

## ONLINE EFL ASSIGNMENTS AND SUCCESS<sup>1</sup>

### ÇEVİRİMİÇİ İNGİLİZCE ÖDEVLERİ VE BAŞARI

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**Abstract:** Giving homework is a common practice at all levels of education, yet its impact as a pedagogical tool on the learning process is still a matter of debate. The past decade has seen the rapid development of web-based tools created for educational purposes. In parallel with these developments, researchers and educators have begun to show an increased interest in online homework systems in recent years in order to evaluate learning and to overcome the drawbacks of pen-and-paper homework. This study aims to investigate the effects of online English as a Foreign Language (EFL) assignments on student success in a university vocational school context. Participants of this experimental study were 49 first-grade students studying at Burdur Mehmet Akif Ersoy University (MAKU) Gölhisar Vocational School (GVS). Of these students, 28 constituted the experimental group and 21 constituted the control group. The study was conducted in the spring term of the 2016-2017 academic year for a 12-week period. At the beginning of the study, a pre-test was applied to both groups. Next, five weekly assignments were given for the experimental group via Edmodo and for the control group as pen-and-paper homework. The findings revealed that assignments whether online or pen-and-paper increased students' success significantly. Moreover, the success increase of the students who did online assignments was about double that of the students who were responsible for doing pen-and-paper assignments. The study concluded with suggestions that EFL teachers should give assignments in university vocational schools and that these assignments should be given as online since they are more effective on student success.

**Key Words:** *Edmodo, Online Assignments, Pen-and-paper Assignments*

**Özet:** Ödev, eğitimin tüm seviyelerinde yaygın olan bir uygulamadır, ancak pedagojik bir araç olarak öğrenme süreci üzerindeki etkisi hala tartışma konusudur. Geçtiğimiz on yılda, eğitim amaçlı oluşturulan internet tabanlı araçların hızlı bir gelişimi görülmüştür. Bu gelişmelere paralel olarak, araştırmacılar ve eğitimciler, öğrenmeyi değerlendirmek ve geleneksel ev ödevlerinde yaşanan sıkıntıları gidermek amacıyla son yıllarda çevrimiçi ödev sistemlerine giderek artan bir ilgi göstermeye başlamışlardır. Bu çalışma, bir meslek yüksekokulu bağlamında, çevrimiçi İngilizce ödevlerinin öğrenci başarısı üzerindeki etkisini araştırmayı amaçlamaktadır. Bu deneysel çalışmanın katılımcıları, Burdur Mehmet Akif Ersoy Üniversitesi (MAKÜ) Gölhisar Meslek Yüksekokulu'nda (GMYO) okuyan toplam 49 birinci sınıf öğrencisidir. Çalışma 2016-2017 eğitim-öğretim yılı bahar döneminde 12 haftalık bir sürede gerçekleştirilmiştir. Çalışmanın başında her iki gruba da bir ön test uygulanmıştır. Daha sonra, deney grubuna Edmodo üzerinden ve kontrol grubuna ise geleneksel olarak beş adet haftalık ödevler verildi. Bulgular, ödevlerin ister çevrimiçi ister geleneksel olsun, öğrencilerin başarılarını önemli ölçüde arttırdığını ortaya koymuştur. Bununla birlikte, çevrimiçi ödevleri yapan öğrencilerin başarı artış oranı, geleneksel ödevleri yapan öğrencilerinkine göre iki katı civarında olmuştur. Çalışma sonucunda, İngilizce öğretmenlerinin meslek yüksekokullarında ödev vermeleri gerektiği ve bu ödevlerin öğrenci başarısı üzerinde daha etkili olmasından dolayı çevrimiçi olarak verilmesi gerektiği önerilmektedir.

**Anahtar Kelimeler:** *Edmodo, Çevrimiçi Ödevler, Geleneksel Ödevler*

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## Introduction

Homework, as an educational tool, is widely used at educational settings in Turkey and there have been many studies conducted in the Turkish context regarding homework (i.e. Calp, 2011; Çeliköz & Selimoğlu, 2017; Demirel, 1989; Deveci & Önder, 2013; Ektem & Yıldız, 2017; Gürlevik, 2006; İleri, 2013; Kapıkıran & Kıran, 1999; Özer & Öcal, 2012, 2013; Özdemir, 2015; Tertemiz, 1991; V. Kaya & Kaya, 2018). These studies mostly focused on the assignments given in primary schools or secondary schools mainly about the opinions of educators and learners about assignments in general or in the school subjects such as Maths, Science and Technology and Social Sciences except for English (i.e. Çeliköz & Selimoğlu, 2017; Deveci & Önder, 2013; Tertemiz, 1991; V. Kaya & Kaya, 2018). However, so far, very little attention has been paid to EFL assignments (Amiryousefi, 2016; Ektem & Yıldız, 2017). It is unclear to what extent EFL assignments affect learners' achievements. This paper will shed new light on the effects of (online) EFL assignments on language achievement in a Turkish university vocational school context.

