

Teachers' Opinions on Teaching Techniques and Material Usability in Distance Turkish Lessons ¹

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Abstract

The aim of this study was to investigate the extent to which Turkish language teachers utilized instructional methods and techniques during the distance education process, to identify reasons for not using certain techniques, and to evaluate their level of material usage. A scale developed by the researchers was used to assess the usage levels of 34 instructional techniques, the reasons for non-use, and material usage levels. The study employed a simple descriptive survey model and was conducted with 324 Turkish language teachers in Sakarya, selected through random sampling via an online platform. Findings revealed that the most frequently used techniques were Question-Answer, Homework, and Brainstorming, while the least used were Butter-Bread, "Say Apple and Go," "Say Pear and Stay," and the Marketplace Technique. The primary reasons for not using some techniques included unawareness of relevant resources, lack of available resources, lack of knowledge on how to use existing resources, and inability to access them. The study also assessed the use of six types of materials: textbooks, EBA content, visual, auditory, audiovisual, and digital platforms. It was found that Turkish language teachers made extensive use of all six material types during distance education, indicating a strong integration of instructional materials into their online teaching practices.

Keywords: Turkish Language Teaching, Distance Education, Instructional Techniques, Material Usage, Instructional Techniques in Distance Education

Introduction

Due to various reasons, educational institutions have started to use distance education as an alternative to face-to-face education, owing to the opportunities it provides. Distance education is defined as an instructional system in which individuals located in different places receive information through technological tools and applications, ensuring flexibility in terms of time and place, and establishing communication and interaction (Aydemir, 2018). In cases where face-to-face education cannot be conducted, distance education has been used as an alternative for many years.

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The importance of distance education became evident once again during the COVID-19 pandemic. However, since distance education had not previously been a necessity to the extent seen during this period, various implementation problems arose. Some of these problems included: lack of internet access in certain regions; insufficient knowledge and skills among both educators and learners regarding the use of distance education platforms; the absence of course content appropriate for distance learning; and negative attitudes toward such environments, either inherent or developed over time (Kırmızıgül, 2020). Alongside the opportunities it offers, distance education also has certain limitations. One such limitation is that instructional methods and techniques used in face-to-face education cannot be fully applied in distance education environments.

The multifaceted nature of Turkish language courses necessitates the use of numerous methods and techniques in their instruction (Kavcar et al., 1997). These courses focus on a broad range of areas including, but not limited to, teaching reading and writing, listening, speaking, vocabulary development, grammar, and orthography. Within this wide scope, instructional practices include intertextual teaching and meaning construction, identifying and overcoming reading and writing difficulties, and interpreting the meanings of texts (Akyol & Şahin, 2020; MoNE, 2006). To cultivate individuals who meet the demands of the modern age, it is essential to equip students with the fundamental skills targeted in Turkish language instruction (Güneş, 2007). In order to achieve these objectives, the new instructional techniques, strategies, and approaches employed by developed countries have been carefully examined and adapted (Güneş, 2012).

For example, in developing listening skills, it is particularly important to employ techniques such as “Socratic Seminar, Opinion Development, Talking Circle, Snowball, Gossip, Marketplace, and especially Fishbowl.” These techniques include stages of listening and contribute to the improvement of students’ listening abilities.

In teaching speaking skills, it is crucial to use techniques such as “Socratic Discussion, Socratic Seminar, Drama/Role Playing, Six Thinking Hats, Six Shoes Method, Opinion Development, Talking Circle, Learning Circle, Fishbowl, Concept Cartoons, Gossip, Butter-Bread, and Marketplace.” These techniques can be used as they provide abundant opportunities for speaking and help students improve their self-expression skills.

To develop reading skills, techniques such as “Station, Story Creation, and Continued Story” have been found to be effective. These techniques make reading activities significantly more enjoyable and transform the often monotonous act of reading into an engaging experience for students.

On the other hand, for improving writing skills, the use of instructional techniques such as “Station, Story Creation, Continued Story, Concept Cartoons, Cornering, Homework, and Exhibition” is of great importance. Writing is often the skill that students struggle with the most, and these techniques can serve as a guide for initiating the writing process, as well as helping students generate ideas about what to write, thus playing a critical role in overcoming common obstacles.

In delivering grammar-related achievements effectively, the use of techniques such as “Brainstorming, Demonstration, Socratic Discussion, Educational Games, Learning Circle, Creating Conceptual Conflict, Say Apple and Leave, Say Pear and Stay” is considered essential. These techniques make grammar instruction more practice-oriented and application-based (Çilenti, 1984; Demirel, 2017; Nowicki & Mehan, 1996).

