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## Effects of Online Learning and Digital Conversation-Based Activities on the Transfer of Cultural Values in Language and Literature Classes

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### Abstract

In this study, the effect of Online Learning and Digital Conversation-Based Activities method on students' achievement, attitudes and perceptions of cultural values in language and literature courses was examined. The study group consisted of 2 branches studying in the 3rd grade of a high school in Astana province in the 2022 academic year. 64 high school third grade students participated in the study. In the study in which quasi-experimental research model was used, post-test control group design was used. In this context, Online Learning And Digital Conversation-Based Activities in the experimental group and traditional teaching activities in the control group were applied for 6 weeks. As a result, when the two classes were considered independently of each other, it was found that the students in the group applying the Online Learning And Digital Conversation-Based Activities program achieved higher academic achievement, attitude towards the course and cultural value perception gains compared to their peers in the control group.

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### Introduction

According to Humboldt, the mass of people who establish and form language in a certain way can be defined as a nation, and language and nation are inextricably linked. Humboldt emphasizes that physiognomy, body structure, customs, traditions, clothing, lifestyles and artifacts are also important factors in shaping the character of nations other than language (Akarsu 1998). According to him, the phenomenon that most clearly reflects the character of nations is language. Language is also shaped in the field of literature. The most beautiful expression of language is in literature, so we can say that we can see the character of nations in their literature. Therefore, the fact that especially literary works should be given in these aspects in mother tongue education programs emerges (Roy et al., 2020).

In reality, learning one's mother tongue is nothing other than acquiring culture. Personal linguistic growth goes hand in hand with cultural enrichment. The stronger a person becomes in language, the deeper and wider his or her roots in culture go. In other words, any use of language can be seen as adding to one's cultural values. The

more accurately and beautifully a person can use his/her language, the better he/she knows his/her culture. Moreover, any progress one makes in language is parallel to one's culture, meaning that the more one improves in language, the more one improves in culture. In this way, he not only cultures himself but also contributes to the permanence of cultural values by transmitting them to future generations through the language he uses (Kausar et al., 2008; Şengül & Sünbül, 2016).

Literature is the field where the expression of a nation's language is most beautifully shaped. Literature reflects the spirit of the nation's language. However, the main material of literature is language. Writers and poets reveal an event that everyone sees and knows more vividly and impressively through their skillful use of language (Asanaliyevna, 1999). Literary works are one of the first sources that linguists use in grammatical research. Because literary works are the field where the language finds its widest expression with all its rules. Culture transmission is of great importance in language teaching; however, since culture is a very comprehensive phenomenon and in language learning, folk songs, idioms, proverbs, poems, stories, etc., which can be given to the student under the title of culture in addition to the indexical structures of the language, are elements that will help the student understand the language. Being a good and virtuous person and raising individuals with strong character is one of the most important goals of every family, school and society. This is because sound character ensures that not only individuals but also society is peaceful and happy. Realizing this goal depends on the transfer of social cultural values to future generations. In order to make human beings happy and social life peaceful, social scientists have been searching for answers to the questions -what is character, is it innate, is it acquired later, can it be changed, how can it be educated? (Hicks et al., 2014).

Although each course has its own subject area that it aims to teach, especially since literature courses are based on literary texts, character education is very suitable for the use of moral reasoning and value analysis methods among value transfer methods. As mentioned before, sample situations and events are needed to apply these methods. The fact that the best examples of these are found in literary works has popularized the concept of literature-based character education in recent years. Character education experts believe that positive character behaviors can be gradually instilled in children by reading literary works. In addition, schools should develop and consciously use their curricula in this direction in order to positively change and reinforce children's character development (Narvaez 2002; O'Sullivan 2004; Leming 2000). Utilizing literary books is accepted as a valid and practical method for transferring the values that children are expected to acquire (Lee, 2021; Maddah, 2021; Sharma, Zhang, & Diamant, 2021; Tomlinson & Lynch-Brown 1996; Bennett 1995; Wynne & Ryan, 1997). According to Bohlin (2005), who considers the use of literary works as an effective method in character education, -literary works, examining positive character traits, stimulate students' moral imagination that they may encounter such events in their own lives. The lives depicted in the stories challenge students to develop virtue in any way that makes common sense. They confront them with the questions "Character for what?" and "Character for whom?" When students are given a nominal life journey and the opportunity to examine the events and situations experienced by the protagonists, to interpret the choices they make, they develop lifelong habits of moral reflection.

One reason why literature is so attractive in character education is that it can be used at all age levels (Edginton

2002). Another main reason for this is that literary works are related to events and situations experienced by children and many of the values to be transferred are found in literary genres. However, literary works to be used for value transfer in character education should also have some qualities in this respect (Imada & Yussen, 2012). Özbay and Taysi (2011) and Zhang & Morrison (2010) state that national, moral and human values are introduced and adopted through language and literature, thus ensuring the continuation of national life. In this direction, it is seen that literature lessons play an important role in values education. The fact that there are some difficulties in achieving affective gains in education makes the acquisition of values an educational problem in itself. When the literature on values education is examined, it is seen that the researches are gathered in the theoretical aspect of values, and the researches on how and with which tools values education will be performed are not at a sufficient level. "One of the important problems encountered in values education is that its knowledge dimension is taken as the basis and its attitude and behavior dimension is generally ignored" (Yeşil & Aydın, 2007).

