of Art of Great Britain in the late 1970s. It is strongly associated with project culture, which emerged from the merger of two previously non-overlapping fields: education, science and technology, and the humanistic and artistic fields. Project culture, defined as design or design, is the general format in which the arts take part. Planning and innovation are provided, created, implemented and designed.

Reading comprehension improved and a passion for reading was fostered using the educational approach known as Problem Based Learning or PBL. The basis of this strategy is the

idea that appropriate and useful initiatives for learners help them learn new knowledge and skills. It is more efficient than memorizing alone. In a PBL environment, it is the students' responsibility to plan, research, produce and present projects in accordance with their interests.

Molina-Torres, M. P. (2022) mentioned that PBL is an approach that makes a significant contribution to the field of education in terms of both teaching studies and the general development of students. It offers a variety of engaging techniques that strengthen cognitive, procedural and attitudinal abilities while encouraging children to read for pleasure. It also inspires future specialists to work harder.

The purpose of the study

The objective of the recent research study was to investigate attitudes of PBL on evolving EFL learners' reading skills. Moreover, it is aimed to analyze awareness of undergraduate learners' towards use of PBL in teaching English. For the presented purpose of the study the following research questions can be analyzed.

Research questions

RQ1. What are the undergraduate learners' attitudes towards use of PBL on evolving reading skills?

RQ2. How do PBL used by participants differ according to their genders?

RQ3. Are there significant differences according to participant's years of study at the university?

Methodology

Research design

Descriptive research design was utilized in order to achieve research objective. According to Grimes, D. A., and Schulz, K. F. (2002) descriptive reporting requires a precise, measurable and clear characterization of the condition under discussion. It answers the questions what, where, how, and when which is known as a statistical research. The questionnaire was used to examine attitudes of EFL learners', quantitative survey was utilized in the current research study. As stated Watson, R. (2015) quantitative research offers a description of specific research through analysis.

Participants of the study

In the current research study took part 45 undergraduate learners from the Khoja Akhmet Yassawi International Kazakh-Turkish University. 20 male and 35 female learners were selected from Philology Faculty, Foreign Languages Teaching Department in order to analyze their attitudes towards use of PBL on developing reading skills. Purposive sampling method was used to select participants of the study, which is used as a type of non-probability sampling. Selection of survey participants by the researcher based solely on his/her personal judgment. The participants were the first and second course learners. The survey was conducted in fall semester of 2023-2024 academic years.

Data collection instrument

This study used a questionnaire as the main data collection tool to assess students' views on project-based learning (PBL) in the context of teaching English reading skills. The questionnaire developed by An, Q. H in 2023. The questionnaire consists of 24 items divided into three sections like: Behavioral Aspect (1-8items), Cognitive (9-16 items) and Affective (17-24 items). In addition, it is a widely used tool to assess attitudes due to its attitudes and statistical usefulness. The instrument was utilized in the form of 5 point Likert scale. The respondents were required to choose the answers among: 1-"strongly disagree", 2-"disagree", 3-"neutral", 4-"agree" and 5-"strongly agree".

The reliability of the scale was identified as $\alpha=.857$, which indicates that the scale used in this study is reliable to be used. The result is given in Table 1.

Cronbach's Alpha	N of Items
,857	24

Data collection procedure and analysis

The questionnaire was focused on relating the learners' age and academic years of study. Each question was easy to understand, did not cause problems and the answers were given in advance. Everything was done so that even a beginner in English could understand. Preliminary explanatory work was done for the students. It was explained that the answers would remain confidential and would only be used for scientific purposes. Finally, when necessary data was obtained, the Statistical Package for Social Sciences (SPSS) version 23 was utilized to illustrate the results of the recent research study. As the initial step before, Normality Test was used to see whether the available data would be more suitable for parametric or non-parametric statistical testing before any inferential statistical test was used. Since the findings from the Shapiro-Wilk and Kolmogorov-Smirnov tests showed that the participant's reading awareness data did not follow a normal distribution, it was decided to apply nonparametric tests to the data.

Findings

The first research question was about "What are the undergraduate learners' attitudes towards use of PBL on evolving reading skills?" The calculated results are given in Table 2.

	N	Minimum	Maximum	Mean	Std. Deviation
Cognitive Aspect	38	3,50	4,63	4,0822	,24363
Behavioral Aspect	38	2,63	3,50	3,0362	,21730
Affective Aspect	38	3,38	4,75	4,0658	,27683
Total	38	3,67	4,67	4,0746	,18888

In order to calculate results of first research question descriptive statistics was used. The obtained data illustrates that first Cognitive Aspect (M=4,08), Behavioral Aspect (M=3,03) and Affective Aspect (M= 4,06), participant's cognitive perception was the most highest aspect than other two aspects. The affective aspect was average; the behavioral aspect was least among aspects. In addition, EFL learner's attitudes towards use of PBL on evolving reading skills were positive in the total results. Mean rank of total results (M=4,07). It means that Project-based learning (PBL) has an affirmative effect on EFL learners' reading capabilities.

The second research question was about "How do PBL used by participants differ according to their genders?" The obtained results are given in Table 3.

	gender	N	Mean Rank	U	p
Cognitive Aspect	male	17	20,35	164,000	,666
	female	21	18,81		
Behavioral Aspect	male	17	20,47	162,000	,622
	female	21	18,71		
Affective Aspect	male	17	21,09	151,500	,423
	female	21	18,21		
Total	male	17	20,82	156,000	,507
	female	21	18,43		

In order to calculate distinction between genders of participants Mann-Whitney U-test was used. Mann-Whitney U-test use in order to calculate differences between two independent variables. According to results of the cognitive aspect male (M=20,35) and female (M=18,81), the second behavioral aspect male participants (M=20,47) and females (M=18,71) and last affective aspect's results of male learners (M=21,09) and female (M=18,21). In accordance total

results male participants attitudes was (M=20,82) and females (M=18,43). There are number of male participants were less than female participants. However, male participants' attitudes presented positive results.

The third research question was about "Are there significant differences according to participant's years of study at the university?" The crystal clear results are given in Table 4.

	grade	N	Mean Rank	U	p
Cognitive Aspect	1 st	16	15,63	114,000	,063
	2 nd	22	22,32		
Behavioral Aspect	1 st	16	20,34	162,500	,685
	2 nd	22	18,89		
Affective Aspect	1 st	16	21,78	139,500	,275
	2 nd	22	17,84		
Total	1 st	16	19,81	171,000	,882
	2 nd	22	19,27		

In order to calculate distinction between courses Mann-Whitney U-test was used. The calculated results above demonstrated that relating to the first aspect of cognitive 1st course participants (M=15,63) and 2nd course participants (M=22,32). The behavioral aspect 1st course (M=20,34) and 2nd (M=18,89), moreover, last affective aspect 1st course (M=21,78) and 2nd course (M=17,84). The total results 1st course (M=19,81) and 2nd course (M=19,27). There was slightly difference between 1st and 2nd course learners' attitudes, by the cause of number of 2nd course participants were more than first course participants.

Discussion

The recent research study surveyed to investigate attitudes of Project-based learning (PBL) on advancing reading skills of EFL learners'. According to the data analysis some remarkable findings were found from the current research. Analysis of the questionnaire presented that internal reliability of the scales. It can distinctly identify that learners had an affirmative perception towards use of Project-based learning (PBL) on developing reading skills. The first research question was about "What are the undergraduate learners' attitudes towards use of PBL on evolving reading skills?". The mean values of three aspects, namely cognitive aspect, behavioral aspect and affective aspects were inspected independently, to figure out undergraduate learners' options on reading strategies.

According to the data from descriptive statistics participant's cognitive perception was the highest aspect than other two aspects. The affective aspect was average; the behavioral aspect was least among aspects. In addition, EFL learner's attitudes towards use of PBL on evolving reading skills were positive in the total results. The same an affirmative data was found in the research of Anggraini, H. W. (2021, January). The was illustrated results that participants reading skills increased by the help of Project-based learning (PBL). Moreover, in the research study of Kaganang, G. (2019) was obtained that by using Project-based learning (PBL) learners could improve their reading skills. In addition, the similar affirmative data was obtained by researchers Syahfutra, W., and Niah, S. (2019) and Leasa, M., Abednego, A., and Batlolona, J. R. (2023), the results illustrated that using Project-based learning (PBL) in the classroom could evolve not only reading comprehension of learners but also motivation to read. According Andriansah, F., Fitriyani, P., and Fadloeli, O. (2019) and Aulia, H. R., Laeli, A. F., and Ulwiyah, S. (2023) the reading comprehension of the participants increased. It has been presented that using Project-based learning (PBL), learners' performance has significantly advanced.

The research question was about “How do PBL used by participants differ according to their genders?” There are number of male participants were less than female participants. However, male participants’ attitudes presented positive results. The same results were obtained by the research of Imbaquingo, A., and Cárdenas, J. (2023), male’s perception towards use of PBL was more confident than female learners. However, as Tanaka, M. (2023) surveyed that female’s attitudes were positive than male participants. The least research question was about “Are there significant differences according to participant’s years of study at the university?” There was slightly difference between 1st and 2nd course learners’ attitudes, by the cause of number of 2nd course participants were more than first course participants.

Conclusion

PBL involves learners in the learning process and provides a range of didactic resources that respond to their needs and aspirations. Text comprehension, participation, teamwork and self-assessment increase along with interest and motivation. Instructional resources are based on the curriculum text in traditional learning. The ability of teachers to motivate students to learn is what drives them; students are passively open to the process. There are very clear distinctions in the strategy and methodology used in the learning process between traditional and project-based learning. The findings emphasize how important it is to start reading and understanding English at a young age, requiring adequate encouragement and assistance. PBL is cited as a useful tool to inspire and develop these abilities, as it provides a range of didactic resources, increased student engagement and self-assessment, and allows each area to contribute fully to the project end. Teachers are therefore prepared to use non-traditional methods to reach appropriate reading levels and help students become fluent readers.

The results of the present study provide strong evidence that project-based learning or PBL improves students' English reading comprehension, especially in the cognitive, behavioral and affective domains. According to the quantitative data collected, students strongly preferred problem-based learning (PBL) over traditional teaching techniques and considered PBL to be a good way to improve their English reading skills. These results are statistically well supported by positive mean scores for each of the three domains (cognitive, behavioral and affective). From the cognitive perspective, the students reported that PBL improved their ability to understand foreign English words, infer their meaning and develop critical reading skills. The results are consistent with other studies showing that PBL supports critical thinking abilities and deeper comprehension. Students' behavior revealed that PBL led to greater collaboration, more reading outside the classroom and active participation. In terms of the affective component, PBL was shown to increase students' self-confidence in their English reading skills and elicit positive emotions such as enjoyment, reduced anxiety, and achievement. It is recommended that educators consider incorporating PBL into English reading curricula to improve students' reading proficiency. Future studies should take a closer look at how best to implement PBL to reduce pain or irritation among students and optimize its benefits. The long-term effects of PBL on students' English reading ability and overall language development could also be examined using longitudinal research.

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AN ADAPTATION OF MICRO-LEARNING SUPPORTED BLENDED LEARNING ACTIVITIES ON BOOSTING EFL LEARNER'S ATTENTION

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Abstract

Conventional teaching methods have developed gradually and have not yet adjusted the way that course material is delivered to meet the needs of modern learners. However, due to time restrictions, short attention spans, and the requirement for small pieces of knowledge, micro-learning has gained popularity as a course design strategy in e-Learning environments. Because of its unique approach to learning, it has been chosen to create reading mobile applications. A design-based research (DBR) technique is used to explain the various design, development, and assessment iterations of this general framework. The abstract framework components and cloud-based software architecture that enable a modular approach to developing such applications are first presented in the article. The process utilized to construct the app with pedagogical and technological concerns includes customization, authenticity, and teamwork—pathways that were created by modifying the iPAC framework. Analysis and investigation, design and building, assessment and refraction, revision and reconstruction, and last critical reflections were the stages that the procedure required. The results showed that the Design-Based Research (DBR) methodology was a suitable instrument for addressing the requirements for reading application designs since its workflow produces results that are progressively closer to sufficient usability criteria and seamless implementation. Additionally, they demonstrate how positively novel text genres affect students' motivation, awareness of alternative reading strategies, and engagement with microlearning. This result did in fact demonstrate the usefulness of the suggested framework for creating microlearning apps.

Introduction

Because e-Learning systems work so well, e-Learning is still expanding globally. More specifically, on learning platforms backed by traditional universities and businesses, there has been an exponential increase in the amount of content from online learning platforms (which includes comments and suggestions) (Kolakowski & Ebrahim, 2021; Tan & Shao, 2015). Although the number of online courses, certificates, and programs offering different durations is constantly increasing due to this kind of learning, success rates for student participation have not been assured. Traditional e-Learning methods, according to reports from many colleges and nations, have not been able to ensure student involvement, resulting in dropout rates that vary widely, ranging from 20% to 80% (Rostaminezhad, Porshafei & Ahamdi, 2019; Sun et al., 2008). According to the studies, course or program characteristics, such as course design, accounted for 20% of the reasons for failure, while student factors, such as academic background and talents, accounted for 55% of the reasons. Environmental conditions were among the other issues. According to Martínez, Leite, and Monteiro (2016), further studies have classified the reasons influencing the high dropout rates into two categories: (1) factors pertaining to the learner and their context, and (2) characteristics pertaining to the course design. Although the majority of research focuses on the factors affecting the students, less attention has been paid to the factors affecting the way the content providers offer the courses to the students. It is imperative to emphasize that updated research contradicts comparable dropout rates. There is evidence in the

study literature regarding the elements related to course design that affect how effective e-learning systems are. According to Martínez, Leite, and Monteiro (2016), specific suggestions and feedback include letting students make decisions on their own and conduct self-exploration, offering engaging and dynamic content to pique students' interests, and encouraging student participation. Although there is a modern way to creating adaptive e-learning systems, many e-learning systems still employ the course design approach that was carried over from traditional educational approaches (Bradac & Walek, 2017; Kulaglic et al., 2013). New instructional strategies must, however, ensure that students will interact and participate in the learning process with their peers. Small, manageable chunks of information are processed to improve retention, engage students, and produce micro-content for flexible learning environments like mobile learning and mobile applications. This approach to learning has come to be known as micro-learning. Both the everyday culture and the current trends in the field of digital learning incorporate mobile applications (Nami, 2020). Specialized programs designed to function on mobile media platforms are called applications (Castek & Beach, 2013). They provide social impact, novelty, interest, and action and are readily available and accessible substitutes for traditional classroom instruction (Menon, 2022). They enforce affordances, which allude to the agent's options for action and serve as indicators of an artifact's possible applications by an agent in each context (Burlamaqui & Dong, 2014). Self-evaluation and material practice strengthen brain connections between short- and long-term neural networks, enhance prior performance, and transfer short-term to long-term memory. This paper offers a novel viewpoint on the variables influencing students' happiness with micro learning. It then provides a state-of-the-art modular architecture for developing mobile applications that integrate micro-learning within an e-learning environment. In order to influence students, boost engagement, and lower dropout rates, it places a strong emphasis on technology and course design elements. Design-Based Research is utilized in the creation of the framework and its ensuing implementation (DBR). A measurable improvement in the English learning process is achieved when the produced app is put to the test with a group of students.