A much-debated question in EFL contexts is why some learners do homework while others do not and how some students succeed even if they allocate no or less time for homework (Harmer, 1998). Traditionally, English language teachers seem to have the belief that bright students are the ones who always care about and do their homework. According to İleri (2013), students think that homework is meaningless, unnecessary, boring and difficult to do. Paudel (2012) argued that students do not like doing EFL assignments when their teachers ignore checking them. In the same vein, Rosário et al. (2015) suggested that EFL teachers, in most cases, only check whether students did their homework or not. They do not check the correctness of the answers on students' homework papers. When a teacher checks only homework completion and ignores giving feedback and grading, it is highly possible that students will not do their homework, or copy the answers from their peers.

Taken together, it is now well established that giving homework is a controversial and much-disputed subject as well as a common practice within the field of education in Turkey as well. However, the greater part of the literature on homework has emphasized the importance of reinforcing and practising what students learn in class for school success and permanent learning (i.e. Ektem & Yıldız, 2017; Gürlevik, 2006; Karatepe, 2003; Özer & Öcal, 2012, 2013; Paudel,

2012). There is, therefore, a definite need for clarifying what educators should do to promote doing homework, which is often ignored by many learners, if it is a highly significant factor for learning. Moreover, the students should be encouraged to practice the foreign language (English) and do their homework by adopting new techniques in language teaching and using brand new opportunities that the Internet and technology provide them.

This study aims to investigate the effects of online EFL assignments on student success in a university vocational school context. In line with this purpose, the present study addresses the following research question:

1. How do online assignments affect student success in English courses in university vocational schools?

The current study is significant for both theoretical and practical reasons. At the theoretical level, it sheds light on an area of research in EFL assignments which is neglected by researchers worldwide. At the practical level, the study will help to those EFL instructors teaching in the local research site in understanding the real impact of EFL assignments on student success. Moreover, this study is among the first studies carried out in a Turkish university vocational school context especially about Edmodo and online assignments.

### **Literature Review**

In recent years, technological developments have also affected traditional methods and techniques in education (Yıldırım, Erdoğan & Çiğdem, 2017). Within this process, several software packages were developed to create web-based instructional systems for the education environment (Serhan, 2014) and consequently, distance education tools such as online content sharing, online testing, and online assignment have started to be used instead of traditional methods by many educators in order to minimize current problems encountered in the teaching process. What is more, these facilities mostly encourage instructors to make use of web-based tools in order to enrich course content, motivate their learners, improve communication, as well as to decrease their workload. Previous research has shown that especially almost for two decades, many teachers, researchers and/or experts prefer using online assignments rather than pen-and-paper assignments with the evolution of web-based technologies. Aplia, Web Assign, WebVista, Cengage, MyEconLab, MyMathLab, LON-CAPA, MySQL, Blackboard, MOODLE, WhatsApp

and Edmodo are among the most popular online homework tools in the net. And it is thought that these platforms have many potential benefits both for learners and educators.

The early examples of using web-based assignments in the Turkish context emerged at the beginning of 2000s (i.e. Demirci, 2007; Arıkan & Altun; 2007; Altun, 2008) and it is seen that the researchers in Turkey commenced making use of online assignment tools such as MySQL, Google Drive, and MOODLE in education in the courses such as Physics, Science, and Social Sciences. Similarly, over the last six years, the popularity of Educational Social Network Sites (ESNSs) (i.e. Edmodo) allowed researchers to investigate their availability in education (i.e. Türkmen, 2012; Alemdağ, 2013; Sırakaya, 2014). In recent years, there has been an increasing amount of literature on Edmodo which has been examined as a social learning tool (i.e. Ekmekçi, 2016; Hamutoğlu & Kıyıcı, 2017; Kara, 2016; Kazez & Bahçeci, 2016; Manowong, 2016; Özdemir & Erdemci, 2014; Sırakaya, 2014; Thongmak, 2013; Uzun, 2015; Yagci, 2015). However, there has been limited research conducted in Turkish university vocational school contexts. Therefore, Edmodo was chosen as the instrument for giving online assignments with the intention of investigating the effectiveness of using a user-friendly web-based application in a university vocational school's EFL classroom, for the purposes of this study.