However, in order to implement these techniques effectively, the presence of educational materials suitable for use in distance education environments, as well as the ability to utilize existing materials, is vital. Although distance education may be a good alternative in theory, the lack of materials suited for these techniques, the unsuitability of existing materials for remote learning environments, and the absence of resources on distance education platforms supporting these techniques pose significant challenges in implementing them in Turkish language instruction. It is not possible to use all instructional techniques under the limitations of the current distance education platforms.

In interviews conducted with Turkish language teachers, it was stated that rather than progressing, students' skills in listening, speaking, reading, and writing have, in most cases, regressed.

For instance, during oral reading activities, students are no longer able to read as fluently as before; they struggle more with reading comprehension tasks compared to the past; they are unable to produce written products during writing activities; and they fail to adequately perform even the act of listening—which is a prerequisite for understanding distance education lessons.

In addition, the instructional techniques used in face-to-face lessons make the class more engaging and help maintain students' focus throughout the lesson. However, the reduced use of instructional techniques in distance education results in a more monotonous learning experience and makes it difficult for students to remain attentive throughout the lesson. Another striking point revealed in the interviews with Turkish language teachers is that Turkish textbooks lack content suitable for distance education environments. These textbooks have not been enriched with techniques applicable to distance learning. Likewise, the Turkish lesson content available on the EBA platform is also found to be insufficient by the teachers.

Based on these observed issues, the present study aims to determine the level of use of instructional methods and techniques by Turkish teachers during the distance education process, as well as the reasons why some techniques could not be implemented. In doing so, the study seeks to identify and address deficiencies related to instructional techniques and materials, ultimately aiming to improve Turkish language instruction in distance education settings.

Problem Statement

"What are the levels of use of instructional techniques and materials in distance education Turkish lessons according to teachers' opinions?"

Sub-Problems

1. According to teachers' opinions, regarding the use of instructional techniques and the reasons for their non-use during the distance education process in Turkish lessons:
 - a) To what extent do they use Turkish language instructional techniques?
 - b) Why are they unable to use certain techniques?
2. According to teachers' opinions, to what extent do they use instructional materials in Turkish lessons during the distance education process?
3. Regarding the level of use of instructional techniques in Turkish lessons during the distance education process, is there a significant difference in terms of the variables of;

- a) Receiving computer-assisted instruction training,
- b) The location of the school (urban/rural),
- c) The environment in which lessons are conducted (Interactive Whiteboard/Other), and
- d) The socioeconomic level of the students at the institution where the teachers work?

Method

Research Model, Population and Sample

In the study, the simple/singular survey model was used. The population of the research consists of a total of 650 Turkish language teachers working in public middle schools affiliated with the Sakarya Provincial Directorate of National Education. The sample of the research was composed of 324 participants who were reached using a random sampling method through an online survey platform. This sample size falls within the ranges calculated by Yazıcıoğlu and Erdoğan (2004) for different population sizes with sampling errors of ± 0.03 , ± 0.05 , and ± 0.10 at $\alpha = 0.05$ significance level.

Data Collection Tools and Data Collection Processes

The scale items were developed to measure three dependent variables: 34 items aimed at measuring teachers' levels of using instructional methods and techniques and the reasons for not using these methods and techniques, and 6 items aimed at measuring the levels of material use. In the selection of techniques to be assessed for usage level and reasons for non-use, the classification of strategies (approaches), methods, and techniques used in education provided by Arıcı and Sönmez in the book *Instructional Methods and Techniques in Education and Teaching* was utilized (Sönmez, 2003; Arıcı, 2006).

Data Analysis

Before starting the analysis, skewness and kurtosis values were examined to test whether the data were distributed homogeneously. Since the skewness and kurtosis values for the dependent variables to be used in the difference analyses did not fall within the range of -1.5 to +1.5, non-parametric tests were conducted for the analysis of significant differences. Additionally, arithmetic mean, standard deviation, and coefficients of relative variation were calculated regarding the levels of use of instructional techniques. Opinions were considered heterogeneous in cases where the coefficients of relative variation exceeded 25. For the opinions regarding the reasons for not using the techniques, frequencies and percentages were examined.