Culture is the set of formal and unique values that all societies and communities that exist in the world have (Watson et al., 2002). Culture refers to the artifacts created by a nation throughout its history. All of the elements that make up culture come into being through the processing of generations in history. This is more clearly seen when language, literature, music, architecture, religion and state institutions are analyzed (Holeva, 2004). Although the main element of culture is language, the concepts of history, customs, traditions, feelings and thoughts, family, kinship, religion, state, administration, clothing, settlement, art, science, education, morality, technology and economy are also included in culture (Uygur, 2007). In fact, culture contains regulatory information about how people should dress, marriage traditions, family and working life, religious ceremonies, leisure time activities and child rearing. At the same time, culture enables people to think, reason and communicate these through language (Giddens, 2000). Values are the primary elements that bind the members of a society and ensure the continuation of the society. Values determine the common behavior patterns to be followed in society by creating social solidarity (Porter, 2000). In this respect, culture affects values and values affect culture. Changes or differentiation in the common behaviors of the society are reflected in the culture of the society and the cultural values of the society.

## **Online Learning, Language and Literature**

Language and literature departments contain significant areas of achievement such as value transfer, emotion transfer, aesthetic-artistic consciousness transfer. Language is the cornerstone of shaping national identity (Balcı & Sünbül, 2015). Literature is the accumulation of a society's culture, genius and imagination. Teaching language and literature means ensuring that the individual gains the values that will form his/her personality, operate his/her intelligence, increase his/her power of knowledge and nourish and sustain his/her culture.

The proper teaching of language and literature, which is one of the conditions for the formation of societies, brings with it the transfer of a spiritual culture. For this reason, language and literature education is expected to include an emotional and spiritual interaction. This emotional interaction is essential for both language and literature educators and students. The transmission, survival and development of the basic dynamics of culture from generation to generation is realized through the emotional and spiritual interaction of language and literature

teaching (Aslan, 2011; Yakar & Fedai; 2021). Thus, it is thought that the use of literary texts in online teaching of language and literature will help the realization of emotional and spiritual interaction (Ashraf et al., 2021; Baker, 2013; Bilen, 2021; Kaban, 2021; Moore, 2021).

The use of technology in language teaching has many benefits. It allows students to be active in the learning process; it provides variety, vividness and quality in teaching; it allows students to learn at their own pace; it allows students to repeat as much as they want; it provides flexibility in planning and feedback at any time (Hu & Huang, 2022; Joldanova et al., 2022). In addition, it saves time, enables computer literacy as well as teaching concepts and skills, improves attention development in pre-school and post-school individuals, the events on the screen attract the individual and do not cause him/her to experience undesirable situations such as distraction, distress, distraction, and helps the individual to comprehend the subject. Thus, the individual is prevented from forgetting easily, provides permanence in the mind, and gives the individual the ability to do many things at the same time. For example, hand, eye and mind can work at the same time (Karahan, 2001; Muharom, Nugroho & Putra, 2022).

In traditional language and literature classes, the teacher is seen as a transmitter of knowledge and the activities in the classroom are always one-way. Literature teachers, even if they do not want to, teach content-based and grammar topics intensively in the classroom. Teachers often complain that they do not have the opportunity to do different activities. Thus, instead of grasping the logic of language and using it effectively, students tend to memorize content and grammar (Promsurin & Vitayapirak, 2015). However, in language and literature teaching, instead of directly learning the grammar rules, the student's involvement in the communication itself makes the learning more meaningful and permanent and enables the student to have a better command of the target language. Therefore, in parallel with the communicative approach, teaching literature lessons through internet-supported and digital activities and conducting more communicative and language-oriented activities in the classroom make a great contribution to the literature and language learning process (Fansury, Agreani & Lutfin, 2018; Freihat, 2014).

If we take up Prensky's (2001) argument again, this is the era of the digital natives and if teachers want to teach this new generation, teaching methods and materials need to be reorganized in accordance with their learning styles. The Western world is carrying out various studies in schools to make students more active in education by increasing the use of technology and to make learners more inquisitive, inquisitive, learn by doing, learn by living, and internalize and apply the knowledge they learn (Aslan, 2011; Christensen, Horn & Staker, 2013). E-learning, which enables the transfer of skills and knowledge with network support (Nedeva, Dimova, 2010) and is also called online learning, provides the most appropriate design of the learning and teaching process through various digital platforms (Yumnam, 2021). e-learning process includes computer-based learning and internet-based learning (Cai, 2012; Nedeva & Dimova, 2010).

There are many benefits of e-learning, which allows learning independent of time and space in order to minimize the barriers to learning and support permanent learning. Increasing the interaction of students with each other, accessing data at any time and quickly, organizing information easily, and delivering it to others make learning

easier for everyone in the digital world (Nedeva & Dimova, 2010). Thanks to online environments that provide flexibility in learning, students' willingness to learn online increases. At the same time, online learning is considered to be an application that encourages lifelong learning (Virkus, 2004). The fact that free access to many of the desired resources can be provided is one of the positive aspects of online learning (Ying, Siang & Mohamad, 2021).

The prospects for the implementation of the following current pedagogical components in the online teaching of Kazakh are emphasized:

- the use of various productive and innovative technologies that motivate the learning of Kazakh (theater technology, portfolio work, projects, virtual tours, etc.)
- the principles of individualization and differentiation. These principles include taking into account students' inclinations, interests, abilities and individual characteristics in the organization of educational activities.
- Communicative teaching method. Communicative method contributes to the development of interaction (interactive teaching), which is one of the most important concepts of the modern educational process (Baydashaeva & Karalash, 2020).