Even though we come across to a few definitions of Edmodo in the literature, three definitions in particular give us a better understanding. First, Edmodo is “a web-based platform that provides a safe and easy way for your class to connect and collaborate, share content, and access homework, grades, and school notices. It is like Facebook but in a safe and controlled environment appropriate for school” (Educational Technology and Mobile Learning, Para.1). Second, Kongchan (2012) describes Edmodo as a modestly designed platform, similar to Facebook but intended for educational purposes, which enables teachers, students and even parents to extend the teaching and learning process. And third, Edmodo, in the official website, is metaphorically defined as: “... a learning-first network that puts your classroom in the cloud and powers communications for your entire district” (What's New on Edmodo, 2018).

It is necessary to state that the terms assignment and homework are used interchangeably throughout this study. Several definitions of homework/assignment have been proposed in the literature. In broad terms, assignments are written or oral works that are delivered by a teacher and done by students out of class (Güneş, 2014). These works are called homework assignments

in primary school level and known as activities, projects, exploratory and performance homework in the later years of education. In the homework circular that MoNE published in the Official Journal in 1989, an assignment was defined as “a text, a tool and the like that a student will create by himself/herself or within a group for the purposes stated in this regulation” (1989, p. 1). According to Cooper (1989, p. 2), homework can be similarly defined as follows: “any task assigned by school teachers intended for students to carry out during non-school hours”. With a different point of view, according to Foyle and Bailey (1986), homework is a bridge between school and family, and it is up to school-student-parent cooperation to provide the desired benefits. Karatepe (2003) defines assignments as the activities given by teachers for the purpose of sometimes preparing for lessons, but mostly for reinforcing, expanding and complementing the topics learned in class. Similarly, for Thornbury (2006, p. 96), homework means “... the out-of-class work learners do between lessons, and is an important way of reinforcing learning”.

Homework, as an instructional tool, has always been a significant part of school education (Torun & Güler, 2015) and teachers, students, and parents mostly agreed that homework is necessary for education (as cited in Gürlevik, 2006). Doing homework is believed to be a helpful practice for getting high levels of proficiency in education (Thornbury, 2006). A much-debated question is; to what extent homework enhances student achievement and provides permanent learning?

When we examine the literature, results from earlier studies demonstrate a strong and consistent association between doing homework and academic success and positive effects of homework were discussed on these studies (Cooper, Robinson & Patall, 2006; Çelik & Aktürk, 2009; Demirel, 1989; Dufresne, Mestre, Hart, & Rath, 2002; as cited in Hill, Spencer, Alston & Filtzgerald, 1986; İleri, 2013; Richards-Babb & Jackson, 2011; Tertemiz, 1991). For instance, Cooper et al. (2006) examined nearly 120 studies about homework. Within these researches, 20 studies were related to homework’s effects on achievement. 14 of 20 studies showed that students who do homework are more successful at school than those who do not. Cooper et al. (2006) found 50 studies which examined the correlation between the amounts of time students spent on homework with their academic success. 43 of 50 studies showed that students who spend more time on homework are very successful at school. Carbone (as cited in Hill et al., 1986) states that there is a positive correlation between assignment and student success and giving assignment is one of the cheap ways of increasing student achievement. In addition, there have been many

studies which claim that homework affects students' learning, sense of responsibility, study habits, as well as, motivation and attitudes towards school positively (e.g., Babadoğan, 1990; Cooper, 1989; Çelik & Aktürk, 2009; Dufresne et al., 2002; as cited in Gürlevik, 2006; İleri, 2013; Richards-Babb & Jackson, 2011; V. Kaya & Kaya, 2018). Moreover, it is now well established from a variety of studies, that learners should do their homework that is given by their teachers for reinforcing what they learn at school (Baltaoğlu, Sucuoğlu & Öztürk, 2017; Duru & Çöğmen, 2017; Gürlevik, 2006; Karatepe, 2003; Özer & Öcal, 2012, 2013) and learning permanently (as cited in Gürlevik, 2006; Özer & Öcal, 2012; Wallinger, 2000). It was also thought that homework is beneficial when it is checked or graded and when a teacher gives individual feedback for each homework (Doorn, Janssen, & O'Brien, 2010; Dufresne et al., 2002; Tertemiz; 1991; as cited in Wallinger, 2000).

