YABANCI DİL ÖĞRETİMİNDE MİCROSOFT TEAMS®
KULLANIMINA İLİŞKİN SINIFİÇİ DENEYİMLER
ClassroomExperiences With Microsoft Teams® for Foreign Language Teaching

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ÖZET

Benjamin Franklin 1752'de tanınmış uçurtma denemesini gerçekleştirdiğinde, ışık fotonlarıyla birlikte göz açıp kapayıncaya kadar mesafeleri aşan başka kavramlar olduğu yönünde güçlü bir öngörüsü olduğunu ifade etmişti. Elektriğin keşfi medeniyetteki en büyük başarılardan biriydi. İnsanlar olarak, her zaman mesafeleri azaltmayı ve olabildiğince hızlı olmayı hayal ettik. Süpersonik uçaklar, yüksek hızlı trenler veya hızlı arabalar bu vizyonun yansımalarıdır. Eski zamanlarda bile, elektrik ve diğer teknolojik gelişmelerden önce, mesafeyi azaltan daha hızlı evcilleştirilen kuşlar, insanlar arasında iletişim kurmak için kullanıldı. Uzaklık her zaman aramızda bulunmak istediğimiz insanlar veya kavramlar arasında bir engel olmuştur, ancak bu engelleri aştığımızda ilerleme bizi karşılamaktadır. Bu ilerlemeyi hayatın birçok alanında görmek insanoğlunun son yüzyılda başarmak istediği emellerden biridir. Eğitim de diğer alanlarda olduğu gibi, mesafeye dayalı sorunları çözmeye istekli olduğumuz önemli bir alandır. Bununla birlikte, teknoloji ve kitle iletişiminin geleneksel çevrimdışı öğrenmeye alternatifler sağlayabilmesi 20. Yüzyıla kadar gerçekleşememiştir. Geleneksel öğrenmeye alternatif olarak üretilen en etkili eğitim süreci uzaktan eğitim olmuştur. Uzaktan eğitim, bir öğretmenin fiziksel varlığını içermeyen ve bir okul kuruluşu çerçevesinde yürütülmeyen bir eğitim şekli olarak ifade edilmektedir. Diğer bir deyişle, uzaktan eğitim, nerede olursanız olun, diğer katılımcılar olsun olmasın erişilebilen eğitim şeklidir. Uzaktan eğitimin iki şekli vardır, bunlardan ilki senkron uzaktan eğitimdir. Sanal bir sınıftır; gerçek zamanlı olarak gerçekleşir. Belirli bir programa göre bir video konferansa katılıyorsunuz. İkincisi, eşzamansız uzaktan öğrenmedir. Dersler çevrimdışı yapılır. Ders kapsamında kullanılan belgelere pdf veya video formatında erişebilir ve bu kurslara öğrenciler istedikleri her zaman, her yerden ulaşabilmektedir. Uzaktan eğitim, eğitimi mümkün olduğunca çok kişi için erişilebilir hale getirir. Uzaktan eğitim süreci yaşamları boyunca yeni beceriler ve yeni bilgiler edinmek isteyen herkes için tasarlanmıştır.

Dünyanın dört bir yanındaki üniversitelerin çoğunda, öğrencilerin uzaktan eğitim yoluyla çalışmalarına izin veren programlar olmasına rağmen, sayıları 21. Yüzyılın ilk çeyreğine kadar istenilen seviyede olmadığı bilinen bir gerçektir. Bu kadar çok sayıda öğrenci zamanla uzaktan eğitim sürecine artarak dahil olduğundan bu durum bazı önemli sorunlar getirmiştir ve eğitimciler ve eğitim planlayıcılarının karşılaştığı bu sorunların incelenmesi bir gereklilik halini almıştır. Bu bilgiler ışığında gerçekleştirilen, bu çalışma bir devlet üniversitesinin yabancı diller yüksekokulundaki uzaktan eğitim sürecini ve Microsoft Teams yazılımı ile geleneksel kağıt tabanlı sınavlar temelinde yapılan çevrimiçi sınavları karşılaştırmayı amaçlamaktadır. Bu çalışmada, Microsoft Teams'in Kasım 2016'da resmi olarak Microsoft tarafından başlatılan özel bir ortak iletişim (SaaS) uygulaması olan ana uzaktan eğitim desteği olarak kullanımını analiz edilmiştir. Hizmet, Microsoft Office 365 ve Skype ile entegre olmaktadır ve Microsoft dışındaki ürünlerle birlikte kullanılabilmektedir. Şu anda 181 ülkede mevcuttur ve 25 dile çevrilmiştir. Microsoft Teams, video konferansı, dosya depolama ve aktarımı OneNote ile bir not alma bloğu olan SharePoint ile entegre eden özelleştirilebilir bir işbirliği platformudur. Tüm etkileşimlerin kaydını tutarken bir ekipte veya çalışma grubunda değişim yapmaya izin veren anlık mesajlaşma uygulaması da bulunmaktadır.

