The Effect of Using Digital Story In Teaching Proverbs And Idioms To Primary School Students[1]

Fatmagül Sarıoğlu[2]   Seda Altunbaş-Yavuz[3]

Abstract

In this study, it was aimed to determine the impact of using digital stories in teaching proverbs and idioms to primary school students. In the study, a pretest-posttest quasi-experimental research design with a control group was preferred. The sample of the study was created by 86 second-grade students who studied in a primary school in the Erzurum province in the 2021-2022 academic year. The semi-experimental process was completed in a total of 5 weeks with a 3-week teaching program and 2-week test application. During this time, the experiment group was taught proverbs and idioms through digital stories. The control group was taught with the traditional straight narrative. The study data were collected using the "Family and Child Information Form", in which the demographics of the students were included, and the "Proverb and Idioms Success Test", which was developed by the researcher. The data were analyzed using SPSS 22.0, and G-power 3.1 statistical package programs. Analysis was done using power analysis, descriptive statistics, dependent sample t-test, independent sample t-test, chi-square test, and Kuder-Richardson's-20 test. In the study, it was determined that there was a significant increase in the course of the experiment group between Proverbs and Idioms Success Test scores of students in the experiment and control group following the application of digital story-based proverbs and idioms teaching. According to the results of the research, the use of digital stories in the teaching of proverbs and idioms was found to provide students with a better learning and understanding of the subject.

Keywords: Proverb, idiom, digital story, vocabulary

---

[1] This study is based on the master's thesis entitled "The effect of using digital story in teaching proverb and idioms", completed in 2023 by the first author under the supervision of supervision of the second author at Erzincan Binali Yıldırım University, Institute of Social Sciences.

[2] 🆔 Author, Erzincan Binali Yıldırım University

[3] 🆔 Corresponding Author, Erzincan Binali Yıldırım University, seda_a85@hotmail.com

Introduction

Language is considered the fundamental tool of communication, and as such, its importance in education is crucial for the sustenance and continuity of life. These structures, which can be approached both in written and visual forms, have played a role in education as both a means and an end due to their contained elements. Language, which carries influences from the lives of societies, increases its significance proportionally when used correctly in its content. Idioms and proverbs, recognized as traces of experience, serve as fundamental elements for the linguistic transmission of a culture. Hence, idioms and proverbs play a pioneering role in the transmission of cultural heritage, along with the proper usage of language, and are vital points that need meticulous attention within educational processes.

Language, having existed simultaneously with the history of humanity, is the most essential element that has played a fundamental role in the transmission of communication and culture. The sharing and accurate transmission of culture depend on preserving and comprehending language to ensure the continuation of national culture across generations. Idioms and proverbs represent the richest cultural elements contained within language (Kaban & Bulut, 2020, p. 2686; Özerbaş & Öztürk, 2017, p. 102).

Among the most identifiable recurrent expressions are proverbs and their closely associated idioms. Centuries of paremiological study have underscored their significance within language and culture, demonstrating their widespread popularity among various cultural traditions (Davis, 2021). Proverbs are words that stem from the thoughts of a nation as a result of the experiences and observations experienced by the large communities in it during the historical process, and are made public because the narrator is not remembered, and have taken the form of sentences with structural judgment (Kaban & Bulut, 2020, p. 2686). Idioms, however, are concise, short, and formulaic expressions of the language spoken by a community and convey many material and spiritual cultural elements of that society, e.g., customs, beliefs, traditions, way of living, and way of thinking (Bulut, 2013, p. 569; Kaban & Bulut, 2020, p. 2688). As the most important building blocks of vocabulary, proverbs, and idioms can express a lot with few words and convey the past and experiences, making them important in education. When people use language, they often utilize words or expressions that may not have a direct literal meaning. Proverbs and idioms are terms designated for these expressions. Language acquisition can occur through various sources such as movies, cartoons, textbooks, and stories. Among these, stories are the most common medium through which children encounter these linguistic phenomena (Sayekti, 2023). To employ proverbs and idioms in education, it is required to provide students with settings that are more understandable and suitable for experience because of their abstract structure, and stories used from the past to provide these settings (Özerbaş & Öztürk, 2017, p. 103).

Because stories provide students with creative thinking skills and imagination, it will be productive to teach the advice and lessons learned as a result of past events with proverbs idioms, and stories (Bayrak & Şahin, 2019, p. 46). Digital applications enable students to be more active and employ visual/auditory/tactile senses and alternative education opportunities. The digital story, which is frequently used in education among digital applications, has the advantages of interacting, especially on abstract subjects, visualizing the narrative, and making learning easier. Additionally, the utilization of these elements in education is justified by their capacity to create imaginative elements and metaphorical structures that appeal to the senses, their ease of application, and their economical nature. (Ciğerci & Gültekin, 2019, p. 47).