The main task of the teacher is not to give ready-made assignments, but to encourage students to actively research and solve problems, while emphasizing the personality of the learner (Strelchuk, 2021). Contemporary language teaching is based on interactive learning. Thus, in the online education process, there is constant communication and interaction between the teacher and the students and between the students themselves. The use of literary texts in teaching language and literature in independent studies in online courses encourages students' participation in educational activities, creates positive motivation and interest in the process of acquiring knowledge, increases interaction between students and teachers, brings the online communication process closer to "live" communication (Samchik, 2021).

In the field of language and literature, scientific innovations and technological inventions are needed more than in other branches of social sciences. The main reason for this is to first produce sound and images of the speakers of the language being taught and then to use them as teaching materials both in classrooms and in life (Kartal, 2005). Utilizing the possibilities of technology in language and literature teaching provides innovation in processes, convenience for learners and a fun educational process, ease in achieving gains, economy in process and cost, and instant feedback; it turns boring and traditional lesson environments into fun and more attractive learning environments for individuals taking the course, where they will learn by doing and experiencing (Ghosh, Jansz, & Ghosh, 2022).

The use of online technologies in the language and literature learning environment can provide benefits such as creating applications with feedback, individualization for a large number of students, giving them the chance to work on joint projects in groups, adding the fun factor to the language learning environment, providing exploratory learning by increasing the variety of resources, and developing skills in computer use. Software, which is the basis of online assisted language teaching, can be used at any time, have needs assessment methods, provide a learning curriculum, provide audio, animation and video support, record the activities of the learners and advise them on

what to do next (Hu & Huang, 2022; Peregoy & Boyle, 2012; Warschauer, 1997).

The wealth of information on the Web allows teachers and learners to access instructional resources more easily than ever before. The Web provides language learners with authentic materials through online newsletters, forums, synchronous chat tools, newspapers and magazines, which allow them to communicate their opinions, thoughts and questions on a topic to a large number of people at the same time, and teachers with the opportunity to create lesson plans, exercises and assessment tools to use in their lessons (Morison 2002). The fact that the Web has a feature that allows user interaction makes it an effective resource for language teaching and learning. Since it has accessibility, which is defined as the ability to access content from anywhere and at any time, renewability, which means that content can be updated quickly and easily by an authorized person at any time, and adaptability, which means that content can be easily presented to learners at different levels, many basic language skills can be acquired by using web-based language learning activities.

Vocabulary practice, grammar lessons, comprehension tests, reading and writing, and even pronunciation exercises can be used in a student-interactive way on the web (Loidl, 2009; Wang & Sutton, 2002). The selection of literary texts is both a difficult and an important step in the creation of an online course. Literary texts should, on the one hand, be manageable for students and appropriate to their level of knowledge and skills, and, on the other hand, solve the problem of grammar and vocabulary expansion. In addition, literary texts should have the potential to qualitatively form and develop students' communicative skills, cultural values and competences (Dmitrienko, Kolchina & Mosova, 2021).

### **Hodja Ahmad Yassawī as a Cultural Value**

Ahmad Yassawī, one of the most important figures in the history of Sufism and our world of thought, was born in the town of Sayram, east of the city of Shymkent in West Turkestan. Sayram, also known as Isfīcāb and Akşehir, was one of the important centers of Islam. Having lost his father and mother at an early age, Ahmad Yassawī settled in Yesi, where he continued his education (Eraslan, 1983). Yassawī not only founded the "Yassawiyya Order" and spread Islam in Central Asia, but also had an influence on the sects that were born and developed in that geography. Those who followed Yassawī's path waved his flag and carried on his cause. Yassawī's influences did not only remain in the regions mentioned above, but perhaps in the widest sense, he had the greatest impact on Anatolia and the Balkans (Kara, 1991). While Yassawī and Yassawīism had an impact on large areas from the interior of Turkestan to Anatolia and from Anatolia to the Balkans, they also underwent changes over time. Especially with the widespread spread of Naqshbandism in Central Asia, which has the same roots and shares common values, Yassawism came closer to Naqshbandism. As a matter of fact, it is still an ongoing sect around Fergana (Melikoff 1992). Yassawism, whose influence continues to this day in the Turkestan region and has deep traces on the people living in those regions and has an important influence on the continuation of their Islamic and national identities, has had an impact on the Islamization of this region.

Turks became acquainted with Islam before the 12th century A.D., when Ahmad Yassawī lived, and mystical formations began to exist in Central Asia during this period. However, these individuals and groups mostly used

Arabic and Persian, the common languages of science and culture of the time, and on the other hand, problematic understandings of religion and Sufism that went beyond the basic Islamic principles began to spread within the society. In such an atmosphere, Hodja Ahmad Yassawī, who called people to the circle of the Qur'an and Sunnah in their mother tongue, Turkish, which they could easily understand, would gain great respect in the eyes of the society as the guide of a path that would continue for centuries. While he is considered the first great Turkish – Kazakh Sufi, the Yassawiyya continued to be a path that brought countless people together with Islam and Sufism within the framework of the Ahl as-Sunnah understanding (Ro'i, 2020).

