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Evaluation of E-learning and Self-Efficacy Levels of Turkish Teacher Candidates in Turkish Education as a Foreign Language Course Based on Blended Learning

Selime GÜNTAŞ[a], Assoc. Prof. Dr. Ahmet GÜNEYLİ[b], Assoc. Prof. Dr. Burak GÖKBULUT[c]

ABSTRACT

In this study, the purpose is to evaluate the effects of the applications in Turkish education as a foreign language based on blended learning. Both the self-efficacy and e-learning attitudes of the teacher candidates who participated in the research in the semi-experimental model were evaluated. In the research, one of the quasi-experimental research models, "Single Group Pretest-Posttest Pattern" was used. Participants are Turkish teacher candidates studying at the Near East University in Cyprus in the third grade. Qualitative semi-structured interview form was used as the data tool. In the quantitative dimension, the "E-Learning Attitude Scale" developed by Haznedar and Baran (2012) was used. In this study, "Teacher Self-Efficacy Scale" developed by Tschannen-Moran and Hoy (2001) and adapted by Çapa, Çakıroğlu, and Sarıkaya (2005) was used as another data tool. Wilcoxon Signed Ranks Test was used to analyze quantitative data. Content analysis was carried out in the qualitative research dimension. According to the findings of the research, it was determined that there was no statistically significant difference between the scores of the "e-learning predisposition" and "avoiding e-learning" sub-dimensions of the teacher candidates who participated in the quasi-experimental practice. It was revealed that there is a significant difference in favor of post-test scores between pre-test and post-test scores in the sub-dimension of "instructional strategies" of teacher candidates' Self-Efficacy Scale. In other words, it was determined that there was no statistically significant difference between the pre-test and post-test scores they got from the overall teacher self-efficacy scale and the "student participation" and "classroom management" sub-dimensions in the scale. Negative opinions of teacher candidates in the experimental application process on e-learning; The decrease in the effect of the teacher, the lesson is not useful / efficient, the socialization is limited and peer relationships are negatively affected, the permanent learning is not realized, the lesson is boring, the motivation decreases, and the academic success is negatively affected. Positive ideas of teacher candidates about e-learning are; the lesson is useful / productive, the student feels good and has fun, the student uses his time well, arouses curiosity and increases motivation.

Keywords: E- Learning, Seif-Efficacy, Turkish, Foreign Language, Turkish Teaching Programme, Turkish Activities

1. INTRODUCTION

In the way of creating an information society, it is inevitable that the traditional learning-teaching approaches will be replaced by technology facilities and student-centered modern applications. Nowadays, with modern information and communication tools, access to information has become much easier, and individuals who learn and teach have the opportunity to carry out educational processes independently of time and place. Technological innovations affect the structure of the education system and learning-teaching activities implemented in education and training environments (Kuş, 2005).

When the 21st century is considered, it is monitored that information and technology affect every field and cause serious changes. One of the

[a]Ph. D candidate, Faculty of Educational Sciences, Division of Curriculum and Instruction, Near East University, KKTC, Nicosia, 20156982@std.neu.edu.tr
[b]Assoc. Prof. Dr., Institute of Education Sciences, Europen University Of Lefke, KKTC, Lefke, aguneyli@eul.edu.tr
[c]Assoc. Prof. Dr., Faculty of Arts and Sciences, Near East University, KKTC, Nicosia, burak.gokbulut@neu.edu.tr

areas where the most important change occurs is education. It is seen that many elements such as educational environments and the methods and materials used have developed with the developing technology. It is seen that countries that are good in foreign language teaching are successful in using technology. Turkish teaching to foreigners is growing rapidly in Turkey recently. Therefore, it can be clearly stated that the need for multimedia materials and the use of technology is increasing day by day (Deepwell & Malik, 2008). In foreign language education, technology is especially prioritized when designing learning environments for effective and efficient learning. It is observed that blended learning has recently been emphasized in educational research on technology (Delialioğlu and Yıldırım, 2007; Deperlioğlu and Köse, 2010; Motteram, 2006; Uluyol and Karadeniz, 2009; Usta and Mahiroğlu, 2008).