Varışoğlu, Şeref, Yılmaz and Gedik (2014) stated in his study conducted on proverbs and idioms, which are so important to teach, that they were language products that had rich expression content that showed the culture and philosophy of the society, combined the past and the present, strengthened the expression and made the expression interesting. These products also enable the person to express himself/herself adequately in written and oral form in teaching Turkish, and they aim to employ the beauty and elegance of the language economically, correctly, and effectively.

When the Turkish course curricula are evaluated, there must be an effective teaching approach that is far from the traditional education approach and rather than plain expression to achieve the purpose of

teaching proverbs and idioms in the acquisition of the field of vocabulary. The fact that their metaphorical structures and sources are based on the past makes it difficult for today's students to properly perceive proverbs and idioms. So much so that the comprehension of the meaning of proverbs and idioms in the teaching process, their permanence, and reflection on language use cannot be achieved at the targeted level (MEB, 2019, p. 8).

Achieving the targeted acquisitions in teaching proverbs and idioms is possible with educational practices that focus on the student and are designed in this respect. In our present day, thinking that primary school students are considered the Z-Generation and live in the age of technology, it is inevitable to structure the teaching process with digital education technologies and settings in teaching a meaning-based subject e.g., proverbs and idioms (Kaban & Bulut, 2020).

A digital story is among the digital education technologies that are effective, economical, easy to employ and widespread and have high student readiness. Visualizing the metaphorical aspect of proverbs and idioms and facilitating their learning in this way are the most advantageous aspects of the digital story. Also, the origin stories of proverbs and idioms can be presented to the student with a visual expression appropriate to their level with this technology (Duran & Ertan Özen, 2017). Providing the teaching of proverbs and idioms, which have an important place in language and culture education, with digital stories will contribute to education in terms of their compliance with the requirements of the age and the efficiency of education.

In this regard, the study aimed to investigate the impact of using digital storytelling in teaching proverbs and idioms to primary school students. Accordingly, three research problems were formulated. The study sought answers to the following research questions:

1. Is there a significant difference between the pre-test and post-test scores of the students in the experimental group for which digital story-based proverb and idiom teaching were used?
2. Is there a significant difference between the pre-test and post-test scores of the students in the control group for which teaching based on the Turkish Course Curriculum was used?
3. Is there a significant difference in terms of post-test scores between the students in the experimental group for which digital story-based proverb and idiom teaching were applied, and the students in the control group for which teaching based on the Turkish Course Curriculum was applied?

Method

The study had a quasi-experimental study with a pretest-posttest control group within the scope of quantitative study methods. Experimental studies aim to test the effect of the differences created by the researcher on the dependent variable (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2018, p. 195). A pre-test was first applied to the entire sample group in the quasi-experimental study model and the application whose effect is examined is presented to the experimental group. No additional application was performed in the control group. Finally, the entire sample group was subjected to a post-test and the study was terminated (Coştu & Ünal, 2007, p. 199).

During the study process, the teaching of proverbs and idioms was performed by the researcher by using "digital stories" for the students in the experimental group. Proverbs and idioms were explained to the students in the control group by the researcher using a direct narrative method to the students in the control group, digital stories were not used. The pre-test applied to both groups at the beginning of the study process was applied as the post-test after the digital story-based teaching was completed.

Study Group

The study was conducted in the school where the researcher worked as a classroom teacher, using the convenience sampling method, which enabled data collection quickly and economically (Cohen, 1988). The population of the study consisted of second-grade students who were studying in the 2021-2022 academic year. The sample consisted of second-grade students studying at a primary school during the 2021-2022 academic year.

Analysis was performed in the G*Power 3.1 program to determine the sample size, a sample of 74 people was preferred with a 95% confidence interval, 5% margin of error, 0.85 effect size (Faul, Erdfelder, Lang & Buchner, 2007), and a 95% ability to represent the population. As a result, the study

was conducted with a total of 86 students, 43 experimental + 43 control, with approximately 14% reserve.

When demographic characteristics were examined, it was found that 65.1% of the experimental group was female, 53.5% of the mothers had a bachelor's degree, and 65.1% of the fathers had a bachelor's degree. It was found that 51.2% of the control group were female students, 58.1% had mothers with bachelor's degrees, and 48.8% had fathers with bachelor's degrees.