The Khorasan region became a gateway between the Islamic world and the Kazakh-Turkic world, and Islam entered the region from here. In the same period, the Khwarezm areas were filled with dervishes, and sheikhs and disciples spread their mystical ideas among the Turks from here (Aşan, 1998). Undoubtedly, Hodja Ahmad Yassawi and his wisdoms, which formed the infrastructure of the Sufi movement in Central Asia, constituted the starting point of the Khorasan Eren. In this respect, it is understood that it is important for Kazakh identity. Therefore, especially in the process of formation of Kazakh identity, Yesevi's teachings are very important (Jandarbek, 2006). Ahmet Yesevi's mission was to reconcile the beliefs of the steppe Kazakhs, who lived according to the rules of the "Hanif religion", with Islam. Yassawi proved that one could become a Muslim without ignoring the Kazakh identity, in other words, without Arabization and Persianization. A deeper analysis of the roles played by religious and cultural factors in the establishment of the Kazakh Khanate and the formation of Kazakh identity reveals that the Kazakhs adhered to Yesevi's teachings. This is evidenced by the fact that Kazakh khans were buried next to the mausoleum of Ahmad Yassawi and the city of Turkestan was the capital of the Kazakh state. Visiting this city, which is religiously prestigious among Kazakhs, and donating the Holy Quran to Ahmad Yassawi is considered as "small pilgrimage". In all these cases, the city of Turkestan becomes the stronghold of Kazakhs' Islamic identity (Privratsky, 2001).

On the basis of the effort to understand Divan-i Hikmet, which is the greatest legacy of Ahmad Yassawi, Ahmad Yassawi and his influences in Sufi literature and the representatives of the wisdom tradition were examined with the online teaching approach in the experimental applications of the research. In addition, the importance that Yassawi attached to the mother tongue in terms of the people's understanding of Islam, the nature of poetry in the Sufi tradition, and the explanation of some Sufi concepts based on the wisdom are other issues that have been touched upon (Jandarbek, 2006). The key to this success is Khoja Ahmad Yassawi's soothing but powerful voice, his wisdom, which is his breath. Sung in conversations and usually in the forms of Turkish folk literature in syllabic meter, the topics frequently covered in these wisdoms are love of God and the Prophet, observance of religious rules, protection of the poor and orphans, good morals, death, the struggle of the soul, dhikr and the stages of the Sufi path. These Hikmat were first published by Yassawī's disciples as written treatises, and later they were combined to form the Divan-ı Hikmet. While they are still being transmitted in oral tradition, they have also been reaching large masses in written form for a long time with the introduction of the printing press (Eraslan, 1997).

Yassawi is one of the well-known figures of the architects of knowledge, wisdom and heart of the Central Asian Islamic World. He is a thinker who can influence the present and the future with his teaching that guides humanity



beyond the period and geography he lived in. Yassawi's philosophy is not limited to the Central Asian-Islamic world, but invites all humanity to wisdom without discrimination of belief. For this reason, UNESCO declared Yassawi as a common heritage of human history with the acceptance of Yassawi Year in the 850th year of his death. In this context, the research carried out in order to increase the awareness and knowledge levels of Yesevi philosophy among students; It can help to reveal the symbolic and lived Yesevi philosophy. Due to the place and importance of Ahmet Yassawi in Kazakh literature, it is focused on how to explain, introduce, interpret and contribute to academic studies.

It has been seen that the literary works reflecting the life and culture of the Kazakh people and the works of Ahmad Yassawi, which are considered to be one of the best examples of the genre, full of national and universal values, have not been subjected to such a research in the light of contemporary values education and this research was needed. In this context, a research was conducted on the use of the works of Ahmad Yassawi, one of the literary products in Kazakh lessons, as a resource in terms of values education. Thus, the problem sentence of the research is expressed as follows: "To what extent do Online Learning And Digital Conversation-Based Activities affect students' achievement, attitudes and perceptions of cultural values in teaching texts related to Kazakh literature Ahmad Yassawi?"

## **Method**

In the study, the effects of online learning and digital conversation-based activities on cultural transfer and awareness, academic achievement and attitudes in language classes compared to traditional teaching were tested. In this study, a quasi-experimental design from quantitative research methods was used. The main purpose of the experimental design is to test the effect of an experimental treatment (or intervention) on the outcome by controlling all external factors that may have an effect on the outcome (Creswell, 2014: 156). In accordance with this method, the experimental and control groups were not randomly assigned and the effect of the groups was emphasized. In the research, "Pre-test-Post-test Control Group Design" of this model was preferred. In accordance with the logic of the pretest-posttest control group design, the research was conducted on two groups.

At the beginning of the experiment, the pre-test scoring of the dependent variable (cultural transfer and awareness, literature course achievement and attitudes) was obtained from the subjects in the experimental and control groups. The independent variable "Online Learning and Digital Conversation-Based Activities" applications were carried out only with the subjects in the experimental group. In the control group, teaching was continued through traditional teaching. In both groups, the process was followed by the relevant faculty member and the researcher. The implementation lasted 24 lesson hours (six weeks) and the entire unit. This time period did not include the periods during which the pre-tests and post-tests were administered to the students. Prior to the experimental applications, theses and articles on Online Learning And Digital Conversation-Based Activities were first analyzed to prepare appropriate lesson plans. Then, experts who conducted these studies were interviewed and their opinions on what should be considered during the preparation of lesson plans were obtained. Lesson plans were prepared in line with these opinions. The prepared lesson plans were again shown to the experts before the implementation for the suitability of Online Learning And Digital Conversation-Based Activities and the

necessary arrangements were made. Then, the applications were carried out under the supervision of the instructors who organized the research. The experimental design of the study is shown in Table 1.

