T.C. MİLLÎ EĞİTİM BAKANLIĞI
TALİM VE TERBİYE KURULU BAŞKANLIĞI

TÜRKİYE'DE YABANCI DİL EĞİTİMİ VE AVRUPA'DAKİ UYGULAMALAR: GELİŞMELER VE ÖNERİLER KONFERANSI

BİLDİRİ KİTABI

FOREIGN LANGUAGE EDUCATION IN TURKEY AND EUROPEAN PRACTICES: DEVELOPMENTS AND SUGGESTIONS CONFERENCE PROCEEDINGS

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YADEG
YABANCI DİL EĞİTİMİNİN GELİŞTİRİLMESİ PROJESİ

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SUNUŞ

Bilgi ve iletişim teknolojilerinin hızla gelişmesi toplumlar ve bireyler arasındaki fiziki mesafeleri ortadan kaldırırken uluslararası kültürel, sosyal ve ekonomik ilişkileri de yeni bir döneme taşımıştır. Bu yeni döneme insanlığın temel birikimlerini esasa alan, küresel, bölgesel ve yerel değerlerini önemseyen, aynı zamanda içinde bulunduğumuz çağın ihtiyaçlarına cevap verebilecek donanıma sahip bireyler yön verecektir. Bu bireylerin en önemli özelliklerinden biri, ana diline hâkim olma ve onu kullanabilme becerisinin yanında en az bir farklı dilde gerekli yetkinliğe sahip olmalarıdır. Ülkemiz, sahip olduğu kadim medeniyet mirasının bugünkü vârisi olarak farklı dil ve lehçelerin konuşulduğu ve birden fazla dilde yeterliğe sahip olmak isteyen insanların var olduğu bir coğrafyaya sahiptir. Bu doğrultuda Talim ve Terbiye Kurulu Başkanlığı tarafından dil eğitimi alanındaki çalışmaları desteklemek amacıyla uzmanların görüş ve önerilerini paylaşıp değerlendirdiği, uluslararası katılımlı "Türkiye'de Yabancı Dil Eğitimi ve Avrupa'daki Uygulamalar: Gelişmeler ve Öneriler" konferansı düzenlenmiştir. 28-29 Haziran 2021 tarihlerinde düzenlenen konferans sonrasında, gerçekleştirilen sunumlara ait bildiriler düzenleme kurulu tarafından derlenmiş ve bu bildiri kitapçığında toplanmıştır. Konferansın gerçekleşmesinde emekleri olan önceki kurul üyelerine, konferans düzenleme kuruluna, davetli konuşmacılara ve bu çalışmada emeği geçen tüm mesai arkadaşlarıma teşekkür ederim.

Prof. Dr. Cihad DEMİRLİ

Talim ve Terbiye Kurulu Başkanı

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TECHNOLOGICAL SOLUTIONS USED IN LANGUAGE EDUCATION WITH COVID-19

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First of all, human-to-human interaction and communication is the most effective way for foreign language acquisition to take place. Furthermore, foreign language education requires the development of receptive skills such as reading and listening and productive skills such as writing and speaking, in addition to teaching grammar and vocabulary. With the Covid-19 epidemic, 1.7 billion students in the world and 25 million students from all levels in our country were locked up in their homes, and human-to-human interaction that would naturally enhance foreign language acquisition became impossible. In order to ensure the continuation of foreign language education, human-computer interaction and human-content interaction have replaced human-to-human interaction. Since education has turned into a form of distance education with the epidemic, human-computer interaction and human-content interaction are already provided both synchronously (synchronously) and asynchronously (asynchronously). Technological solutions used in foreign language education during the Covid-19 epidemic period will be discussed with examples from both Turkey and the world. How teaching of language skills are taught in an integrated way and how the assessment is made will be presented with examples from state and foundation universities, including the example of Istanbul University – Cerrahpaşa School of Foreign Languages.

Foreign Language Acquisition: Human – Human Interaction

First of all, the period of exposure to a foreign or second language at an early age is very important. If this exposure can be repeated every day, that is, if the child can interact with the foreign language every day, and if the child can influence the content by actively talking or through creative activities, not only by watching television or video in the foreign language. In short, if it is reciprocal, a foreign language can be acquired. This interaction should involve people, should be between people, and the child should be one of the main players in this mutual situation. It is not possible for the child to acquire a foreign language unless he/she is fluent in the foreign language, at an exemplary level, and is not surrounded by a person who would constantly interact with him/her. In the past, the tradition of keeping foreign caregivers for children developed to solve this problem. In addition, a language must exist in a useful form in the environment. By using language the child should be able to win prizes and have practical consequences. For example, the child should be able to get something he/she wants using this language, it can be anything but it has to happen. As can be seen, the continuity of a foreign language in space and time is the most important natural condition necessary for its acquisition.