The demographic characteristics of the experimental and control groups and the dependent variable of the study were evaluated in the study with the Proverbs and Idioms Achievement Test and compared according to the pre-test scores. It was found that there was no significant difference between the groups and that the groups had similar characteristics (p>0.05).

Data Collection Tools

The "Family and Child Information Form" and "Proverbs and Idioms Achievement Test" were used as the data collection tools in this study.

Family and Child Information Form

The relevant form consisted of 5 questions about the demographic characteristics of the mother/father (age, education level) and the student (gender).

Proverbs and Idioms Achievement Test

This test, which consisted of 12 questions in total, was based on the list of proverbs and idioms that emerged as a result of the researcher's review of the Turkish Textbook and the 2nd Grade Study Questions book recommended by the Ministry of National Education to be used in Turkish Course s with the approval of the Board of Education in the 2021-2022 academic year. The test was submitted to the opinion of 44 primary school teachers in Turkey with an online form prepared by the researcher. Proverbs and idioms were evaluated by the teachers in terms of suitability for students' language and education levels, frequency of usage, and control of the curriculum. After the evaluations, and after the selection of the 3 proverbs and 3 idioms that received the most votes, a 12-question multiple-choice achievement test that included these proverbs and idioms was prepared by the researcher. The questions were also evaluated in terms of intelligibility, grammar, relevance to the curriculum, and the final version of the test was given according to expert opinions with the feedback received from four faculty members from the field of education as experts. The KR-20 value for the reliability of the achievement test was found as 0.71 (in the experimental group) and 0.85 (in the control group). A one-question sample of the achievement test used in the study is given below:

- *"Which of the following stories can be associated with the proverb "A liar's candle burns until the end of time"?*
  A) Snow White and the Seven Dwarfs
  B) The False Shepherd
  C) Country Mouse and City Mouse"

Implementation Process of the Study

The study was conducted with 2nd-grade students who were studying in a primary school in the Palandöken district of Erzurum in the 2021-2022 academic year. The questionnaires were applied face to face to the students in the experimental and control groups as pre-test and post-test. The Child Information Form was answered by the families of the students who participated in the study. Before starting the quasi-experimental study, the "Proverb and Idiom Achievement Test" was applied to the experimental and control groups. The scores obtained in this step were recorded as the pre-test scores of the students in the experimental and control groups.

The study was conducted in a total of 24 lesson hours for 3 weeks in the form of teaching two lessons every week, depending on the curriculum of the classes and the routines of the teachers to process the curriculum. The lessons of the experimental and control groups were conducted by the researcher. The researcher introduced proverbs and idioms directly to the control group, while utilizing digital stories prepared by the researcher for the experimental group, depicting the origin and meaning of these proverbs and idioms. To achieve this, six distinct digital stories were created using diverse digital storytelling applications. These stories were designed based on the incorporation of idioms and

proverbs found in the 2nd-grade curriculum books specified by the Ministry of National Education. Digital story texts were taken from the story books approved by the R.T. Ministry of Culture and Tourism and with the International Control Book Number (ISBN) and found in line with the expert opinions. Attention was paid to integrating the texts with digital story technology, being understandable according to the level, and having the required characteristics in terms of text structure. In designing digital stories used as course material, images that were suitable for the selected texts were provided by the researcher, taking into account copyright concerns. Missing or faulty points in the pictures and videos in the book were corrected by making the final controls of the visuals, voice recordings, multimedia materials, and all the final controls placed in the stories by the consultant, designer, and researcher. Expert opinions were sought to analyze the story texts and digital stories, and the texts and digital stories were finalized in line with their opinions. An example of a digital story used in the study along with its visuals is provided below:

Idiom: Letting The Goats Escape
URL Address of The Digital Story: https://www.storyjumper.com/book/read/122924502
Origin Story of The Idiom:

One day, a shepherd was grazing his goat flock in the mountains. He got sleepy in the noonday heat. He let the goats loose and lay down under the shade of a tree to take a nap. When the shepherd woke up, what did he see? The goats were nowhere in sight! He thoroughly searched the surroundings but couldn't find the goats.

'Oh no,' he said, 'What will I tell the owner of the flock? My goodness! Where could an entire herd go, and how could they disappear?'

The bewildered shepherd continued searching for his goats. Eventually, the goats, feeling both overheated and thirsty, all together went to a nearby cave where nobody was aware of their presence yet.

Running here and there, the shepherd lamented, 'I couldn't fulfill my duty as a shepherd. I let the goats escape.'