It is commonly thought that homework is an important component in the English language teaching as well, and plays a key role in reinforcing and consolidating what students were taught at school and improving their skills (Amiryousefi, 2016; Ektem & Yıldız, 2017; Paudel, 2012). It is also claimed that EFL assignments are helpful for improving learners' vocabulary, grammar, and reading skills (İleri, 2013). EFL assignments are also helpful for ensuring and promoting students to work harder, using the taught materials in meaningful contexts, preparing for their exams, realising their weakness and strengths, enabling them to understand the target language better as well as increasing academic success (Amiryousefi, 2016; Demirel, 1989; İleri, 2013). The assignments given in foreign language education are effective on student performance if teachers focus on checking not only homework completion but also the accuracy of student answers on homework papers and give individual feedback (Paudel, 2012; Rosário et al., 2015) although most of them do not (Wallinger, 2000). Paudel (2012) states that EFL learners dislike doing assignments unless their teachers check them. According to Rosário et al. (2015) grading homework and student academic performance were correlated. İleri (2013) suggests that EFL assignments are beneficial to students unless they take learners' too much time, they are unnecessary, boring and difficult to do. With a different point of view, Chang, Wall, Tare, Golonka, and Vatz (2014) claim that, due to the characteristics of language learning such as unconscious and implicitly learning, and social and interactional requirements, homework does not produce an effect on foreign language achievement in the same way that occurs in other courses such as Algebra, Chemistry, Mathematics and the like.

According to a number of studies, the role of assignments in student achievement and motivation remains unclear (Cooper, Lindsay, Nye & Greathouse, 1998; as cited in Güneş, 2014; Kapıkıran & Kıran, 1999; Özdemir, 2015). To illustrate this case, Kapıkıran and Kıran (1999) found that there was no significant difference between the success increase of the students who did their homework and those of the ones who did not. Kohn (as cited in Scholastic, n.d.) claims that the existing literature on homework fails to demonstrate that doing homework is helpful for building character or improving study skills of students at any level. He also states that very little is known about the relationship between homework and student success in high school.

To sum up, the clash of ideas between the ones who support the need for homework and those who claim that students should spend more time with their families and friends for developing relationships is still a matter of debate. Yet, it can be concluded that when teachers consider learners' ages, levels, and needs and choose the right type of assignment, homework can be effective for students' learning and achievements in schooling process (Yapıcı, 1995, as cited in Gürlevik, 2006) and foreign language teachers mostly believe that every student should add some more practices to his/her own schooling experiences in order to provide a permanent learning background especially if he/she is learning a foreign language (Ektem & Yıldız, 2017; Wallinger, 2000). Moreover, using technology may promote learning both in class and out of class and it could be a highly motivating factor for learners. Thus, English teachers should not only design homework based on their students' needs and interests but also try to provide modern opportunities such as online resources, language laboratories, and self-access centres (Amiryousefi, 2016). Considering the positive effects of technology use on learner motivation (Kumar, 2014), it is not hard to say that a motivated and enthusiastic student possibly might facilitate an English language teacher's work and might raise his/her own academic success.

## **Methodology**

### **Participants**

A total of 49 university vocational school students studying in the Department of Computer Programming in GVS at Burdur MAKU in the 2016-2017 academic year in Gölhisar, Burdur voluntarily participated in the current study. They were all first-grade students studying in day-

time-education and taking the compulsory English I-II course. Of 49 participants; 28 were students of class A chosen as the experimental group, 21 were students of class B chosen as the control group. The participants of this study were aged between 18-22; 36 were males and 15 were females. The experimental group was aged between 18-22; 20 were males and eight were females and the control group were aged between 18-21; 16 were males and seven were females.

### **Instrument**

A test composed of 50 multiple choice questions containing vocabulary, grammar, and reading comprehension parts was administered as pre and post-tests.

### **Data Collection and Analysis**

In this study, pre and post-tests were used as quantitative data collection tools. The control group was given traditional pen-and-paper assignments and the Edmodo application was chosen for giving the experimental group online assignments via the net in the experimentation during the study. The pre-test and post-test scores of both groups were entered to the data analysis programme called IBM SPSS Statistics 25 and analysed via it. Then, Independent-samples T-Test was applied to compare two groups' pre and post-test mean scores and to rate the significance level of these scores and Paired-samples T-Test was applied to compare each group's pre and post-test mean scores separately and to rate the significance level of these scores.

### **Results**

In this section, quantitative data gathered from the pre and post-tests of the experimental and control group will be presented in tables.

#### **The Pre-test Results of the Experimental and Control Group**

Table 1 presents the differences between the pre-test results of both groups. When Table 1 is analysed, it is found out that there is statistically no significant difference between the

experimental and control group pre-test mean scores ( $p=.313$ ). That is, it can be further concluded that both groups had the same level of target language knowledge at the beginning of the study.