Findings

Table 1

Instructional Techniques Used in Distance Education Turkish Lessons

Instructional Techniques Used in Distance Education Turkish Lessons	Mean	Standard Deviation	Coefficient of Variation (V)
3. Question-Answer Technique	4.22	0.809	19.17
33. Homework Technique	3.91	1.001	25.60
1. Brainstorming Technique	3.48	1.033	29.68
18. Story Creation Technique	3.34	1.252	37.49
2. Demonstration Technique	3.28	1.087	33.14
11. Educational Games Technique	3.25	1.194	36.74
4. Socratic Discussion (Eliciting Truth) Technique	3.18	1.136	35.72
13. Opinion Development Technique	3.04	1.169	38.45
32. Interview Technique	2.91	1.177	40.45
12. Team Teaching Technique	2.90	1.233	42.52
19. Cliffhanger (Serial Storytelling) Technique	2.72	1.290	47.43
6. Drama-Role Playing Technique	2.66	1.223	45.98
15. Talking Circle Technique	2.57	1.174	45.68
7. Simulation Technique	2.56	1.224	47.81
22. Conceptual Cartoon Technique	2.52	1.192	47.30
21. Creating Concept Confusion Technique	2.51	1.233	49.12
9. Six Thinking Hats Technique	2.50	1.187	47.48
16. Learning Circle Technique	2.45	1.151	46.98
34. Exhibition Technique	2.45	1.229	50.16
5. Socratic Seminar Technique	2.44	1.129	46.27
31. Observation (Virtual) Technique	2.44	1.115	45.70
25. Flashcard Technique	2.37	1.275	53.80

Instructional Techniques Used in Distance Education Turkish Lessons	Mean	Standard Deviation	Coefficient of Variation (V)
30. Field Trip (Virtual Tour) Technique	2.35	1.134	48.26
20. Snowball Technique	2.31	1.181	51.13
8. Microteaching Technique	2.30	1.115	48.48
10. Six Shoes Application Technique	2.18	1.156	53.03
14. Station Technique	2.13	1.156	54.27
24. Gossip Technique	2.13	1.157	54.32
23. Cornering Technique	2.07	1.102	53.24
17. Fishbowl Technique	2.06	1.076	52.23
29. Experiment and Laboratory (Virtual) Technique	1.99	1.047	52.61
27. "If I Say Apple, Leave – If I Say Pear, Stay" Technique	1.83	1.115	60.93
28. Marketplace Technique	1.82	1.038	57.03
26. Butter-Bread Technique	1.78	1.063	59.72

N = 324

When examining the table, it is evident that the most frequently used instructional techniques in distance education Turkish lessons are, respectively: the Question-Answer Technique ($\bar{x} = 4.22$), Homework Technique ($\bar{x} = 3.91$), Brainstorming Technique ($\bar{x} = 3.48$), Story Creation Technique ($\bar{x} = 3.34$), Demonstration Technique ($\bar{x} = 3.28$), Educational Games Technique ($\bar{x} = 3.25$), Socratic Discussion (Eliciting the Truth) Technique, and the Opinion Development Technique ($\bar{x} = 3.04$).

When the coefficients of variation are considered, it can be concluded that there is a consensus among teachers regarding the use of the Question-Answer and Homework techniques, and that almost all teachers frequently employ these techniques. On the other hand, it can be said that techniques such as Experiment and Laboratory (Virtual Environment), "If I Say Apple, Go – If I Say Pear, Stay", Marketplace, and Butter-Bread are used very rarely, if ever, by some teachers in Turkish language instruction classes ($V > 30$).

Techniques such as Question-Answer, Brainstorming, and Homework, which are the most frequently used, increase student participation in Turkish lessons and positively influence students' interest in the course. As students actively participate in the lessons, more permanent learning outcomes are achieved. The fact that these techniques are frequently used by almost all teachers may be interpreted as a limitation of distance education. It is possible that teachers rely more heavily on these techniques because they are unable to implement other methods.

On the other hand, the relatively limited use of techniques such as Butter-Bread, Marketplace, Fishbowl, and Cornering, which are among the less frequently used, may hinder the effective development of essential Turkish language skills, such as listening, speaking, reading, and writing. Maximizing the use of all these instructional techniques would help create varied learning experiences and facilitate the acquisition of the skills that are intended to be developed in Turkish language courses.