In this state, he hastened to the village. He began muttering to anyone who came before him, 'I let the goats escape, what will I do now?'

The villagers, curious, went up the mountain to search for the goats. Meanwhile, the goats, after quenching their thirst and cooling off from the small pools inside the cave, came out and started grazing where the shepherd had left them. The villagers were astonished when they found the herd safe and sound. They counted one by one, and all were there. In this situation, they believed the poor shepherd had gone mad. They handed over the goat herd to another shepherd. But after a few days, the same thing happened to the new shepherd. He, too, ran to the village exclaiming, 'I let the goats escape.' Then, a wise shepherd emerged, found the cave, and the truth was revealed." (Gündüzalp, 2016, p. 23).
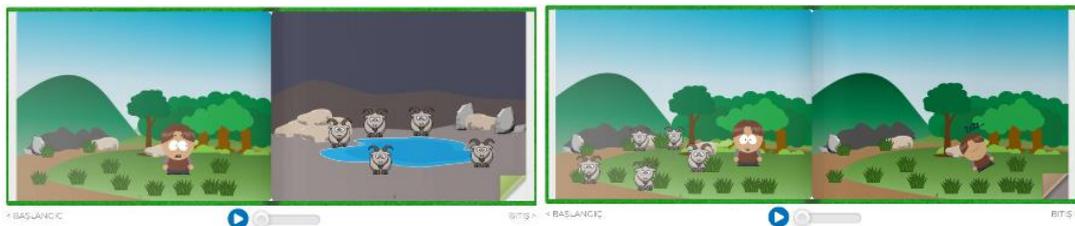
Figure 1: Some Images Used in the Digital Story of the "Letting The Goats Escape Idiom"

The digital stories were presented to the students on the smart boards in the classrooms in the quasi-experimental application. During the application process of the study, the lesson plans were prepared by considering the Turkish Course plans of the 2nd grade of primary school.

Data Analysis

The analysis of the data obtained from the "Proverb and Idiom Achievement Test" and the "Child Information Form", which were used as pre-test and post-test, was made using statistical package programs in the study. Power analysis was performed in the G-power program to determine the sample. The SPSS 22.0 program was used for other statistical evaluations. Firstly, the normal distribution of the data was evaluated with skewness and kurtosis coefficients, and the range of +2 and -2 was used as the limit value (George & Mallery, 2019). Reliability analyses of the measurement tools were made by using Kuder-Richardson's Formula (KR-20). It is recommended that the KR-20 reliability approach be used in measurement tools whose answers are characterized in the form of "correct/incorrect" and only correct answers are scored. A KR-20 reliability coefficient of 0.70 and above is considered adequate for the reliability of the measurement tool (Can, 2018, p. 388; Büyüköztürk et al., 2018, p. 183). The demographic characteristics of the students in the experimental and control groups were compared by using the Chi-Square and Independent Samples t-test. The Dependent Groups t-test was used to compare the pre-test and post-test scores of the students in the experimental and control groups. The Independent Groups t-test was used for the comparisons between the groups. The effect size of the significant differences found as a result of the test was evaluated with Cohen's d Analysis, which is the effect size coefficient obtained when continuous data is used and differences between means are found. The d coefficient, which can take any value, is considered a small effect power with a value of 0.2, a moderate effect power of 0.5, and a large effect power of 0.8 (Cohen, 1988; Karagöz, 2019, p. 1245).

Findings

The pre-test mean scores of the experimental and control groups were compared in the first step of the study with the Independent Groups t-Test. The pre-test-post-test scores of the groups were compared regarding the sub-problems of the study. The findings obtained according to the research questions are given below.

Is there a significant difference in terms of pre-test scores between the students in the experimental group where digital story-based proverb and idiom teaching was applied and the students in the control group where teaching based on the Turkish Course Curriculum was applied?

Before the digital story application, the Proverb and Idioms Achievement Test-pretest mean score of the students in the control group ($\bar{X}$=9.23, SD=2.61) was found to be higher than the mean score of the students in the experimental group ($\bar{X}$=8.41, SD=1.60) (Table 1). No statistically significant differences were detected between the Proverb and Idioms Achievement Test pre-test total score averages of the groups (t(84)=-1.738, p=0.086). In this respect, the experimental and control groups were equivalent to each other in terms of the Proverbs and Idioms Achievement Test pre-test scores.