Table 1.

*Comparison of Pre-test Results of the Experimental and Control Group*

Group	N	Mean	Sd	t	p
Experimental group	28	44.21	14.801	1.020	.313
Control group	21	48.95	17.693		

### **The Post-test Results of the Experimental and Control Group**

Table 2 presents the post-test results of both groups. The results reveal that both groups increased their test scores compared to the pre-test scores. However, there is statistically no significant difference between the experimental and control group post-test mean scores if the p-value of the two groups' tests in Table 2 is taken into consideration ( $p=.680$ ).

Table 2.

*Comparison of Post-test Results of the Experimental and Control Group*

Group	N	Mean	Sd	t	p
Experimental group	28	59.07	16.649	-.415	.680
Control group	21	57.05	17.177		

### **The Pre and Post-test Results of the Experimental Group**

The items as shown in Table 3 provides the pre and post-test results of the experimental group. The results reveal that the experimental group increased their scores in the post-test. While the mean score of the experimental group was 44.2 in the pre-test, it rose to 59 in the post-test after the experimentation. This high performance of the experimental group can be stated as statistically significant if the p-value of the two tests in Table 3 is considered ( $p=0.000$ ).

Table 3.

*Comparison of the Experimental Group's Test Results*

Group	Test	N	Mean	Sd	t	p
Experimental	Pre-test	28	44.21	14.801	-6.112	0.000**
	Post-test	28	59.07	16.649		

\*\*: &lt;0.001

**The Pre and Post-test Results of the Control Group**

The items as shown in Table 4 provides the pre and post-test results of the control group. When Table 4 is analysed, there is a statistically significant difference between the pre-test and post-test mean scores of the control group ( $p=.021$ ). While the mean score of the control group was 48.9 in the pre-test, it rose to 57 in the post-test after the experimentation. This shows that there has been a marked increase in the post-test mean score.

Table 4.

*Comparison of the Control Group's Test Results*

Group	Test	N	Mean	Sd	t	p
Control	Pre-test	21	48.95	17.693	-2.507	0.021*
	Post-test	21	57.05	17.177		

\*: &lt;0.05

Table 5 presents a comparison of both groups' test results and shows the difference throughout the study. The results illustrate that the post-test score of the control group improved by 8.1 points and that the post-test score of the experimental group improved by 14.8 points. In other words, the mean success increase of the experimental group students was about twice as much as that of the students in the control group (33.61% versus 16.54%).

Table 5.

*Comparison of Both Groups' Test Results*

Group	N	Pre-test (mean)	Post-test (mean)	Mean Difference	Mean Success Increase (%)
Experimental	28	44.21	59.07	14.86	33.61
Control	21	48.95	57.05	8.10	16.54

Table 5 also demonstrates that both types of assignments affected the performance of the students in two groups positively and they increased their success in the post-test. What is striking is the higher rate of the post-test result of the experimental group (59 versus 57) although their mean score in the pre-test is lower than the control group (44 versus 48). On the basis of this finding, we may speculate that online assignments are more effective than pen-and-paper assignments on student success.

### **Discussion and Conclusions**

The purpose of this study was to investigate the effects of online EFL assignments on student success in a university vocational school context, discuss them in the light of other sample studies and to fill a gap in locally situated research. In line with this purpose, five different assignments were prepared and given to the experimental and control groups. The assignments were given as online via Edmodo to the experimental group and as pen-and-paper homework to the control group. During the implementation phase, the pre and post-tests were applied to both groups separately in order to find possible answers to the research question of this study. The results of this study showed that assignments whether online or pen-and-paper increased students' success significantly.

The most obvious finding to emerge from the analysis of the two groups' pre and post-test results is that both groups significantly increased their success after the experimentation (experimental group: from 44.21 to 59.07; control group: from 48.95 to 57.05). In other words, it can be said that both types of assignments affected the students' success positively. This result supports the findings of the studies as mentioned in Chapter 2 (Cooper et al., 2006; Çelik & Aktürk, 2009; Demirel, 1989; Dufresne et al., 2002; as cited in Hill et al., 1986; İleri, 2013; Richards-Babb & Jackson, 2011; Tertemiz, 1991). This finding also supports the claims that teachers should give homework in order to enable students to reinforce and practise what they learn at school (Baltaoğlu et al., 2017; Duru & Çoğmen 2017; Ektem & Yıldız, 2017; Gürlevik, 2006; Karatepe, 2003; Özer & Öcal, 2012, 2013; Paudel, 2012) and to provide permanent learning (Ektem & Yıldız, 2017; as cited in Gürlevik, 2006; Özer & Öcal, 2012; Wallinger, 2000).