Araştırma nicel araştırma tasarımlarından biri olan betimsel araştırmada yürütülmektedir. Veriler öğrencilerin sınav kağıtları aracılığıyla toplanmıştır. Çalışma 21 hazırlık sınıfı öğrencisi ile gerçekleştirilmiştir. Çalışma grubu amaçlı örnekleme ile seçilmiştir. Hepsi Fransız hazırlık sınıfı öğrencisidir. Çalışmanın sonunda, sonuçlar bir devlet üniversitesindeki uzaktan eğitim sürecinin ve Microsoft Teams yazılımı temelinde yapılan çevrimiçi sınavların geleneksel olanlardan daha etkili ve başarılı olduğunu göstermiştir.

Anahtar Kelimeler: Microsoft Teams, uzaktan

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eğitim, eğitim, dil öğrenimi
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ABSTRACT

When Benjamin Franklin carried out his well-known kite experiment in 1752, he had a strong feeling that along with light photons, there were other concepts traversing distances in a blink of an eye. The discovery of electricity was one of the biggest achievements in civilization. As human beings, we have always dreamed to reduce distances and to be as fast as we can. The supersonic aircrafts, the high-speed trains or fast cars are all the reflections of this vision. Even in ancient times, before electricity and other technological improvements, faster tamed birds, which reduced the distance, were used to communicate between people. The distance has always been an obstacle between us and the people or concepts that we would like to reach, but the progress welcomes us when we overcome these obstacles. Education is also an important area that we are eager to solve distance-based problems. However, it was the 20th century that technology and mass communication enabled alternatives to traditional offline learning. Although education was an important area in which we were eager to solve distance-based problems, it took the 20th century for technology and mass communication to provide alternatives to traditional offline learning. Distance learning "is a form of education which does not involve the physical presence of a teacher and is not carried out within the framework of a school establishment", according to the definition given by service-public.fr, official site of the French administration. In other words, distance learning is accessible wherever you are, in the presence of other participants or not. There are two forms of distance learning first of which is the so-called synchronous distance learning. It is a virtual class; it takes place in real time. You are attending a videoconference according to a defined schedule. The second one is the so-called asynchronous distance learning. Lessons take place offline. You have access to your courses in pdf or video format, they are accessible at any time. Distance learning makes education accessible to as many people as possible. It is intended for anyone who wishes to acquire new skills and new knowledge throughout their life. Although most universities around the world have programs that allow students to study through distance education, their numbers were not as high as the ones which have occurred in the first quarter of the 2020. The fact that large number of students have started to take part in the distance education has brought some important problems with the process and needs to be examined. For this reason, this study aims to compare the distance education process at a foreign language school of a public university and online exams conducted on the basis of Microsoft Teams software and traditional paper-based exams and interpret them from an instructor perspective. In this paper, it has been analyzed the use of Microsoft Teams as the major distant education support which is a proprietary collaborative communication (SaaS) application officially launched by Microsoft in November 2016. The service integrates with Microsoft Office 365 and Skype and offers extensions that can be used with products other than Microsoft. It is currently available in 181 countries and is translated into 25 languages. Microsoft Teams is a customizable collaborative platform that integrates video conferencing, file storage and transfer with SharePoint, a note taking block with OneNote. Instant messaging allowing to exchange in a team or in a work group while keeping a record of all exchanges. The research is conducted in descriptive survey, which is one of the quantitative research designs. The data was gathered through students' exam papers. The study was conducted with 21 prep -class students. The study group was chosen through purposeful sampling. They were all French preparation class students. At the end of the study, the results showed that the distance education process at a public university and online exams conducted on the basis of Microsoft Teams software have been more effective and successful than traditional ones.

Keywordsa: Microsoft Teams, distance learning, education, langugae learning.

INTRODUCTION

When Benjamin Franklin carried out his well-known kite experiment in 1752, he had a strong feeling that along with light photons, there were other concepts traversing distances in a blink of an eye. The discovery of electricity was one of the biggest achievements in civilization. As human beings, we have always dreamed to reduce distances and to be as fast as we can. The supersonic aircrafts, the high-speed trains or fast cars are all the reflections of this vision. Even in ancient times, before electricity and other technological improvements, faster tamed birds, which reduced the distance, were used to communicate between people. The distance has always been an obstacle between us and the people or concepts that we would like to reach, but the progress welcomes us when we overcome these obstacles.

Education is also an important area that we are eager to solve distance-based problems. However, it was the 20th century that technology and mass communication enabled alternatives to traditional offline learning. Most of the universities around the world have programs that let students undergo education through distance

learning, but the number of these programs were not too much until 2020. The worldwide pandemic disease, has changed this situation. Since is a highly contagious disease, the primary and elementary schools, high schools, and higher education institutions closed down and have started the distance education for all programs. Such a massive number of students has brought some important problems related to the process and requires to be studied. Thus, this study aimed to discover the process of distance education in a state university through using the software Microsoft Teams from the perspective of an instructor.