Table 1.
The Comparison of Proverbs and İdioms Achievement Test-Pretest Scores of The Experimental and Control Groups

Variable	Group	N	$\bar{X}$	SD	df	t	p
Proverbs and Idioms Success Test (Pre-test)	Experimental	43	8.41	1.60	84	-1.738	0.086
	Control	43	9.23	2.61			

Is there a significant difference in terms of pre-test and post-test scores between the students in the experimental group where digital story-based proverb and idiom teaching was applied and the students in the control group where teaching based on the Turkish Course Curriculum was applied?

Proverbs and Idioms Achievement Test post-test mean score ($\bar{X}$= 10.65, SD= 1.46) of the students was higher in the experimental group than the pre-test mean score ($\bar{X}$=8.41, SD=1.60). According to the results of the dependent group *t*-test that was performed in the experimental group, it was found that the mean score ($\bar{X}$=-2.24) and standard deviation (SD=1.36) of the students increased at statistically significant levels after teaching digital story-based proverbs and idioms (t (42)=-10.765, p=0.000) (Table 2). The effect size that was calculated as a result of the test (d=-1.6) showed that this increase was at a very high level. In this respect, it was found that teaching digital story-based proverbs and idioms had a wide impact on students' understanding of proverbs and idioms.

Table 2.
The Dependent Sample T-Test Results Regarding The Proverbs and İdioms Achievement Test Pretest-Posttest Scores of The Experimental Group

Proverbs and Idioms Achievement Test	N	$\bar{X}$	SD	df	t	p	d
Pre-test-Post-test	43	-2.24	1.36	42	-10.765	0.000	-1.6

Is there a significant difference between the pre-test and post-test results of the control group students, to whom the instruction based on the Turkish Course Curriculum was applied, regarding the proverb and idiom teaching activities?

Proverbs and Idioms Achievement Test post-test mean score ($\bar{X}$= 9.41, SD= 2.38) of the students in the control group was found to be higher than the pre-test mean score ($\bar{X}$=9.23, SD=2.61). According to the results of the dependent group *t*-test performed in the control group. After the narration, the mean score ($\bar{X}$=-1.10) and standard deviation (SD=0.17) of the students increased (t(42)=-1.112, p=0.272); however, it was found that this increase was not statistically significant (Table 3).

Table 3.
The Dependent Samples t-Test Results of the Control Group's Proverbs and Idioms Achievement Test Pre-Test-Post-Test Scores

Proverbs and Idioms Achievement Test	N	$\bar{X}$	SD	df	t	p	d
Pre-test-Post-test	43	-1.10	0.17	42	-1.112	0.272	-

Is there a significant difference in terms of post-test scores between the students in the experimental group where digital story-based proverb and idiom teaching was applied and the students in the control group where teaching based on the Turkish Course Curriculum was applied?

Proverbs and Idioms Achievement Test-posttest score average was found to be $\bar{X}$=10.65, SD=1.46 for the students in the experimental group after the digital story application, and as $\bar{X}$=9.41, SD=2.38 for the students in the control group after the direct narration method (Table 4). It was found that the post-test mean score of the students in the experimental group was higher than the students in the control group. A statistically significant difference was detected between the Proverbs and Idioms Achievement Test post-test mean scores of the two groups (t(84)=2.891, p=0.005). The effect size (d=0.6) calculated as a result of the test showed that this increase was moderate. In this respect, it was found that digital story-based proverb and idiom teaching had a moderately significant effect on students' level of understanding of proverbs and idioms compared to the plain expression method.

Table 4.
The Comparison of Proverbs and Idioms Achievement Test-Post-Test Scores of Experimental and Control Groups

Variable	Group	N	$\bar{X}$	SD	df	t	p	d
Proverb and Idioms Success Test Experiment (Post-test)	Experimental	43	10.65	1.46	84	2.891	0.005	0.6
	Control	43	9.41	2.38				

Considering the results of the use of digital stories in the teaching of proverbs and idioms, it was found that the average score of the students in the experimental group increased at significant levels (t (42)=-10.765, p=0.000) and this increase had a great effect (d=1.6). It was also found that the post-test scores of the students in the experimental group to which the digital story application was used were higher at significant levels than the post-test scores of the students in the control group who had direct narration (t(84)=2.891, p=0.005) and this difference had a moderate effect (d=0.6).

Results and Discussion

In the present study, the effects of digital story-based proverbs and idiom teaching on the success of second-grade primary school students in making sense of proverbs and idioms were examined. The results can be listed as follows. It was found after the digital story-based proverb and idiom teaching that the post-test scores of the Proverb and Idioms Achievement Test of the experimental group were at significant levels higher than the control group, which shows that digital story-based teaching has positive effects on student success in understanding proverbs and idioms. Statistically, this effect was evaluated as moderate level. Also, it was found that the post-test scores of the experimental group were at significant levels higher than the pre-test scores, and digital story-based proverb and idiom teaching had a wide impact on the student's level of understanding proverbs and idioms. Based on this, it was found that the positive effect of digital story-based proverb and idiom teaching studies on student teaching continues in the group.