In addition, both groups had similar scores in their post-tests in the current study (experimental group: 59.07; control group: 57.05). This finding parallels with what Bonham, Beichner, and Deardorff (2001), Dufresne et al. (2002), and Demirci (2007) suggested while comparing the test/exam scores of the web-based and paper-based groups after the treatment they did in their studies.

However, the mean success increase in the post-test taken by the participants who did online assignments was about double that of the students who were responsible for doing pen-and-paper-assignments (33.61% versus 16.55%). After a comparison of this result, it can be said that online homework is more effective in increasing students' achievements compared to the traditional paper-based homework as it was seen in similar studies (Emerson & Mencken, 2011; Ratniyom, Boonphadung, & Unnanantn, 2016; Richards-Babb & Jackson, 2011). Moreover, this finding is also in agreement with the study of Sirakaya (2014), Polat (2016), and Kazez and Bahçeci (2016) who suggested that using Edmodo increases student success.

In contrary to previous studies, which encourage educators and learners to use online platforms for doing homework, V. Kaya and Kaya (2018) demonstrated that using computers at non-school hours and out of home does not significantly increase students' success in Science courses. Similarly, the outcome which proves the efficiency of online assignments in the current study is contrary to that of Gök (2013) who found that both types of homework had a similar effect on university students' exam scores in Physics course.

To sum up, the findings of this study suggest that giving homework significantly increases student achievement and online EFL assignments are more effective than pen-and-paper assignments in improving student success in university vocational schools.

The assignments in the current study were aimed at improving students' vocabulary, grammar, reading and writing skills. However, listening and speaking skills which are significant for improving learners' communication skills were not included. This also accords with the earlier observations, which showed that these two skills are mainly ignored by educators in foreign language teaching (Ektem & Yıldız, 2017; Paudel, 2012; as cited in Wallinger, 2000). If materials related to these two skills considering learners' levels and interests could be provided or prepared, such assignments may be used as an instrument in future research.

Finally, it is possible to draw some conclusions and suggestions out of this study. The use of homework as a strategy in education should be encouraged in higher education since it is clearly seen that it affects student success positively. It is also suggested that the overall findings regarding online assignments (Edmodo) in the current study could shed light on a better and effective use of web-based systems in foreign language education in Turkey. Moreover, integrating social networking in teaching and learning may provide many pedagogical benefits in educational settings in Turkey. Therefore, for the sake of widespread use of Edmodo in education; educators, syllabus planners, and policymakers in the institutions such as YÖK, MoNE, and Directorate General of Innovation and Educational Technologies (YEĞİTEK) should bear the preliminary findings and the suggestions in this study in mind and let the education world in Turkey make the most of technological opportunities in order to assist and enhance language learning.

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## Genişletilmiş Özet

### Giriş

Bir eğitsel araç olarak ödev, eğitimde yaygın olarak kullanılmaktadır ve ödevle ilgili Türkiye’de birçok araştırma yapılmıştır (i.e. Calp, 2011; Çeliköz & Selimoğlu, 2017; Demirel, 1989; Deveci & Önder, 2013; Ektem & Yıldız, 2017; Gürlevik, 2006; İleri, 2013; Kapıkıran & Kıran, 1999; Özer & Öcal, 2012, 2013; Özdemir, 2015; Tertemiz, 1991; V. Kaya & Kaya, 2018). Bu araştırmalar çoğunlukla, ilkokullarda ve ortaokullardaki İngilizce dışındaki Matematik, Fen ve Teknoloji ve Sosyal Bilgiler derslerinde verilen/yapılan ödevlerle ilgilidir. Bununla birlikte, şu ana kadar, İngilizce ödevlerine çok az yer verilmiştir (Amiryousefi, 2016; Ektem ve Yıldız, 2017) ve İngilizce ödevlerinin öğrencilerin başarılarını ne kadar etkilediği açık değildir. Geçtiğimiz on yılda, eğitim amaçlı oluşturulan web tabanlı araçların hızlı bir gelişimi görülmüştür. Bu gelişmelere paralel olarak, araştırmacılar ve eğitimciler, öğrenmeyi değerlendirmek ve geleneksel ev ödevlerinde yaşanan sıkıntıları gidermek amacıyla son yıllarda çevrimiçi ödev sistemlerine giderek artan bir ilgi göstermeye başlamışlardır. Geleneksel ev ödevleriyle ilgili problemlerin birçoğu Türkiye’deki meslek yüksek okullarında da yaşanmaktadır. Bu çalışma, bir meslek yüksekokulu bağlamında, çevrimiçi İngilizce ödevlerinin dil başarısı üzerindeki etkisini araştırmayı amaçlamaktadır. Daha spesifik olarak, bu çalışmada aşağıdaki araştırma sorusu ele alınmaktadır:

1. Çevrimiçi İngilizce ödevleri, meslek yüksekokullarındaki İngilizce derslerinde öğrenci başarısını nasıl etkilemektedir?