It is observed that there are some problems in teaching Turkish to foreigners. These are learning problems, inadequacy of the teaching program, inadequacy of course materials, the lack of Turkish teaching in itself, the lack of student readiness, some problems with the competence of the instructors, problems arising from the use of technology, lack of materials, problems with the institutions where education is provided. The problems experienced in the education process and the problems related to the methods and techniques used (Onur et al, 2012). Among all these problems, the technology problem should be addressed separately and specifically. All kinds of developments related to technology should be followed closely and developments should be encapsulated in teaching concretely. The use of technology in teaching Turkish as a foreign language in Turkey is not sufficient. In particular, the deficiencies in the field of distance education, which has become widespread, are clearly seen. On the other hand, distance education is used extensively in teaching Turkish in Sweden. For example, Turkish education as a foreign language is offered on the internet at Uppsala University (Csato et al, 2010).

It is vital for teacher candidates to experience new approaches in education. Because raising the human profile needed by the age is provided by the teachers following new approaches closely. Teachers' professional skills and field knowledge should be integrated with new orientations. A subject that is considered important all over the world, such as e-learning, should be used properly and effectively in the Turkish education system. E-learning has developed rapidly in recent years and is frequently mentioned in all areas of life. It should be said that e-learning, which is widely preferred in education due to its ease and great support, is extremely important.

Enhancements in both science and technology affect educational institutions in terms of structure and function. In this context, it is very important for teachers to integrate their lessons with technology. Teachers, as practitioners, are expected to combine technology with teaching processes in schools, to closely follow technological developments, and to have competencies regarding the use of technology tools (Balcı, 2002; Çelik & Kahyaoğlu, 2007; Horzum, 2011).

In the body of the literature, it is seen that there are limited number of experimental studies in teaching Turkish as a foreign language. In this research, it is aimed to determine the effectiveness of blended learning environments in foreign language education. In addition, it was aimed to raise awareness about the effects of blended learning on students. Finally, thanks to this study, it was aimed to draw attention to the fact that teaching Turkish as a foreign language should be evaluated within the framework of the teacher's professional and field competencies.

1.1. Purpose of the Study

With this research, it was aimed to determine the opinions of teacher candidates about the effectiveness of Turkish education as a foreign language based on blended learning. Based on this aim, it was evaluated whether there was an improvement in e-learning and self-efficacy levels by organizing activities in Turkish education as a foreign language based on blended learning. Research questions are given below;

1. Is there a significant difference between pre-test and post-test scores of Turkish teacher candidates regarding e-learning?
2. Is there a significant difference between pre-test and post-test scores regarding self-efficacy perceptions of Turkish teacher candidates?
3. For the prospective teachers who attended Turkish education as a foreign language based on blended learning;

a. What are their positive opinions about e-learning?

b. What are their negative opinions about e-learning?

2. THEORETIC FRAME

Under this heading, the concepts of "blended learning", "e-learning" and "teacher self-efficacy" are briefly explained.

2.1. Blended Learning

Blended learning; It is the enrichment and development of the traditional education method with online education and the realization of it as a mixed (blending) method. Blended learning, which emerged as a combination of the concept of face-to-face and distance learning, has been tried to be expressed with different concepts such as "hybrid learning" by some researchers (Osguthorpe and Graham, 2003; Balcı, 2008).

Using all kinds of technologies; blended learning, which enables face-to-face and online education to be carried out with different education models, also helps to develop new education models (Uğur, 2007). Because, with blended learning, new technology-based teaching models are designed as well as traditional education models. Instructors and students who have to interact in the same environment with traditional education; they do not have to be in the same environment in the classroom environment where blended learning is effective. Faculty members present subjects and instructions to students through communication technologies and provide interaction and communication with the help of educational materials (Graham and Dziuban, 2008).

One of the most important features that make blended learning different is to bring together more than one learning environment at the same time. In Thomson's (2002) statement, the blended learning approach creates a combination of teaching environments for both practice and assessment. Obtaining information from different sources is defined as an important model in education with its text-based and electronic multimedia application (Thomson, 2002). According to Graham and Allen (2009), educators have frequently preferred blended learning environments recently. The reasons for this can be listed as follows;

- Creating enhancement by innovating in the pedagogical field,
- Including activities that increase the efficiency of learning,
- Quick and easy access to information,
- Lowest cost,
- The convenience of the update.