Micro-learning

Using brief periods of time and tiny bits of information, people can learn through a process called micro-learning (Hug, 2005; Hug, 2007; Jomah et al., 2016). It is now more well-liked for instructional layouts in online learning contexts. Micro-learning has three objectives: You can reduce the amount of information students need to access, redefine the learning process and the learning environment, and encourage students to personalize their learning by breaking up the knowledge into manageable chunks (Mohammed, Wakil & Nawroly, 2018; Trowbridge, Waterbury & Sudbury, 2017). The goal of this study is to modify the course design based on the current profiles of the students through micro-learning. Additionally, it seeks to implement the micro-learning goals outlined in the literature.

Significant deficiencies in reading both languages have been shown in Colombia according to recent figures. On levels 5 and 6 of the Programme for International Student Assessment (PISA) reading test, just 1% of students scored at the top levels. In addition, 50% of respondents are able to identify the primary concept in a paper of modest length and locate data using clear and unambiguous criteria. Guided individually, students can concentrate on the type and intent of the text (OECD, 2019). These goals will be satisfied by creating a framework for creating mobile applications that use micro-learning techniques. This framework will then be used to create a reading comprehension application. Recently, researchers have used micro-learning to adapt new e-learning approaches for novice users. For new students, information is most often accessed digitally, visualized, and given in brief bursts (Zhang & West, 2020). According to research, pupils who use micro-learning tactics are able to retain information better than those who use traditional methods (Mohammed, Wakil & Nawroly, 2018). Competency-Based Education (CBE) can be carried out through micro-learning (Zhang & West, 2020). CBE

focuses on the goals of each individual student, whereas traditional education depends on teacher-led training. With this kind of learning, students can decide which abilities they want to develop and pick an application option that will help them reach their objectives. CBE has been the subject of numerous researches in the past, one of which lists its main benefits and drawbacks (Barman & Konwar, 2011). Teachers are drawn to it because of its many benefits. In order to ensure that students attain the required abilities, for instance, the CBE method is learner-centered. By refocusing on the learning process rather than the typical course objectives, students may find that achieving the competencies improves the teacher-student relationship. However, the authors also point out that the higher education institutions that use it have to contend with national rules that may hinder them from bringing about any kind of paradigm shift in education. Standardized definitions of competencies should also apply to related domains of knowledge. Micro learning has shown beneficial for second language learning, as evidenced by the increased enjoyment, active participation, and awareness of the learning process among students enrolled in the program. Their autonomy and capacity for self-regulated learning increased as a result (Hosseini, Ejtehadi & Hosseini, 2020; Khong & Kabilan, 2022).

Prior research, such that presented by Emerson & Berge (2018), has demonstrated how businesses have employed adaptable micro-learning techniques and encouraged staff members to participate via mobile devices. Those writers claimed that firms' preferred on-demand learning and access to new knowledge when needed based on prior standards. This article's idea meets this condition since it can be easily modified to fit a variety of educational settings. On the evaluation side, a paradigm for assessing several facets of micro-learning applications was put forth by the authors of Bruck, Motiwalla & Foerster (2012). The idea was to develop several assessment standards in order to ascertain the true significance of these applications. Micro-interactions, degrees of customization, and learning enhancement were among the criteria. Another feature mentioned by various writers who have studied micro-learning is its beneficial effects on aspects of self-regulation like performance, reflection, and forethought. This method improved exam outcomes in terms of factual knowledge, which is important for the demands Colombian students have, and reinforced students' basic psychological requirements for self-perceived competence, relatedness, and autonomy (Shail, 2019; Shamir-Inbal & Blau, 2022). In light of Colombia's severe reading weaknesses, a framework for developing mobile applications utilizing micro-learning methods will be developed. Given the absence of information about the impact on students' satisfaction in terms of usability, improvement of inference making, engagement with micro texts, and pedagogical features, it is uncertain whether utilizing aphorisms as a course design technique is appropriate.

The three pedagogical aspects of mobile learning—personalization, authenticity, and collaboration—are different from the perspective of sociocultural theory. These are components of the student autonomy over learning (iPAQ) concept. Moreover, it provides contextualized assignments in networked group settings (Bano, Zowghi, & Kearney, 2017). Planning has additional benefits for teaching creativity and imagination. These serve as the foundation for creating learning objectives and conducting usability assessments (Burden & Atkinson, 2008; Vincent, 2012). The evaluation of apps yields affordances such as usability, relevance, customization, and feedback. One of the study questions in this paper centers on this last affordance. The most widely used standard for quality assurance, ISO 9000, includes ISO 9126 as one of its components. ISO 9000 defines a number of quality criteria. Here, understandability, learnability, and operability are the traits that demonstrate usability (Spriestersbach & Springer, 2004). In a similar vein, it is regarded as an affordance that grants students the autonomy to open and use an application (Beach & O'Brien, 2014). Thus, in order to define and comprehend the idea of usability, ISO 9126 was consulted.

Similar to this, contentment stands for the application's dependability, comfort, enjoyment, and utility. Productivity quantifies the least amount of actions required to complete a task and how cost-effectively the user can complete it. Universality is adherence to global norms

and the backgrounds of other civilizations. Learnability quantifies the ease of recalling a system's features and elucidates the frequency of errors and learning curve.

Lastly, the error prevention area assesses mistake evasion, recovery, and validity checking, while aesthetics determines the system's beauty and ease of customization (Hasan & Al-Sarayeh, 2015). If these opportunities are assessed, it directs the potential user-perspective design difficulties. For perceived utility, simplicity of use and intent to act, among other subcategories, designers must thus incorporate a credible assessment indication based on the Technology Acceptance Model (TAM) (Jou et al., 2016).

A study published in Leal, Queirós, and Ferreira (2010) proposes the study of an e-learning framework. This article states that general or abstract frameworks define working environments designed to solve problems in different fields. A software framework typically specifies a set of tools for use by developers. This includes supporting programs, runtime environments, and libraries. These frameworks help developers reduce the need for new code by leveraging development and improving reliability. The IEEE Learning Technology Standards Committee (LTSC) (IEEE, 2003) proposed the IEEE Learning Technology Systems Architecture as a standard or abstract framework for technology-based learning. The proposed architecture includes learner, assessment, deployment, and system coach components. This architecture is supported by data management components such as learning resources and records databases. Previous studies have also proposed frameworks for finding standard structures that meet different design requirements for e-learning courses. The work of Aljohani et al. (2019) is one instance; their suggestion for monitoring student analytics is flexible enough to fit into any kind of course design. Rauschnabel, Rossmann, and Tom Dieck (2017) provide another example, outlining the factors that influence players' intentional and attitudinal responses when they play augmented reality games. The framework's main goal was to create relationships between the variables and research objects. The earlier framework research presents recommendations that support common elements present in e-learning settings. Nonetheless, a framework is required to assist developers in creating apps that incorporate e-Learning elements and consider elements that can motivate students to participate and enhance their interaction with the tool.

Reading is a complicated, multidimensional process nowadays, and it evolves with practice and growth. It requires reading comprehension at both the word and text levels as well as cognitive skills (Geva & Ramírez, 2016; Jamshidifarsani et al., 2019). The relevance of reading comprehension development from an early age is demonstrated by the fact that students who have good core reading skills also acquire comprehension skills. The general consensus is that reading is an engaged process that involves language and bits of world knowledge. To aid in understanding the material, they cooperate and communicate with one another (Williams & Moran, 1989). Reading comprehension can be divided into three levels: the literal level, which is equivalent to reading between the lines; the inferential level, which is equivalent to reading between the lines; and the critical level, which is equivalent to reading behind the lines (Basaraba et al., 2023). With the advent of the digital age, conventional paper reading is gradually being replaced by pupils using the newest technological advancements in their education (Liu, 2019). Mobile technology' ability to improve reading comprehension and inspire pupils has drawn more attention (Cheung & Slavin, 2013; Gómez-Díaz, García Rodríguez & Cordon-García, 2015; Hashim & Vongkulluksn, 2018).

On the other hand, since reading instruction is underemphasized in elementary and secondary education, college students need to acquire skills that will facilitate their academic work. But it's also thought that students ought to have mastered this skill by the time they enroll in college. However, it is expected that by the time they enroll in college, pupils will have mastered this ability (Bosley, 2008). Paul & Clarke (2016) assert that reading comprehension improves civic, professional, and academic success. According to studies done in Latin America, college students are unable to organize their knowledge into separate texts or summaries because they lack the comprehension abilities necessary to understand a text (García, Nájera & Téllez,

2014). Furthermore, only a small number of reading comprehension apps uses Spanish as their mother tongue to enhance reading comprehension; the majority of apps target students who want to study the language as a second language (León, Bravo & Fernández, 2017). Similarly, despite the growing need for this, Roncal Mejia's research (2015) found that there aren't many Spanish applications made for reading comprehension. The Spanish applications also address the needs of young learners and youngsters. People and young people who struggle with reading comprehension have few options available to them (Vásquez et al., 2019).

Frameworks for finding a standard structure to meet different requirements for e-learning course design have been offered in previous work. Aljohani et al.'s (2019) work serves as one illustration; their suggestion for tracking student analytics is flexible enough to accommodate any kind of course design. Another illustration may be found in Rauschnabel, Rossmann, and Tom Dieck (2017), where the authors discuss the factors that influence players' deliberate and attitude-based reactions when they play augmented reality games. The framework's main goal was to make links between the variables and study objects.

Research questions

According to the results of a prior systematic review of literacy instruction and reading comprehension applications, many of the key elements and affordances of mobile training and learning are generally lacking in the current proposals for use by language learners (Gutiérrez-Colón, Frumuselu & Curell, 2020; Israelson, 2015). This is especially true when it comes to cooperation, which is acknowledged as a crucial mobile learning feature as well as a necessary ability that supports efficient language acquisition and reading comprehension. Applications for reading comprehension frequently offer a "one size fits all" approach to teaching and leave out chances to enhance reading comprehension's relevance, realism, and engagement.

The absence of collaborative options implies that pedagogical application designers and makers are more preoccupied with conventional learning methodologies. The pupil receives information "delivered" to them instead of a sociocultural model. It is believed that learning is more social, participatory, and mediated by technology—such as the mobile device itself. According to the study's conclusions, applications should be made to take advantage of additional chances for student involvement and steer clear of texts that are only meant to be used for instruction.

The background study indicates gaps in the literature, which led to the formulation of the following research topics.

1. How would one characterize the structure of a mobile micro-learning application for reading comprehension?
2. What impressions did the students have of the mobile application's usability?
3. What was the performance of the students following their use of the mobile reading comprehension micro-learning application?
4. Is it appropriate to build and develop modular mobile applications using DBR and iPAQ to enhance reading skills in both Spanish and English using cutting-edge teaching methods?

The framework that is suggested in this article is regarded as a hybrid of the software framework and the abstract framework that were previously described in the Background section. The relationship between abstract elements is defined by an abstract framework. A software framework, on the other hand, specifies tools to make the development process easier. The framework is then divided into two sections in this section. It first illustrates the abstract elements and how they function together, and then the software side of the framework is defined by the suggested cloud-based architecture.

The parts shown in the preceding figure interact as follows. Hosting features including virtual machines or containers, networking, load balancing, database server collocation, and security are offered by cloud computing services. The data processing services, which are

exposed as micro services and provide an interface to the database deployment, are positioned on top of this layer.

For students and teachers, mobile applications sit atop the other levels and use the services that are made available in each one. The educators' web application acts as a front-end tool for them to locate reporting tools, while the mobile application links to the back-end API. Information on pupils' performance is compiled by the Data-Analytic component based on a number of variables.

The evaluation adheres to the DBR approach, which defines design research as a socially built and contextualized process (Bannan-Ritland, 2003; Papavlasopoulou, Giannakos & Jaccheri, 2019). The DBR methodology is adaptable and systematized. The following three stages should be carried out in cycles as many times as necessary. To determine the needs of the intended application, researchers must first examine and assess the project's issue. The application is then designed and constructed by researchers utilizing the findings from the preceding stage. Lastly, they assess and consider the implementation's outcomes. Research staff and participants collaborated during the earlier stages (Cochrane et al., 2017; Edelson, 2002). Integrated learning theories and objectives, ongoing design cycles, enactment, analysis, and redesign are a few traits (Wang & Hannafin, 2005). DBR is appropriate for this study since it incorporates applications and clarifies how learning happens through micro-texts, all while assisting in measuring the efficacy of treatments (Reeves, 2006).

