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## The Impact of Online Technologies Supported by the Teaching of Poetry Poetology on the Achievements and Attitudes of Students

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## The Impact of Online Technologies Supported by the Teaching of Poetry Poetology on the Achievements and Attitudes of Students

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### Abstract

The traditional face-to-face learning approach, which has been practiced for centuries, is gradually being replaced by a new learning approach. Today's technology and research in the field of educational sciences show that the use of the Internet and information technologies in the field of education will have a direct impact on students' achievement and attitudes. Within this context, this study aims to examine the effect of online teaching approach on the achievement, attitude towards poetry and learning retention of university students on the subject of 'Abai Qunanbaiuly Poems' in Kazakh Language Literature course. For this purpose, pretest-posttest model with control group from quasi-experimental models was used in the study. In the study, the subject of 'Abai Qunanbaiuly Poems' in the experimental group was taught by online teaching method and the same subject in the control group was taught according to the instructions of the existing curriculum. The study was conducted on a total of 60 students in the Kazakh Language and Literature department of a university in Almaty. Academic Achievement Test and Attitude Scale towards Poetry were used to collect data. According to the findings of the study, it was found that the online teaching approach increased students' achievement, attitudes towards poetry and learning retention at a high level compared to the current curriculum-based education. Therefore, as a result of the research, it was revealed that online learning positively affects students' academic achievement, attitudes and learning retention in Kazakh Language Literature course and recommendations were developed in this context.

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### Introduction

The rapid development in information and communication technologies has led to our age being called as the "information age" or the "communication age". Thanks to technology, obtaining information, transferring and disseminating this information to individuals has become easier (Gripenberg, 2006; Renshaw & Taylor 2000). Thus, information technologies have become a vital part of daily life. With the rapidly developing and changing technology, it is possible to use more and different systems in literature courses. At this point, Tomlinson (2001)

summarized the educational technology tools and materials used in similar courses abroad as CD-DVD, internet, laptops, computers and aided devices, visual videos, emphasizing that all kinds of software and hardware that facilitate literary, visual and auditory learning can be used. It is stated in numerous studies that technology plays a great role in the realization of meaningful learning, particularly in education and training environments. Students should benefit from technological tools in order to gain knowledge, attitudes and skills (Fisher, 2000). However, the effective use of instructional technologies depends on teachers' competencies in this field (Gagne, Briggs, & Wagner, 1992; Olakulehin, 2007). In addition, Angelo and Woosley (2007) stated that when educational technology is mentioned, only computers come to mind, but many different devices and software can be used such as video, internet, various software programs, multimedia support, audio and visual support, various devices to be used in distance learning, simulations, CD-DVD software, electronic portfolio hardware (Varol, 2002; Waite, 2004).

### **Using Technology in Literature Teaching**

The use of technology in the teaching of literature is of great importance; for this reason, it is emphasized in most curricula that technology should be used effectively in the course content. The fact that computers and visual equipment can be used extensively in literature education is a fact that needs to be taken into consideration. It is necessary that programs that are attractive, easy to use and meet the needs to a great extent should be used in education. Certain software programs that can be used for each course in schools are created with the contribution of computer use (Ergun, 1991; Caudwell, 2020). Especially these software programs can be used in language and literature courses. This not only provides convenience for teachers but also attracts students' attention and creates an environment for establishing a connection with their real life, even if indirectly. There are many non-paid software programs that can be used in language and literature classes, such as "word processing, database, spreadsheet, graphic-shape-writing" programs (Tellis, 1997; Tomlinson, 2001).

With electronic imaging, digital database and electronic library applications in literature teaching, the quality of education can be improved, students' interest can be attracted and a great deal of time can be saved. According to Aksoy (2005), a blackboard can be used for writing, pens, paper, paint, typewriter, voice recorder, video recorder and video that can be processed, tape recorder for listening to voice messages and music, telephone for voice communication and tele-conferencing via the Internet, newspaper and television for accessing the Internet and media, e-mail for written messages, and library for archiving and saving written texts (Aksoy, 2005). Schacter (1999), on the other hand, emphasized the importance of factors such as providing teachers and students with wide opportunities for research, providing educators and students with the opportunity to renew themselves, following innovations and developments in the classroom, the possibility of teaching through conferences, increasing creativity and sharing, and accelerating the transfer of files and resources through electronic mail (Lancashire & Uscinski, 2009; Schacter, 1999).

Using technology in literature education will improve the quality of education and increase efficiency. With the use of technological devices in literature classes, an electronic library system with rich content that can be accessed by students and teachers can be transitioned. The author (2001) draws attention to the benefits of utilizing

information technologies and e-library services in teaching literature for both teachers and students. Using technology effectively in teaching literature reduces the workload of students and teachers and saves time. With the versatile and multi-purpose use of technology, students will be able to reconcile the guiding and directive teacher model with technology, increase their personal research and teamwork skills, and reach the ability to define and analyze concepts in multidimensional visual and auditory terms more easily (Hutagalung, Sari & Wasilah, 2018; Yalçın, 2010). Becker (2001) emphasizes that one of the main reasons affecting teachers' use of technology is the availability of computer classrooms or similar technology classrooms in schools. Lloyd, Dean, and Coper (2007), who studied students' use of technology and its impact on academic achievement, found that although it has a positive effect on students' academic achievement and peer relationships, these positive features are not seen in every subject.