According to the results of the present study, it was found that the use of digital stories in teaching proverbs and idioms enabled students to learn and understand the subjects better. It is aimed during the education process to raise individuals who have the competencies of the age. In this context, the use of digital story applications that include virtual elements, augmented reality, and multimedia applications in educational processes is gaining importance with each passing day (Dolan & Aydın, 2020; Özerbaş & Öztürk, 2017). Although there are no studies in the literature in which digital story-based applications are used in teaching proverbs and idioms, it was found that there are studies that examined the effects of different applications. One study examined the effects of augmented reality applied to 2nd-grade primary school students on their idiom learning levels. As a result of the study, which was conducted with an experimental model with 29 students, it was reported that augmented reality had a significant effect on teaching idioms (Şahin, 2019). It was found in the study conducted by Kaban and Bulut (2020) that teaching proverbs and idioms to preschool students with multimedia materials enabled them to understand and learn proverbs and idioms better. In the study that was conducted in 2017 by Khonbi and Sadeghi, who reported that idioms are important parts of communication and have an important place in foreign language education, the instructional effects of idiom teaching on students' idiomatic competence in four modes (short film clip, sentence use, definition, and role-playing) were examined. Researchers, who found that teaching methods played important roles in learning idioms, said that the order of effectiveness was first role-playing, then movie, sentence, and definition (Khonbi & Sadeghi, 2017). As a result of the literature review, it can be argued that technology is among the most important elements in increasing the efficiency of education and that it must be used as qualified teaching material in concretizing abstract subjects in language skills courses. The study, however, reached parallel results with the literature data by presenting an experimental study that provided the intelligibility required by proverbs and idioms with the digital story method. When it is considered that the abstract and metaphorical meanings of proverbs and idioms make it difficult to employ correctly and actively at the level of primary school students, the study provided reliable results with various analyses by combining the teaching of

proverbs and idioms with the application of digital stories to program creators, practitioners in education and scientific settings.

There is a limited number of studies in the literature regarding teaching proverbs and idioms that examined the effects of technological applications, as well as the examination of different methods and techniques. In this context, it was reported in the study conducted by Özbay and Akdağ in 2013 that the use of active learning in teaching idioms enriched students' language development and they enjoyed the lesson. In another study, Batur and Yavaşça (2018) taught with the animation technique. In the present study, in which activities related to 10 proverbs were performed, it was found that students' learning of proverbs with drama activities improved. In their study aiming to reveal the effect of using the demonstration technique on the success of teaching idioms in Turkish Course s, Yaman and Gülcan (2009) found that the demonstration technique was more effective in teaching idioms compared to the traditional method. Varışoğlu et al. (2014) examined the effects of cartoons on understanding idioms and proverbs. Based on the data obtained in their study which was conducted in a quasi-experimental design, it was found that the use of cartoons was more effective than the proverbs and idioms taught in Turkish curricula.

There is a lot of literature on the place of digital applications in children's lives from different perspectives. Gözüm and Kandır (2020), who worked with 643 parents in their study aiming to develop a scale that includes parents' mediation strategies during children's digital games, found that a valid and reliable scale was formed in a factor structure consisting of active co-playing, technical and laissez faire mediation strategies. Gözüm (2022), who also took her place in the literature with her research examining digital games and family involvement strategies, conducted an educational examination of STEM-content digital games played by 60-72-month-old children using the document analysis technique. As a result, she found that the children of parents who used the active co-playing strategy played at least one STEM game.

Augmented reality applications have been widely preferred digital applications in the educational field. When the literature is examined, studies on augmented reality are also seen. In their study aiming to determine the effects of augmented reality applications on learning outcomes in teaching animals, Yılmaz and Gözüm (2023) conducted the research with 37 kindergarten students and 2 teachers. As a result of the research, it was determined that augmented reality applications had a positive effect on children's recognition of animals.

There are also studies in the literature to reveal the profiles of teachers, the practitioners of digital applications in education, on this issue. One of them is a qualitative case study conducted by Aldemir Engin (2023) with four secondary school mathematics teachers studying for a master's degree at a state university in Turkey. The study presents reflections from the online Digital Storytelling Workshop. According to the results of the study, which used content analysis to analyze the data, it was determined that the participants had the most difficulty in creating a dramatic question and adding multimedia. While evaluating the sample digital stories, it was observed that the participants paid more attention to the dramatic question, sound and music elements. The digital stories prepared at the end of the workshop were analyzed and it was determined that all participants improved in preparing digital stories in accordance with mathematical rules.