2.2. Online Learning

Thanks to technology, interest in distance education is increasing day by day. However, it is seen that distance education is partially insufficient in terms of communication and interaction of the teacher with the student. Online learning (e-learning); It defines the internet as an open learning environment that helps to realize learning through meaningful activities and interaction through pedagogical tools such as web-based technologies and communication technologies (Dabbag hand Banan-Ritland, 2005; Duran, Önal and Kurtuluş, 2006; Yılmaz and Talas, 2015).

Both teachers and designers need to make the necessary arrangements in schools in order to provide online learning opportunities. First of all, the benefits and limitations of online learning should be clearly identified and its advantages and disadvantages should be addressed. Thus, it is ensured that a decision is made for the determination of qualified course activities (Usta, 2007).

Today, it is seen that online learning technologies are spreading rapidly. Online learning is becoming more and more integrated with face-to-face learning. This situation shows that there is actually a reference to blended learning (Graham, 2006). Researches using online learning in foreign language education are counted in the literature. Recently, studies on foreign language learning in an online environment have drawn attention to issues such as students' adaptation, attitude levels and self-efficacy perceptions (Done, 2009; Özcan, 2009; Pamuk & Peker, 2009). In addition, studies were carried out on student readiness in online learning programs (İlhan & Çetin, 2013; Yurdagül & Demir, 2017).

2.3. Self-Sufficiency

The notion of self-efficacy was first introduced in Bandura's Social-Cognitive Learning Theory. Bandura (1977) states that self-efficacy is about the awareness of individuals' individual differences and seeing their attitude and reactions to an event. Another important definition regarding self-efficacy can be expressed as the successful performance of an individual in any situation. It can be said that the concept of self-efficacy is closely related to almost all areas. It is also very important as it covers individuals of all ages (Usluel & Seferoğlu, 2003).

Self-efficacy can be expressed as all the effective behaviors that the learning situation is successfully realized and the individual puts forth with his own will. These behaviors; includes sub-dimensions such as determining the purpose, managing time, determining some task strategies, structuring the space and also seeking help when necessary. But self-efficacy is not limited to these sub-dimensions. It can be said that an individual's knowledge, skills and learning strategies are an important part of his desire to be successful (Boekaerts & Cascallar, 2006).

The concepts of technology and self-efficacy are among the issues that need to be addressed together recently. In related studies in Turkish literature (Çil, 2008; Erdemir, Bakırcı and Eyduran, 2009; Gömleksiz and Fidan, 2011; İpek and Acuner, 2011), the technology competencies of both teachers and teacher candidates were discussed. In these studies, how the competence to use technology affects teacher's self-efficacy has been investigated. Educational technologies course should be carried out successfully in universities. Because the success obtained from the technology integration process in education increases the effectiveness of the teaching carried out in schools. Another gain is important in terms of increasing teachers' self-efficacy in gaining knowledge and skills for the use of technological opportunities in education.

3. METHOD

Quasi-experimental research model was applied in the research. One group pre-test post-test design, which is one of the quasi-experimental approaches, was used. According to this, pre-tests were applied to Turkish teacher candidates before the experimental application based on blended application, then the experimental process was performed and the experimental study was terminated by applying the post-tests. In the study, it was evaluated whether there was a significant difference between pre-test and post-test scores of prospective teachers. Qualitative data were also collected in order to better understand the experiences of the teacher candidates in the experimental application process and to obtain detailed data about the process.

3.1. Participants

In this study, purposeful and easily accessible situation sampling was taken as a basis while determining the participant teacher candidates. In this sampling technique, the researcher chooses a sample group that is close to reaching him (Yıldırım and Şimşek, 2008). Accordingly, a quasi-experimental research was conducted at the university where one of the researchers worked. In the Near East University Atatürk Faculty of Education, Turkish Language Teaching Department, the application was carried out in the "Teaching Turkish as a Foreign Language" course in 2017-2018 academic year. Thus, Turkish teacher candidates who continue their higher education process on the basis of speed, practicality, economy and volunteering and studying in the third grade were included in the study. The information of 33 teacher candidates participating in the quasi-experimental study is as follows: 18 girls, 15 boys, the average age range is 22-23, and the school enrollment date is 2014-2015.