Table 2

Reasons for Not Using Instructional Techniques in Distance Education Turkish Lessons

Teaching Technique	Don't Know If There Is a Resource		There Is a Resource but, Cannot Access It		There Is a Resource but I Don't Know How to Use It		There Is a Resource But Don't Have a Suitable Device		There Is No Resource		Users of the Technique	
	f	%	f	%	f	%	f	%	f	%	f	%
1. Brainstorming Technique	46	14.2	22	6.8	15	4.6	40	12.3	21	6.5	180	55.6
2. Demonstration Technique	51	15.7	23	7.1	13	4.0	40	12.3	19	5.9	178	54.9
3. Question-Answer Technique	35	10.8	23	7.1	14	4.3	35	10.8	12	3.7	205	63.3
4. Socratic Discussion Technique	57	17.6	20	6.2	13	4.0	34	10.5	34	10.5	166	51.2
5. Socratic Seminar Technique	74	22.8	15	4.6	17	5.2	31	9.6	45	13.9	142	43.8
6. Drama-Role Playing Technique	35	10.8	19	5.9	13	4.0	42	13.0	44	13.6	171	52.8
7. Simulation Technique	50	15.4	19	5.9	14	4.3	40	12.3	63	19.4	138	42.6
8. Micro Teaching Technique	56	17.3	17	5.2	17	5.2	36	11.1	49	15.1	149	46.0
9. Six Thinking Hats Technique	46	14.2	20	6.2	11	3.4	38	11.7	44	13.6	165	50.9
10. Six Shoes Technique	60	18.5	20	6.2	16	4.9	37	11.4	51	15.7	140	43.2
11. Educational Games Technique	51	15.7	19	5.9	10	3.1	32	9.9	31	9.6	181	55.9
12. Team Teaching Technique	45	13.9	19	5.9	11	3.4	33	10.2	33	10.2	183	56.5
13. Opinion Development Technique	49	15.1	20	6.2	13	4.0	31	9.6	29	9.0	182	56.2
14. Station Technique	68	21.0	16	4.9	15	4.6	36	11.1	50	15.4	139	42.9
15. Talking Circle Technique	55	17.0	13	4.0	12	3.7	38	11.7	33	10.2	173	53.4
16. Learning Circle Technique	54	16.7	16	4.9	11	3.4	37	11.4	33	10.2	173	53.4

Usability of Teaching Techniques and Materials in Distance Education

17. Fishbowl Technique	67	20.7	14	4.3	20	6.2	36	11.1	48	14.8	139	42.9
18. Story Building Technique	42	13.0	21	6.5	14	4.3	35	10.8	30	9.3	182	56.2
19. Cliffhanger Technique	50	15.4	21	6.5	13	4.0	33	10.2	34	10.5	173	53.4
20. Snowball Technique	63	19.4	17	5.2	14	4.3	35	10.8	43	13.3	152	46.9
21. Concept Conflict Technique	58	17.9	16	4.9	15	4.6	38	11.7	37	11.4	160	49.4
22. Conceptual Cartoon Technique	51	15.7	14	4.3	16	4.9	36	11.1	37	11.4	170	52.5
23. Cornering Technique	61	18.8	17	5.2	16	4.9	33	10.2	43	13.3	154	47.5
24. Gossip Technique	59	18.2	21	6.5	19	5.9	29	9.0	46	14.2	150	46.3
25. Card Showing Technique	59	18.2	17	5.2	16	4.9	30	9.3	41	12.7	161	49.7
26. Butter-Bread Technique	74	22.8	14	4.3	18	5.6	41	12.7	59	18.2	118	36.4
27. Apple Out, Pear In Technique	81	25.0	21	6.5	19	5.9	35	10.8	52	16.0	116	35.8
28. Marketplace Technique	77	23.8	22	6.8	17	5.2	32	9.9	55	17.0	121	37.3
29. Experiment and Lab. Technique	53	16.4	19	5.9	13	4.0	35	10.8	57	17.6	147	45.4
30. Trip (Virtual Tour) Technique	47	14.5	19	5.9	18	5.6	31	9.6	53	16.4	156	48.1
31. Observation Technique	58	17.9	15	4.6	16	4.9	26	8.0	44	13.6	165	50.9
32. Interview Technique	43	13.3	14	4.3	12	3.7	39	12.0	31	9.6	185	57.1
33. Homework Technique	32	9.9	11	3.4	16	4.9	37	11.4	20	6.2	208	64.2
34. Exhibition Technique	45	13.9	17	5.2	12	3.7	37	11.4	44	13.6	169	52.2
Mean	54.5	16.8	17.9	5.54	14.7	4.52	35.2	10.9	40.2	12.4	161.5	49.8

According to the table, the reasons teachers do not use instructional techniques in distance education Turkish lessons are classified into six categories: (1) Not knowing whether a resource exists, (2) Having a resource but not being able to access it, (3) Having a resource but not knowing how to use it, (4) Having a resource but lacking an appropriate device, (5) Lack of resource, and (6) Those who actually use the technique.