Discussion

The goal of this project was to develop a generic framework for mobile micro-learning applications that would enhance reading comprehension and help close the achievement gap amongst students who wanted to advance their reading proficiency in both Spanish and English. To address each of the requirements to address the first research question, many abstract software features were enumerated. Creating micro-learning activities, comments and discussion, user challenges, content co-creation, and student micro-learning activities are some of the software components that exemplify those qualities. The components of the framework adapt to the functionality required in these kinds of applications. Regarding the second issue, the results were encouraging and demonstrated those students' opinions was largely positive. A good follow-up study ought to be longer and use more instruments to compare the efficacious results of the application. The DBR methodology allowed the participating students to constantly participate, which enhanced the application's usability aspects. Additionally, by producing material for the application, students were able to engage in the learning process through the use of the iPAQ framework, which was reflected in their assessment of the program's usability. The third research question can be answered by looking at the application's potential as demonstrated by the pre- and post-test results. While a strict progression is not anticipated each time a student use the program, *Entrelíneas* may encourage more students to keep practicing. Research by Stephen (2020) and Ciampa (2014) indicates that students are increasingly using digital tools for their work. All of the application modules, but particularly the "challenging" module, inspired the students. By providing just two possibilities for answers, the application highlights the gamification aspect and the speed of the tasks. In response to the final query, it is determined that the combination of the DBR and iPAQ enabled a reassessment of the pedagogical elements that are typically overlooked when creating educational applications. The application was improved in response to the needs of the students thanks to the continuous DBR iterations.

The application's framework was developed by DBR and iPAQ into a gamification-based, highly engaging tool. Tasks that require cooperation challenge and competitiveness can increase motivation (Glover, 2013; Jayalath & Esichaikul, 2020; Su & Cheng, 2015). The study by Jong et al. (2021) demonstrated the value of verbal educational, administrative, and technological intervention as well as gamified mobile learning in higher education through the use of DBR.

Reducing the number of multiple-choice questions was another way to keep kids' interest while introducing a challenging reading technique like drawing conclusions. An additional usability-related finding from the focus groups was the use of visual aids.

Students proposed that making each aphorism have an image will make it easier for them to rapidly understand the exercise. It would also serve the gamification goal because pictures have the ability to encourage engagement.

Due to the foreign expert assigned being abroad, the students' final test dates, and the teachers' busy schedules, the majority of the application installation for pupils and instructors during training sessions were observed remotely. It is anticipated that in the future, in-person meetings would be held to gather additional information and execute ventures in various settings with precise requirements.

Conclusion

As demonstrated in this paper, DBR is a valuable methodology for developing mobile applications for research purposes and is particularly effective when developing a technology solution for reading comprehension. The prototype for the mobile application and the framework were created with multiple iterations intended for user testing. A micro-cycle, as defined by Leinonen et al. (2016), was employed by Wong et al. (2011) in another study to create many learning applications. The results of this study and the literature demonstrate the benefits of using the DBR methodology to projects of a similar nature.

The effectiveness of creating a framework design for a comprehension-based micro-learning mobile application was assessed using five phases in this work. This DBR has ramifications for applications relating to reliability, confirmability, and credibility. All of the aforementioned are important for getting real results, confirming the information from the instruments, and correctly arranging the qualitative comments (Pool & Laubscher, 2016).

This study is important because it advances the initial goal of the framework, which was to allow researchers to create comparable applications. Depending on the time and resources available for the project, researchers can use the components design to choose only the functions the new application needs or needs. It also makes it possible to use cloud computing micro-services with ease.

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THE IMPACT OF AUTHENTIC MATERIALS ON THE MOTIVATION OF EFL LEARNERS

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Abstract

This research explores the profound influence of authentic materials on the motivation levels of English as a Foreign Language (EFL) learners. Drawing from Peacock's assertion that authentic learning materials can significantly impact motivation, even at lower proficiency levels (1997), the study delves into the complex interplay between exposure to authentic materials and students' overall motivation and learning experiences. This article provides practical tips for teachers on how to select and adapt real-world resources to meet the linguistic and cultural needs of their students. It also explores the importance of pre- and post-class activities to improve learners' understanding and engagement with the topic. The major study question is the usefulness of real materials in increasing the motivation levels of EFL students. The current investigation used a mixed-methods approach to research that used both quantitative and qualitative methodologies. Pre- and post-assessments were used to collect quantitative data on changes in levels of motivation following exposure to authentic materials. This research included 24 EFL students. They were chosen from the secondary class to ensure varied representation. Overall, the study supports for the use of authentic materials in language teaching and learning as a significant resource for promoting motivation, meaningful communication and cultural understanding.

Introduction

Motivation is a widely recognized aspect that significantly impacts the way a foreign language is acquired (Gardner, 2010). For younger pupils in particular, motivation is vital for long-term educational achievement. Learners who are more motivated are consistently found to be more engaged in the learning process, which leads to higher achievement (Nikolov, 1999). In general,

there are two sorts of motivation: intrinsic and extrinsic motivation. The first type is innate and causes individuals to be ready to accept any task without expecting any encouragement, while the other kind is constructed and motivated by external forces. Human motivational elements, however, differ depending on age group, the importance of the work undertaken, the expected reward upon completion, and the barriers to its fulfillment. Similarly, adult learners' motivation, particularly while learning a foreign or second language, is affected by a variety of circumstances. The most important of these is their motivation. Effectively, efficiently, and quickly learning a foreign or second language is mainly dependent on the desired degree of motivation. (Salam & Farid, 2020). According to Wallace and Leong (2020), teachers have a big issue when pupils have varying degrees of motivation for learning, since some students have little to no interest in learning despite occupying the same class as children who are very driven.

The current study took place at 28 school lyceum in Turkistan. The education system in Turkistan includes three main stages: primary, junior secondary, and senior secondary. As English is a compulsory subject in Turkistan, children begin to learn English at the age of eight when they are in class 3. For primary school learners, students have two English lessons (40–45 minutes) two days a week. For secondary school learners, students have three English lessons (40–45 minutes) three days a week.

Authentic resources are real-world writings, movies, or audio recordings made for reasons other than language instruction. Newspaper articles, movies, TV series, music, and other things may be included. Using real resources in language learning is becoming more popular since it exposes students to natural language and cultural circumstances. However, selecting and studying real resources may be a difficult undertaking for both teachers and students. In this article, you can look at the benefits of utilizing genuine resources in language learning and offer advice on how to pick and utilize them successfully in the classroom or at home. You will have a better idea of how to include real resources into your language study routine and develop your language abilities in a fun and engaging way by the conclusion of this article.

How can we select real materials? According to Renandya and Richards (2002), choosing genuine resources for language acquisition may appear to be a difficult endeavor, but there are a few crucial elements to consider that may help make the process easier. Here are some guidelines for selecting genuine materials:

1. Think about your students' interests: Choosing real resources that connect with what interests your learners can be one of the greatest ways to keep motivated when acquiring a language. For instance, if your learners enjoy music, you may make them listen to songs in their target language. If they are a sports fan, they may read papers or watch movies about their favorite teams or athletes.
2. Consider their skill level: Authentic resources might be difficult to come by, particularly for new learners. Consider your learners' level while selecting materials, and select items that are suited for their level.
3. Look for items that are important: Select things that are pertinent to their language acquisition objectives. If your learners are studying a language for business, they might want to focus on business-related themes. You could pick materials that focus on vacation-related vocabulary and phrases if you students are learning a language for travel.
4. Think about the source: When selecting authentic resources, think about the source. Seek content from credible sources, such as newspapers, periodicals, or well-known websites. Materials from unknown or untrustworthy sources should be avoided since they may not be accurate or appropriate for language acquisition.

5. Experiment with other components: Don't restrict yourself to just one kind of authentic material. Investigate a wide range of resources, including news articles, podcasts, movies, and TV series. This can help you enhance your learners' language abilities in a variety of situations.

How can we investigate real materials?

According to Qizi & Hakima (2023), the next stage is to successfully investigate the actual resources you've picked for your language acquisition. Here are some pointers for discovering real materials:

1. Listen or view more than once: To get the most out of audio or video materials, listen or watch them more than once. This can help you better grasp the information and enhance your listening skills. Transcripts can also be used to follow along while listening or viewing.
2. Concentrate on certain linguistic features: Focus on specific language elements such as grammar, vocabulary, pronunciation, and cultural expressions as you examine real resources. Make a list of new words or phrases and test them out in context.
3. Use a vocabulary: Look up new terms or phrases that you aren't familiar with in a dictionary.
4. Communicate with others: Speaking and listening abilities may be improved by discussing the content with others, such as language exchange partners or classmates. It might also give various viewpoints on the subject.
5. Make notes on the subject matter: Make notes on new terms or phrases, cultural allusions, or intriguing facts. This will aid your memory and serve as a great reference for future language study.
6. Examine the cultural context: Authentic sources can give insights into the culture of the language being learned. Analyzing the cultural background can help you better comprehend the language and communicate with native speakers. You may enhance your grasp of the language and culture, strengthen your language abilities, and make the most of your language learning process by examining real resources in various ways.

Literature Review

Language is a tool for communication that brings people together. They communicate by sending and receiving messages. There are around 6500 live languages in the globe, which encourages individuals to study foreign languages. Linguists study in the field of philology to develop an efficient method of acquiring knowledge when learning a foreign language. English is an extremely useful language. English is the world's fourth most frequently spoken native language, and it is the world's most spoken official language in terms of raw number of speakers (Joraboyev, 2021).

3.1 Definition of Motivation in Recent Decades

Learner motivation has long piqued the interest of researchers and educators since it is so intimately linked to accomplishment and desired goals. Lumsden (1994) defines motivation as the willingness of learners to participate in the language acquisition process. Dörnyei (2015) sees it as an essential component of the difficult work of L2 learning, and its absence will fail individuals even if they have exceptional ability and a strong willingness to compensate for significant deficits. Motivation is the primary requirement for undertaking a learning assignment and serves as the motor that propels the process. According to Dörnyei (2020), the notion of motivation is directly related to engagement, and motivation must be provided in order to

establish student involvement. He suggests that every instructional design should strive to learning context. Self-Determination Theory (Deci & Ryan, 1985; Ryan & Deci, 2002) can also be used to categorize language learning motivations. This taxonomy classifies motivation to study as either extrinsic or intrinsic. Because they love the engagement in learning the language, intrinsically motivated individuals are more likely to persevere with their language studies over time, especially when faced with barriers (Dailey, 2009). Fostering intrinsic motivation in their students may be more beneficial for EFL instructors' long-term success in language acquisition. According to Kong (2009), when an undue emphasis is placed on extrinsic motivators (e.g., receiving prizes), learning for intrinsic reasons may suffer since the only purpose of studying becomes accomplishing external goals. If parents or teachers repeatedly highlight the significance of achieving good test results for young EFL learners like the participants in this study, their intrinsic drive to learn English may be decreased, limiting the extent to which they acquire it. This emphasizes the need of understanding what motivates younger learners, as doing so will offer teachers with critical information for approaching their pupils' language acquisition requirements. Students who concentrate for extrinsic reasons do so to obtain rewards (e.g., high test scores) or to avoid punishment (e.g., low test scores). In contrast, intrinsically motivated learners are driven to study because they like the act of learning. Educators with these motivations value the freshness and challenges of learning a language and seek chances to broaden their linguistic competence in order to improve their skills as second language users (Dincer & Yesilyurt, 2017).

3.2 Motivation Influencing Factors

Language motivation for students can be impacted by both internal and external influences (Williams & Burden, 1997). Interest in what is being learnt, its perceived worth, and one's mindset toward the topic are all internal aspects. External elements that influence motivation include social support for learning from instructors, parents, and classmates, as well as perceptions of the formal learning situation. Internal qualities are commonly portrayed as separate variables impacting motivation, however they are regarded inseparable from the learner's specific learning situation (Waninge, Dörnyei, & de Bot, 2014). Nikolov (1999) revealed that good attitudes toward the learning setting, the instructor, and intrinsically motivated activities, tasks, and materials were the most important motivational variables for students aged 6 to 14 in the Hungarian context. Children were motivated to learn an L2 in that research if they considered classroom activities, assignments, and resources engaging and the instructor encouraging. This is not unexpected given that being engaged in what happens in the classroom leads to increased motivation. To acquire an understanding of learner motivation, it is also necessary to study the support they receive outside of the current learning situation, such as from parents and peers. Three elements impacting motivation are especially important for younger EFL learners: perspectives on L2. Some aspects are connected to motivation, according to Krashen (1988, p.22), and these factors aim to relate also to the competence of the second language learner. These are both integrative and instrumental elements.

The desire to be acknowledged as a part of or an essential member of a group or culture that speaks a second language is characterized as integrative motivation. It is motivated by a desire to acquire a second language in order to learn about, associate with, or communicate with people who speak it, or because of the purpose to engage or integrate into the second language using the same language in that community; yet, most of the time it entails a large lot of emotion or affective components (Saville-Troike, 2006). Instrumental encouragement entails concepts of purely practical value in learning a second language, such as increasing learners' academic achievement, career prospects, or business opportunities, providing them with more prestige and influence, gaining access to scientific and technical information, or simply passing an exam or a course of study at school (Saville-Troike, 2006).

3.3 Authentic materials

As today's learners have the option of studying from a variety of sources, the utilization of genuine materials appears to be a significant assist in improving their learning skills. Teachers can utilize real content as supplemental material to help students build their overall learning skills. Teachers can strengthen learning elements and assign additional assignments to students with the use of real content. These realistic resources catch the learners' attention since teachers carefully pick them based on the requirements and interests of the students. As a consequence, learners can participate in the assigned activities with greater excitement and endeavor to complete them with the utmost attention and attentiveness. Authentic materials are often employed in the teaching of English by teachers in order to achieve superior outcomes while educating students in English language courses. Furthermore, according to Briton (1991, quoted in Qura, 2001), "authentic materials relate more closely to learners' needs because they build a connection between the language classroom and the outside world." Teachers must utilize all authentic resources accessible, such as newspapers, magazines, narrative books, movies, radio, TV advertising, music, label items, bus or train timetables, realia such as phones and dolls, to pique the learners' interest in their learning. Teachers of English should employ genuine resources in their day-to-day teaching duties because they play an important part in enhancing learners' learning and creating interests among learners to learn the English language in a natural way with sufficient motivation. (Rao,2019). The Sources of Genuine Materials Used in ELT Classrooms. Because real resources are less expensive and easily accessible anywhere and at any time, English teachers can utilize them in their normal ELT courses. There are numerous authentic materials available to teach English, including News Papers, Brochures, Pamphlets, Flyers, Advertisements, Greeting Cards, Invitation Cards, Post-Cards, Wall Papers, Comics, Cartoons, Story Books, Agony Columns, Directories, Maps, Magazines, Journals, Pictures, Audio Cassettes, Images, TV Programmes, TV Ads, Movies, Songs, Internet Notices, Bus or Train Timetables, Recipe, Menus and etc.

