# Comparison Between Offline and Online Teaching in a Turkish Language

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**Abstract:** Following the worldwide pandemic, there was a substantial increase in the demand for alternative methods of education. Globally, institutions had to embrace distance learning and begin online classes to ensure their students' education was not interrupted by the pandemic. This study was done to observe the differences in students' achievement in online and offline groups to help Turkish language educators determine which method brings more positive results to students. The study was done in Nurorda School in Nur-Sultan, Kazakhstan with 60 participants from the seventh-grade class in a Turkish Language class. The students were in two groups, 50 students in the offline format while ten students were in the online format. The students were taught for five weeks and in the sixth-week, a final exam was conducted to test students' understanding. The students' scores were acquired, and an Independent Sample t-test was performed to assess whether there exists a statistically significant distinction between the two approaches. The analysis revealed that there is no statistically significant difference between online and offline modes of instruction, as the t-test yielded a result of 0.083, which is greater than the significance level of 0.05. Both approaches yielded similar outcomes in terms of student achievement, demonstrating equal effectiveness in improving comprehension and understanding of the subject in Turkish language education.

**Keywords**: Online education, Offline education, Turkish language class, Student achievement.

## Introduction

In this modern era, Turkish language education is evolving gradually to suit the needs of both educators and learners. Rachman (2020) states that face-to-face learning is the most direct way to learn although, with the increasing reliance on technology, online learning has provided instructors with an opportunity to widen access to quality education at affordable costs.

Tallent-Runnels and colleagues (2006) define synchronous online classes as sessions where students simultaneously access an online platform and engage in real-time communication. According to Mehtap (2018), digital literacy is of utmost significance in the contemporary era, given the widespread internet accessibility. Mehtap emphasizes that future teachers in Turkish language education should attain digital literacy to effectively harness communication technologies and knowledge.

Technology makes access to information easier and widens this access compared to traditional teaching, however, Turkish language teaching requires constant practice of a language through speaking which is more effective in a face-to-face setting. Learners need to practice speaking with the instructor and be able to make mistakes freely and be corrected. This fosters a unique and strong rapport between educators and students, which cultivates a positive attitude in learners, encouraging continuous learning.

Colpaert (2006) contends that online pedagogical activities represent an evolution rather than a revolution, as they often refine and enhance traditional activities that were originally conducted offline by teachers. While technology has streamlined and enriched these activities, it has also led to a decrease in teacher-student interactions. In understanding learning models, knowing what students do is just as important as teaching (Rienties, Bart, et al. 2018). In the wake of the global pandemic, teachers and instructors around the world have been forced to find alternative methods of teaching because the offline method was put off for a while. Educators' concerns regarding the effectiveness of the online method compared to the offline approach, or even its potential superiority, prompted this study.

**Literature Review**

Hart, Cassandra MD, et al. (2019), in their article on online and offline outcomes state that online course-taking is rapidly increasing in popularity. Upon closely examining a diverse group of students and various online courses, they determined that engaging in online courses enhances students' prospects for advancing in their education. This is primarily due to the fact that online courses provide access to education for various student demographics, effectively breaking down geographical barriers.

Rahimi, Mehrak, and Yadollahi (2017), in their research focused on enhancing language literacy for EFL learners, observed that online digital language learning proved to be more effective as it enhanced students' digital literacy. They argued that this online platform made learning languages more interesting and motivational to the students. The students developed a positive attitude towards language learning and were more interested in the lessons.

Ushida (2005), argues that online studying is effective when students can wisely direct their studies and be self-motivated to learn. He points out that not all students make full use of the technological resources available, resulting in a dynamic tension within the learning process. Motivated students tend to excel in online studies due to the flexibility offered by online platforms. Teachers need to develop a culture of self-motivation in their classrooms for online studies to be effective. Blake (2011), states that the current enthusiasm of young learners towards online social networks makes it possible for them to be more successful in digital learning environments increasing student achievement.

Chenoweth, Ann, Ushida, and Murday (2006) in their article on language learning, used 354 students and 11 teachers for five semesters to investigate online and offline language learning. They found that despite hybrid online courses gaining popularity and being averagely successful, offline courses still outperformed online courses. They contend that this is due to the ongoing need for guidance from instructors, and that both students and instructors necessitate training and technical support for the effective implementation of online instruction.