3.2. Quasi-Experimental Application Process

12 sessions were held in the course of teaching Turkish as a foreign language between February 2018 and May 2018. Theoretical and practical studies on all language skills (listening, speaking, reading and writing) and grammar and word teaching were carried out. In the online learning activities, activities were carried out for Turkish teacher candidates to conduct research, carry out projects, learn by themselves, and learn by doing and living. In this context, the following activities were carried out in the online learning dimension of the experimental application:

• Analysis of textbooks for teaching Turkish as a foreign language,
• teaching grammar by using songs,
• preparing literacy activities by using written texts,
• designing a listening-speaking activity by using dialogue videos,
• creating language skills activities by using short films,
• realizing vocabulary teaching by using visuals,
• preparing worksheets for the development of all language skills,
• criticizing an exemplary lecture, he followed,
• Studies such as a website on teaching Turkish to foreigners, an exam and analyzing a scientific article were carried out.

While carrying these studies, the teacher candidates were given feedback both in online learning environments and the studies were evaluated during face-to-face learning. In addition to evaluating projects and activities in face-to-face learning environments, theoretical information on foreign language teaching was presented and discussed to teacher candidates. In this way, it was possible to carry out self and peer evaluations of projects and activities conducted online in a theoretical framework. The theoretical topics are;

- The importance and history of foreign language teaching,
- Motivation, anxiety and learning strategies in foreign language teaching,
- Teaching approaches, methods and techniques in foreign language teaching,
- Problems and things to do in teaching Turkish as a foreign language,
- Comparison of teaching Turkish as a mother tongue and a foreign language,

- The process of teaching Turkish as a foreign language: Acquisition, content, material and assessment and evaluation

Eventually, besides the individual learning of the teacher candidates, activities in which they can work in the form of group work were also organized. Group work is designed to integrate online learning with face-to-face learning. Preparing a page from teacher candidates to teach Turkish to foreigners on social media; They were asked to design a lesson plan, interview a foreign student, evaluate the Turkish learning process, and design an educational game.

3.3. Data Collecting Tools

In the study, 3 tools were used to obtain data. These tools are introduced below.

3.3.1. E-Learning Attitude Scale

E-Learning Attitude Scale improved by Haznedar and Baran (2012) was used in this study. There is a two-factor structure in the scale for which factor analysis is performed. The variance explained by the two factors is 52.23%. One of the two factors includes the positive and the other negative attitude items. Positive items were named as “tendency to e-learning”, and negative items as “escape from e-learning”. The Cronbach alpha value of the e-learning disposition sub-dimension was 0.93 and the e-learning sub-dimension was 0.84. The Cronbach alpha value of the overall scale was 0.93. In the e-learning disposition dimension, prospective teachers got 2 points when they gave the appropriate answer, and 1 point when they answered not suitable. On the escape from e-learning dimension, prospective teachers got 1 point when they gave the appropriate answer for each item, and 2 points when they gave the answer not appropriate. E-learning aptitude score ranges from a minimum of 10 to a maximum of 20. 20 points denotes a predisposition to e-learning. Avoiding from E-learning score varies between a minimum of 10 and a maximum of 20. 20 points represent an escape from e-learner.

3.3.2. Teacher Self-Efficacy Scale

Teacher Self-Efficacy Scale was developed by Tschannen-Moran and Hoy (2001) and adapted by Çapa, Çakıroğlu, and Sarıkaya (2005). The scale consists of 24 questions in total. The scale consists of three sub-dimensions: "student participation", "teaching strategies" and "classroom management". Cronbach alpha reliability values for the dimensions are in order; .82; .86; and .84. The grading of the research responses is "insufficient" (1 and 2), "slightly sufficient" (3 and 4), "slightly sufficient" (5 and 6), "quite sufficient" (7 and 8) and "very sufficient" (9) in the form. The minimum score that can be obtained from each sub-dimension is 8 and the maximum score is 72. The higher the scores, the higher the level of self-efficacy. In the total score of the scale, the minimum score is 24 and the maximum score is 216.