In addition, children must be exposed to constant and complex input. Children are surrounded by language. Language can sometimes be aimed directly at the learner and sometimes towards the environment. In this way, children interact with many people who use the target language well, thus participating in or observing a wide variety of linguistic contexts. In this respect, language skills often have to be used to get information or to answer questions. Here the focus is on meaning. As long as the meaning and message reach the other person, mistakes do not need to be corrected. During this interaction, children often encounter regulated input (Lightbown & Spada, 2006, p:111-12).

Human – Computer Interaction and Human – Content Interaction

According to Ensslin and Krummes (2013), human-computer interaction (1) is defined as an access via desktop and mobile devices using online and offline computer hardware and software, including designated student software, websites and corpus tools; and human-computer-human interaction is also defined (2) as the way learners communicate with other people remotely and communicate with other user-generated content and social networks via Web 2.0 tools, Web 3.0 tools such as virtual worlds.

Distance Education: Synchronous and Asynchronous Education

Combinations of time and space in education can be defined as follows: 1) Education at the same time, in the same place. (Face to face education). 2) Divergent education at the same location thats is offered to students at different times, but located in the same place, such as a media center or computer lab. 3) Education at the same time, but different place. (Synchronous). 4) Training in different time, different place. (Asynchronous) (Simonson, Smaldino & Zvacek, 2019).

Accessing the content prepared by the teachers at different times later and from different places and learning as a result of interaction with them are also features of asynchronous education. Technologies that can be used in education at different times, in different places, that is, in asynchronous education, are very diverse. These range from instructional management systems to radio, television, and computers to very different course designs, starting with LMS (like Moodle, Canvas, Blackboard, etc.) to massive online open courses (MOOC). In addition, Web 2.0 tools such as quizlet, pixton and mindmeister and virtual reality and augmented reality applications can be given as examples.

Synchronous distance education, on the other hand, is a form of distance education in which teachers and students are present at the same time, albeit virtually, in a learning environment. Synchronous distance education can be exemplified from web-based video conferencing applications such as Adobe Connect, Skype, Zoom, Teams and Meet to web-based applications such as Google Docs and Padlet. Another example that can be given to synchronous distance education is 3-dimensional virtual learning environments or 3-D virtual worlds, which can also be considered as an example of Web 3.0. Students can connect to these 3D worlds remotely with various objects and human-like visuals called avatars via the computer screen, and they can communicate with their teachers or peers by writing or speaking, and they can participate in the learning process by virtual interaction with the content and objects in these 3D worlds. In addition, these 3D learning environments can be designed and modified by the teacher or the students themselves. These environments that can be used for syncronous distance learning in teaching foreign languages (Can, 2020).

The Use of Technology in Foreign Language Education During the Covid-19 Pandemic Period

With tools like ThingLink, Socrative, Nearpod, EdPuzzle, LessonUp, Hypersay, and H5P, teachers can enrich static reading materials with pre-, reading, and post-reading activities such as brainstorming via links, quizzes, fill-in-the-blank and even open-ended questions or interactive questions, voice recognition tools. and multimedia materials, it is possible to transform them into more interactive digital reading materials. It is also possible to work with an unlimited number of authentic listening texts using applications such as Youtube, Voscreen, Augmented Reality, Netflix, TV, Radio, Podcast, Vidcast, 3D Games and H5P. Writing blogs, Google Docs, Draft, Etherpad, Quip, Dropbox Paper and Web 2.0 authoring tools such as Penflip, TedED, Padlet, Teachem provide an opportunity for both individual and collaborative writing and these digital platforms allow teachers to brainstorm with their students. They can do activities, create mind maps, write questions on videos, and then write down the production steps to improve their writing skills.

Applications such as Flipgrid, Voki, PowToon, Vyond, Animaker, 3D Virtual Worlds, Virtual Reality, H5P, Artificial Intelligence-powered Smart Chatbots and Machinima can be used to improve speaking skills and practice language.

However, a public classroom "blog" can be opened from "blog" providers and educational content can be shared by teachers from there. Students can write comments on the content in these "blogs" at their own convenience and perform various writing, reading or listening tasks. Asynchronous educational content can be provided to students by creating web-based classes such as "Edmodo" or "Google Classroom", which are similar to "blogs" but more similar to learning management systems. In particular, reading, listening and writing tasks can be archived here, and students can do them in the form of homework or various tasks when they see fit, and teachers can follow up and give feedback on them when they see fit.