Chenoweth, Ann, and Murday (2003) investigated student achievement and satisfaction between online and offline instruction in a French course. Despite students in the online classes expressing some frustration and reporting fewer

self-study hours compared to their peers in the offline group, the researchers discovered that there was no statistically significant difference between the two instructional modes. Cha and Kim (2011) also underscored that self-directed learners tend to derive greater advantages from online classes, especially given the prevalent culture of procrastination among students.

# Method

## Purpose of the Study

The aim of this study was to analyze the disparities between online and offline education in a Turkish language class by assessing the achievement scores of seventh-grade students in Nur-Sultan, Kazakhstan.

## Research Question

1. Is there a significant difference in students' achievement between online and offline learning in a Turkish Language class?

## Methodology and Instrument

The teacher initially presented the students with the choice of their preferred instructional mode. Subsequently, the same teacher instructed all the students for a duration of six weeks before they took a final exam. At the outset, the teacher elucidated the study's objectives to both groups, and the students were given the opportunity to select their respective groups. The total number of students was 60 in both groups. 50 students selected the offline method and were used as the control group while ten students selected the online method and were used as the experimental group. Their academic achievement was then used as the source of data.

Final test: The tool employed was a concluding examination, which was given to both groups during the sixth week. The exam was made uniform and encompassed all the material taught to both groups over the six-week period. The students from both groups did the same exam and the teacher minimized cheating in both groups by making strict supervision during the exam. The examination comprised 50 multiple-choice questions, with options A to E for each question.

## Data Collection and Analysis

Data was taken from the scores of the students after the final exam. The scores were recorded and the mean of both groups was calculated before an Independent t-test was conducted to determine any statistical difference between the two groups. Following the t-test, the researchers scrutinized the outcomes using the obtained values.

## Procedure

The students made their choice of instructional format and were divided into two groups, with one following an offline format and the other an online format. They received instruction from the same teacher. The students in the offline format attended classes from the school in Nurorda and were being taught in a face-to-face format while the students in the online group were studying from online platforms like zoom.

The teacher taught using zoom and gave assignments and projects for the students to do online. The instructor made efforts to guarantee that both groups progressed through the topics at a consistent pace and engaged in identical

projects and quizzes to ensure uniform coverage of the subject matter. Upon concluding the five-week period, the instructors and researchers jointly created a comprehensive final examination encompassing the entire subject matter. This exam evaluated students' proficiency in speaking, grammar, and writing skills based on the topics covered in the coursebook.

The offline group did the test in school while the online group did the test through an online format. The system of the questions and the number of questions were similar for both groups to ensure uniformity in data collection. The test was conducted during one of the mathematics periods in the last week of the study and lasted 40 minutes. For a duration of five weeks, students received instruction on the subjects 'Ev konusu' and 'Okul konusu' using the 'Lale Turkçe' coursebook, with each lesson lasting 40 minutes.

There are three periods for every group in a week totaling two hours of lesson per week for both groups. In the sixth-week, the students were given a final exam from the topics taught covering all the content. The exam lasted 1 hour for both groups and contained 50 questions. The teacher then recorded the scores of each student in both groups. The mean of the students in each group was found and an Independent t-test was conducted by the researchers to determine and statistically significant differences.

## Finding and Interpretations

Table 1 represents the mean scores of both groups.

Group 1 represents offline group while group 2 represents online group.
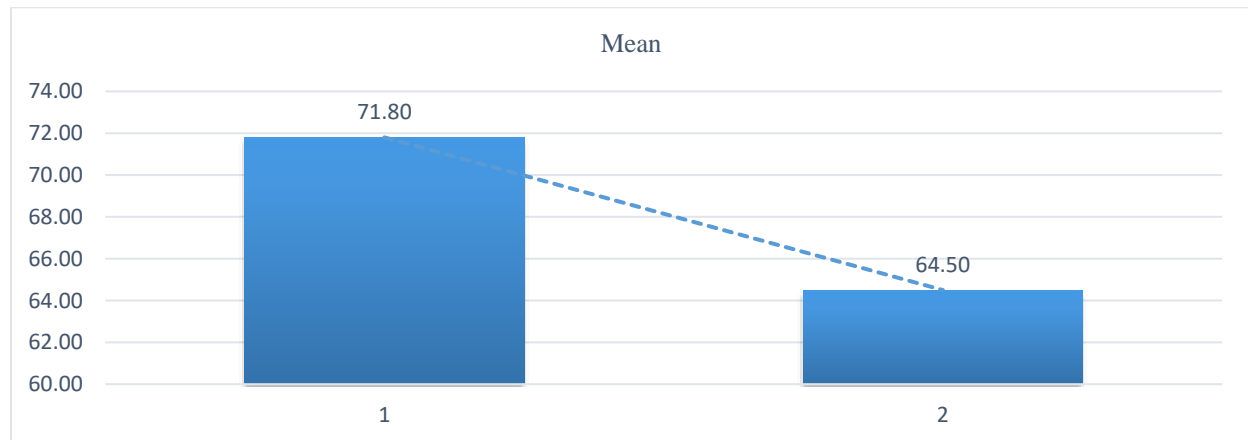
**Table 1**