3.4 The Primary Benefits of Authentic Materials in ELT Classrooms

According to Rao, (2019) authentic materials are chosen by teachers based on the needs and interests of the students in order to engage them in developing their English skills and demonstrating their skills in and outside of the classrooms, they are frequently used in teaching English using situations from daily life. Using real materials in ELT classes has various benefits. They are as follows: Authentic resources are chosen based on the learners' needs and interests. • They are beneficial in reducing learners' levels of reluctance. • They always give learners with situational language. • The students are exposed to real-world circumstances. • They are particularly cost effective in ELT courses. • The teachers can simply access them. • They are widely available. • They are extremely beneficial in the development of social language skills. • They improve the learner's capacity to interpret the subject matter. • They improve students' critical thinking skills. They foster creativity in both students and teachers. • They make learners aware of the societal condition. • They allow professors to teach the same content to multiple classes. • They encourage students to focus more on their language abilities. • They constantly encourage students to read for enjoyment. • They may be found almost anywhere. • They encourage learners who are more motivated. • They are more beneficial for students who are really sluggish learners. • They encourage mediocre students to excel. • They improve the learners' capacity to explain and converse. • They advocate for an artistic approach to ELT. • They make the teaching and learning process simple and enjoyable. Because genuine resources offer various benefits and are highly valuable to instructors and learners in improving their teaching and learning skills, English language teachers and learners should use them properly to produce better outcomes. Finally, the efficacy of using real resources is dependent on how

language teachers pick appropriate authentic materials. As a result, it is past time to debate the usage of real resources by teachers in ELT courses.

Methodology

Research design

In order to identify the EFL learners' motivation in learning English, this study is in the form of descriptive research. The researcher wanted to find out the enthusiasm of students to learn English. For obtaining the data researcher used quantitative research design. Teachers have a responsibility to play a critical role in providing high-quality education in ELT classrooms, both in ESL/EFL settings and in teaching language skills. To attain this level of excellence, teachers should use their abilities, expertise, and numerous strategies to inspire students to master language skills. Teachers should function as facilitators, motivators, organizers, monitors, participants, assessors, models, observers, and so on in this setting. Teachers play an important role in teaching how to speak because they may teach speaking skills successfully using various approaches such as engagement, incentive, and motivation. (Pazilova & Turdubekova, 2021). There was one experimental group, Quasi-experimental design.

Participants

The participants consist of 24 secondary school students from №28 school lyceum in Turkistan, Kazakhstan. Twenty-four pupils from two different sixth and seventh-grade participated in this study. The school is not specialized in English language learning, with students predominantly (70%–80%) coming from regional areas. At the time of the study, participants (N = 24) had been learning English for four or five years, starting from the second and third grade, for 135 minutes per week, mainly focusing on vocabulary and grammar knowledge.

Data collection tools

To collect data, there are two kinds of questionnaires, they are pre-test and post-test questionnaire. In the questionnaire, there were 16 statements that were written in Kazakh to ease learners' understanding in providing the response for each item or statements. To inquire on the state of the students' motivation, the statements were constructed based on the instrument chosen for assessment is the Attitude/Motivation Test Battery (AMTB) in its English-language version. The AMTB was originally developed by Robert Gardner and Wallace Lambert in the 1970s. Gardner and Lambert were acquisition of second languages pioneers, and their work lay the groundwork to comprehend the importance of motivation and attitudes in language learning. Since then, the AMTB has undergone various updates and adaptations to accommodate varied language and cultural situations.

The AMTB's primary goal is to analyze the mindsets and reasons of people studying a second or foreign language. The instrument was used to quantitatively evaluate the participants' attitudes regarding English as a foreign language and their motivation levels in the context of a research study on the influence of genuine materials on the motivation of EFL learners. It has been widely used to measure various aspects of attitudes and motivation in the context of learning a second or foreign language.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
,859	17

According to Reliability analysis the Cronbach's Alpha was found as .859 to overall 17 items.

Data collection

Statements number 1 until 16 were questions to collect information about motivation. It consisted of 10 positive questions about interest, goal and need, 6 negative questions about demotivation. Positive sentences consisted of 2 questions about teacher, 6 questions about interests and 2 questions about the environment. In the questionnaire, the participants were asked to choose one answer that suits their characteristics by giving a tick (√) on a category for each item. There are six categories for each item: strongly disagree (SD), moderately disagree (MD), disagree (D), agree (A), moderately agree (MA) or strongly agree (SA). Each response was assigned a point value, and an individual's score was determined by adding the point value of all the statements. The scores were 1 for SD, 2 for MD, 3 for D, and 4 for A, 5 for MA, 6 for SA. Finally, in classifying the students' motivation in learning English, the total scores of motivation were labeled or coded and they were divided by the number of the items of the questionnaire.

Findings and Results

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
AMTB	24	2,63	4,50	3,8932	,46497

For descriptive analyses of Kazakh EFL learners English-learning motivational scales, means and standard derivations and the frequencies of the responses of the EFL English learning motivational scale were validated and analyzed. The reliability of the questionnaire findings was checked for internal consistency Statistical Package for the Social Sciences (Version 26.0). According to Pre test Descriptive Statistics minimum result is 2,63; maximum result is 4,50. The means for construct were near four , indicating that learners felt neutrally.

In order to compare the pre and post test results Paired Samples t-test was computed to the data.

Table 3. Paired Samples t-test results

	N	Minimum	Maximum	Mean	Std. Deviation
PRE TEST	24	2,63	4,50	3,8932	,46497
POST TEST	24	3,50	5,75	4,8464	,63844

Paired Samples t-test

	N	t	Sig.
Pair 1 Pre test & Post test	24	-8,307	,009

The study presented here gives statistical measurements for a pre-test and post-test conducted to a group of participants, probably in an educational or research setting. For both the pre-test and post-test, the analysis contains the number of participants (N), the minimum and maximum scores, the mean, and the standard deviation.

There were 24 participants in both the pre-test and post-test, demonstrating that the sample size was consistent. Minimum and maximum scores show a range of performance within the group. The range of post-test scores (3.50 to 5.75) for both tests is greater than the range of pre-test scores (2.63 to 4.50).

The mean is the participants' average score. The mean score in the pre-test was 3.8932, but it climbed to 4.8464 in the post-test. This indicates that scores improved generally from the pre-test to the post-test. The standard deviation measures the degree of variation in the scores. A higher standard deviation indicates greater variation. In this scenario, the standard deviation increased from pre-test (0.46497) to post-test (0.63844), showing that results were more variable following the intervention.

In summary, the study indicates that scores improved overall from the pre-test to the post-test, as seen by the higher mean in the post-test. The observed rise in mean scores shows that the experimental intervention had a beneficial effect on participant performance.

Discussion

Throughout a four-week trial period I utilized instructional strategies targeted at increasing student motivation through the efficient use of real materials. Task-Based Language Teaching (TBLT) was one such technique, which was inspired by the work of Willis and Willis (2007). Students engaged in activities that mirrored real-life circumstances by incorporating meaningful tasks aided by authentic materials, promoting a practical grasp of language usage. This strategy not only promoted communication but also increased motivation by demonstrating the direct use of language abilities in actual circumstances. Another effective strategy I introduced was Content and Language Integrated Learning (CLIL), which was influenced by Marsh's (1994) observations. Students benefited from language and content learning by being taught in a foreign language and using real materials such as articles and videos. Students were strongly inspired by the relevancy of the resources to the subject matter, making the learning experience more engaging and purposeful. My educational repertoire also included Project-Based Learning (PBL), which was informed by the works of Thomas (2000) and Blumenfeld (1991). Students interacted with actual materials during the research and presentation portions of prolonged projects that required investigation and problem-solving. PBL's autonomy and purpose, along with exposure to genuine materials, resulted in increased motivation and a sense of success among students. Their initiatives' tangible consequences underlined the practical importance of language skills in their lives.

In essence, these strategies, which were influenced by renowned language instruction writers, created a dynamic learning environment for my pupils. By connecting language learning with actual resources, the use of authentic materials in TBLT, CLIL, and PBL not only improved language competency but also instilled a feeling of drive of student's interest. Adapting these strategies to meet the individual requirements and interests of students proved beneficial in boosting the motivating impact of real materials in language teaching. Throughout this trial period, these strategies tried to tap into students' innate drive by matching language learning with their interests and real-world requirements. The main objective was to improve not just students' language competency, but also their attitudes toward learning and their understanding of the importance of language skills in their lives.

Procedure.

Weeks 1 and 2: Increasing Awareness and Interest

Day 1: Authentic Materials (AMs) Introduction

Begin by briefly discussing the significance of genuine resources in language acquisition.

Showcase real content (films, articles, podcasts) that are relevant to the learners' interests.

Examine how AMs represent actual language use and cultural circumstances.

For the following session, assign a brief AM-related task.

Day 2: Investigating Authentic Videos

Use a genuine video (news clip, short film, or documentary) to engage students.

Provide leading questions to encourage active observing.

Discuss the video's substance, intricacies in the language, and cultural factors.

Assign a reflection exercise in which students share their feelings about the video.

Day 3: Authentic Text Analysis

Introduce genuine written content (for example, articles, blog entries, or short tales).

Help students recognize new language and phrases.

Facilitate a group discussion on the cultural insights in the text.

Assign a brief written response exercise that encourages students to employ new language components.

Integration and Application Weeks 3-4

Day 1: Practice Authentic Listening

Introduce a genuine listening assignment, such as a podcast or an interview.

Ask questions on listening comprehension and lead a class discussion.

Encourage students to write a summary or share significant points in small groups.

Assign a homework for reflective writing about the listening experience.

Day 2: Simulations in Real Life

Create settings in which learners may truly use language skills (role-playing, debates, or conversations).

During the activities, provide assistance and comments.

Discuss the difficulties encountered and the linguistic methods used.

Assign a follow-up exercise in which students must reflect on their communication experiences.

Authentic Project-Based Learning on

Day 3

Introduce a project involving original research or creative expression.

Allow students to select topics that are relevant to their interests.

Assist them in presenting their discoveries or inventions utilizing language skills.

Make chances for peer review and feedback available.

Conclusion and Reflection:

Make the last session a time to reflect on the four-week trip.

Discuss the influence of genuine materials on language skills and cultural knowledge.

Encourage students to share their personal growth and ideas.

Provide resources for continuing to explore real stuff when the four weeks are up.

Implementing this four-week approach not only improve EFL learners' language competency but also generate a deeper appreciation for real resources, boosting long-term motivation in their language learning journey.

Conclusion

In conclusion, the investigation of the influence of authentic materials on the motivation of English as a Foreign Language (EFL) learners reveals quite benefits and prospects. According to the findings, introducing real-world resources into language training increases student engagement and motivation, resulting in a dynamic and interactive learning environment. Authentic resources not only interested learners by offering real-life context, but they also could help them improve their language abilities by exposing them to authentic language usage. This exposure went beyond standard textbooks, providing students with a dynamic and interactive language learning experience. Students were more likely to remain engaged and committed in their language learning experience as a consequence. Authentic resources allowed students to relate language learning to real-world applications, instilling a feeling of relevance and purpose in their studies. As educators continue to embrace authenticity in language instruction, it is obvious that including authentic materials may lead to more meaningful language experiences for EFL learners, eventually adding to their overall language competency and cultural knowledge. While authentic materials have a substantial impact on EFL learners' motivation, it is important to recognize that motivation is a complicated element impacted by a variety of circumstances. Aside from the usage of genuine materials, numerous other critical components play an important role in increasing student motivation.

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THE EFFECTIVENESS OF INCORPORATING STEM EDUCATION IN ENGLISH LESSONS TO ENHANCE STUDENTS' CREATIVITY.

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Abstract

Advancing learners' abilities and competences is the main goal leading to the ultimate achievement of technological literacy benchmarks. The importance of STEM education in the English language is enormous because it bridges many fields and enables international co-

operation. Given societal, technological, and economic shifts, novel business sectors are anticipated to emerge, demanding individuals with creative, collaborative, communicative, and creative thinking skills – essential components of 21st century proficiency targeted by STEM education. The recent research study aimed to explore effectiveness of using STEM on developing creative thinking of learners. Descriptive research design was utilized in the current research study in order to achieve purpose of research study. The quantitative analysis was used to answer the research questions. Overall, 42 learners took part in the current study. 24 female and 18 male EFL learners were selected from S.Rakhimov secondary school to assess their creative thinking. The participants were 10th and 11th grade learners. Survey was conducted among participants. Findings were calculated using version 23 of the Statistical Package for the Social Sciences (SPSS) after all data were collected. According to the calculated results learners showed positive perception towards use of STEM education on improving creative thinking, in addition, there was no significant difference between grade and gender.

Key words: STEAM education, English teaching, creativity activities, creativity development, STEAM integration.

Introduction

The most widely spoken language is English, which millions of people are trying to learn. We can all see how important it is to study and succeed in a foreign language, especially when it comes to international relations. Living among people helps the language to develop. Being an English teacher is an exciting and challenging profession. It is extremely difficult to teach the language correctly (orally, in writing, meaningfully and competently) in the classroom. If learning to speak a foreign language, communicating, reaching consensus and trying to strengthen relationships are the educational goals of teaching English, and then the aim of training should be to express and defend one's ideas on the basis of developing a culture of listening to others. Nowadays it has become imperative to learn a foreign language in order to remain competitive and find a job. Foreign language teaching is evolving along with cultural, economic and political changes.

As Yustina, Syafii, and Vebrianto (2020) stated that the 21st century's relentless advances in science and technology have eroded national boundaries, requiring all disciplines to adapt. The education system needs to change in order to develop the basic skills needed to meet the challenges of the twenty-first century. Among these skills, creative thinking is particularly important in dealing effectively with complex issues. Reflective thinking, which involves careful thought when engaging in discussion linked to beliefs and behaviors, is a form of creative thinking.