Table 1. Research Method/design

Groups	Pre-test	Implementation	Post-test
Experimental Group	<ul style="list-style-type: none"> <li>• Language and Literature Course Academic Achievement Test</li> <li>• Language and Literature Attitude Scale</li> <li>• Awareness of Cultural Values Scale</li> </ul>	Online Learning And Digital Conversation-Based Activities (6 Weeks)	<ul style="list-style-type: none"> <li>• Language and Literature Course Academic Achievement Test</li> <li>• Language and Literature Attitude Scale</li> <li>• Awareness of Cultural Values Scale</li> </ul>
Control Group	<ul style="list-style-type: none"> <li>• Language and Literature Course Academic Achievement Test</li> <li>• Language and Literature Attitude Scale</li> <li>• Awareness of Cultural Values Scale</li> </ul>	Traditional Instruction (6 Week)	<ul style="list-style-type: none"> <li>• Language and Literature Course Academic Achievement Test</li> <li>• Language and Literature Attitude Scale</li> <li>• Awareness of Cultural Values Scale</li> </ul>

The following steps were followed in the experimental and control groups:

- The students in the experimental and control groups were administered the literature course achievement test, attitude scale towards language and literature courses and cultural values awareness scales before the research (pre-test).
- In the experimental group, preparation, identification/comprehension, participation and insight activities were carried out in accordance with the principles of Online Learning and Digital Conversation-Based Activities.

*Preparation:* At this stage, literary works and stories that exemplify the teachings of Ahmet Yesevi in accordance with the values and/or values to be acquired by the students were determined. Students' prior knowledge about the values to be conveyed through online tools was activated. Children were asked various questions about the videos watched online. Students were made to talk about the title, pictures and the associations they created in their minds and their attention was drawn to the cultural values and themes. At this stage, students' comprehension of the text was ensured. At this stage, prior knowledge about the values to be conveyed to the students was activated before reading the digital texts.

*Identification/Comprehension:* Students did group and individual work to identify/comprehend the main character and events in the digital texts related to Ahmet Yesevi, the event and its main elements, the events that created the dilemma situation and its protagonists, the place and time.

*Participation:* Activities were carried out for students to connect, empathize and feel an emotional connection with the main character about the dilemma in the story in the videos they watched online. At this stage, after watching the online content, students were asked questions such as "What would you

do? What do you think about this?" and answers were sought.

Understanding the context of the event: At this stage, students were shown videos and online materials related to the topic. In the digital texts watched, a discussion environment was created regarding the main character's behaviors, attitudes, and dilemma situations, and the dilemma events in the stories and Ahmet Yesevi's approaches to these issues were analyzed. Then, an animation activity was carried out regarding the content of Ahmet Yesevi's works: Students were asked to dramatize and act out the story in order to express their own feelings and thoughts by taking on another persona. In the dramatization activities, they were made to express moral and human values by making them say why they behaved or did not behave as in the story.

- In this process, the same content was taught simultaneously with the traditional teaching method in the control group.
- At the end of the experimental procedures of the research, literature course achievement test, attitude scale and cultural value perception scales were applied to the experimental and control groups as post-test.

### **Research Group**

In this type of study, a research group should be selected from the whole population due to the impossibility of conducting an application to the whole population at the same time for many reasons. In the selection of the research group, criteria such as the possibility of reaching the students, feasibility of the application, the positive approach of the school administration and teachers for the application, the positive reactions of the students towards the application, and the suitability of the research group for the nature of the application to be carried out were taken into consideration. In this context, 3rd grade students of a high school in Astana were selected for the study group (n=64). After this selection, the preliminary procedures required for the application were carried out. In this context, it was first necessary to identify two equivalent or close branches at the third grade level of the high school.

In order to make a judgment about the equivalence or closeness of the branches, the number of students in those branches, the ages of the students, their report card grades and the pre-test results showing how they were doing in terms of literature course were examined and expert opinions were consulted, taking into account similar studies. The positive opinions of the field experts were also taken and it was checked whether the students were equivalent in terms of the above-mentioned aspects. In line with the data received from the school administration and the scores obtained as a result of the evaluation made according to the number, report card grades and the measurement tools developed, two statistically equivalent high school third grades in terms of literature achievement were determined as the research group.

### **Data Collection Tools**

In this study, academic achievement test, attitude towards language and literature course scale and cultural values perception scales were used as data collection tools.

### *Academic Achievement Test*

At the end of the implementation process of the research, an achievement test was prepared to measure the achievements of the subject in order to compare the academic achievement levels of the experimental and control groups on the subject of Khoja Ahmet Yesevi in the language and literature course. The test consists of 30 items with 5 options. Before the preparation of this test used as a measurement tool, the achievements specified in the curriculum related to the subjects covered in the application process were taken as reference in the preparation of the questions in the achievement test. A question pool was created to cover all of the selected outcomes and the number of questions was reduced by removing some questions in line with the opinions of literature course teachers. A specification table was prepared to indicate the number of questions and cognitive level distributions for the achievement test. As shown in the table, the questions were prepared in a way to cover all the objectives and at different cognitive levels. In addition, the effect of the chance factor was tried to be minimized by asking more than one question related to the objectives. The achievement test was prepared in line with this specification table.