When examining the responses given to the question regarding the reasons for not using instructional techniques in Turkish lessons conducted through distance education, it is observed that for the least-used techniques—such as Experiment and Laboratory (Virtual Environment), “If I Say Apple Go, If I Say Pear Stay,” Marketplace, and Butter-Bread—most teachers do not even know whether resources for these techniques exist. Those who are aware of the resources are often unable to access them, do not know how to use them, or are unable to utilize them due to the lack of appropriate devices.

The main reasons for not using these techniques include some teachers’ lack of awareness regarding the existence of relevant resources, and others being unable to access these resources even when they do exist. This situation suggests that if teachers were made aware of available resources and provided with

access to them, they could incorporate a greater number of instructional techniques into their lessons. With such opportunities, teachers would be in a better position to enrich their lessons with various instructional methods and techniques, thereby promoting more permanent learning and more effective skill development.

Moreover, the presence of teachers who stated that they could not use certain techniques due to a lack of appropriate devices—even though the resources are available—indicates that providing hardware support to teachers during the period of distance education could increase the diversity of techniques they are able to use. Likewise, teachers who reported not knowing how to use available resources suggest that the lack of skills in utilizing web-based tools may hinder some teachers from enriching their instruction with a wider array of techniques.

Table 3

Use of Materials in the Implementation of Teaching Techniques in Turkish Language Courses During Distance Education

Use of Materials in the Implementation of Teaching Techniques in Turkish Language Courses During Distance Education	Mean	Standard Deviation	Coefficient of Variation (V)
1. I use Turkish language course textbooks.	4.33	0.982	22.68
2. I use EBA (Education Information Network) content.	3.96	0.979	24.72
3. I use visual materials (real objects and models, pictures, charts, drawings, concept maps, printed materials, etc.).	4.02	0.931	23.16
4. I use auditory materials (listening texts, etc.).	3.98	0.986	24.77
5. I use visual and auditory materials (videos, slide, etc.).	4.09	0.938	22.93
6. I use digital education and learning platforms.	4.00	1.066	26.65

N = 324

When the table is examined, it is observed that the average values related to teachers' use of materials are quite high. Even the environment with the lowest average among these six categories—"EBA (Education Information Network) contents"—has an average score of 3.96. The usage levels of the other environments are as follows: visual materials (real objects and models, pictures, charts, drawings, graphs, concept maps, printed materials, etc.) (\bar{x} 4.02), auditory materials (listening texts, etc.) (\bar{x} 3.98), digital education and learning platforms (\bar{x} 4.00), visual and auditory materials (videos, slide presentations, etc.) (\bar{x} 4.09), and Turkish course textbooks (\bar{x} 4.33). This table indicates that the use of materials in the implementation of instructional techniques in Turkish lessons during distance education is considerably high.

The high level of EBA usage suggests that the Ministry of National Education's efforts to encourage teachers to use the EBA platform (e.g., awarding points for each login and content usage) have yielded results. Additionally, the fact that distance education classes are conducted through EBA Live Lessons

implies that teachers accessing the system for their lessons are simultaneously encouraged to use the content available on EBA.

The high level of use for each type of material indicates that teachers place significant importance on concretization, visualization, and content enrichment. Additionally, the frequent use of visual materials, auditory materials, and digital education and learning platforms demonstrates that teachers are integrating play into education and thereby making the lessons more enjoyable. The use of all these materials helps gamify the lessons, allowing both students and teachers to engage in distance education classes with greater enthusiasm. Students who have access to materials and are therefore more focused on the lessons increase their participation and become more actively involved in the learning process.

Table 4

Differences in the Use of Instructional Techniques and the Use of Materials in the Implementation of Instructional Techniques in Distance Turkish Lessons According to the Institution Variable

	Institution	N	Mean of Rank	Sum of Rank	U	z	p
Instructional Technique Usage	Public	252	156.47	39430.00	7552.00	-2.169	.03
	Private	72	183.61	13220.00			
Material Usage	Public		169.90	42815.00	7207.00	-2.673	.00
	Private		136.60	9835.00			
Instructional Technique Usage	Yes	174	175.78	30586.50	10738.50	-2.750	.00
	No	150	147.09	22063.50			
Material Usage	Yes		173.94	30266.00	11059.00	-2.379	.01
	No		149.23	22384.00			
Instructional Technique Usage	Rural	106	159.85	16944.00	11273.00	-.355	.72
	Urban	218	163.79	35706.00			
Material Usage	Rural		148.42	15732.00	10061.00	-1.896	.05
	Urban		169.35	36918.00			
Instructional Technique Usage	Interactive Whiteboard	179	172.11	30807.50	11257.50	-2.052	.04
	Other	145	150.64	21842.50			
Material Usage	Interactive Whiteboard		162.03	29002.50	12892.50	-.102	.91
	Other		163.09	23647.50			