LITERATURE REVIEW

Distance learning "is a form of education which does not involve the physical presence of a teacher and is not carried out within the framework of a school establishment", according to the definition given by service-public.fr, (service-public.fr, 2020) official site of the French administration. In other words, distance learning is accessible wherever you are, in the presence of other participants or not. There are two forms of distance learning:

♦ The so-called synchronous distance learning: it is a virtual class; it takes place in real time. You are attending a videoconference according to a defined schedule.

♦ The so-called asynchronous distance learning: lessons take place offline. You have access to your courses in pdf or video format, they are accessible at any time.

Distance learning makes education accessible to as many people as possible. It is intended for anyone who wishes to acquire new skills and new knowledge throughout their life. Distance learning is ideal for the following "categories" of people:

♦ People with reduced mobility who cannot travel to a traditional school establishment

♦ Foreign students

♦ Stay-at-home mothers / fathers

♦ Adult employees wishing to resume their studies and certify their practical skills with a diploma

♦ Employees wishing to acquire new skills to progress hierarchically or retrain

♦ Elderly people wishing to educate themselves. (ENACO, 2016)

Nowadays, a computer and internet connection are sufficient to participate an online course or a distance learning lesson. In the past, it was not so fast and effective. One of the oldest distance learning attempts we know, seen in 19th century in London with offline post systems which allowed teachers and students to use mail to transmit lessons, homework and tutorials. (Maeroff, 2003), (Kwisnek, 2005)

In 20th century, the audiovisual media, including video or audio tapes, radio and / or television broadcasts have largely participated in the rise of distance education. In 1969, the British government founded the Open University, a distance-learning university open to everyone. Lessons are delivered by post anywhere in the world. Radio and television supported written learning material. In addition to the United Kingdom, several countries such as Canada, Israel, Spain and the Netherlands offer autonomous distance learning universities. These new forms of training contribute to a broad ideal of the democratization of education. In this media-driven model, the transmission of information is obviously much faster. However, exchanges are limited to postal and telephone. The pedagogical model does not undergo profound transformations, the interaction between the learner and the teacher remains rather limited. Then comes the computer evolution. By the end of 20th century, With the invention of internet and internet based online services, we have witnessed the advent of MOOCs (Massive Online Open Courses). Considered by some as a fashion phenomenon and by others as a real pedagogical revolution, open and massive online courses participate in a new configuration of higher education. (Burkhardt, 2020)

In this paper, we have analyzed the use of Microsoft Teams as the major distant education support which is a proprietary collaborative communication (SaaS) application officially launched by Microsoft in November 2016. The service integrates with Microsoft Office 365 and Skype and offers extensions that can be used with products other than Microsoft. It is currently available in 181 countries and is translated into 25 languages. (Falcone , 2020) Microsoft Teams is a customizable collaborative platform that integrates video conferencing, file storage and transfer with SharePoint, a note taking block with OneNote. Instant messaging allowing to exchange in a team or in a work group while keeping a record of all exchanges.

RESEARCH METHODE
Research design:
The research is conducted in descriptive survey, which is one of the quantitative research designs.
Data collection tool:
The data was gathered through students' exam papers.
Study group:
The study was conducted with 21 prep -class students. The study group was chosen through purposeful sampling. They were all French preparation class students.
Data analysis:
IBM SPSS 26.0 for Windows software was used to

analyze the data. The descriptive statistics, normality tests and Mann Whitney U test were used.

RESULTS

In order to decide on which tests to analyze the data, the normality tests were applied (Table 1).

	Offline Exam scores	Online Exam scores
N	21	21
Shapiro-wilk	0,013	0,049
P	0,03	0,02

Table 1: Normality test results.

Since the number of study group was less than 30, Shapiro Wilk test was applied to offline and online exam scores. The results in Table 1 show that both the offline exam scores (p=0.03, < 0,05) and online exam scores (p=0,02 <0,05) were not normally distributed. Thus, Mann Whitney U test was used in order to decide whether there is a significant difference between the two groups or not.

The Mann Whitney U test results can be seen in Table 2.

Groups		N	$\overline{X}$	Standard déviance	U	P
Offline	exam scores	21	51,38	10,48	4,613	0,01
Online	exam scores	21	72,86	8,67		

Table 2: Mann Whitney U Test results

The results show that the arithmetic mean of students' online exam scores (=72,86) was higher than offline scores (=51,38). The Mann Whitney U test results show that there is a significant difference between two groups (U=4,613, p=0,01<0,05). Thus, it can be said that online learning was more efficient and beneficial than offline learning.

CONCLUSION AND DISCUSSION

The exam success comparison of 21 prep students in a state university foreign language dept showed that in online exams prepared applied and evaluated via Microsoft Teams students scored significantly better marks in contrast with the traditional paper-based exams. It is also observed that the evaluation process took much less time and the efficiency is higher. The feedback system of Microsoft Teams allowed students mark their errors. The results and class statistics are immediate.

Even if the system has some drawbacks, it seems more efficient when compared to the traditional exams.

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