Training literature teachers with information and information technologies during their professional development and especially during their university education will provide them with the opportunity to use these technology usage skills easily, especially in the schools where they take office (Handabura, Sliuzko & Melnyk, 2020; Syamsuri, Chaeruman, & Ishaq, 2020; Zimmermann, 1979). The main problem that literature teachers face in the use of technology is that they are deprived of this technological knowledge during their education. When it comes to the effective use of instructional technologies in learning-teaching processes, there are many factors such as teachers, students, curriculum, syllabus, school management, and technological infrastructure (Sert, Kurtoğlu, Akıncı, & Seferoğlu, 2012). It is important to highlight that professional development should be given importance in order to eliminate the problems experienced. Schacter (1999) states that some students think that the use of technology in the classroom has no positive contribution to them and therefore they do not want to use it. On the other hand, Cuban (2001) states that teachers use computers and assisted technologies at a higher level than they should.

Literary texts are the most important tool in literature education and teaching. In order to overcome this problem, literature teachers, especially in high school, need to explain the concepts of image and symbol, and more importantly, to carry out activities aimed at finding and explaining these concepts in poetry (Balcı & Sünbül, 2016; Hays, 2004; Şengül & Sünbül, 2015). One of the problems encountered in teaching poetry is that literature educators limit themselves to only one period, ignoring the fact that poetry is a whole (Lloyd et al., 2007). However, in poetry education, it should be taken into consideration that these periods complement each other, and examples of poems selected from each period of poetry should be included while analyzing poetry (Karadeniz, 2012). When the literature is examined, it is seen that studies on literature education are very insufficient and studies on poetry teaching are very limited (Açık-Önkaş, 2013, Altınok, 2012; Hjelmslev, 1982).

### **Online Technologies and their Use for Instructional Purposes**

The main purpose of technology in education is to create effective and permanent learning, that is, to contribute to human development (Jakobson, 1982). The use of the latest technologies in education allows the level of education to increase. The use of technology in teaching will enable students to learn more easily, faster, more effectively and permanently, as well as teachers' job satisfaction (Ozan, 2009; Lyons, 1968; Orlich et al., 2001).

The hardware and software tools that constitute instructional technology are televisions, movies, overhead projectors, and computers (Williams & Kingham, 2003). The most indispensable element of technology in teaching is multimedia. Multimedia consists of audio, video, image and written texts used together. Multimedia is the use of computerized media to explain an idea, an event, a place or a subject. It is the most important technological product in enabling students to learn information in auditory and visual ways, enabling students to access information actively, and enabling them to learn in the freedom of trial and error, making mistakes, and correction (Mayya, 2007). It provides students with simulations of natural applications of complex concepts and allows people to learn with their own abilities and knowledge. Technology offers educational materials such as laboratories, libraries and tools suitable for all levels of education to the use of one-to-one or group students (Rugayah, Hashim & Wan, 2004).

It has been stated in many studies that teachers' lack of knowledge, negative attitudes and inadequate skills are the reasons why they cannot benefit from instructional technologies sufficiently (Lim & Khine, 2006; Mayya, 2007). In order for teachers to guide students effectively in teaching-learning processes in line with the innovations brought by the age, they need to know and apply how to make technology functional in the educational process. Teachers, who assume different responsibilities in the education process, should both use technology and teach students how to use technology for learning (Goetsch, 1984). Technology is a concept that includes all social and economic activities and organizations that envisage the transfer of technical knowledge to life. In other words, technology is the application of scientific principles and innovations to solving problems and making life easier (Ashraf et al., 2021; Chiraz, 2022; Middlehurst, 1999; Williams & Kingham, 2003; Or, 2022; Xhelili et al, 2021). One of the areas where technology, which has an important place in terms of the future of societies, is used is education and training. The selection of appropriate tools and materials for the purpose of the subject affects students' level of understanding and retention of knowledge (Collier et al., 1995; Lim & Khine, 2006). It is known that individuals who use technology and computers in education have positive self-confidence and competence (Uşun, 2006; Saussure, 1998).

Poetry, a literary genre in which aesthetic concerns are kept at the highest level among the fine arts, is also a significant genre in text analysis. Due to its special and impressive structure, the language of poetry has attracted the attention of researchers and those interested in the subject for many years. Poetic language has been tried to be described with various scientific methods and sometimes fruitful results have been obtained. The most distinctive feature of poetry that distinguishes it from other literary genres is that it contains the most distinguished and intense form of emotions and thoughts. Poetry, which gains meaning with language, changes in terms of the features of language use and uses language with a special structure, also varies in terms of comprehensibility and meaningfulness (Aytaş, 2008). A student who realizes the richness of expression in poetry will show more interest in poetry analysis and will enable the development of interpretation skills and the enrichment of the power of expression through poetry analysis (Bayat, 2010; Karadeniz, 2012).