When examining the table above, it is evident that there is a statistically significant difference ($p < .05$) between the institutions in terms of both the use of instructional techniques and material usage in distance Turkish lessons. This indicates that Turkish teachers working in private institutions use instructional techniques significantly more frequently in distance education courses. In terms of material usage, on the other hand, an opposite result was observed—teachers working in public schools were found to use materials significantly more often.

The higher frequency of instructional technique usage among teachers in private schools cannot be solely explained by their physical infrastructure. Since internet access is available, conditions are almost the same everywhere. The observed difference in private schools is likely a result of a more meticulously managed distance education process. The presence of specialized software for both teachers and students during lessons in private schools also contributes to this outcome. Additionally, the smaller class sizes in private schools provide a technical advantage in the application of various instructional methods.

The higher frequency of material usage among teachers in public schools suggests that they feel a stronger obligation to adhere to the national curriculum, leading them to rely more heavily on course materials such as textbooks. Despite using more materials than their counterparts in private institutions, the lower frequency of instructional technique usage may indicate that the materials they use lack content suitable for different instructional methods. The tendency of private institutions to work more with newly hired or retired teachers may also be a factor contributing to this outcome.

Furthermore, when examining the table, it is apparent that there is a statistically significant difference ($p < .05$) between those who have received computer-assisted instructional training and those who have not, both in terms of the use of instructional techniques and material usage in distance Turkish lessons. This result shows that teachers who have received such training employ significantly more instructional methods and use materials more frequently and extensively in distance education.

Accordingly, receiving training in computer-assisted instruction plays a crucial role in enabling teachers to use more techniques and materials. The fact that teachers who received this training make significantly greater use of instructional methods and materials suggests that teachers without such training should not remain in that state.

Lastly, when examining the table again, no statistically significant difference was found ($p > .05$) between teachers working in rural and urban areas in terms of the use of instructional techniques and materials in distance Turkish lessons. This indicates that there is no substantial difference between teachers working in rural and urban regions with respect to their use of instructional methods and materials in distance education.

The lack of a significant difference in material usage based on region or the use of interactive whiteboards by teachers can be attributed to the internet-based nature of distance education. As long as internet access is available, the location or type of technological tools used does not prevent student participation in the lessons.

If the quality and continuity of internet access are ensured, class participation—and consequently the use of instructional techniques and materials—tends to be at a high level. This is, in fact, the main goal of distance education. The Ministry of National Education's initiatives to establish internet infrastructure

in regions without access, to provide internet access to families who lack resources, and to create EBA support points in some rural areas are extremely important in this regard, as they help promote greater educational equity for all students.

The fact that teachers who conduct their lessons using interactive whiteboards employ a wider range of instructional techniques indicates that interactive whiteboards provide a more suitable environment for the implementation of these techniques. Delivering lessons via interactive whiteboards positively influences a teacher's readiness and preparedness. Moreover, teachers who use interactive whiteboards in school feel more comfortable teaching as they do in a traditional classroom setting. In contrast, teachers conducting lessons from home using PCs, tablets, or smartphones do not feel as comfortable as they do in physical classrooms, and this discomfort has made it more difficult for them to adapt to the use of various instructional methods, techniques, and materials.

Table 5

Teachers' Use of Instructional Techniques and Materials in Distance Education Turkish Courses According to the Socioeconomic Status of Students at Their Schools

	Socioeconomic Level	N	Mean Rank	df	χ^2	<i>p</i>
Instructional Technique Usage	Low	100	125.92	2	22.753	.00
	Medium	174	176.04			
	High	50	188.53			
Material Usage	Low	100	152.22	2	10.470	.00
	Medium	174	176.95			
	High	50	132.79			

When examining the table above, it is evident that there is a statistically significant difference ($p < .05$) among the socioeconomic level categories in terms of both the use of instructional techniques in distance education Turkish courses and the use of materials in the implementation of these techniques. As the socioeconomic level of students at the institution where the teacher is employed increases, both the use of instructional techniques and the use of materials by Turkish language teachers in their lessons significantly increase.