The effects of digitalization have been investigated not only in Turkish lessons but also in different fields. In the study where digital storytelling in early mathematics education was investigated, 30 preschool teachers were provided to continue Digital Mathematics Stories Training and to reveal their experiences. At the end of a one-week theoretical and practical training with 0 teachers, it was determined that teachers' self-confidence increased, they turned towards creativity and production, and their ability to integrate mathematics and technology increased (Ulutaş, Çakmak, Akıncı Coşgun, Bozkurt Polat, Aydın Bölükbaş, Engin, Kayabaşı & Özcan, 2022, p. 393). Again, in a study investigating digital storytelling in the field of mathematics, studies on digital storytelling between 2005-2019 were compiled. As a result, the study revealed the increasing importance of digital storytelling with the digital age. In addition, digital reveals that storytelling enables students to learn actively by exploring, helps them develop creative and critical skills, and provides an opportunity to learn by doing (Demirbaş & Şahin, 2020).

As a result of the literature review, it was found that there was a common opinion on the importance of learning and using proverbs and idioms. Also, when both national and international literature were reviewed, methods, techniques, and materials for teaching proverbs and idioms were revealed. There was a study that made suggestions with both textual and visual approaches, and there were also studies in digital approaches, that pointed out the requirements of the age. However, experimental studies that combine the necessity of teaching proverbs and idioms, the importance of stories as teaching material in Turkish Course s, and the use of digital story applications in the light of technological developments, as in the present study, are quite limited. Technology has numerous characteristics e.g., saving the teaching process from abstraction and making it more accessible in terms of time, space, and economy. The digital story has these advantages as well. It is possible in a digital story to make a plot visible and interactive with multimedia materials. It was concluded in the study that digital story-based proverb and idiom teaching studies increased the skills of understanding and using proverbs and idioms. In this context and in line with the results of the present study, the use of digital stories can be expanded in Turkish Course s to expand the use of digital stories in education and to increase the presence of proverbs and idioms in students. Future studies can be conducted with larger study groups and for longer periods. In this regard, more generalizable and reliable results can be achieved. Seminars or in-service training can be organized for teachers about the "Digital Story" technology, which is new and not used widely in education so that they can employ it in their classes. The study was conducted in a semi-experimental design. studies with a mixed design and a combination of qualitative and quantitative evaluation can be conducted in the future.

References

Batur, Z., & Yavaşça, H. (2018). Dinle atasözünü oyna öğren özünü: Atasözü öğretimi. *Araştırma ve Deneyim Dergisi*, 3(2), 93-117.

Bulut, M. (2013). Türkçe eğitimi ve öğretiminde dil ve kültür aktarimi araci olarak atasözleri ve deyimlerin önemi. *Electronic Turkish Studies*, *8*(13), 559-575.

Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2018). *Eğitimde bilimsel araştırma yöntemleri* (25 b.). Ankara: Pegem Akademi.

Can, A. (2018). *Spss ile bilimsel araştırma sürecinde nicel veri analizi* (4 b.). Ankara: Pegem Akademi.

Ciğerci, F. M., & Gültekin, M. (2019). Dijital hikâyelerin dinlemeye yönelik tutuma etkisi. *Harran Maarif Dergisi*, *4*(2), 45-73. doi:10.22596/2019.0402.45.73

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. The United States of America: Lawrence Erlbaum Associates.

Coştu, B., & Ünal, S. (2007). Günlük yaşamdaki olaylarin fen bilimleri öğretiminde kullanilmasi. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD)*, *8*(1), 197-207.

Davis, E. (2021). *Quantifying proverb dynamics in books, news articles, and tweets*. The Faculty of the Graduate College of The University of Vermont.

Demirbaş, I., & Şahin, A. (2020). A systemic analysis of research on digital storytelling in Turkey. *International Journal of Progressive Education*, *16*(4), 45-65.

Dolan, N., & Aydın, İ. S. (2020). Dijital öykü yazarliğinin çeşitli değişkenlere göre incelenmesi. *Dil Eğitimi ve Araştırmaları Dergisi*, *6*(1), 17-34.

Duran, E., & Ertan Özen, N. (2017). Dijital öyküler ve Türkçe öğretiminde kullanimi. *Avrasya Dil Eğitimi ve Araştırmalar Dergisi*, *1*(1), 76-105.