### Alanyazın

İlgili alanyazın incelendiğinde, önceki çalışmaların sonuçları, ödev verme ile akademik başarı arasında güçlü ve tutarlı bir ilişki olduğunu ve ödevlerin olumlu etkilerinin tartışıldığını göstermektedir (Cooper, Robinson ve Patall, 2006; Çelik ve Aktürk, 2009; Demirel, 1989; Dufresne vd., 2002; akt. Hill, Spencer, Alston ve Filtzgerald, 1986; İleri, 2013; Richards-Babb ve Jackson, 2011; Tertemiz, 1991). Örneğin, Cooper ve arkadaşları (2006), ev ödevleriyle ilgili 120 çalışmayı incelemiş ve bunların 20’sinin ödevin başarı üzerindeki etkileriyle ilgili olduğu görülmüştür. 20 çalışmanın 14’ü ev ödevini yapan öğrencilerin yapmayanlara göre daha başarılı olduğunu göstermiştir. Cooper ve arkadaşları (2006), ödevde harcanan zamanın akademik

başarıları ile olan ilişkisi arasındaki ilişkiyi inceleyen 50 çalışma bulmuşlardır. 50 çalışmanın 43'ü ev ödevine daha fazla zaman harcayan öğrencilerin okulda çok başarılı olduğunu göstermiştir. Carbone (akt. Hill vd., 1986), ödev ve öğrenci başarısı arasında pozitif bir ilişki olduğunu ve ödev vermenin öğrenci başarısını arttırmanın kolay yollarından biri olduğunu belirtmişlerdir. Ayrıca, ev ödevlerinin öğrencilerin öğrenmelerini, sorumluluk duymalarını, çalışma alışkanlıklarını ve okula yönelik motivasyon ve tutumları olumlu yönde etkilediğini gösteren birçok çalışma yapılmıştır (örneğin, Babadoğan, 1990; Cooper, 1989; Çelik ve Aktürk, 2009; Dufresne vd., 2002; akt. Gürlevik, 2006; İleri, 2013; Richards-Babb ve Jackson, 2011; V. Kaya ve Kaya, 2018). Ayrıca ödevlerin kontrol edildiğinde veya notlandırıldığında ve bireysel geri bildirim verildiğinde, yararlı olduğu düşünülmektedir (Doorn vd., 2010; Dufresne vd., 2002; Tertemiz, 1991; akt. Wallinger, 2000).

Ev ödevinin İngilizce öğretiminde de önemli bir unsur olduğu düşünülmekte ve öğrencilere okulda öğrendiklerini pekiştirmek ve becerilerini geliştirmek konusunda kilit bir rol oynadığı düşünülmektedir (Amiryousefi, 2016; Ektem ve Yıldız, 2017; Paudel, 2012). Yabancı dil eğitiminde verilen ödevler, eğer öğretmenler sadece ev ödevi tamamlamayı değil, aynı zamanda öğrencilerin ev ödevlerinde verilen cevapların doğruluğunu kontrol etmeye odaklanırlar ve bireysel geri bildirimde bulunurlarsa (Paudel, 2012; Rosário vd., 2015) daha etkili olduğunu göstermektedir.

## **Yöntem**

Bu çalışma, nicel veri toplama araçlarının kullanıldığı deneysel bir çalışmadır. Çalışmanın katılımcıları, Burdur Mehmet Akif Ersoy Üniversitesi (MAKÜ) Gölhisar Meslek Yüksekokulu (GMYO) Bilgisayar Programcılığı Programında okuyan toplam 49 birinci sınıf öğrencisidir. Bu öğrencilerden 28'i deney grubunu; 21'i ise kontrol grubunu oluşturmuştur. Deney grubu 20 erkek ve 8 kız öğrenciden oluşurken, kontrol grubunda ise 14 erkek ve 7 kız öğrenci vardır. Katılımcıların tümü 18-22 yaş aralığındadır. Çalışma 2016-2017 eğitim-öğretim yılı bahar döneminde 12 haftalık bir sürede gerçekleştirilmiştir. Çalışmanın başında her iki gruba da bir ön test uygulanmıştır. Daha sonra, deney grubuna Edmodo üzerinden ve kontrol grubuna ise geleneksel yöntemle beş hafta boyunca ödev verilmiştir. Son haftada, çalışmanın başında uygulanan ön test, her iki gruba da son test olarak uygulanmıştır. Ödevlerin öğrenci başarısı

üzerindeki etkisi, her iki grubun ön test ve son test sonuçları nicel analiz yöntemiyle karşılaştırılarak belirlenmiştir. Nicel verilerin analizinde IBM SPSS Statistics 25 programı kullanılmıştır.