According to the results of the item analysis of the achievement test applied to the groups, 5 items with a discrimination index below 0.30 were removed from the language and literature course academic achievement test. According to Sünbül, Gündüz and Yılmaz (2002), items with a discrimination index of 0.30 and above can be included in the test without correction or with minor corrections. Since there were sufficient number of alternative items in the test as shown in the specification table in the achievements covered by the items removed from the test, new items were not added to replace the items removed in line with the expert opinions.

The average difficulty index of the academic achievement test applied in the study was calculated as 0.58. According to the literature, the average difficulty index of an ideal test should be around 0.50 and this value also shows that the reliability of the tests is high. The KR-20 reliability coefficient for the language and literature course academic achievement test used in this study was calculated as .92 as a result of the item analysis. The data obtained show that the language and literature course academic achievement test prepared for the research is usable.

### *Attitude Scale towards Language and Literature Course*

In order to determine the attitudes of the students in the experimental and control groups towards the Language and Literature Course, a Likert-form 5-grade measurement tool developed by the researcher was used. Examining students' attitudes towards the Language and Literature Course can contribute positively to the teaching and learning of this course in many ways. In the process of developing this scale, the opinions of subject area experts and academicians from the field of measurement and evaluation were consulted.

In line with the related literature review and expert opinions, 18 scale items were prepared. Confirmatory and exploratory factor analysis results for the validity of the scale showed that the scale had a single factor consisting of 18 items. The scale was graded as *Strongly agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly*

*disagree (1)*. The reliability and validity analyses conducted by the researcher were conducted on high school students. The Cronbach's alpha reliability coefficient of this thesis on the experimental and control groups was calculated as .89. It can be said that the scale is a valid and reliable tool to measure the attitudes of 3rd grade high school students towards language and literature courses.

#### *Awareness of Cultural Values Scale*

In order to measure high school students' perceptions of cultural values, the 'Cultural values perception scale', originally developed by Calp (2006) and developed by the researchers by utilizing value scales, was used. The scale consists of 28 items in total. In the scale, which aims to measure the cultural value perceptions of high school students, the answer options range from (1) *Strongly disagree* to (5) *Strongly agree*, and the total score of the scale is calculated provided that 5 of the items are reversed. In the scale, where the highest score is calculated as 140 and the lowest score is calculated as 28, increasing scores above the average indicate that the value levels of individuals increase.

The participant's cultural value perception is calculated by dividing the total score of the students by the number of questions. The reliability coefficient of the scale was calculated with Cronbach Alpha. Based on the data obtained from 3rd grade high school students, the Alpha reliability coefficient was calculated as .84. Factor analysis was conducted to determine the construct validity of the scale. The factor loadings of the items in the scale ranged between .41 and .78, and the variance explanation ratio of the single factor was 59.46.

#### **Data Analysis**

The data obtained from the "perception of cultural values, academic achievement and attitude" scales of the students taking the language and literature course were coded and entered into the statistical package program and the data were analyzed with this program. The distribution characteristics of the scores of the measurement tools used in the study were analyzed in terms of normality. Since the data showed normal distribution, parametric statistical techniques were used in the study. Independent groups t-test was used to calculate whether the experimental and control groups were equivalent or not, to determine academic achievement levels and to compare achievement test mean scores. The significance level was accepted as .05 in the parametric tests applied.

#### **Findings**

As a result of the analysis of the pre-test academic achievement scores of the literature course, the arithmetic mean of the experimental group was 5.63 with a standard deviation of 1.74; the arithmetic mean of the control group was 5.59 with a standard deviation of 1.86. As seen in Table 2, there was no statistically significant difference at 0.05 level between the groups in terms of achievement in the independent t-test conducted for the pretest achievement scores of the control and experimental groups [ $t=.07$ ,  $p>.05$ ]. In addition, it can be said that the standard deviation values of the pretest achievement scores of the experimental and control groups are homogeneous, that is, the groups have equal variance. Therefore, it can be interpreted that the knowledge of the students in the control and experimental groups about the subject before the experimental procedures was equal.

Table 2. Independent Group t-test Results of Pretest Language and Literature Course Achievement Scores

	Group	N	Mean	Std. Deviation	t	p
Pre-test Success	Experimental	32	5.63	1.74	0.07	0.94
	Control	32	5.59	1.86		

According to Table 3, the arithmetic mean of the experimental group was 3.74 with a standard deviation of 0.41; the arithmetic mean of the control group was 3.89 with a standard deviation of 0.67. As seen in Table 3, there was no statistically significant difference at 0.05 level between the groups in terms of pre-attitude in the independent t-test conducted for the pre-attitude tests of the experimental and control groups [ $t= 1.08, p>.05$ ]. In addition, the fact that the standard deviations of the pre-attitude test data of the experimental and control groups were low and close to each other can be said that the variances of the groups were homogeneous, that is, the groups had equal variances. Therefore, it can be said that the attitudes of the students in the experimental and control groups towards the language and literature course before the experimental procedures were equal.

Table 3. Independent Group t-test Results of Pre-test Attitude towards Language and Literature Course Scores

	Group	N	Mean	Std. Deviation	t	p
Pre-attitude	Experimental	32	3,74	0,41	-1,08	0,29
	Control	32	3,89	0,67		

According to Table 4, the arithmetic mean of the experimental group was 3.95, with a standard deviation of 0.40; the arithmetic mean of the control group was 3.96, with a standard deviation of 0.41. As seen in Table 3, there was no statistically significant difference between the groups at the 0.05 level in the independent t-test conducted for the pre-tests of the perception of cultural values of the experimental and control groups [ $t= 0.02, p>.05$ ]. In addition, the fact that the standard deviations of the pre-test cultural values perception data of the experimental and control groups were low and equivalent shows that the students in the experimental and control groups were equivalent in terms of this dependent variable before the experimental procedures.