With Web 2.0 tools such as "EdPuzzle", "Quizlet", "Quizzez" and "Tinglink", teachers can prepare both audio and visual educational content and share it with their students in their virtual classrooms via links, and enable students to practice language with them. In addition, to practice foreign languages, video and animation materials can be prepared with web-based applications such as "Animoto", "Film Flicker", "Toondoo", "Toontastic", "Powtoon", "Animatron" and "Animake" and can be shared asynchronously with students. Applications such as "Flipgrid" and "Voki", for students who do not want to share their faces digitally, can also be used to practice speaking. With these, students can prepare their own videos or as virtual animated avatar characters and share them in their virtual classrooms whenever they see fit. In addition to these, applications that can be accessed by mobile phones are also widely used for foreign language teaching. They have a wide variety of features, starting from teaching vocabulary to acquiring language skills.

Assessment and Evaluation in Foreign Language Education with Distance Education

Universities providing foreign language preparatory education had to review their evaluation processes during the Covid-19 pandemic period. That is to say, process-oriented evaluation has taken the place of product-oriented evaluations. Picture 1 shows the evaluation system applied during the Pandemic period at Istanbul University - Cerrahpaşa School of Foreign Languages.

Spring Semester	
Spring Semester	**Percentage**
Portfolio (8 Writing Tasks + 4 Vlogs)	30%
Progress Tests (2) Excuse Exams (2)	20%
Assessment by Lecturer	10%
Autonomous/Online Study	10%
Final Exam Grade (Test + Speaking) (Make-up Exam)	30%
Spring Semester Proficiency Exam	Passing Grade 70

Table 1. "Istanbul University – Cerrahpaşa, School of Foreign Languages Evaluation System."

Accordingly, the rate of product-oriented exams has been reduced to 50%, and process-oriented assessment is calculated as 50% as 1. Portfolio, 2. Teacher Assessment, 3. Autonomous/Online Study. Written and speaking assignments were evaluated in distance education during the portfolio evaluation period. Again, in distance education, teachers were also allowed to evaluate, and students› attendance and performance were also included in the evaluation. Self-study was also included in the assessment by providing online materials. It has been observed that the evaluation system differs in this way in other universities, such as Istanbul Technical University and Istanbul Aydın University Schools of Foreign Languages, which provide distance education in this form.

Conclusion and Recommendations

Many technologies mentioned in foreign language acquisition can be used both synchronously and asynchronously. They can also affect students› acquisition of different linguistic skills. Distance foreign language education, the opportunities provided by virtual and online learning offer various advantages for today›s education. During the pandemic process, students did not need an indoor space for the learning environment, they could access the learning environment from any place or any time. Anyone with a suitably equipped computer, tablet or smartphone and an Internet connection was able to participate in the foreign language learning process and were able to connect to course materials online and to a teacher. In particular, asynchronous course materials are accessible to students at any time of the day, regardless of their time and place. The course materials used in distance education can be designed and accessed according to the students› own preferences and learning styles, and moreover, according to their own learning speeds. Course materials are independent of time and space, as well as independent of the computer or the operating system used on the computer. After the online materials used in distance education are developed, updating, changing and sharing is very easy and practical. As students› interaction with online materials increases, it becomes possible to create a student-centered learning environment and active learning can be encouraged. By individualizing these materials, students can also participate in the learning process emotionally and cognitively. The content accessed as distance education indirectly leads to the learning of computer and internet technologies, causing students to gain competence in using 21st century skills along with their learning outcomes. Moreover, in distance education and face-to-face education, many expenses related to school, classroom, travel and other staff working there can be saved (Cleveland-Innes & Garrison 2021).

However, there may be some limitations and deficiencies related to distance education. For example, there may be a digital divide between students living in rural areas and socio-economically disadvantaged areas and students from more central and upper socio-economic levels. Moreover, problems of not being able to access digital tools such as computers, tablets and smartphones and the Internet may also occur. In addition, the necessary resources of teachers, labor, resources and time may not be available to develop quality content for well-designed web-based distance education. Even if it does, teachers› prior knowledge and professional training may be insufficient to produce these materials. Some subjects and skills may not be suitable for online and distance learning, but may require particularly manual work. There may be bandwidth limitations caused by the Internet infrastructure for sharing course materials offered with multimedia, and it may not be possible to distribute, share and access advanced technologies such as memory-intensive graphics over the web. Students may not be able to take their own responsibilities and work autonomously, and therefore the effectiveness of education may be reduced. However, the fact that the feedback provided in distance education is time-independent may cause the feedback to be ineffective for students. Without technical support in distance education and without instructional design support in the preparation of courses, both teachers and students may encounter obstacles, which may cause the

effect of distance education to be questioned (Simonson, Smaldino & Zvacek, 2019).

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