3.3.3. View Form

A semi-structured opinion form was used to collect qualitative data. In order to reveal the views on e-learning, "How do you evaluate the e-learning process carried out by the researcher during the application process?" The open-ended question was directed to teacher candidates.

3.4. Data Analysis

SPSS program was used to analyze the pre-test and post-test scores of the teacher candidates obtained from the scales. Wilcoxon Signed Ranks Test, one of the nonparametric analyzes, was used in the analysis of the data obtained. In the qualitative research dimension, content analysis was carried out, themes and sub-themes were created, the data were tabulated and their frequencies were presented, and direct quotations were made from the opinions of teacher candidates. The opinions of the teacher candidates were given by coding TC1, TC2. (TC: TeacherCandidate)

4. FINDINGS

Findings are seperated in two and presented as quantitive and qualitative.

4.1. Qualitative Findings

Table 1 shows the average of the pre-test and post-test scores of the sub-dimensions of the E-Learning Scale (e-learning tendency and avoidance of e-learning differ). Wilcoxon Signed Ranks Test was used to evaluate the situation in terms of statistics. Accordingly, the results are presented in Table 1.

When the results of the Wilcoxon test shown in Table 2 were examined, it was found that there was no statistically significant difference between the scores of the students participating in the study from the e-learning tendency and e-learning avoidance sub-dimensions in the e-learning scale ($p > 0.05$).

As it is seen in Table 3, the pre-test and post-test scores of teacher candidates' Self-Efficacy Scale in general and all its sub-dimensions are presented. Wilcoxon Signed Ranks Test was applied to

statistically evaluate whether these differences were significant or not. Accordingly, the results are presented in Table 4.

Table 1. **Descriptive Statistics Regarding Pre-Test-Post-Test Scores of Turkish Teacher Candidates Related to E-learning**

		N	$\bar{x}$	S	Min	Max
Predisposition in e-learning	Pre test	31	17,06	3,00	10	20
	Post test	31	17,06	2,82	10	20
Avoiding from e-learning	Pre test	31	15,39	2,70	10	20
	Post test	31	15,13	2,68	11	20

Table 2. **Comparison of Pre-Test-Post-Test Results of Turkish Teacher Candidates for E-learning**

		n	SO	ST	Z	P
Predisposition in e-learning	Negative Ranks	12	13,33	160,00	-0,067	0,946
	Positive Ranks	13	12,69	165,00		
	Equals	6				
Avoiding from e-learning	Negative Ranks	14	11,46	160,50	-0,301	0,763
	Positive Ranks	10	13,95	139,50		
	Equals	7				

Table 3. **Descriptive Statistics Related to Pre-Test-Post-Test Scores Gathered by Turkish Teacher Candidates from Self-Efficacy Scale**

		N	$\bar{x}$	S	Min	Max
Student Participation	Pre test	31	55,42	8,07	36	72
	Post test	31	59,32	7,22	44	72
Class Teaching	Pre test	31	57,87	7,62	37	72
	Post test	31	60,06	7,38	44	72
Pedagogical Stratetiges	Pre test	31	55,42	7,82	33	72
	Post test	31	59,84	9,02	33	72
Total	Pre test	31	168,71	21,97	106	216
	Post test	31	179,23	22,13	126	216

Table 4. **Comparison of Self-Efficacy Pre Test-Post Test Results of Turkish Teacher Candidates**

		n	SO	ST	Z	P
Student Participation	Negative Ranks	11	14,68	161,50	-1,697	0,090
	Positivee Ranks	20	16,73	334,50		
	Equals	0				
Class Teaching	Negative Ranks	9	17,89	161,00	-1,223	0,221
	Positivee Ranks	20	13,70	274,00		
	Equals	2				
Pedagogical Strategies	Negative Ranks	8	14,44	115,50	-2,208	0,027*
	Positivee Ranks	21	15,21	319,50		
	Equals	2				
Total	Negative Ranks	9	17,83	160,50	-1,715	0,086
	Positivee Ranks	22	15,25	335,50		
	Equals	0				

**p<0,05*

In Table 4, it was determined that there was no statistically significant difference between pre-test and post-test scores of teacher candidates participating in the study from the overall teacher self-efficacy scale and the sub-dimensions of student participation and classroom management in the scale (p> 0.05). It was determined that there was a statistically significant difference between the pre-test and post-test scores they got from the strategies sub-dimension and their post-test scores were significantly higher than the pre-test scores (p <0.05).