Engin, R. A. (2023). A digital storytelling workshop with Mathematics teachers. *e-Kafkas Journal of Educational Research*, *10*(2), 333-352.

Faul, F., Erdfelder, E., Lang, A. G., & Buchner, A. (2007). G*power 3: a flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior Research Methods*, *39*(2), 175-191. doi:10.3758/bf03193146

George, D., & Mallery, P. (2019). *IBM Spss statistics 25 step by step a simple guide and reference*. New York and London: Routledge.

Gözüm, A. İ. C., & Kandır, A. (2020). Developing a parental mediation scale of digital games for children. *International Journal of Curriculum and Instruction*, *12*(2), 336-358.

Gözüm, A. İ. C., & Kandir, A. (2020). Okul öncesi çocuklarin dijital oyun oynama sürelerine göre oyun eğilimi ile konsantrasyon düzeylerinin incelenmesi. *Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Dergisi*, (41), 82-100.

Gözüm, A.İ.C. (2022). *Digital games for STEM in early childhood education: Active co-playing parental mediation and educational content examination.* In: Papadakis, S., Kalogiannakis, M. (eds) STEM, Robotics, Mobile Apps in Early Childhood and Primary Education. Lecture Notes in Educational Technology. Springer, Singapore. https://doi.org/10.1007/978-981-19-0568-1_21

Gündüzalp, S. (2016). *Deyimler ve öyküleri* (38 b.). Zafer Yayınları.

Kaban, A., & Bulut, A. (2020). Atasözü ve deyimlerin çoklu ortam materyalleriyle somutlaştırılmasının okul öncesi eğitime etkisi. *Uluslararası Toplum Araştırmaları Dergisi*, *16*(30), 2684-2709. doi:10.26466/opus.776956

Karagöz, Y. (2019). *Spss - Amos - Meta uygulamali istatistiksel analizler* (2 b.). Ankara: Nobel Akademik Yayıncılık.

Khonbi, Z. A., & Sadeghi, K. (2017). Improving English language learners' idiomatic competence: does mode of teaching play a role? *Iranian Journal of Language Teaching Research*, *5*(3), 61-79. doi:10.30466/ijltr.2017.20305

MEB. (2019). *Türkçe dersi öğretim programi*. Ankara, Türkiye.

Özbay, M., & Akdağ, E. (2013). Deyimlerin öğretiminde aktif öğrenmenin etkisi. *Ana Dili Eğitimi Dergisi*, *1*(2), 46-54.

Özerbaş, M. A., & Öztürk, Y. (2017). Türkçe dersinde dijital hikâye kullaniminin akademik başari, motivasyon ve kalicilik üzerine etkisi. *TÜBAV Bilim Dergisi*, *10*(2), 102-110.

Sayekti, G. (2023) An Analysis of Idiom in the Script "Toy Story 4" Movie Produced by Pixar Animation Studios. Undergraduate (S1) thesis, IAIN Ponorogo.

Şahin, S. (2019). *Artırılmış gerçeklik uygulamalarinin ilkokul 2. sınıf öğrencilerinin deyimleri öğrenme düzeylerine etkisi*. (Yayınlanmamış Yüksek Lisans Tezi). Eskişehir: Anadolu Üniversitesi.

Ulutaş, I., Kılıç Çakmak, E., Akıncı Coşgun, A., Bozkurt Polat, E., Aydın Bölükbaş, F., Engin, K., Kayabaşı, E & Özcan, S. (2022). *Digital storytelling in early mathematics education.* In STEM, Robotics, Mobile Apps in Early Childhood and Primary Education: Technology to Promote Teaching and Learning (pp. 393-413). Singapore: Springer Nature Singapore.

Varışoğlu, B., Şeref, İ., Yılmaz, İ., & Gedik, M. (2014). Deyim ve atasözlerinin öğretilmesinde görsel bir araç olarak karikatürlerin başariya etkisi. *Karadeniz Araştırmaları* (41), 226-242.

Yaman, H., & Gülcan, F. (2009). Sözcük dağarcığını zenginleştirme etkinliği olarak deyim öğretimi: Gösteri tekniği uygulamasi. Sakarya Üniversitesi Fen Edebiyat Dergisi, 11, 59-71.

Yılmaz, Z. A., & Gözüm, A. İ. C. (2023). Augmented reality app in pre-school education: Children's knowledge about animals. *Southeast Asia Early Childhood Journal*, *12*(2), 130-151.