### **Poetology**

Poetology is defined as the science that studies poetry. Poetry, which is a subjective creation, is described with

scientific criteria and methods. Some of its characteristics that do not change from person to person are revealed. This scientific approach to poetry emerged with the birth of linguistics (Yalçın 2010). There are various definitions of poetry, each of which emphasizes a dimension of poetry. Poetry, which was first thought of as an oral language product, emerged from rhythmic words spoken during work when people worked together (Caudwell 1988). This origin of poetry shows that the focus is on the rhythm it creates in terms of sound. However, poetry also has a dimension of meaning. Its relationship with reality is questioned in this dimension. Keremu (2018) states that showing or reflecting reality in poetry is not important in itself. Therefore, poetry's relationship with meaning as a language product is unique. Valery (1939) is another poet-researcher who emphasizes the special structure of poetry, stating that poetry emerges through special connections between words. In poetry, words acquire a musical quality and thus harmonize with each other. According to the poet, understanding is a foreign term to poetry. When a message is understood, the sentence that carries it disappears, while in poetry there is a tendency to be heard again (Riffaterre, 1984).

When the researches on poetry teaching and solving the problems encountered during poetry analysis are examined, it is seen that the studies on poetry teaching are mostly focused on language education and poetry teaching, and there are very few studies in the literature that include students' evaluations of poetry teaching and reveal the issues they have difficulties during poetry analysis (Açık-Önkaş, 2010). On the other hand, the problems encountered by students during poetry analysis at the university and their prejudices towards poetry teaching may have stemmed from the fact that poetry teaching was not effective enough especially in secondary education. Students approach poetry with prejudice and express that they have difficulty in understanding and interpreting the poetry of this period. In fact, it can be said that the best way to introduce a literary period is to analyze the texts of that literary period. Thanks to these literary texts, students will both learn the characteristics of the period and develop their aesthetic sensitivity. When students come to university, they have difficulty in analyzing the texts they encounter, whether they are novels, stories or poems, and they do not know how to approach the text. Because "the comprehension of a student who is faced with a text of literary value depends on having some prior knowledge" (Aytaş, 2008; Greimas, 1983). In this respect, teaching poetry in high school not only helps students become proficient in poetry analysis but also helps them develop a positive attitude towards poetry. When the literature is examined, it is seen that there is a positive and high level relationship between students' attitudes towards poetry and their poetry analysis skills (Karadeniz, 2012; Trabant, 1987). This situation reveals that students will exhibit a positive attitude towards poetry as they do poetry reading and analyzing activities. The correct identification and interpretation of both form and content elements by students makes many issues important, from the quality of the literary text to be taught in the course to the analysis method to be chosen.

The focus of the experimental applications of this study is the Kazakh poet Abai Qunanbaiuly and his works. Born in 1845, the world-famous Kazakh poet Abai Qunanbaiuly died in 1904 (Bökeyhanov 1993). In addition to being a writer, philosopher and educator, he is also known as the modern, realist and innovative face of Kazakh literature. The main source of Abai Qunanbaiuly's works is the national culture and Kazakh oral literature in which he was born and raised. In folk literature, which has a long history, he took the subtlety, enthusiasm and wisdom in the spirit of the raiders and bards into his own codes (Asha 1997; Kara, 2004). By reading Russian classics, Abai began to understand the secret of life and social values from another side. Thus, he helped not only himself

but also his people to get acquainted with advanced civilizations (Kazakh Prozasi, 2001). Abay's sincerity, diligence and desire developed and changed the progressive ideas of those times, his understanding of education and humanism (Suyinshaliyev 1986). The history of Abay's poem, the main character of which is Yashkendir, proceeds realistically. The poet mentions the character from the first stanza of the poem and describes him as follows:

*"Does the world remember Yeskendir and what he did?*

*The city of Macedonia is his home.*

*He is the son of King Philip,*

*His life is a dream of victory" (Abai, 2020)*

Abai Qunanbaiuly translated only Russian classics. He also translated the poems of European poets such as Bayron and Gothe into the Kazakh language through Lermantov's translations into Russian. There are about 40 translations of Abay's works (Avezov, 1967). Abay translated a group of fables from Krilov, excerpts from Pushkin's "Evgeny Onegin" and translations from Lermantov. He also translated only one poem from Bunin. Some 20th century researchers believe that Abay's poems are close in meaning to those of A. Mistkeyevich (Nurgali, et al., 2010).