Table 5. Opinions of Turkish Teacher Candidates About E-Learning After Experimental Practice

Theme	Sub Themes	N	
Negative views related to e-learning	Decrease of the effect of the Teacher	15	**90**
	Useless/Unproductive Lesson	14	
	Limitation of socialization and negative affect on peer relations	11	
	Permanent learning not being realized	11	
	Boring Lesson	7	
	Decrease of Motivation	6	
	Negative effect of academic success	6	
	Negative affect on skills like studying, attentionadn effective time using	5	
	It restricts the realization of face to face education and decrease value of school environment	4	
	Having difficulty in using of technology	3	
	It makes people lazy	2	
	Lack of tool and materials leads to problems	2	
	Technolgy's not valued much in life	1	
	Harmful for human health	1	
	Not suitable for group works	1	
	Complicates to reach to the right information	1	
Positive views related to e-learning	Lesson is useful/productive	37	**123**
	Student's feeling him/herself good and having fun	33	
	Lets student to use the time wisely	13	
	Creating curiosity and motivation	12	
	Lets the assessment-evaluation in a right way	5	
	There is no retriction	5	
	A more relaxing studying field	3	
	Lets student to be socialized	3	
	Easies the Teacher's one-to-one interaction	3	
	Permanent learing is being realized	2	
	Helps to learn new things	2	
	Provides opportunity to students for learning suitable with their own pace	2	
	Lets students to repeat	1	
	Provides students to create connection with daily life	1	
	Reaching to information is so easy	1	

When Table 5 is examined; The thoughts of the teacher candidates in the experimental application process (n = 90) about the negative opinions about e-learning decrease the effect of the teacher, the lesson is not useful / efficient, the socialization is limited and the peer relations are affected negatively, the permanent learning is not realized, the lesson is boring, the motivation decreases, the academic success is negative. Affecting, working, attention and effective use of time skills are adversely affected, preventing the realization of face-to-face education and reducing the value of the school environment, having problems using technology, making it lazy, lack of tools and materials creates difficulties, technology is not considered very valuable in life, it is harmful to human health. Thinking and not being suitable for group work, making it difficult to reach correct information.

The ideas of the teacher candidates in the experimental application process (n = 123) about the positive opinions of e-learning are beneficial / efficient, the student feels good and has fun, makes the student use his / her time well, arouses curiosity and increases motivation, and ensures that assessment and evaluation are done in a healthy way. It is not an obstacle, the working environment is more comfortable, it provides socialization, facilitates the teacher to provide one-on-one attention, provides permanent learning, helps to

learn new things, provides students with the opportunity to teach at their own pace, allows repetition, provides a connection with daily life and It is in the form of very easy access.

RESULT AND DISCUSSION

After the semi-experimental implication based on blended learning, teacher candidates' e-learning attitude levels did not change. This may be due to the fact that the participants in this study have been in face-to-face learning environments and their experiences for many years. It is thought that the attitude levels of teacher candidates will change with the spread of e-learning applications over a longer period of time. In the study, when the scale scores of the participants were evaluated, it was observed that the pretest and posttest arithmetic mean scores did not change in the e-learning disposition dimension of the scale. However, in the escape from e-learning sub-dimension of the scale, the pre-test arithmetic mean score was over 20 points, while it was 15,39; the final test score was 15.13. Considering this result, it can be said that the participants in this application have a little less avoidance of e-learning and therefore the application is partially effective. It is thought that teacher candidates' e-learning attitudes can be positive by extending the implementation period and creating e-learning environments in addition to face-to-face education not only in one course but also in other courses.