*Group Statistics*

| groups | | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| scores | 1 | 50 | 71.8 | 11.551 | 1.634 |
| | 2 | 10 | 64.5 | 13.834 | 4.375 |

**Figure 1**

*Control Group and Experimental Groups Mean Scores*

Group 1 represents the control group with a mean score of 71.80.

Group 2 represents the experimental group with a mean score of 64.50.

**Table 2**

*Independent Samples Test*

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| scores | Equal variances assumed | 0.945 | 0.335 | 1.766 | 58 | 0.083 | 7.3 | 4.134 | -0.975 | 15.575 |
| | Equal variances not assumed | | | 1.563 | 11.643 | 0.145 | 7.3 | 4.67 | -2.909 | 17.509 |

Table 2 represents the t-test analysis.

The T-test conducted was 0.083>0.05.

**Interpretation**

The main objective of this study was to assess disparities in student performance when exposed to online versus traditional offline instruction. With the global pandemic, numerous high schools and institutions of higher education were compelled to adopt remote learning, shifting to online classes for students. After weeks of studying and guiding students in Turkish language lessons, the students were given a final examination to assess their understanding of the language.

The examination covered the topics taught to students in both offline and online groups. The control group from the offline instruction method recorded a mean of 71.80 and the experimental group from the online instruction method recorded a mean score of 64.50. From these abstract statistical scores, we can see that students in the offline group recorded a higher mean, however, this can be misleading, and therefore, an inferential statistic was necessary to determine if there is any statistically significant difference between the two modes of learning.

An independent sample T-test was conducted to determine any statistically significant difference between the two groups. The T-test had a significant value of 0.05. The t-test from the analysis conducted was found to be 0.083. Therefore we can assume that there is no statistically significant difference between offline and online modes of instruction since the t-test found was 0.083>0.05. The study reveals that the students in the online group learned just as effectively as students in the offline group. They were all equally involved, motivated, and satisfied with the learning methods. This study is in line with the study conducted by (Yen, Shu-Chen, et al., 2018).

## Conclusion

The main objective of education is to provide a learning environment that is suitable for both instructors and learners. The pandemic exposed the lack of readiness of institutions worldwide in transitioning to online education.

Educational institutions need to remain adaptable and ready to accommodate shifts in teaching approaches, ensuring they can deliver high-quality education to their students at accessible costs, anytime and anywhere. Studies like (Kasmahidayat, Yuliawan, Budiman, and Sabaria, 2021) revealed that both methods were equally effective and competitive depending on the implementation.

Technology has eliminated geographical constraints and made it possible for people to access quality education despite their locations. Educators and Ed-techs keep exploring alternative methods and platforms that will maximize student-student and student-teacher interactions and communication to normalize the education experience for all learners and instructors.

This study aims to open instructors to the possibility of promoting both online and offline classes or blended classrooms to their students because each of these modes of instruction offers a unique experience for learners that is both beneficial and interactive.

The offline method allows instructors to bond easily with their students and be able to instil knowledge and values to their students. Students find moral and academic guidance from their teachers when they attend lessons in an offline format, and they are able to develop social skills through one-on-one interactions with their classmates.

In this digital age, online lessons provide students with an opportunity towards digital literacy, expanding their sources of information and offering a more flexible alternative for learning. Educators should continue to investigate diverse online teaching techniques that offer greater benefits to students, especially in light of the swift development of technologically advanced platforms.

Further research is warranted to definitively establish the comparative effectiveness of instructional modes. This research should serve as a catalyst for educators to continue exploring diverse teaching approaches, ensuring that students can maximize their learning experiences.

## Limitations

The period and the sample of the study were very small hence may not express an exact picture in global standards therefore we encourage a larger study to be conducted to confirm our findings. The chosen tool may not have provided a thorough assessment of the students' comprehension. The students' satisfaction was also not measured to show students' preferred mode of instruction after the study.

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