Mukhtar Avezov, who studied Abay's life and works, said about Abay "The great realist poet expanded the narrow framework of traditional poetry. He brought various innovations to Kazakh poetry. He reflected the real side of Kazakh life as it is. He studied the social fabric of the Kazakh people of his time. From this it is possible to conclude that the content of Abay's poems is wide. The main themes of his poems are injustice, uncivilization, bad behavior of rulers and beys reflected on the people, envy, praise, laziness and division.

Stating that he wrote his poems with the aim of setting an example for young people, Abay emphasized that his words will have an effect only on those who are diligent, whose heart is awake:

*"I'm just using poetry as a pastime.*

*I am not writing to string words.*

*I'm not writing to string words*

*I am writing as an example for young people*

*Those who are lethargic do not understand these words.*

*The one who is diligent, whose heart's eye is awake understands." (Kara-Ibrahim 2008)*

In order for poetry analysis to be used in literature education, first of all, students should be made to love poetry and studies involving poetry analysis should be carried out at all levels of education. For this purpose, appropriate teaching techniques should be determined in order for students to have the skills to explain and interpret poems and these techniques should be systematically transferred to students (Greimas, A. and Courtés J., 1982). Because literature is both a branch of fine arts and a science with its own methods and methods of investigation (Krampen et al., 1998).

### **Teaching Poetry with Online Technologies**

Poetry has an immense appeal for children and it is the best way to excite their love of language. By revealing the

beauty of language, it trains their emotions and develops their imagination. The rhythm of poetry develops the students' speech rhythm. Poetry is taught for pure pleasure and entertainment. A good poem is a complete whole. Therefore the aims of teaching poetry should be different for different levels. Poetry should be taught in a single unit, but if the poem is too long, it should be divided into units so that it does not lose its rhythm, music and emotional impact (Swafford, 2017).

Due to the rapid development of digital technologies and the widespread impact of globalization, language programs at higher education level today offer a starting point for many different careers. 21st century students are digital natives, predisposed to use modern technologies on a daily level. Therefore, most language programs set goals and competences to be achieved during the course of study, with communicative competence and intercultural awareness being the top two priorities, preparing students for effective communication in a wide variety of contexts and situations (Lancashire & Uscinski, 2009; Škobo. & Đerić-Dragičević, 2019).

The development of intercultural awareness and critical thinking skills are essential elements of mastering successful communication, especially in the context of the new millennium (Gilbert, 2006). In order to achieve such competencies, many English language programs have sought to integrate these skills into their academic courses aimed at developing language proficiency, grammar, poetry and understanding of English literature, culture and history. Tweddle et al. (1997) state that "the changes made possible and driven by technology have become so far-reaching that it would be ultimately irresponsible for English language teachers to ignore them". One of the most effective approaches to teaching and learning poetry in the digital age is one that emphasizes multimodality, which is increasingly recognized as an effective way to increase students' engagement. This is probably due to the idea that "contemporary culture is marked by intense pluralism and heterogeneity" and therefore poetry can no longer be evaluated solely in terms of its formal tools, but requires an "interdisciplinary perspective" (Fitriani, Bandung & Kadri, 2020; Gilbert, 2006; Van, 2009).

A multimodal poetry teaching methodology is thought to have the potential to be effective in increasing student engagement. If poetry is to flourish in any curriculum and classroom setting, and if teachers are to develop as creative teachers of poetry, they must utilize the multimodal experiences that poetry can offer online (Al-Jarf, 2007; Wang et al., 2020). Dymoke and Hughes (2009) mention the powerful, dynamic and multimodal nature of poetry, stating that the word text comes from the Latin verb *texere*, and highlight the example of a "digital space" where "a multimodal text can be woven by many producers who are also users/readers of that text" (Dymoke & Hughes, 2009; Kirmizi, 2014). Blake (2009) also notes that a multimodal approach helps teachers to develop creative and critical thinking in their lessons as well as the ability to "enjoy and appreciate poetry". Dymoke (2009) argues that poetry is a fun, multimodal medium rather than a medium doomed to remain forever on the printed page.

The creation of hypertexts within online teaching is another effective way of using a multimodal approach to teaching poetry. A hypertext is a text that connects to other texts through hyperlinks. It helps students to create dynamic texts that are somehow non-linear (McVee, M. et al., 2008; Hutagalung, Sari & Wasilah, 2018; Nikolaevna, 2022; Syamsuri, Chaeruman & Ishaq, 2020). When a traditional printed poem is transformed into a



hypertext, or when students write a hypertext poem, it unfolds through a series of hyperlinks that show how students interpret the imagery and diction in the poem as they experiment textually and linguistically. The resulting poem therefore has no clear sense of direction. It can be read in a variety of ways and readers can choose where they want to go (Charles, 2008; Kress, 2010). With the rapid proliferation of online courses in schools in recent years, it is likely that more online literature education programs will continue to emerge in the near future, raising the question of what impact these new developments will have. Can online poetry instruction really be of the same quality when compared to a traditional face-to-face program? How is it possible to effectively run online poetry teaching programs, especially at the university level? In this context, it is thought that the effective application of online technologies will have an impact on achievement and attitudes in poetry teaching. In this context, the study investigated the effect of online teaching applications on students' academic achievement, attitude and learning retention in the subject of 'Abay Poems' in university Kazakh Language and Literature courses. In this context, answers to the following questions were sought:

- Is there a significant difference between the academic achievements of the experimental group in which online teaching practices were realized on 'Abay poems' in Kazakh Language Literature lessons and the control group in which the current curriculum was applied?
- Is there a significant difference between the attitudes towards poetry of the experimental group in which online teaching practices on 'Abay poems' in Kazakh Language Literature lessons and the control group in which the current curriculum is applied?
- Is there a significant difference between the learning retention of the experimental group in which online teaching practices were carried out on 'Abay poems' in Kazakh Language Literature lessons and the control group in which the current curriculum was applied?

## **Method**

This study is a research to determine the effect of online technology-supported instructional environments on academic achievement and attitudes towards teaching poetry using a quasi-experimental design. In quasi-experimental design, groups are tried to be matched on certain variables. This matching does not mean that the groups are equal. It is mostly based on pre-test-post-test comparison. Quantitative data will be predominant in this research. Quantitative research works to prove the relationship between variables and tries to make sense of and explain why there are relationships between them. In quantitative studies, researchers try to establish a general development of generally agreed steps that can guide them. The model (design) is expected to be predetermined in quantitative studies. The method used in the research is the path chosen in accordance with the researcher's purpose. The determined method has a very important place because it determines how the researcher will conduct the research, how the social environment will be perceived, how the data will be collected, how the research problem will be solved and interpreted. How the method will be determined in the research to be conducted by the researcher depends on the theoretical perspective, the research problem, the research purpose, the resources to be used in the research and the knowledge and skills of the researcher (Sünbül & Yurt, 2012).

In the study, "quasi-experimental design with pre-test, post-test control group" from the experimental models was used to determine the effect of teaching the Kazakh Language Literature course "Abay Poems" theme with online

technology supported teaching on students. In quasi-experimental designs, pre-test and post-test are applied to experimental and control groups. Quasi-experimental designs are generally used in studies in which classes are determined based on the volunteerism of the participants or according to some predetermined conditions (Muji, 2004). The reason for using a quasi-experimental design in the study is that the experimental and control groups were not formed by the researcher but were selected among the existing classes in the school. Two classes, one experimental group and the other control group, were selected from the second year university students. There were 30 students in the experimental group and 30 students in the control group. The students in the experimental and control groups are equivalent in terms of gender, academic achievement, etc. variables. In this model, a subject is included in only one group of the experimental or control groups. Pre-test "Academic Achievement Test" and Attitude Towards Poetry Scale related to the theme of "Abai Qunanbaiuly Poems" were applied simultaneously in the determined experimental and control groups. In the Kazakh Language Literature course, the experimental group was taught in an online technology-supported teaching environment, while the control group was taught based on the existing program. The application lasted 5 weeks and 20 hours. This process was carried out by the researcher. At the end of the experimental process, "Academic Achievement Test" related to the theme of "Abai Qunanbaiuly Poems" and Attitude Towards Poetry Scale were applied as a post-test in both groups. The experimental design of the research is given in Table 1.

Table 1. Research Method/design

Groups	Pre-test	Implementation	Post-test	Retention Test
Experimental Group	<ul style="list-style-type: none"> <li>Academic Achievement Test (on Abai Qunanbaiuly Poems)</li> <li>Attitude Test Towards Poetry</li> </ul>	Online instruction (5 Weeks)	<ul style="list-style-type: none"> <li>Academic Achievement Test (on Abai Qunanbaiuly Poems)</li> <li>Attitude Test Towards Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Academic Achievement Test (on Abai Qunanbaiuly Poems)</li> <li>Academic Achievement Test (on Abai Qunanbaiuly Poems)</li> </ul>
Control Group	<ul style="list-style-type: none"> <li>Academic Achievement Test (on Abai Qunanbaiuly Poems)</li> <li>Attitude Test Towards Poetry</li> </ul>	Traditional face-to-face Instruction (5 Weeks)	<ul style="list-style-type: none"> <li>Academic Achievement Test (on Abai Qunanbaiuly Poems)</li> <li>Attitude Test Towards Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Academic Achievement Test (on Abai Qunanbaiuly Poems)</li> <li>Academic Achievement Test (on Abai Qunanbaiuly Poems)</li> </ul>

The activities related to the study and the data collection tools applied were carried out with the students of the Kazakh Language Literature department of a university in Almaty in the academic year 2022 according to the following plan. The path followed in the research is as follows:

- 1) Online course materials, online worksheets and lesson plan were prepared taking into account the general principles of online technology-assisted teaching and the objectives-behaviors of the subject "Poems of Abai Qunanbaiuly" of the 2nd year Kazakh Language Literature course at the university. Expert opinion was consulted for the prepared online materials, worksheets and lesson plan and the activities were

finalized.