According to Sumarni and Kadarwati (2020) children grow up they should learn to think creatively, which is a very important skill. It is a skill that not only helps one to think creatively, but also helps one to generate new ideas and solve problems in new ways. In order to create a community of change-makers, it is very important to help students develop their capacity for creative thinking. With their innovative solutions, students can outperform their competitors in the competition.

According to Kaplan (2019) innovation, originality and survival all depend on creativity. While creativity is not sufficiently valued in many formal educational environments, it is the basic element of creative thinking in many fields. Creativity is essential for the development and survival of human intelligence. The application of creativity theories can improve teacher knowledge and learning design, but also teaching and learning.

As mentioned Glaveanu Hanchett Hanson, Baer, Barbot, Clapp, Corazza and Sternberg, (2020) a clear understanding of information derived from the selection of reliable sources; attention to the overall situation and circumstances; the ability to explore alternatives while maintaining methodical, open-minded and organized approaches; the ability to take a position supported by a large body of evidence; the search for multiple explanations are all indicative of

the ability to think creatively. In addition, rational and analytical thinking is identical to creative thinking.

Assessing the reliability of a source is one way of looking for indicators of these abilities. Distinguishing between judgments that are legitimate and those that are invalid, as well as between assumptions, prejudices and points of view; assessing the evidence supporting findings. Furthermore, there are marked differences between male and female students' capacities for creative thinking. Students' ability to think creatively has not been developed through traditional teaching approaches. Therefore, another strategy is needed to develop these vital abilities. One such alternative is STEM education, which is recognized as an effective educational endeavor to develop creative skills of the 21st century. In particular, it is crucial to promote STEM education among pre-service English teachers, as in-service educators often lack understanding.

The education of STEM was developed by the end of 1990s. Although it initially adopted the acronym "SMET", the National Science Foundation changed it to STEM (science, technology, engineering and maths) due to phonetic issues. According to Li, Wang, Xiao and Froyd (2020) An integrative learning approach called STEM supports the goals of preparing students for success in the twenty-first century. There are various aspects of the goals and expected advantages of applying the STEM learning approach. The development of imaginative, rational, creative and efficient thinking skills is one of them. The approach also aims to provide insight into the working environment, encourage a collaborative mindset in problem solving and use technology to generate and disseminate creative solutions. In addition, STEM helps to develop 21st century skills and problem-solving abilities by integrating experiences into the learning process.

As mentioned Kefalis and Drigas (2019) STEM education integrates science, maths, engineering and technology. It teaches these subjects through practical, real-world tasks, like a nunnery. Furthermore, Stohlmann, Moore, & Roehrig (2012) mentioned that by equipping future English teachers with multidisciplinary skills, STEM education can increase their willingness to organize and carry out STEM-related activities. It enables them to design dynamic programs that incorporate English language teaching and the principles of mathematics, science, technology and engineering. As proved Mystakidis and Christopoulos (2022) in this way, learning can become more dynamic, stimulating students' interest and motivation as they see practical links between language proficiency and STEM subjects.

As mentioned Martín-Páez, Aguilera, Perales-Palacios and Vélchez-González (2019) the ability to recognize and use knowledge from STEM knowledge areas to comprehend and address these difficult situations that cannot be solved by a single disciplinary approach is known as "STEM literacy" and is identified as a result of the growth of the STEM movement. Each STEM discipline should include a number of key conceptual, procedural, and attitudinal elements to support the development of this new literacy. This means that mastery of each STEM discipline is important as well as the ability to understand and value the relationships that exist between them.

Furthermore, Rifandi, and Rahmi (2019, October) and KAREN GOODNOUGH and STORDY (2014) mentioned that one of the strategies to cope with the challenges of the twenty-first century is STEM education. 21st century professionals must have strong problem solving skills as well as the ability to think critically, be creative, imaginative and collaborate in a team environment. Digital age literacy is a 21st century capability that includes problem solving, task management and prioritization, understanding and evaluating models, data analysis and interpretation, communication competence and security and welfare assurance.

The language of science and education worldwide is now English. The majority of research papers, academic journals, and scientific publications are written in English. In order for students in STEM professions to access and contribute to this wealth of knowledge, fluency in English is essential.

The research objective

The current research study aimed to investigate effectiveness of STEM education in the English classroom. In addition, the main objective of the recent research study was to implement the role of STEM education on evolving learner's creative thinking.

The research questions

RQ1. What is the effectiveness of using STEM education on evolving creative thinking of learners?

RQ2. In what ways do individuals' approaches to integrating STEM education for fostering creative thinking vary based on their gender?

RQ3. How does the application of STEM education to enhance creative thinking differ among participants based on their grades?

Materials and Methods

Research design

Descriptive research design was utilized in the current research study in order to achieve purpose of research study. As, Grimes and Schulz (2002) mentioned descriptive research design reports current situation as it exist. It answers the questions what, where, how and which.

The quantitative analysis was used to answer the research questions. According to Djankov and Murrell (2002) the quantitative is description of specific studies with the help of numbers.

Participants of the study

Totally, 42 learners took part in the current study. 24 female and 18 male EFL learners were selected from S.Rakhimov secondary school to assess their creative thinking. The participants were 10th and 11th grade learners (20 learners from 10th grade and 22 learners from 11th grade). Levels of English knowledge are Elementary and Pre-Intermediate. The current study was conducted in the fall semester of 2023 academic year. In selecting participants for the study the purposive sampling method was used. According to Etikan, Musa and Alkassim (2016) Purposive sampling is a type of non-random sampling in which for the purposes if the study, representatives of the target population are included who meet certain practical criteria, such as accessibility, availability at a given time or willingness to participate.

Data collection instrument

The questionnaire developed by Kumar, Kemmler and Holman (1997). Overall, there are 78 items in the recent questionnaire. As the objective of the study was to analyze effectiveness of STEM education on improving creative thinking 18 questions relating STEM education were selected. 5 point Likert scale instrument was utilized. The respondents were required to choose the answers among: 1- strongly disagree", 2-"agree", 3- "unsure", 4- "agree" and 5- "strongly agree".

According to the number of items from questionnaire, the internal reliability of the scale was presented as $\alpha = .922$, which demonstrated that the scale used in this recent study is reliable to be used. The results are presented in Table 1.

Cronbach's Alpha	N of Items
.922	18

Table 1- reliability of scale

Data collection procedure and analysis

The poll was selected relating to the level of knowledge of EFL learners. Each item was very clear and understandable. The items from questionnaire aimed to identify in order to describe learners attitudes towards use of STEM education on advancing creative thinking. It was announced that the research results will be applied to academic studies. Before proceeding, participants were asked to honestly express their preferences and complete a questionnaire using a Google form. Findings were calculated using version 23 of the Statistical Package for the Social Sciences (SPSS) after all data were collected. A normality test was calculated to determine

whether parametric or non-parametric would be more appropriate. Based on the findings of the Kolmogorov-Smirnov and Shapiro-Wilk tests, it was chosen to apply non-parametric tests to the data, which revealed that in the first case the variables showed a normal distribution.

Findings

The first research question was about “What is the effectiveness of using STEM education on evolving creative thinking of learners?” The results are demonstrated in Table 2.

	N	Minimum	Maximum	Mean	Std. Deviation
Total	42	2,80	3,80	3,2400	,30530

Table 2- descriptive analysis

In order to obtain results of first research question descriptive analysis was utilized. According to the calculated results above descriptive statistics indicated that participant’s attitudes towards use of STEM education on advancing creative thinking showed positive results. The total results of mean rank presented as $M=3,24$. It means that participants felt confidence while using STEM education in the English classroom.

The second research question was about “In what ways do individuals' approaches to integrating STEM education for fostering creative thinking vary based on their gender?” The clear results are given in Table 3.

	gender	N	Mean Rank	U	p
Total	Male	18	21,84	470,500	,552
	Female	24	22,60		

* $p < 0.05$

Table 3- results of Mann-Whitney U-test (gender differences)

In order to calculate differences among male and female participants’ attitudes Mann-Whitney *U*-test was used. The obtained data above presented that there was no statistically difference between male and female participants. According to total results male participants mean rank $M=21,84$ furthermore female participants presented result like $M=22,60$. As results above, there was no found significant contrast between male and female participants.

The least research question was about “How does the application of STEM education to enhance creative thinking differ among participants based on their grades?” The data illustrated in Table 4.

	Grade	N	Mean Rank	U	p
Total	10	20	23,95	144,500	,863
	11	22	25,68		

* $p < 0.05$

Table 4- results of Mann-Whitney U-test (grade differences)

In order to obtain data the third research question Mann-Whitney *U*-test was used. Mann-Whitney *U*-test utilized whether calculating differences between two independent variables. The clear results presented that there was no significant difference between 10th and 11th grade learners’ attitudes towards use of STEM education on improving their creative thinking. The results which were given in Table 4 showed mean rank of 10th grade $M=23,95$ and 11th grade participants $M=25,68$. It presented that learners felt confident when using STEM education in the English lessons.

Discussion

The current research study aimed to investigate effectiveness of STEM education on developing creative thinking of learners in the English lessons. According to the first research question learners presented high results. It means that STEM education had an affirmative effectiveness on evolving creative thinking of learners. The same positive results are founded in

the research of English Chalmers, Carter, Cooper, and Nason, R. (2017) and Wei and Maat (2020). Navigating existing STEM agendas is difficult and confusing. Providing methods for improving STEM education is particularly challenging. The multiplicity of concerns rose in the literature and the diversity of potential future pathways for STEM education in schools are too numerous to be fully addressed in a single paper. However, this position paper focuses on five themes that have been widely discussed in academic publications and the media.

If analyze the research of Lau and Jong (2023) these findings highlight the need to create individualized professional learning experiences for teachers and provide empirically supported evidence that teachers are ready and prepared to adopt STEM education as an educational innovation. Furthermore, as 96% of the teachers in this study received their STEM education training through workshops, seminars, courses and field trips, they provide direction for future research in related areas. Evidence-based policy decisions on STEM teacher preparation have also been influenced by this study.

These are highlighted as they directly influence curriculum and policy decisions and therefore need to be taken into account in attempts to improve STEM education in the classroom. These topics include (a) perspectives on STEM education, (b) approaches to STEM integration, (c) representation of the STEM discipline, (d) equity of access to STEM education, and (e) extending STEM to STEAM (including the arts). A number of pedagogical possibilities inherent in integrated STEM activities are examined, and the integration of modeling and engineering design is presented as an example of how such possibilities can be exploited.

As mentioned Wilis, Prayitno, Sunarno, and Anjirawaroj (2023) consequently, care must be taken in the creation of STEM-based learning strategies that focus on the needs of the learner in distance learning. A number of contributing elements need to be considered, including time to realize learning objectives, skill levels of the classroom teacher, availability of facilities and infrastructure, student technology proficiency, and curriculum alignment. According to, Ampartzaki, Kalogiannakis, Papadakis, and Giannakou (2022) collecting feedback, opinions and learning objectives from students is one method of assessing how well the learning process is working. The purpose of this study is to evaluate students' learning outcomes in one or higher order thinking domains related to STEM-based online learning in order to raise educational standards.

The students have been learning with traditional methods so far; however, during the experiment they are being trained using STEM education methods. Traditional learning and training are similar in that they both focus on the instructor. After the instructor presents the topic and summarizes the necessary steps, students apply these processes with extra problems. With this method, the instructor teaches more actively, while the students adopt a more passive approach to learning. The learning process is concluded with a decisive exam that assesses the creative thinking capacity of the students. In this study, we will look at specific strategies and tactics that can be used to incorporate STEM subjects into the curriculum, with a focus on English, to help students' creative abilities develop.

Conclusion

Emphasizing the importance of STEM education in fostering creativity within the framework of English language acquisition, the concluding chapter provides a summary of the key findings of the study. The importance of interdisciplinary techniques to enhance students' whole learning experiences is emphasized and implications for future educational practice are discussed. Asking questions, testing assumptions, generating hypotheses and communicating results through inductive reasoning are all part of the process of becoming a student through inductive reasoning. Think more creatively. Drawing conclusions from the analysis of findings is the last step of this reasoning process, which is based on scientific stages and starts with comprehending a subject and making a hypothesis.

Creative thinking is a vital skill that students can develop with teacher support and can enhance their understanding of English language concepts. Thinking ahead when designing a

learning environment can help students come up with new ideas to solve challenges or complete assignments. The ability to recognize the basic ideas of an argument, analyze sources of information, evaluate evidence and critically examine claims is all important components of creative thinking. Developed creative thinking serves as a measure of learning success and indicates how well the teacher is doing his or her job. While the real world can benefit from educated creative thinking, STEM education, which is influenced by both the learning strategy and the students' initial abilities, seems to be a useful alternative to developing creative thinking skills. Everyone can benefit from creative thinking that can be used to support assessments with well thought out reasoning.

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EFFECTS OF VOCABULARY INSTRUCTION USING BOTTOM-UP AND TOP-DOWN INSTRUCTIONAL APPROACHES ON TURKISTAN SECONDARY STUDENTS' VOCABULARY KNOWLEDGE

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Abstract

This study aimed to (1) investigate the effects of bottom-up (BU) instructional approaches on ESL students' vocabulary knowledge, (2) investigate the effects of top-down (TD) instructional approaches on ESL students' vocabulary knowledge (3) compare the effects of the two approaches on the development of vocabulary knowledge of Bhutanese secondary school students, and (4) explore the students' opinions towards the two approaches. The participants of this study were from a Turkistan's secondary school. They were divided into two groups: BU and TD, and each group of students learned vocabulary through a different instructional approach. The students underwent treatment sessions for two months to learn 168 new academic vocabulary. The students' English vocabulary knowledge was measured quantitatively through vocabulary tests: the vocabulary size test (VST) and the updated vocabulary levels test (UVLT). The data were analyzed through descriptive and inferential statistical techniques. This was followed by a semi-structured interview to extract the views of the participants on the instructional approaches for qualitative data. A total of eight participants (two each of high performers and low performers) from two groups were selected for the interview and the data were analyzed through content analysis. The research findings revealed that both approaches were effective in helping to improve the students' vocabulary knowledge but the results also showed that the improvement in the students' vocabulary knowledge attributed to the BU instructional approach was not significantly different from that of the TD instructional approach. Most participants expressed positive views towards both approaches.