One of the main reasons why teachers use a greater number and variety of methods, techniques, and materials as the students' socioeconomic status rises is that students from higher socioeconomic backgrounds tend to have access to the internet, and possess the necessary tools such as PCs and tablets to participate in online lessons. Moreover, the financial resources required to obtain necessary materials are more readily available to these students, which provides greater access to instructional resources. In addition, parental attitudes, communication between parents and teachers, and the impact of these attitudes on the development of students' sense of responsibility also contribute to student engagement and create an environment in which teachers can employ a broader range of instructional techniques and materials.

Discussion

As a result of the study, the most frequently used technique, the “Question-Answer Technique,” was also identified as the most frequently used by Taşkaya and Bal (2009) and Kayabaşı (2012). The findings of this study regarding the most commonly used instructional methods and techniques align with those of Taşkaya and Bal (2009), Demirkan and Saraçoğlu (2016), and Kayabaşı (2012). Many other studies support this situation as well. Studies such as those by Junst et al. (2003) and Covil (2011) have revealed that teacher-centered instructional techniques are used more often than student-centered ones in the application of instructional methods.

A significant discrepancy in the usage of techniques has been observed. The reason for this is that some teachers are not even aware of the existence of these techniques, while others are aware but are unable to implement them in their classes. Frequently used techniques such as Question-Answer, Brainstorming, and Educational Games are important for better instruction in Turkish lessons and for developing the four basic language skills—listening, speaking, reading, and writing—but they are not sufficient on their own. Lessons should be enriched with a wider variety of techniques. Less commonly used techniques such as Butter-Bread, Marketplace, Fishbowl, and Cornering result in inadequate acquisition of listening, speaking, reading, and writing skills in Turkish classes. Making the highest level of use of all the techniques presented in this study would provide students with more diverse experiences and would help both in skill development and in achieving more permanent learning in Turkish lessons.

Along with the techniques used in the study, the reasons for the non-use of the 34 instructional techniques that were investigated were also examined in relation to access to resources. The results were found to be similar for nearly all techniques. The missing data for this scale was similar across almost all items and hovered around fifty percent. This shows that approximately half of the teachers use these techniques, while the other half do not. The high rate of missing data or non-responses strongly suggests that the techniques in question are indeed used. It is highly probable that teachers who use these instructional techniques may have skipped these items on the scale. These data are in various ways consistent with the findings of Ülger and Piyal (2000), who cited time constraints in delivering the curriculum, lack of knowledge about new methods, and difficulty deciding which method is appropriate as reasons for not using certain methods and techniques.

Among the main reasons for the inability to use these techniques are the lack of awareness among some teachers about the availability of resources and the inability of others to access available resources. This indicates that if teachers were made aware of the existence of resources and if access pathways were provided, they would be able to use more techniques. That some teachers report not being able to use resources due to the lack of appropriate devices suggests that providing device support during the distance education period would lead to greater technique usage. Teachers who state that they do not know how to use the available resources could contribute more to the success of Turkish lessons if they were trained on how to use them, for instance through in-service seminars such as those offered on the EBA platform.

The use of materials in the implementation of instructional techniques in distance education Turkish lessons was also identified within the scope of the study. The usage rates of all mentioned materials are quite high. These data indicate that the use of materials in the implementation of instructional

techniques in distance education Turkish lessons is significantly high. The frequent use of these materials has been supported by many studies (Nalçacı & Ercoşkun, 2005; Şimşek et al., 2012). That textbooks are the most commonly used instructional materials in education was also noted by Yanpar Şahin and Yıldırım (1999). The frequent use of the EBA platform within the context of distance education has also been demonstrated in many studies (Aydın, 2020; Türker & Dündar, 2020).

The fact that all materials are used at a high rate shows that teachers have developed a habit of concretizing lessons through the use of materials. Nevertheless, the inability to use many instructional methods and techniques despite this indicates that existing materials should be enriched with different methods and techniques. If these techniques are more effectively integrated into visual materials, auditory materials, and digital education and learning platforms, Turkish lessons will become more enjoyable through the integration of games into education. Applying different methods and techniques via materials enables teachers and students to engage in distance education more enjoyably. At the same time, it helps maintain students' attention and fosters their active participation in the learning process.