- 2) The school and subject candidates were identified,
- 3) Experimental and control groups were formed and pre-achievement and attitude measurement tools were applied to the determined subjects,
- 4) The experimental group received online technology-supported instruction, while the control group received instruction based on the existing curriculum. At this stage, students worked individually and in groups on Abay's poems on the online platform. In this context, they performed online rhyming, analyzing, vocalization and listening activities based on 'Abai Qunanbaiuly Poems'. At the last stage, the experimental group evaluated the activities in the course on the basis of online self-assessment, group assessment and open-ended questions. At this stage, the students in the control group performed the activities with the traditional approach based on the existing curriculum.
- 5) Post-tests on achievement and attitude tests related to the theme of "Abay Poems" were applied to the experimental and control groups.
- 6) 15 days after the application, a retention test related to the theme of "Abay poems" was applied to the experimental and control groups.

### **Data Collection Tools**

#### *Academic Achievement Test*

In the study, the process of teaching the 2nd grade Kazakh Language Literature course of the University in the 2022 academic year in the learning area of "Abai Qunanbaiuly Poems" in the online technology-supported teaching environment will be examined. An academic achievement test covering the theme of Kazakh Language Literature course 2nd grade "Abay Poems" and suitable for the achievements of this theme was developed by the researcher. Prepared academic achievement test Kazakh Language and Literature course. Grade 2 "Abai Qunanbaiuly Poems" started with the determination of the subjects and achievements related to the theme. The content of the academic achievement test and the related achievements were examined in the Kazakh Language Literature textbook and the curriculum. While creating the Academic Achievement test; the questions of the test were prepared after examining all of the previously published achievement tests, skill-based test questions. Validity and reliability studies were carried out by creating items to include the achievements in the theme of the test items created by taking the opinions of experts and conducting a pilot study. Considering the content validity of the test, in the first stage. A question pool of 25 questions was created in accordance with the achievements in the theme of "Abai Qunanbaiuly Poems". This academic achievement test was applied to 78 students as a pilot study. Quantitative data were obtained with the academic achievement test.

In order to determine the discrimination of the Academic Achievement Test, the discriminations of the items were calculated. The difference between the percentile of those who answered the test question correctly in the upper group and the percentile of those who answered the question correctly in the lower group and the difference takes values between -1 and +1. Difficulties of the items were analyzed. The value formed by the students answering the question correctly or incorrectly is called item difficulty. When the item difficulty is close to 1, it means that the question is a simple question, while when the difficulty value of the question is close to 0, it means that the

question is a difficult question. In the prepared academic achievement test, it was calculated that 20% of the 25 items were difficult, 60% were of medium difficulty and 40% were easy. The KR-20 coefficient of the Kazakh Language Literature Course Academic Achievement Test was calculated as 0.89.

#### *Attitude Scale towards Poetry*

In the second problem and related sub-problems of the study, the "Attitude Scale towards Poetry" developed by the researcher was used to determine the attitudes towards poetry before and after the application. While developing this scale, the following stages were followed: a) Creating Attitude Items Stage, b) Applying to Expert Opinion Stage, c) Pretesting Stage, d) Reliability Calculation Stage (Yılmaz & Sünbül, 2009). While designing the attitude statements, an extensive literature research was conducted on the attitude object and subject and existing attitude scales were examined. First, an item pool of 24 attitude statements was created. For the positive items used in the scale, the expressions "completely agree" and "partially agree" were used, and for the negative items, the expressions "partially disagree" and "strongly disagree" were used. The 24 attitude statements collected in a pool of positive and negative ideas were presented to the opinions and evaluations of the faculty members of the Department of Kazakh Language and Literature and the Department of Educational Sciences. After the scale was examined and evaluated by the experts, some items were removed from the scale in line with the suggestions received, some items were revised and rearranged, and the first proto-type of the scale was finalized. As a result, a scale consisting of 20 items emerged.

After going through the above-mentioned procedures, the scale containing the attitude items was applied to a total of 90 students studying in different schools. The data obtained from the students in this application for factor analysis procedures were analyzed using SPSS 26.0 package program. According to the results of the analysis, those with factor loadings greater than 0.40 and 0.40 were selected for the second analysis and a total of 18 items were found to be functional. The factor loadings of the items in the scale ranged between 0.42 and 0.76. The Cronbach Alpha reliability coefficient of the scale as a whole was determined as .90. This result showed that the scale is a reliable scale. In both the development and implementation phases, positive attitude items were evaluated as 5 points for "completely agree", 4 points for "partially agree", 3 points for "undecided", 2 points for "partially disagree" and 1 point for "strongly disagree". The scoring of the negative statements in the items was done in the reverse order of the above scoring.