After the semi-experimental application, when the opinions of the participants, in other words, the qualitative data were analyzed, it was seen that the negative opinions about e-learning were grouped under three main headings. The first of these is that "the influence of the teacher decreases and the efficiency of the teaching decreases". In the studies of Gedik et al. (2013), a result that coincides with the findings of this research was reached and it was revealed that e-learning puts a burden on students due to the teacher's lack of experience. Other negativity is that “students are affected negatively in the learning process” (decrease in socialization, decrease in motivation, decrease in success, work and attention problems, etc.). Considering the research findings on e-learning (Chang and Fisher, 2003; Dikbaş, 2006), it is seen that e-learning is welcomed by the students and their attitudes towards e-learning are positive despite all the negativities. Finally, another negativity is “having difficulties in technology integration in education” (lack of equipment, lack of value of technology, inability to use technology, belief that technology negatively affects human health and does not contain accurate information, etc.). Similar negativities are mentioned in the literature. For example, Bathe (2001) underlines that lecturer needs technological and pedagogical support to realize online learning. Karakaya (2010), in Turkey revealed that they receive professional training to integrate technology into teaching environment of foreign language educators. Bower et al. (2015) pointed out that there are technical problems in schools regarding technology integration in education. Farid et al. (2018) revealed that not much attention is paid to the quality of e-learning tools in schools. Wang and Huang (2011) pointed out that classroom and e-learning activities should be balanced in order to eliminate these negativities and emphasized the importance of pre-planning.

When the positive thoughts of the participants regarding e-learning are evaluated, it is seen that the experimental application has a positive effect on the teacher candidates. It was revealed that the learning skills of the participants improved and they gained affective gains. Within the scope of learning skills; Achieved gains such as using time effectively, providing permanent learning, learning at his own pace, repeating what he learned. Turkey and in many studies over the last five years running in the world (Abdullah et al, 2015; Balıkçı, 2015; Bhagat et al, 2016; Duffy, 2016; Elian and Hamaidi, 2018; Files 2016; Sırakaya, 2015 Umutlu, 2016). It has been found that e-learning has a positive effect on students' learning styles, thus increasing the level of academic achievement. Öztürk (2016), in his research that revealed that online learning positively affected learning styles, detailed the acquired gains and mentioned positive aspects such as being able to practice more, learning at his own individual pace, strengthening audio-visual memory and preventing forgetting. Kahyaoğlu et al. (2016) stated that the most important benefit of e-learning is to enable independent learning. According to Aydın (2013), students and teachers in a study examining the perception of the use of technology in the Turkish language learning environment in Turkey, of both learners in the survey results has been shown to have positive attitudes about using technology in teaching Turkish to both the instructor. Similarly, in this study, the participants stated that they provided learning independent from the teacher.

In the context of affective acquisitions, gains such as feeling good, having fun, motivation and socialization were obtained. In the literature, there are research results regarding the social and emotional gains of students in e-learning applications. Concannon et al. (2005), Yurdakul et

al. (2014), Fernandez (2015), Chang (2016), Keeney (2017), e-learning; feedback, easy communication, interaction, collaboration with teacher and peers, personal interest, student They stated that it provides many benefits such as autonomy, student satisfaction and student motivation.

In this study, the participants did not elaborate the effects of e-learning on foreign language education. However, when the literature is examined, there are research findings showing that e-learning is effective in foreign language education. Boyraz (2014) and İyitoğlu (2018) revealed that e-learning in foreign language education increases academic success and the permanence of information. Köroğlu (2015) revealed that e-learning positively affects speaking skills and attitudes in foreign language education. Gök (2016) revealed that the online learning environment reduces foreign language learning anxiety. Çalışkan (2016) stated that teachers are satisfied with using online learning in foreign language education. On the other hand, there are limited studies in the literature regarding the negative effects of e-learning on foreign language education. AbuSeileek and Qatawneh (2013), one of them, found that technology-supported foreign language teaching has no positive effect on student achievement.

In studies completed in Turkey (Berkant 2016; Kutluca and Growers, 2010; Topal 2013; Usluel and Seferoğlu, 2004) the use of technology in education and technology said that similar findings related to self-efficacy. It is observed that teachers and teacher candidates pay attention to using information technologies, but the problems experienced mostly stem from the inadequacy of equipment, technical support and physical conditions. It is observed that the technology self-efficacy perceptions of the educators are at a good level and their attitudes are positive. Time spent with computers and computer experience also found to be related to computer attitudes and self-efficacy. It has been revealed that especially teacher candidates do not have difficulty in learning internet use skills for educational purposes due to their high internet use skills.