Key words: bottom-up, top-down, study, vocabulary, student, knowledge, learn, finding.

Introduction

Learning vocabulary has been consistently an important issue to language students as acquiring new words is accepted to be the premise of language learning (Chin, 2002; Hedge, 2001; Kwon, 2004; T. I. Pae, 2016).

According to Umurova (2018), the amount of vocabulary words mastered by language students correlates with their communicative competence. Schmitt (2000) pointed out that

«second language students need approximately 2000 words to maintain conversations, 3000 words families to read authentic texts, and as many as 10,000 words to comprehend challenging academic texts». Alqahtani (2015) emphasizes how inadequate vocabulary knowledge affects the quality of communication in the target language and shows how important vocabulary knowledge is to the language learning process. Many other studies have discovered that having a broad vocabulary knowledge improves writing and reading abilities. (Chou, 2011; Viera, 2017; Karakoç & Köse, 2017). From this we can conclude that without a large vocabulary, the structures and functions we have learned cannot be used for consistent communication.

Over the previous decades, various research has been led to approve the fundamental job of vocabulary learning in English as a Second Language/English as a Foreign Language (ESL/EFL) settings (Helman, 2008; Manzo & Manzo, 2008; Nation, 2013a; Scott et al., 2008). Numerous specialists and experts have agreed with the perspective on the key job of vocabulary information in L2 obtaining, and have battled to think of down-to-earth and compelling vocabulary picking up/instructing techniques that can be applied to EFL settings.

The purpose of the study

- How much does Top-Down instructional approach actually improves the vocabulary knowledge of secondary students in Turkistan?
- Learn about variations in the influence of Bottom-Up and Top Down instructional methods. How can secondary students in Turkistan improve their vocabulary?
- Examine student attitudes towards Bottom-Up and Top-Down teaching methods?

Research question

RQ1. What extent can the Bottom-Up instructional approach improve the vocabulary knowledge of students in Turkistan?

RQ2. What extent can the Top-Down instructional approach improve the vocabulary knowledge of students in Turkistan?

RQ3. Is there any difference in the effect of Bottom-Up and Top-Down instructional approaches on Turkistan's students' vocabulary knowledge?

Methodology

Research design

With the acknowledgment of the significance of vocabulary, numerous methods, and ways to deal with educating and learning vocabulary have risen. These incorporate word families, catchphrases, formal groupings, memory aides, matched partners, and collocation procedures. This research is precisely been aimed to fill the gap of vocabulary study in the Turkistan's people context. A quasi-experimental research between two groups were designed to explore the effects of BU and TD instructional approaches of vocabulary teaching for Turkistan's High School students. The emphasis on L2 vocabulary is mainly based on two considerations. Vocabulary teaching seems to be particularly suitable for L2 delivery that strictly involves BU or TD instructional approaches. Further, in the past years, people have increasingly realized that the teaching of explicit vocabulary is not only related to vocabulary knowledge but also related to the improvement of learning outcomes.

Some empirical evidence supports the impacts and appropriateness of using BU and TD approaches with L2 students, particularly those in ESL contexts. Given that methodology, such as the depth of preparation and guaranteeing procedures, is closely associated with EFL students' vocabulary achievement (T.-I. Pae, 2016). According to (Chin, 2002), this instructional approach is meaningfully more convincing than treating the basic word-list for EFL students' vocabulary

learning. It would be certain that using methodologies such as BU and TD for learning vocabulary in an ESL setting is essential to improve student's vocabulary knowledge.

Participants of the study

In the current research study took part 30 learners from the «King's school» language school in Turkistan. 5 male and 25 female learners were selected from educational center.

My own classroom observations and interactions with Turkistan's students, educators, and policymakers throughout the course of my 3-year involvement in education sector provide a key motivation for this study. I observed that teaching and learning of vocabulary take place through either direct translation of L1 or the provision of a synonym or an antonym of the target word. A common strategy for learning the vocabulary of King's school students is learning through a bilingual dictionary to learn new words which haven't proved much academic progress. A study by Akbari (2017) points out that the use of dictionaries and repeated practice strategies of the target words are in practice to learn vocabulary. Student in different cultures, schools, and fields appear to practice such most common strategies.

Turkistan's language teachers in general, pay less attention to the importance of learning vocabulary and haven't seen deploying other strategies of teaching vocabulary. There is not much emphasis on vocabulary knowledge rather the mere focus was on the content and the grammar as well. A study by Horst (2013) observed that teachers assume that students will be adequately exposed to at least the most frequent vocabulary to pick it up effortlessly whereby they typically dedicate their time to grammar. Turkistan's students' vocabulary knowledge is observed to be considerably low. Students' comprehension gets distorted as they encounter many new words in their reading whereby it demotivates them to read. According to Min (2013), for the learner's second language (L2) development it is a must that a good basis of vocabulary knowledge is vital at all stages. Without sufficient vocabulary knowledge, one cannot have good communication regardless of the degree of the students' competency in grammar and pronunciation.

Data collection instrument

This study used a questionnaire about Effects of vocabular instruction using bottom-up and top-down instructional approaches on Turkistan secondary students' vocabulary knowledge. The questionnaire consists of 30 items divided into three sections like: Behavioral Aspect (1-10 items), Cognitive (11-20 items) and Affective (21-30 items). In addition, it is a widely used tool to assess attitudes due to its effectiveness and statistical usefulness. The instrument was utilized in the form of 5 point Likert scale. The respondents were required to choose the answers among: 1-“strongly disagree”, 2-“disagree”, 3“neutral”, 4- “agree” and 5-“strongly agree”.

The reliability of the scale was identified as $\alpha=.786$, which indicates that the scale used in this study is reliable to be used. The result is given in Table 1.

Cronbach's Alpha	N of Items
,786	30

Data collection procedure and analysis

The questionnaire was focused on relating the learners' age and academic years of study. Each question was easy to understand, did not cause problems and the answers were given in advance. Everything was done so that even a beginner in English could understand. Preliminary explanatory work was done for the students. It was explained that the answers would remain confidential and would only be used for scientific purposes. Finally, when necessary data was obtained, the Statistical Package for Social Sciences (SPSS) version 23 was utilized to illustrate the results of the recent research study. As the initial step before, Normality Test was used to see whether the available data would be more suitable for parametric or non-parametric statistical testing before any inferential statistical test was used.

Findings

The first research question was about «What extent can the Bottom-Up instructional approach improve the vocabulary knowledge of students in Turkistan?»

A summary of the descriptive statistics for the pre- and posttest scores is presented in Table 2. Visual inspection of the test scores' his-tograms suggested a normal bell-curved distribution. Normality of dis-tribution is further confirmed by the fact that all values for skewness displayed in Table 2 are well below 1.0, and the ratio between skew-ness and its standard error, and that between kurtosis and its standard error, is less than 3.00.3 Inspection of the mean values in Table 2 reveals that participants in both groups experienced a solid growth in EFL academic vocabulary knowledge as a result of the treatment, as demonstrated by the higher mean values for the posttest scores. Notably, the mean posttest values of the bottom-up group were slightly higher than those of top-down group. The significance of these differences for each of the tests is explored in the following sections.

The mixed model 2 (group: bottom-up vs. top-down) 92 (time: T1 vs. T2) ANOVA conducted on the AVST scores reveals that there was a significant effect of time, $F(1,118) = 1030.94$, $p = .000$, partial $\eta^2 = .90$. In other words, the pre- and post-AVST scores differed significantly between T1 and T2. It is noteworthy that the effect of time (i.e., length of exposure to instruction) is rather large, as revealed by the size of the partial eta squared statistic (.90). There was no significant time*group interaction ($p = .85$), suggesting that both groups gained equally in academic vocabulary size. The significant main effect of time was followed up with within- and between-group comparisons using t-tests. The within-group comparisons show that the group exposed to bottom-up instruction scored significantly higher on the post-AVST ($M = 44.82$) than on the pre-AVST ($M = 29.65$, $t(59) = 11.20$, $p = .000$). Similarly, the group exposed to top-down instruction also scored significantly higher on the post-AVST ($M = 42.70$) than on the pre-AVST ($M = 27.67$, $t(59) = 11.20$, $p = .000$). These results suggest that both groups made significant gains in the acquisition of academic vocabulary size over the instruction period, regardless of the type of instruction they were exposed to. Between-group comparisons on the pre-AVST scores reveal that the existing differences between the two groups at T1 were marginal rather than significant, unequal variance $t(110.39) = 1.9$, $p = .058$, with the bottom-up group scoring marginally higher ($M = 29.65$) than the top-down group ($M = 27.67$). At T2, however, the differences between the two groups on the AVST were statistically significant, $t(118) = 3.10$, $p = .002$, with the bottom-up group ($M = 44.87$) outperforming the top-down group ($M = 42.70$). In order to test whether the marginal difference between the groups at T1 was responsible for the statistically significant one at T2, ANCOVA was conducted with the post-AVST scores as a dependent variable and the pre-AVST scores as a co-variate. The results reveal that even after controlling for the marginal preexisting between-group difference at T1, the difference in scores on the post-AVST remained statistically significant, $F(2,117) = 6.01$, $p = .02$, $\eta^2 = .05$, although the effect size is relatively weak (.05 for instructional approach compared to .90 for time).

Discussion

The most important findings of the study can be summarised as follows. Both groups made significant gains in the attainment of English academic vocabulary, in terms of both vocabulary size and controlled productive vocabulary knowledge. It was not specifically among the study's goals to examine the durability of the lexical knowledge attained as a result of the treatment. However, in view of the fact that the posttests were administered 2 weeks after the end of the course (and 10 weeks after its start), we believe that the posttest scores could be regarded as evidence of durable learning. It would seem that the EFL academic vocabulary course that was specifically constructed for the purposes of the current study was quite effective in achieving very good learning outcomes, using either of the two instructional approaches.

The two groups' high achievement notwithstanding, the bottom-up group slightly outperformed the top-down group at T2 on both vocabulary size and controlled productive vocabulary knowledge. The bottom-up group's superiority on vocabulary size was found to be statistically significant after controlling for marginal preexisting differences between the two groups at T1, although the effect size was relatively small. The differences in the two groups' performance on the controlled productive vocabulary knowledge test at T2 did not reach a conventional level of statistical significance. However, the bottom-up group was found to have undergone a larger growth in controlled productive vocabulary knowledge as a result of the treatment; this difference in growth between the two groups was found to be statistically significant.

The study's findings clearly indicate that between the two instructional approaches the bottom-up approach worked marginally better for this population of EFL learners (i.e., first-year university students in China). Put simply, learners seemed to favour the bottom-up over the top-down instructional design.

This result may be impossible to explain by reference to a single factor. It is much more likely that the operation of several largely independent factors converged to yield such outcomes. In what follows we briefly consider what we believe to be the most important among them.

In the first place, it may be the case that by its nature L2 lexical development is better aligned with bottom-up instruction. According to Jiang's (2000) theory, L2 lexical acquisition involves three distinct stages. An early initial stage involves only phonological and orthographic features for the L2 lexical entry. With the increase of learners' exposure to the L2, the L2 lexical entry is linked to an L1 translation equivalent; notably, at this stage the L2 entry involves L2 phonological and orthographic features, but L1 syntactic and semantic features. After more exposure to, and experience with, the L2, the L1 syntactic and semantic features are gradually replaced by L2 syntactic and semantic features; this constitutes the third and final stage of L2 lexical development. Jiang's model of L2 lexical development is schematically presented in Figure 6.

The actual sequencing of vocabulary instruction used in the bottom-up approach seems reasonably well aligned with these three stages. In the bottom-up instruction, the first step involved presenting the phonological, morphological, and graphemic features of the target word.

The main research finding of this study was the increase in the students' vocabulary knowledge after receiving eight weeks of vocabulary treatment. This implies that the BU and TD instructional approaches work effectively in developing and improving Bhutanese secondary school students' English vocabulary knowledge. This research finding confirms the pedagogical principles of (Moskovsky et al., 2015), who claimed that both BU and TD approaches made significant gains in students' attainment of academic vocabulary.

This research finding is in line with the findings of previous research conducted by Lee and Yoon (2019), that there was no statistically significant difference between the BU and TD approaches, although both approaches were effective at improving the students' vocabulary knowledge.

The finding is also in alignment with the result of a different study conducted in a Chinese context (Moskovsky et al., 2015), that despite the high scores of both groups, on the post-test the BU group performed slightly better than the TD group in terms of vocabulary knowledge. This could be possibly due to the fact of sequences of steps or stages involved in the BU instructional approach which moved from lower to higher or in other words from simple to complex stages, which helped them to comprehend easily. Another factor that is relatively likely to have played a role in this study's results is the students' L2 proficiency level. This is because there is a general agreement in the relevant literature that TD processing is more common among high proficiency students, whereas lower proficiency students tend to opt for BU processing (Eskey, 1988; Shohamy & Inbar, 1991; Tsui & Fullilove, 1998).

Another important finding from the study was the students' positive opinions toward the BU and TD instructional approaches. Being able to learn words explicitly and facilitating students in memorizing new words were some of the main benefits of these two approaches perceived by the participants. These support the claims made by Lee and Yoon (2019) that the two approaches helped students memorize words and store them in their long-term memory.

It was also interesting to learn that these approaches assisted the participants in exploring and learning related words from the lexical family of the target word. Although they knew the target word, the participants were unaware of many words from its lexical family. After learning through such approaches, the students gained the knowledge and ability to group the words into their lexical families. At a larger part, learning academic vocabulary through these approaches motivated the participants to learn more words thereby expanding their reading and speaking abilities.

However, it was noticeable that some students also raised the point about the process being time-consuming and tiresome. Thus, more concise activities in the lessons are recommended for teachers who would like to bring forward the BU and TD instructional approaches in real classrooms.

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Conclusion

Turkistan's secondary students participated in the academic vocabulary course using either of the two instructional approaches-BU and TD which lasted for two months with forty-eight sessions of vocabulary instruction to investigate the effectiveness of the two approaches on students' vocabulary learning.