#### *Data Analysis*

SPSS 26.0 package program was used to analyze the data in the study. Before analyzing the research data, it was tested whether it met the assumptions of normal distribution. The suitability of the data obtained from the academic achievement and attitude scale to normal distribution was evaluated by Shapiro Wilk test. According to Shapiro Wilk analysis, it was found that the data obtained from the academic achievement test and Attitude Scale of the research showed normal distribution. Therefore, parametric statistical techniques were used to analyze the research data. In this context, Independent Samples t test technique was used to compare the pre-test and post-test mean scores of the experimental and control groups.

## Findings

With the first sub-problem of the research, it was aimed to determine whether there is a significant difference between the attitude levels of the experimental group in which online technology-supported instruction was applied in the teaching of 2nd grade poetry at the university and the attitude levels of the control group in which instruction was applied on the basis of the existing curriculum. For this purpose, the pre-attitude scores of the students in the experimental and control groups were calculated using the t test in Spss 26.0 program. The findings regarding the pre-attitudes and post-attitudes of the experimental and control groups are given in Tables 2 and 3.

Table 2. Comparison of Pre-Test Attitude towards Poetry Scores of Experimental and Control Groups

	Group	N	Mean	Std.		
				Deviation	t	p
Pre-Test Attitude	Experimental	30	2.87	0.68	-0.38	0.71
	Control	30	2.93	0.69		

As can be seen in Table 2, there is a difference of 0.06 points in favor of the control group between the pre-attitude scores of the students in the experimental and control groups. In order to understand whether this difference is significant or not, t-test was applied using SPSS 26.0 program and  $t = .38$  was found. Since the p value calculated at 95% confidence interval is  $p = .71 > .05$ , the difference between the attitudes of both groups is not significant. In other words, there is no significant difference between the attitudes of the experimental and control groups towards poetry before the experiment.

In order to measure the change in student attitudes after the experiment, it was examined whether there was a significant difference between the final attitude scales applied to the experimental and control groups. The findings related to the scores obtained by the experimental and control groups from the "Attitude Toward Poetry Scale" are given in Table 3.

Table 3. Comparison of Post-Test Attitude towards Poetry Scores of Experimental and Control Groups

	Group	N	Mean	Std.		
				Deviation	t	p
Post-Test Attitude	Experimental	30	4.07	0.78	5.33	0.00
	Control	30	3.10	0.61		

As can be seen in Table 3, there is a difference of .97 points between the final attitude scale scores of the students in the experimental and control groups in favor of the experimental group. In order to understand whether this difference is significant or not, t-test was applied using SPSS 26.0 program and  $t = 2.69$  was found. Since the p value calculated at 95% confidence interval is  $p = .001 < .05$ , it is clear that there is a significant difference between the attitudes of both groups, and when looking at the averages, this difference is in favor of the experimental group. This finding reveals that online teaching has a more positive effect on students' attitudes towards poetry than the traditional approach in teaching the subject of "Abay Poems" in the subjects studied.

With the second sub-problem of the research, it was aimed to determine whether there is a significant difference between the academic achievement levels of the experimental group in which online technology-supported instruction was applied in 2nd grade poetry teaching and the achievement levels of the control group in which instruction was applied on the basis of the existing curriculum. For this purpose, the pre-test achievement scores of the students in the experimental and control groups were calculated using the t test in Spss 26.0 program. The findings regarding the pre-achievement and post-achievement of the experimental and control groups are given in Tables 4 and 5.

Table 4. Comparison of Pretest Academic Achievement Scores of Experimental and Control Groups

	Group	N	Mean	Std.		
				Deviation	t	p
Pretest	Experimental	30	9.87	2.11	-0.35	0.73
Academic Achievement	Control	30	10.07	2.27		

As can be seen in Table 4, there is a difference of 0.20 points between the pre-success test scores of the students in the experimental and control groups in favor of the control group. In order to understand whether this difference is significant or not, t-test was applied using SPSS 26.0 program and  $t = .35$ . Since the p value calculated at 95% confidence interval is  $p = .73 > .05$ , the difference between the achievements of both groups is not significant. In other words, there is no significant difference between the achievement of the experimental and control groups on Abay poems before the experiment.

Table 5. Comparison of Post-Test Academic Achievement Scores of Experimental and Control Groups

	Group	N	Mean	Std.		
				Deviation	t	p
Post-Test	Experimental	30	13.80	1.95	3.12	0.00
	Control	30	12.03	2.41		

As can be seen in Table 5, there is a difference of 1.77 points between the scores of the students in the experimental and control groups in favor of the experimental group. In order to understand whether this difference is significant or not, t-test was applied using SPSS 26.0 program and  $t = 3.12$  was found. Since the p value calculated at 95% confidence interval is  $p = .001 < .05$ , it is clear that there is a significant difference between the academic achievement of both groups, and when looking at the averages, this difference is in favor of the experimental group. This finding reveals that online teaching is more effective than the traditional approach in teaching the subject of "Abay Poems" in the subjects studied.