A comprehensive study on perceptions of self-efficacy towards information technologies in the field of teaching Turkish as a foreign language could not be reached. When the studies in the Turkish literature are examined, it is seen that the studies are mostly discussed without discriminating in the field of education. There are studies in the field of foreign language teaching, but these studies mainly focus on teaching English. For example, in the study of Adalıer (2012), it was revealed that the computer self-efficacy of the teacher candidates studying in the Department of English Language Teaching was higher than those of the Turkish Language Teaching Department.

In this study, it was examined whether the teaching self-efficacy levels of Turkish teacher candidates participating in blended learning education were positively affected. The research findings in Table 2 have seen that teachers' self-efficacy levels do not increase in subjects such as ensuring student participation and classroom management, but their skills of using instructional strategies have improved. Improving skills of using instructional strategies is an expected result. It can be clearly said that it is possible to enrich and diversify education with the use of technology in education. On the other hand, it should be emphasized that self-efficacy levels do not improve in classroom management. In face-to-face teaching, the teacher spends more time with the student and can gain experience in classroom management. Considering that the teacher is far from the student in online learning environments, it may be that their experiences regarding classroom management decrease.

In the dimension of increasing student participation in the teacher self-efficacy scale, it was found that blended learning practices were not effective. Increasing and controlling student engagement online is of course more difficult than face-to-face learning. Based on this fact, the importance of realizing online learning environments synchronously, in other words live, is increasing. In this case, it is clear that face-to-face and online learning environments should be supported; In other words, it is thought that synchronous lessons that can be online and face to face should be conducted. Especially, as Yıldız's study (2015) puts it, it has been revealed that student participation in the teaching and learning process of Turkish as a foreign language is extremely important. In the study of Moore and Mary (1992) conducted abroad long years ago, it was revealed that the conditions provided at school significantly affect teachers' self-efficacy beliefs. Thus, it can be said that technology, which is at the top of these conditions, can increase self-efficacy belief, as a matter of fact, in this study, it increased the level of using instructional strategies.

SUGGESTIONS

In the experimental practice, the e-learning attitude levels of the teacher candidates were evaluated in detail. In this context, it has been

observed that the experimental application is not effective in the e-learning disposition and escape from e-learning dimensions. E-learning can change as a result of long-term studies; the fact that teacher candidates who are used to face-to-face education do not suddenly improve may be related to this situation. E-learning applications can be benefited and improved by spending more time in the classroom and especially outside the classroom. In the education process, it is important that students are guided in order to gain experience in e-learning. In this context, they should be educated about what to pay attention to and how to benefit from e-learning. It may not be helpful to leave students alone in the learning process and wait for them to develop through trial and error. Therefore, educators need to guide students in e-learning.

As a result of blending learning practices, teacher candidates' self-efficacy levels regarding teaching were evaluated. While improvements have been made in instructional strategies, no progress has been made in student participation and classroom management. It is a fact that today technology is an important teaching approach in education and a tool that supports education. It is also very important and valuable that the teacher candidates participating in this study become competent in the use of technology in education and thus develop their instructional strategy competencies as a result of experimental practice.

Some studies should be carried out for the student to be active and evaluated in blended learning environments; in this way, it is thought that the problems caused by the students can be solved in this study. Particular attention should be paid to how student participation can be achieved in blended learning. If the student is not in the same environment with the teacher, his motivation to participate may decrease. Therefore, in the case of distance education, an attempt should be made to increase student participation and motivation. Conducting synchronous lessons, creating discussion environments and using question-answer techniques, to summarize, it is thought that conducting student-centered exercises will increase student participation.

Another remarkable finding about teacher self-efficacy in experimental practice is that teacher candidates revealed that they did not make progress in classroom management. It is natural that teacher candidates' classroom management perceptions and lives differ in face-to-face education and e-learning practices. Therefore, it is very important for the trainers to be consistent in their classroom management practices in blended learning practices. Behaving differently in face-to-face education and different in e-learning environments can cause problems. Particularly, in e-learning environments, students should be prevented from feeling unusually comfortable. In order not to feel that the learning environment is uncontrolled, e-learning rules or attendance conditions should be presented to the students clearly. In addition, it is extremely important that educators provide qualified and continuous feedback to students in e-learning environments.

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