The participants showed a great deal of interest in taking part in the vocabulary learning session. Both the BU and TD instructional approaches brought a great impact on the participants' vocabulary knowledge. It was evident from the results that introducing vocabulary learning

approaches like BU and TD in the Bhutanese context yielded huge advantages to the participants. The qualitative data revealed that the attainment of vocabulary knowledge from these approaches supported their reading and speaking abilities at large.

The findings from the study revealed that the use of either of the two approaches helped improve the Bhutanese students' vocabulary knowledge although neither of the instructional approaches appeared to be more effective than the other. There were significant improvements in the achievement of academic vocabulary knowledge of both groups. This signifies that either of the two instructional approaches adopted in the current study effectively achieved substantial vocabulary learning outcomes.

The qualitative data disclosed that the participants support these vocabulary learning approaches greatly. The report suggests that the BU and TD approaches expanded their vocabulary knowledge at a significant level and also developed a sense of motivation and interest to explore more new academic vocabulary through such approaches.

The research on vocabulary learning on Bhutanese secondary students using BU and TD instructional approach which lasted for two months studied the following implications:

It was studied that the teachers who happen to develop these vocabulary teaching approaches in the class should be aware of the usage of the two instructional approaches with the particular group of students. It was learned and supported by the relevant literature that low achievers tend to opt for BU instructional approach and high achievers choose the TD instructional approach. It is supported by the literature that low achievers choose BU instructional approach as the procedures in this instructional approach move from smaller units to higher units and are easy to comprehend.

According to the limitations of the present study, further research should concern the following:

Future researchers should consider the selection of academic words used in the test based on some relevant literature and criteria to confirm the uniformity of the level of academic words to be tested.

To make the sessions lively, the activity part should be designed with the use of ICT and internet facilities to interest the participants. This can be done through the use of mobile phones or other gadgets where children can participate in the activities actively. It was unfortunate here in Turkistan that schools do not allow the use of gadgets in the classrooms.

The other limitation was in the activity part, it seemed that not all the participants enjoyed doing the activities. The main reason learned was the lack of variety means of presenting the activities. The school lacked facilities like internet connection, overhead projectors. According to Jibrin et al. (2017) and Nuraeni et al (2020), mentioned in the results of their study that the internet connection had a positive impact on the students' academic performance, while a lack of mobile and internet connection was the challenge in the Turkistan's context. Had the electronic devices like mobiles for the participants were allowed in the classroom, the activities would have been fun and they must have shown more interest in participating in the activities and learned more.

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KAZAKİSTANLI ÖĞRENİCİLERİN YAZMADA DÜŞÜNCEYİ GELİŞTİRME YOLLARINDAN YARARLANMASI: B1 SEVİYESİ

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ÖZET

Yabancı dil öğretiminde son yıllarda ortaya çıkan ve Diller İçin Avrupa Ortak Öneriler Çerçeve Metni'nde de benimsenen yaklaşım eylem odaklı yaklaşımdır. “Eylem odaklı yaklaşım, yabancı dil öğreneni (öğrenen) ya da yabancı dili kullananı (kullanıcı) özel ya da genel durumlarda, bireysel ya da başkalarıyla etkileşim içinde bir eylemi gerçekleştiren ve iş gören sosyal bir aktör olarak görür.” [1, s.87]. Hedef toplum içinde sosyal bir aktör olmanın yollarından biri de yazılı olarak sağlıklı bir iletişim sürecini sürdürebilmektir. Mesajı okura etkili ve anlaşılır şekilde verebilmek yazmanın temelidir. Yazma becerisi etkinliklerinde ve değerlendirilmesinde odak nokta genellikle dilbilgisi ve yazım olmaktadır. Ancak yazılı iletişim ve metin yazma birçok boyutu bir arada içermektedir. Düşünceyi geliştirme yolları da mesajı alıcıya etkili şekilde ulaştırabilmek için başvurulan yollardandır. Çerçeve Metin kazanımlarına göre öğrencilerin B1 seviyesiyle beraber basit rapor, deneme gibi akademik ve edebî metinler yazmaya başlamaları beklenir. Bu tür metinlerde de öğrencilerin düşünceyi geliştirme yollarından yararlanmaları bir ihtiyaçtır.

Araştırmada amaç, B1 seviyesindeki Kazakistanlı öğrencilerin yazılı anlatımlarında düşünceyi geliştirme yollarından yararlanıp yararlanmadıklarını ortaya koymaktır. 15 öğrenciden bir öyküleyici bir de bilgilendirici olmak üzere iki farklı metin yazmaları istenmiş ve toplam 30 metin değerlendirmeye alınmıştır. Bu yazmalar analiz edilerek öğrencilerin düşünceyi geliştirme yollarına başvuruyorlar mı? Başvuruyorlarsa hangi düşünceyi geliştirme yollarına başvuruyorlar? sorularına cevap aranmaktadır.

Anahtar Kelimeler: yabancı dil olarak Türkçe öğretimi, yazma, düşünceyi geliştirme yolları, Kazakistan, ikinci dil öğretimi.

KAZAKHSTANI LEARNERS' BENEFITING FROM IDEA DEVELOPMENT WAYS IN WRITING: B1 LEVEL

ABSTRACT

The approach that has emerged in foreign language teaching in recent years and adopted in the Common European Framework of Reference for Languages is an action-oriented approach. “The action-oriented approach sees the foreign language learner or foreign language user as a social actor who performs an action and acts in exclusive or general situations, individually or in interaction with others.” (Coşkun, 2017: 87). One of the ways to be a social actor in the target society is to maintain a healthy communication process in writing. Being able to deliver the message to the reader in an effective and understandable way is the basis of writing. The focus in writing exercises and assessments is usually grammar and spelling. However, written communication and text writing include many dimensions altogether. Idea development ways are also ways used to deliver the message to the receiver effectively. According to the Framework Text outcomes, learners are expected to start writing academic and literary texts such as simple reports and essays at B1 level. In such texts, it is a need for learners to benefit from idea development ways. The aim of the research is to reveal whether Kazakhstani

learners at B1 level benefit from idea development ways in their written expressions. 15 learners were asked to write two different texts, one narrative and one informative, and a total of 30 texts were evaluated. The answers to questions “Are these manuscripts analysed, seeking ways for learners to develop ideas? If so, what ways of thinking do they use?” are sought.

Keywords: teaching Turkish as a foreign language, writing, idea development, Kazakhstan, second language teaching.

В1 ДЕНГЕЙІНДЕГІ ҚАЗАҚСТАНДЫҚ СТУДЕНТТЕРДІҢ ЖАЗУ КЕЗІНДЕ ОЙЛАУДЫ ДАМУ ТӘСІЛДЕРІН ҚОЛДАНУЫ

АНДАТПА

Шет тілін оқытуда соңғы жылдары пайда болған және тілдер үшін жалпы еуропалық анықтамалық негізде қабылданған, әрекетке бағытталған тәсіл болып табылады.

«Іс-әрекетке бағытталған тәсіл шет тілін үйренушіні (үйренуші) немесе шет тілін қолданушыны (қолданушы) жеке немесе жалпы жағдайларда жеке немесе басқалармен әрекеттестікте әрекетті орындайтын және әрекет ететін әлеуметтік актер ретінде қарастырады.» [1, б.87]

Мақсат қоғамда әлеуметтік актер болудың жолдарының бірі жазбаша процесінде сауатты қарым-қатынасты жалғастыру болып табылады.

Оқырманға әсерлі де түсінікті етіп жеткізе білу – жазудың негізі. Жазылым біліктілігі әрекеттерінде және бағалаулардағы басты назар әдетте грамматика мен емле болып табылады.

Дегенмен, жазбаша қарым-қатынас және мәтін жазу көптеген өлшемдерді біріктіреді. Ойлауды дамыту жолдары хабарды қабылдаушыға тиімді жеткізу үшін қолданылатын тәсіл болып табылады.

Шаблондық мәтіннің игерілуіне сәйкес, студенттер В1 деңгейінде қарапайым есеп, эссе сияқты академиялық және әдеби мәтіндерді жаза бастайды деп күтілуде.

Мұндай мәтіндерде студенттердің ойлауын дамыту тәсілдерінен пайдалану қажеттілігі туындайды.

Зерттеудің мақсаты — ойлауды дамыту әдістерінің В1 тілдік деңгейдегі Қазақстандық студенттерінің жазылым түсіндірмесінде пайдасы бар-жоғын анықтау болып табылады.

15 студентке екі түрлі мәтін: бірі баяндаушы және бірі ақпаратты жазу берілді, барлығы 30 мәтін бағалауға алынды.

Бұл жазбалар талданып, студенттердің ойлауын дамыту тәсілдері қолданылады ма? Қолданылатын болса, олар қандай ойлау тәсілдерін қолданады?- деген сұрақтарға жауап іздеу болып табылады.

Кілт сөздер: түрік тілін шет тілі ретінде оқыту, жазу, ойлауды дамыту тәсілдері, Қазақстан, екінші тілді оқыту.

УРОВЕНЬ В1: ИСПОЛЬЗОВАНИЕ КАЗАХСТАНСКИМИ СТУДЕНТАМИ СПОСОБОВ РАЗВИТИЯ МЫШЛЕНИЯ ПРИ ПИСЬМЕ

КРАТКОЕ СОДЕРЖАНИЕ

Подход, появившийся в преподавании иностранных языков в последние годы и принятый в Общеввропейских компетенциях владения иностранным

языком, представляет собой действенно-ориентированный подход. «Действенно-ориентированный подход рассматривает изучающего иностранного языка (изучающего) или пользователя иностранного языка (пользователя) как социального актора, который выполняет действие и действует в частных или публичных ситуациях, индивидуально или во взаимодействии с другими» [1, с.87] Один из способов стать социальным актором в целевом сообществе - это уметь поддерживать здоровый процесс общения в письменной форме. Умение передать сообщение читателю эффективным и понятным способом - основа письма. Основное внимание при письменных заданиях и оценке навыков письма обычно уделяется грамматике и правописанию. Однако письменное общение и написание текстов включают в себя множество аспектов. Способы развития мышления также используются для эффективной доставки сообщения получателю. Ожидается, что учащиеся начнут писать академические и литературные тексты, такие как простой отчет, эссе, а также на уровне B1 в соответствии с полученными рамочными текстами. В таких текстах также необходимо, чтобы учащиеся использовали способы развития мышления.

Цель исследования - выяснить, используют ли казахстанские учащиеся уровня B1 способы развития мышления в своем письменном изложении. 15 учащимся было предложено написать два разных текста, один повествовательный и один информационный, и было рассмотрено в общей сложности 30 текстов. Анализируются ли эти тексты в поисках способов развития мышления учащихся? Если да, то какие способы мышления они используют?

Ключевые слова: преподавание турецкого языка как иностранного, письмо, способы развития мышления, Казахстан, преподавание второго языка.

GİRİŞ

Yazma becerisi; zihinsel, fiziksel ve psikolojik boyutları olan, birçok unsuru barındıran çok yönlü bir beceridir. Dolayısıyla dil öğretimi süreçlerinde ve yazmanın değerlendirilmesinde birçok unsurun bir arada ele alınması önem taşımaktadır. Yazma becerisi yabancı dilde düşünebilmeyi ve düşünce üretmeyi gerektirir. Ancak yabancı/ikinci dil öğretiminde yazma becerisinde gerek öğretmenler tarafından gerekse alan yazın çalışmalarında çoğunlukla dil bilgisi ve yazma odaklanılmakta diğer unsurlar göz ardı edilmektedir. Diğer unsurlar; söz dağarcığı, metin planı, kültürü tanıma, konu bütünlüğü gibi unsurlar olarak sıralanabilir [2]. Özellikle metin yazma söz konusu olduğunda yazma becerisinin çok yönlü olması durumu da göz önünde bulundurulmalı ve sürece dâhil edilmelidir.

Yabancı dil öğretimi amaç ve kazanımlarından yola çıkıldığında, A1-A2 seviyelerinde paragraf ya da kısa, basit metin yazılması beklenirken iken B1 seviyesinden itibaren “metin” niteliği taşıyan tür merkezli, daha uzun ve detaylı, bir tez etrafında şekillenen yazmaların gerçekleştirilmesi beklenmektedir. Dolayısıyla orta seviyedeki bir öğrencinin ayrıntılı metin yazabilme yetisine sahip olması için öğrendiği yabancı dilde bir konuyu irdeleyebilmesi, analiz, sentez, yorumlamalar yapabilmesi, düşünceyi geliştirme yollarından faydalanıp planlı metin üretebilmesi beklenir. Bu sebeple araştırmada B1 seviyesi örneklem olarak seçilmiştir.

Metin üretiminde ilk aşama konu ve metin türü belirlenmesidir. Yabancı dil öğretiminde öğrenci yazmalarında öne çıkan iki temel metin türü öyküleyici metin ve bilgilendirici metinlerdir.

Öyküleyici metin türleri: Bir olay ya da durumu aktarmayı amaçlayan türlerdir. Bilgi verme amacından çok alıcıda etki bırakmayı, ana fikri; sezdirmeyi amaçlayan ve

estetik amacı olan metin türleridir. Öyküleyici metin türleri; roman, öykü, masal, destan, efsane, tiyatro, fıkra, fabl gibi türlerdir. Öykü, gerçekleşmiş veya gerçekleşme ihtimali olan olay ya da durumların kurguya dayalı bir biçimde oluşturulmuş anlatılardır [3, s. 29]. Öyküleyici metin; geçmişteki durum veya olayları aktaran, problemleri tecrübeleri gösteren ve çözüm üreten, genellikle eğlendirmek ve okuyucuya bir ders vermek gayesiyle yazılan bir metin türüdür [4, s. 94].

Bilgilendirici metinler: Meyer'e [1985] göre bilgilendirici metinler genellikle bir düşüncenin tanımını yapmak, karşılaştırma yapmak, sıralamak, sebep-sonuca dayalı bir ilişkiyi açıklamak ve bir problem durumuna çözüm sunmak amacıyla kullanılır [5]. Bilgilendirici metin türleri; deneme, eleştiri, makale, söyleşi, hatıra, gezi yazısı, günlük, biyografi, otobiyografi, e-posta gibi türlerdir.