Table 6. Comparison of Learning Retention of Experimental and Control Groups on Poetry

	Group	N	Mean	Std.		
				Deviation	t	p
Retention	Experimental	30	12.20	1.73	3.66	0.00
	Control	30	10.52	1.80		

As can be seen in Table 6, there is a difference of 1.68 points between the retention test scores of the students in the experimental and control groups in favor of the experimental group. In order to see whether this difference is significant or not, t-test was applied and  $t = 3.66$  was found. Since the p value calculated at 95% confidence interval is  $p = .001 < .05$ , it is revealed that there is a significant difference between the learning retention of both groups and this difference is in favor of the experimental group. This result reveals that online teaching is more effective than the traditional approach in the learning retention of the participants in teaching the subject of "Abay Poems" in the subjects in the experimental group.

## **Discussion and Conclusion**

In this study, the effect of online learning approach on university students' attitudes, academic achievement and learning retention in teaching poet Abai Qunanbaiuly's poems in Kazakh Language and Literature course was examined. According to the findings of the study, it was found that the experimental group students who were taught online developed more positive and high level attitudes towards learning poetry compared to the control group where the current program was applied with traditional methods. These findings are similar to the findings of studies conducted by Altunbay and Demir (2020), Angelova (2020), El Takach (2022), Kılınçer (2021), Ray (1999), and Unger and Meiran (2020). The fact that students prefer to read poems on technological devices rather than books shows that poetry, like many other genres, is affected by technology and shifted to digital media.

Although the poets that students last read vary, it is seen that popular local poets are generally read. In this context, reading, listening and sharing the poems of the Kazakh national poet Abay in a rich and interactive environment with online technologies positively affected students' attitudes towards learning poetry. According to Khomeniuk (2020), due to the transformation of online education from a teacher-oriented approach to a student-oriented approach, the role and activities of instructors and other support providers have changed from being reactive to being more active.

The students in the research study had the opportunity to study the Abay poems, which are the focus of the study, at different times and places, at individualized learning and learning speeds appropriate to their own characteristics, through online teaching applications. This flexible and independent learning environment positively affected students' attitudes towards learning poetry compared to traditional teaching. On the other hand, in order to use online education effectively and efficiently in teaching poetry, it is essential to ensure that students' interest and motivation are high and that the necessary feedback is given in a timely manner. In this context, in teaching 'Abai Qunanbaiuly's Poems' with the online approach, the instructor provided intensive guidance and immediate feedback to the students in online and face-to-face environments.

Another finding of the study is the effect of online teaching practices on academic achievement and learning retention of the participant students. At the end of the experimental applications, online teaching applications increased the academic achievement and learning retention of the students on 'Abai Qunanbaiuly Poems' at a high level compared to routine teaching applications. These findings are similar to the findings of the studies conducted by Cano (2022), Ghazi-Saidi et al. (2020), Ghosh, Jansz and Ghosh (2022), Hidayat et al. (2022), Hu and Huang

(2022), and Paudel (2021). According to Eisinger (2009), online education offers versatile opportunities where learning activities are enriched with printed, electronic, moving and audio materials, even if teachers and students are in different places. In this respect, it offers students great advantages in terms of learning. According to Summers et al. (2005), online education is as effective and efficient as face-to-face education when it is properly planned and implemented.

The fact that the use of online learning in poetry teaching provides a rich and effective education and training environment in literature courses has once again proved the importance of such platforms. In his study in which he examined the effect of teaching Kazakh Language and Literature course in an online learning environment on students' academic achievement and attitudes towards the course and poetry, he revealed that the blended learning environment positively affected students' academic achievement and attitudes. These findings can be reviewed from different perspectives. When information technologies are applied correctly in literature education and combined with the curriculum, meaningful learning will take place and lessons will achieve their goals. Many studies have shown that online learning can be used effectively in developing basic skills in language learning (Grgurovic, 2011; Ghazizzadeh & Fatemipour, 2017, Shih, 2010). In these studies, it was revealed that students' speaking, listening, poetry reading and writing skills can be improved when traditional face-to-face education is supported by online approaches.

In this respect, it is thought that it will be beneficial to prepare a program that will support students academically in literature courses in accordance with the online learning approach and support learning environments with informatics methods. In this context, seminars and in-service training can be organized to introduce the content and use of new teaching materials to instructors and teachers in order to use the online learning approach in lessons. The Kazakh Language and Literature course to be taught in the online learning approach can be examined at different grade levels and in different subjects, students' academic achievement, attitudes towards literature course and their opinions on the effects on language skills. According to the observations of the researcher, it was observed that the participants in the experimental group experienced technological difficulties in the teaching of the course, had communication problems, and experienced technical difficulties in online education. In this context, it can be recommended that practitioners who will use online learning method should plan the teaching process by taking these difficulties into account and seek solutions to the problems in online application.

## **Notes**

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