## **Sonuçlar**

Çalışmanın başında uygulanan ön test sonucunda deney ve kontrol grubu ön test ortalama puanları arasında istatistiksel olarak anlamlı bir fark bulunmadığı tespit edilmiştir ( $p = .313$ ). Yani, çalışmanın başlangıcında her iki grubun da aynı düzeyde hedef dil bilgisine sahip olduğu sonucuna varılmıştır.

Çalışmanın sonunda yapılan son test sonuçlarına göre ise, iki grubun testlerinin  $p$  değeri dikkate alındığında deney ve kontrol grubu son test puan ortalamaları arasında istatistiksel olarak anlamlı bir fark oluşmamıştır ( $p = .680$ ).

Araştırmanın sonucunda hem deney hem de kontrol grubunun başarı artışında anlamlı bir fark olduğu görülmüştür. Deneysel grup ortalama puanını 44.21'den 59.07'ye; kontrol grubu ise 48.95'den 57.05'ye çıkarmıştır. Her iki grubun testlerinin  $p$  değerleri dikkate alındığında istatistiksel olarak her iki grupta anlamlı bir artış kaydettiği görülmüştür (Deneysel grup  $p=0.000$ ; Kontrol grubu  $p=.021$ ). Sonuç olarak, her iki ödev türü de öğrencilerin performansını olumlu yönde etkilemiş ve son testte başarılarını artırmıştır. Kontrol grubu yapılan ödevler sonunda başarı ortalamasını 8.1 oranında geliştirirken, deney grubundaki ortalama puan artışı 14.8 olmuştur. Dikkat çekici olan ise, deney grubunun çalışmanın başında uygulanan ön testteki puan ortalaması kontrol grubununkinden daha düşük olmasına rağmen (48'e karşılık 44), son test sonucunun daha yüksek olmasıdır (57'ye karşılık 59). Bu bulguya dayanarak, çevrimiçi ödevlerin öğrencinin başarısı üzerine yazılı ödevlerden daha etkili olduğunu söylenebilir.

## **Tartışma ve Sonuç**

Bu araştırmadan elde edilen sonuçlar, alan yazındaki diğer çalışmalarla benzerlikler göstermektedir. Bu araştırmanın bulguları ister çevrimiçi ister geleneksel olsun, ödevlerin öğrencilerin başarılarını önemli ölçüde arttırdığını ortaya koymuştur ve bu bulgu alan yazında ödevle ilgili yapılan araştırmalarla benzerlik göstermektedir (Cooper et al., 2006; Çelik & Aktürk,

2009; Demirel, 1989; Dufresne et al., 2002; as cited in Hill et al., 1986; İleri, 2013; Richards-Babb & Jackson, 2011; Tertemiz, 1991). Diğer bir bulguya göre, çevrimiçi ödevlerin geleneksel ödevlere göre öğrencilerin başarısını arttırmada daha etkili olduğu görülmüştür ve bu bulgu da alan yazında çevrimiçi ödevlerle geleneksel ödevlerin kıyaslandığı diğer araştırmalarla benzerlik göstermektedir (Emerson & Mencken, 2011; Ratniyom et al., 2016; Richards-Babb & Jackson, 2011). Bu araştırmada, bir çevrimiçi ödev verme aracı olan Edmodo'nun öğrenci başarısını arttırdığı ortaya çıkmıştır ve bu bulgu da araştırmalarında eğitimde Edmodo kullanımının öğrenci başarısını arttırdığı sonucuna varan Sırakaya (2014), Polat (2016), ve Kazez ve Bahçeci (2016) gibi araştırmacıların bulgularıyla paralellik arz etmektedir. Araştırmanın sonucunda, İngilizce öğretmenlerinin meslek yüksekokullarında ödev vermeleri gerektiği, motivasyon eksikliği ve akademik başarısızlık gibi problemlerin yaşandığı meslek yüksek okullarında, kalıcı öğrenmeyi ve başarıyı sağlayan, Edmodo uygulamasının kullanımının teşvik edilmesi gerektiği vurgulanmaktadır.