Seçilen metin türüyle de bağlantılı olarak amaca hizmet etmek üzere yazar, birbiriyle alakalı cümleleri bir araya getirerek oluşturulan metinde amaç, okuru etkilemek olduğundan anlatımın etkililiğinin sağlanması önem kazanmaktadır. Gerek ana dilinde gerekse yabancı dilde metnin organizasyonu ve içerikmetnin etkileyciliğini artırıcı etkiye sahiptirler. Metnin organize edilmesinde kullanılan tekniklerden biri de düşüncüyü geliştirme yollarından yararlanmaktır. Göçer [6]'e göre düşüncüyü geliştirmede kullanılan yollar aşağıdaki gibidir:

- Düşüncüyü Geliştirme Yolları
 - Tanımlama
 - Karşılaştırma
 - Tanık Gösterme
 - Örnekleme
- Etkili Olabilecek Diğer Yollar
 - Sayısal Verilerden Yararlanma
 - Günlük Yaşamla İlişki Kurma
 - Gözlemlerden Yararlanma

Tanımlama: Bir kavramı öne çıkarmak, başka kavramlardan farklı taraflarını vurgulamak amacıyla kavramın tüm unsurlarını ortaya koyup ayrıntılarıyla açıklamaktır [7, s. 557]. Özellikle bilgilendirici metin türlerinde tanımlamadan genellikle giriş bölümünde yararlanır. Sonrasında konu örneklerle desteklenir, konu tartışılır ve geliştirilir.

Örnekleme: Bir hususun doğru ve genel olduğunu kanıtlamak ve desteklemek için örnek/örnekler sunmaktır [7, s. 557]. Örneklemeyle soyut kavram ya da düşünce somut ve görünür hâle getirilir, iletilmek istenenler okurun zihninde canlandırılır [8, s. 16].

Tanık Gösterme: Bir düşüncüyü kanıtlamak ya da eleştirmek maksadıyla söz konusu alandaki yetkin kişilerden yapılan atıf ve alıntılar tanık göstermedir [7, s. 554]. Diller İçin Avrupa Ortak Öneriler Çerçeve Metni kazanımlarına göre B1 seviyesinden itibaren; deneme, rapor gibi akademik üslupla yazılabilen metin türleri yazılmaya başlanır. Bu tür metinlerde savunulan veya karşı çıkılan düşünceye dair atıf/alıntı yapılarak tanık gösterme yoluna başvurulması beklenen bir durumdur.

Karşılaştırma: İki kavramın veya varlığın benzeyen veya farklı olan taraflarını irdelemedir [7, s. 555]. Okuru ikna etmek ve savunulan düşüncüyü desteklemek amacıyla karşılaştırma yapılır.

Benzetme: İki veya daha fazla kavram arasında farklı yönlerden ilgi kurarak bir kavramı diğerine, çoğu zaman güçsüz olanı güçlüye, benzetmedir [9, s. 319]. Özellikle

öyküleyici metinler olmak üzere birçok metin türünde başvurulabilen düşünceyi geliştirme yoludur.

Sayısal Verilerden Yararlanma: Savunulan veya eleştirilengörüşlerin güvenilir kaynaklardan alınan sayısal verilerle ikna edici hâle getirmek için müracaat edilen yoldur [6, s. 163]. Orta seviyede yazılması beklenen rapor, deneme, haber metni, makale gibi metin türlerinde tercih edilebilirler.

Günlük Yaşamla İlişkilendirme: Konuyu günlük hayatla ilişkilendirme etkileyiciliği ve inandırıcılığı artırmak amacıyla tercih edilen bir yoldur [6, s. 164].

Gözlemlerden Yararlanma: Bir metin oluşturabilmek gözlem yapabilmeye dayanır. Bir fikir veya olayı yazabilmek için gözlemleri ortaya koymak önemlidir [6, s. 165-166].

Türkçenin yabancı dil olarak öğretiminde öğrencilerin temel dil düzeyinden orta düzeye geçtikten sonra dilde bağımsızlaştıkları bilinmektedir. Dalioğlu [10] tarafından yapılan bir araştırmada B2 seviyesindeki öğrencilerin yazılı anlatımlarında düşünceyi geliştirme yollarından tanımlamaya %14.6, benzetmeye %4.1, karşılaştırmaya %49.6, örneklendirmeye %25.8, tanık göstermeye %2.09, sayısal verilerden yararlanmaya %3.4 yer verildiği tespit edilmiştir.

Düzy	Rapor ve Deneme/Makale Yazma [11]	Raporlar ve Denemeler (Kompozisyonlar) [12]	Yeterliliklerin İlişkilendirildiği Düşünceyi Geliştirme Yolları
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B1	<p>Herkesi ilgilendiren konular hakkında kısa ve kolay bir deneme yazabilir.</p> <p>Kendi uzmanlık alanından alışık olduğu günlük meseleler hakkında geniş çapta teknik bilgileri oldukça emin olarak ve pek alışık olmadığı bazı şeyler hakkındaki bilgileri özetleyerek rapor verebilir ve görüşünü bildirebilir.</p>	<p>İlgilendiği konularda kısa, basit denemeler yazabilir.</p> <p>Avantajları ve dezavantajları listelemek için basit bir dil kullanarak kişisel ilgi alanına giren güncel bir konu hakkında bir metin üretebilir ve görüşlerini bildirip gerekçelendirebilir.</p> <p>Kendi alanlarındaki rutin olan veya olmayan aşına olduğu meselelerde birikmiş olgusal bilgileri bir parça güvenle özetleyebilir, onlar hakkında rapor verebilir ve görüşlerini bildirebilir.</p> <p>Rutin olgusal bilgileri ve eylemlerin nedenlerini belirten standart, gelenekselleştirilmiş bir formatta çok kısa raporlar üretebilir.</p> <p>Fotoğrafları ve kısa metin bloklarını kullanarak kısa bir rapordaki veya posterdeki bir konuyu sunabilir.</p>	<p>Karşılaştırma Örneklendirme Tanık gösterme</p>
	<p>Alışagelmiş ölçünlü bir biçimde, teknik bilgilerin verildiği ve eylemlerin nedenlerinin belirtildiği çok kısa raporlar yazabilir.</p>		

Tablo 1: Diller İçin Avrupa Ortak Başvuru Metni Yazma Becerisi Kazanımları ve İlişkilendirildikleri Düşünceyi Geliştirme Yolları [10, s. 166].

Dalioğlu Tablo 1’de, Çerçeve Metin kazanımlarından yola çıkarak B1 seviyesindeki öğrencilerin karşılaştırma, tanık gösterme ve örneklendirmeyi kullanabileceklerini ifade etmiştir[10, s. 166].

YÖNTEM

Araştırmada tarama yöntemi kullanılmıştır. “Tarama modelleri geçmişte veya hâlen var olan bir durumu var olduğu şekliyle betimlemeyi amaçlayan araştırma yaklaşımlarıdır. Araştırmaya konu olan olay, birey ya da nesne kendi koşulları içinde ve olduğu gibi tanımlanmaya çalışılır.” [13, s. 77]. Araştırma kapsamında “kolay ulaşılabilir durum örnekleme” [14, s. 141] yöntemi kullanılarak Ankara Yıldırım Beyazıt Üniversitesinde öğrenim gören B1 seviyesi Kazakistanlı öğrenciler örneklem olarak seçilmiştir. Söz konusu öğrencilerin öğrenim gördüğü sınıflar tamamı Kazakistanlı

öğrencilerden oluşan sınıflardır. Metnin doğası kullanılan düşünceyi geliştirme yollarını belirlediğinden öğrencilerden 15 öyküleyici, 15 bilgilendirici olmak üzere toplam 30 metin alınmış, metinler genel tarama yöntemine göre incelenmiş ve öğrencilerin düşünceyi geliştirme yolu tercih durumları irdelenmeye çalışılmıştır.

BULGULAR

Araştırma kapsamında öğrencilere aşağıdaki sorular sorularak metin yazmaları istenmiştir.

Öyküleyici Metin:

30 yıllık ambulans şoförü Ahmet çok karlı ve soğuk bir günde bir hasta almak için hızla gidiyordu. Fakat o gün her zamankinden farklı bir şey oldu ve Ahmet'in hayatı o günden sonra tamamen değişti. Ahmet verilen adrese doğru yoldayken yanlışlıkla ormanlık bir yola girdi....

Yukarıdaki paragrafı en az 120 kelimelik bir **hikâye** yazarak tamamlayınız. Süre 60 dakikadır.

Bilgilendirici Metin:

1. Sosyal medyanın faydaları ve zararları nelerdir? Sosyal medya bir bağımlılık mıdır? Sosyal medyanın zararlarını nasıl engelleriz? Gençlerin sosyal medyayı faydalı kullanması için neler yapabiliriz? (4 öğrenci tercih etmiştir.)
2. İnsanlar neden yabancı dil öğrenirler? Yabancı dil öğrenmek neden bir ihtiyaçtır? Yabancı dil öğrenmenin insanlara ve toplumlara faydaları nelerdir? (7 öğrenci tercih etmiştir.)
3. Şimdiki çocuklar çok küçük yaşlardan itibaren ekran karşısında (telefon, tablet, bilgisayar, televizyon) çok fazla vakit geçiriyorlar? Sizce bu durum onlar için faydalı mı, zararlı mı? Ekran karşısında çok fazla vakit geçiren çocuklar gelecekte nasıl insanlar olacaklar? Hayatları nasıl olacak? (Karakter, sağlık, iş hayatı vb.) (4 öğrenci tercih etmiştir.)

Yukarıdaki konulardan birini seçiniz ve en az 120 kelimelik bir **gazete yazısı** yazınız. Süre 60 dakikadır.

Öyküleyici metin olarak yabancı dil öğretim süreçlerinde sıklıkla tercih edilen "hikâye tamamlama" yazma etkinliği tercih edilmiştir. Bilgilendirici metin için ise seçmeci soru türü kullanılarak öğrencinin çeşitli düşünceyi geliştirme yollarından yararlanabileceği sorular sorulmuştur.

Söz konusu yönergelerle elde edilen ve değerlendirmeye alınan yazmalardan aşağıdaki verilere ulaşılmıştır.

Düşünceyi Geliştirme Yolları	Öyküleyici Metin	Bilgilendirici Metin	TOPLAM
Karşılaştırma	1	15	16
Örneklendirme	0	15	15
Tanık Gösterme	0	1	1
Benzetme	1	0	1

Tanımlama	0	5	5
Sayısal Verilerden Yararlanma	0	0	0
Günlük Yaşamla İlişkilendirme	9	15	24
Gözlemlerden Yararlanma	10	6	16
Hiçbiri	3	0	3

30 kâğıtta toplam 78 kez düşünceyi geliştirme yollarından yararlanılmıştır. Öyküleyici 15 metinden 3'ünde ise hiçbir düşünceyi geliştirme yolundan yararlanılmamıştır. Öyküleyici metin türünde düşünceyi geliştirme yollarından yararlanma oranı %25,92 iken bilgilendirici metin türünde %70,37'dir. Hiç yararlanmama oranı ise %3,70'tir. Düşünceyi geliştirme yollarını tercih etme oranları ise sırasıyla aşağıdaki gibidir:

Günlük Yaşamla İlişkilendirme %30,76

Karşılaştırma %20,51

Gözlemlerden Yararlanma %20,51

Örneklendirme %19,23

Tanık Gösterme %1,28

Benzetme %1,28

Tanımlama %6,41

Sayısal Verilerden Yararlanma %0

TARTIŞMA ve SONUÇ

Dalioğlu tarafından Çerçeve Metnin kazanımlarıyla ilişkilendirilen düşünceyi geliştirme yollarına ek olarak B1 seviyesi Kazakistanlı öğrencilerin yazılı anlatımlarda en çok yararlanan yol «günlük hayatla ilişkilendirme»dir. Bunun sebebi olarak öğretim sürecinde öğrencilerin maruz kaldığı metinlerin ağırlıklı olarak günlük yaşama ilişkin metinler olması ve öğrencilerin hedef dili öncelikle günlük iletişimde kullanmaları olarak görülebilir. Sonrasında Çerçeve Metin kazanımlarından yapılan çıkarımlara uygun olarak «karşılaştırma ve örnekleme» gelmektedir. Ancak «tanık gösterme, tanımlama, sayısal verilerden yararlanma» bu seviyede öğrenciler tarafından henüz yeterince başvurulan bir yol değildir. Bunun sebebi olarak da akademik yazma yeterliğinin bu seviyede yeni başlaması olarak görülebilir. Dalioğlu'nun araştırmasına göre B2 seviyesinde bile bu oran oldukça düşüktür. Yine ek olarak «gözlemlerden yararlanma» yolundan öğrencilerin yüksek oranda yararlandıkları görülmektedir. Bunun sebebi olarak da yine öğrencilerin tematik, gözleme dayalı dil hâkimiyetine sahip oldukları söylenebilir. Yani gözlemleri, zihinlerindeki kavram havuzunu oluşturduğu ve bunu somut olarak metne yansıtmanın daha kolay olduğu söylenebilir. Ayrıca bir bilgi ya da olayı aktarabilmenin en kolay yolu gözlem yapmaktır. Tüm verilere göre öğrencilerin Türk soylu olması, aynı dilin farklı lehçesini öğrenmelerinin de düşünceyi geliştirme yollarından yararlanmalarında kolaylık sağladığı düşünülebilir.

Araştırma sonuçları da göstermektedir ki öğrencilerin Türkçe yazmalarında; metnin ikna ediciliğini ve etkililiğini artırmak, düşüncelerini ayrıntılandırmak ve okur üzerindeki etkileyciliğini geliştirmek için düşünceyi geliştirme yollarına dair eğitimlere tabi tutulmaları yararlı olacaktır. Orta seviyeden itibaren verilecek eğitimler yazma becerisini geliştirmenin yanı sıra öğrencileri akademik yazmaya da hazırlayacaktır.

Ayrıca düşünceyi geliştirme tekniklerini bilmek öğrencilerin Türkçe konuşma becerisini de geliştirecektir.

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