Table 4. Independent Group t-test Results of Pre-test Awareness of Cultural Values Scores

	Group	N	Mean	Std. Deviation	t	p
Pre-value	Experimental	32	3.95	0.40	-0.02	0.99
	Control	32	3.96	0.41		

As can be understood from Table 5, the arithmetic mean of the experimental group was 13.72, with a standard deviation of 1.97; the arithmetic mean of the control group was 10.50, with a standard deviation of 1.98.

Table 5. Independent Group t-test Results of Post-test Language and Literature Course Academic Achievement Scores

	Group	N	Mean	Std. Deviation	t	p
Post-test Achievement	Experimental	32	13.72	1.97	5.49	0.00
	Control	32	10.50	1.98		

In the independent t-test conducted for the post-test achievements of the control and experimental groups, it was seen that there was a statistically significant difference between the achievement test averages of the students at the 0.05 level in favor of the experimental group [ $t= 5.49, p< .05$ ]. According to this finding, it can be said that teaching with plans prepared in accordance with Online Learning and Digital Conversation-Based Activities increased the academic achievement of the students in the language and literature course. The reason for this can be shown as the fact that teaching the lesson with activities that include very rich and different stimuli makes each student understand the participation, repetition and sample applications in the lessons.

As can be seen in Table 6, the arithmetic mean of the final attitude test of the experimental group was 4.34 with a standard deviation of 0.55; the arithmetic mean of the control group was 3.91 with a standard deviation of 0.53. In the independent t-test conducted for the post-test scores of the attitude scale of the control and experimental groups, it was seen that there was a statistically significant difference between the attitudes of the students at the 0.05 level in favor of the experimental group [ $t= 3.19, p< .05$ ]. According to this finding, it can be said that teaching with plans prepared in accordance with Online Learning and Digital Conversation-Based Activities positively affects students' attitudes towards language and literature course and increases their academic achievement.

Table 6. Independent Group t-test Results of Post-test Attitude towards Language and Literature Course Scores

	Group	N	Mean	Std. Deviation	t	p
Post-attitude	Experimental	32	4.34	0.55	3.19	0.00
	Control	32	3.91	0.53		

As seen in Table 7, the post-test mean score of the experimental group was 4.67, with a standard deviation of 0.35; the arithmetic mean of the control group was 4.06, with a standard deviation of 0.38. In the independent t-test for the post-test cultural value perception of the control and experimental groups, it was seen that there was a statistically significant difference between the mean scores of the students at the 0.05 level in favor of the experimental group [ $t= 5.41, p< .05$ ]. According to this finding, it can be said that teaching with plans prepared in accordance with Online Learning and Digital Conversation-Based Activities positively affects students' cultural value perceptions.

Table 7. Independent Group t-test Results of Post-test Perceptions of Cultural Values Scores

	Group	N	Mean	Std. Deviation	t	p
Post-value	Experimental	32	4.67	0.35	5.41	0.00
	Control	32	4.26	0.38		

## Discussion and Conclusion

In the study examining the effects of online learning and digital conversation-based activities on students' achievement, attitude and cultural value perceptions in literature course, significant differences were found in favor of the experimental group. According to the findings of the study, the students in the experimental group in

which online learning and digital conversation-based activities were applied achieved significantly higher achievement in literature than their peers in traditional education. These findings are similar to the results of the studies conducted by Alemi et al. (2015), Beatty (2013), Jia et al. (2013), Obari & Lambacher (2015), O-Maci'a (2012), Shadiev & Yu, (2022), Tatiana Dina & Ciornei (2013) and Yigit (2010). Yigit (2010) argued that the use of technology in language teaching has positive effects on students' learning. On the other hand, positive results have been reached in terms of the usability and effectiveness of online and computer-aided software in language and literature courses for teachers and students (Jia et al., 2013; O-Maci'a, 2012)). The use of online teaching methods in the classroom environment can make language learning and teaching activities more concrete, understandable and interesting with the opportunities offered by multimedia materials, and the learning process can become more effective and permanent with repetition, practice and listening activities outside of school. In this direction, more successful results can be achieved in terms of achieving national goals related to literature and language teaching. New technologies and content offer some important advantages to literature and language learners, such as easy access to preparation and distribution ( Obari & Lambacher, 2015). However, for the application of new technologies to be effective in teaching and learning in these subjects, new tools and resources need to be integrated with the subjects (Alemi et al., 2015). According to Tatiana Dina and Ciornei (2013), online and computer-assisted instruction can facilitate interactions in online classrooms. It offers diverse and rich learning practices, provides constructive feedback on students' performance, encourages group and pair work, supports students' self-regulated learning in the course, paves the way for accessing different resources, facilitates effective interactions, individualizes instructions, and motivates (Beatty, 2013; Shadiev & Yu, 2022). In this respect, online learning and digital conversation-based activities have multifaceted and important contributions to students' achievement of the outcomes of literature and language courses.