According to the type of institution where the teachers work, it was observed that Turkish language teachers working in private institutions use instructional techniques more frequently in distance education Turkish lessons. However, in the application of instructional techniques in distance education Turkish lessons, the opposite result was found, revealing that teachers working in public schools use materials more frequently. This finding diverges from the data presented by Uygun and Kılıçkara (2019). Uygun and Kılıçkara (2019) found a significant difference in favor of private schools regarding the use of tools, equipment, smartboards, and tablets. Private and public schools, in terms of physical and technological resources, classroom sizes, and the ability of teachers to apply various instructional methods and techniques, offer more suitable environments. The more frequent use of materials by teachers working in public schools is due to their habit of adhering more closely to the curriculum and, accordingly, to Turkish language textbooks.

Teachers who have received computer-assisted instruction training use more instructional techniques and materials in distance education Turkish lessons compared to those who have not received such training. This finding supports the results revealed by Güneş (2012) but diverges from those of İzci and Eroğlu (2016), who found that such training did not produce sufficient results for teachers. According to the results found in this study, computer-assisted instruction training provided to teachers has helped them improve themselves in terms of the use of techniques and materials. Thanks to this training, teachers can utilize digital platforms, apply instructional methods and techniques, and acquire the necessary computer skills required to implement these techniques and create their own materials when necessary.

If internet access is available in both urban and rural areas, students can participate in lessons. When the quality and continuity of internet access are ensured, lesson participation and, consequently, the use of techniques and materials are at a high level. The primary goal of distance education is to reach all students. The Ministry of National Education has carried out initiatives to provide internet access to all students and has tried to minimize differences in lesson participation among students. The results of this study indicate that these efforts have yielded results and that there is no significant difference between teachers working in urban and rural areas in terms of the use of instructional methods,

techniques, and materials. However, if such initiatives continue until every student is reached, it is believed that the objectives of Turkish language education will be more effectively achieved.

Teachers who conduct their lessons using interactive whiteboards were found to use more instructional techniques in distance education Turkish lessons, whereas no significant difference was observed in terms of material usage. According to the results, the more frequent use of instructional methods and techniques by teachers who use interactive whiteboards in their lessons shows that these boards are more conducive to the application of techniques, that they encourage the teacher to use various methods and techniques, and that they help the teacher feel more prepared and adapted while teaching in a classroom environment.

As students' socioeconomic levels increase, Turkish language teachers' use of both instructional techniques and materials in their lessons also increases. The reason for this is that students with higher socioeconomic levels have better access to the internet and resources, and their parents are more supportive. If communication with parents of students with low socioeconomic status is maintained at the highest level, and if access to the internet and educational materials for these students is increased, this gap can be minimized. Consequently, student participation will increase, leading to increased use of techniques and materials by the teacher in lessons.

Suggestions

To address deficiencies in the use of instructional techniques and materials, teachers in need can be provided with Computer-Assisted Instruction Training.

Seminars can be offered for techniques that are used less frequently by teachers, such as the Butter-Bread, Marketplace, "If I Say Apple, Go; If I Say Pear, Stay," Experiment and Laboratory (Virtual Environment), Fishbowl, and Cornering techniques. Software, textbooks, and educational environments related to these techniques can be developed, and others can be enriched.

Another frequently used resource, EBA, can be improved according to current needs and can be supported with necessary content in all areas related to instructional methods, techniques, and materials required by teachers. This platform can be equipped with sufficient quantity and quality of necessary materials on all Turkish language topics. Sample lesson plans and activities that incorporate all instructional techniques can be prepared within the scope of a project covering the entire Turkish language curriculum, and examples of the use of these instructional techniques can be arranged in a way that teachers can easily access. All these can be uploaded to EBA and Turkish language teachers can be encouraged to use these materials.

According to the results of our study, it was observed that teachers who deliver lessons using interactive whiteboards use more instructional techniques than those using other environments. Since 2011, the Ministry of National Education has been providing schools with interactive whiteboards within the scope of the FATİH Project; however, there are still schools that have not been equipped. The Ministry can expedite this supply process and take steps both to prevent the formation of inequality of opportunity in education and to enable teachers to conduct their lessons with richer techniques through the use of interactive whiteboards.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this **article**.

Ethics Approval

The formal ethics approval was granted by the Social and Human Sciences Research and Publication Ethics Committee of Inonu University. We conducted the study in accordance with the Helsinki Declaration in 1975.

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Research and Publication Ethics Statement

The study was approved by the research team's university ethics committee of the Sakarya University (Approval Number/ID: 07/07/2021/36/26) Hereby, we as the authors consciously assure that for the manuscript the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

Both authors contributed equally

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