In online distance education, student-teacher, student-student and student-content interaction is very important for effective learning (Hirumi, 2002; Rhode, 2009; Vrasidas, 2000). (Hirumi, 2002; Rhode, 2009; Vrasidas, 2000) stated that although student-content interaction has a very important role in distance education, not enough experimental research has been conducted. Bannan-Ritland (2002) clearly argues that more attention should be paid to student-content interaction and that the benefits are overshadowed by more interest in mutual interaction. He also stated that the studies on student-content interaction are overshadowed by the studies on student-content interaction because of the emphasis on individual interaction and that more attention should be paid to content interaction (Xiao, 2017).

Rodrigues, Sabino, and Zhou (2011) investigated the use of social networks in online learning with the aim of increasing interaction and collaboration between students and teachers. At the end of the study, it was shown that integrating social networks into e-learning allows students and teachers to interact and communicate, increases knowledge sharing, and allows them to control their own learning experiences. It states that students who cannot ask questions or participate in groups in the traditional classroom environment gain self-confidence in the electronic environment. In the current study, this can be seen as the reason why students who did group work in the online environment had higher willingness to social interaction scores than students who did group work in the classroom environment. As Torff and Tirota (2010) and Kubala (1998) state, considering the fact that online learning environments lead students to discussions and make students active, this result can be thought to be the



result of the effect of working synchronously with the online whiteboard application used. One of the main factors in the success of using technology in literature teaching is the student effect. In a changing and transforming world, students' goals and needs are also rapidly developing and differentiating. Students use technology in some way in their own lives and support the use of some technological devices in the course content. According to the results of this study, the interactive teaching material has a positive effect on students' achievement. It can be said that students' achievement increases as student-content interaction is provided by using interactive teaching material. It can be said that there is a positive relationship between interaction and achievement. For this reason, it is beneficial to use interactive teaching materials in virtual classroom environments for effective learning.

Another variable addressed in the study was the change in students' attitudes towards language and literature courses as a result of online learning and digital conversation-based activities. According to the findings of the study, students in the experimental group who were exposed to online learning and digital conversation-based activities had higher and more positive attitudes than their peers in the control group who were exposed to traditional instruction. These findings are similar to the results of studies conducted by Bannan-Ritland (2022), Hirumi (2022), Karabektaş (2004), Kubala (1998), Ma et al. (2005), Rhode (2009), Rodrigues, Sabino & Zhou (2011), Torff & Tirota (2010), Vrasidas (2009) and Xiao (2017). Students' attitudes towards the use of technological tools are seen as one of the vital issues in the successful use of technology in language learning (Ma et al., 2005). The importance of using technology has a special place in literature teaching because of its positive features such as better conveying the content of the lesson to students, saving time, attracting attention and motivating them. However, lack of sufficient time, lack of appropriate technological devices, teachers' lack of knowledge on how to use technological devices, even if there is technology, there are no teachers who can integrate it into the course content and integrate it into the course, and concerns about technology and using technology reveal the fact that teachers cannot use technology sufficiently in their lessons. In the study conducted by Karabektaş (2004), it was determined that the use of visual materials and pictures in the course content, utilization of computer technology, technology is an ideal tool for education and positively affects the attitudes of the selected sample students.

Finally, the effects of online learning and digital conversation-based activities on students' cultural value perceptions were examined. According to the research findings, online learning and digital conversation-based activities positively affected students' cultural value perceptions. These findings are similar to the results of the studies conducted by Holeva (2004) and Zang and Morrison (2010). Cultural products such as electronic materials, books, movies, songs and folk tales can effectively reflect the cultural values of a society. As a cultural product and an indispensable element in the socialization of students, stories, anecdotes, and religious texts can function not only as a tool to provide students with new vocabulary and rules, but also as a tool to impart cultural values if they can be integrated into the course content (Holeva, 2004; Özkartal, 2009; Zhang & Morrison, 2010). In Özkartal's (2009) study titled "The effect of Dede Korkut Epic on the acquisition of national values in the art activities course", it was aimed to draw attention to the existence of Turkish epics, which are cultural artifacts, in the development of individuals' personality and sense of belonging and to contribute to the continuation of traditional values. In the research in which pretest-posttest control group experimental design was applied, it was seen that student attitudes and cultural awareness increased in the experimental group where national values were

emphasized with drama method supported by visual and audio tools. In this respect, online and interactive teaching activities with the texts of Hoca Ahmet Yesevi in the literature course functioned as an effective tool for students to gain cultural values. The visual, auditory and thematic multifaceted teaching activities carried out in the experimental group in the study improved students' language skills and helped them recognize and acquire cultural values. Making students find the values in the texts by using many different methods, tools, tools, problem solving and critical thinking strategies allows for easy transfer to students. These studies, known as moral reasoning methods, allow children to develop unique concepts and behaviors (Forgan 2002; Sridhar and Vaughn 2000).

## **Recommendations**

In conclusion, it can be said that the existence of a high school youth who have values and care about cultural values is a very important situation for the health of the social structure and the future. In order to protect and adopt the cultural values that have come from the past, on the other hand, to create common life values and to develop a culture of us, the necessary attention should be paid to the structuring of the program content of educational institutions in general and literature courses in particular. In this context, it is recommended that effective educational technologies should be employed in developing cultural values, positivizing interest and attitudes towards literature courses and increasing course success. In order to raise awareness about the 'Yesevi philosophy', which is the basis of this study, scientific books, stories and novels can be prepared to create a common culture. Films, cinemas, series and theaters suitable for each period can be made and published. Digital and online technology products prepared especially on Ahmet Yesevi can be used in literature courses. The variables discussed in this study can be examined in depth with mixed model or qualitative research methods.

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