

THE PERCEPTIONS OF PRIMARY SCHOOL TEACHERS AND TEACHER CANDIDATES TOWARDS THE USE OF MASS MEDIA IN TEACHING TURKISH LANGUAGE

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ABSTRACT

The aim of the study is to explore the perceptions of primary school teachers and teacher candidates of the use of mass media in teaching Turkish in primary education. The data for this descriptive study is collected via semi-structured interviews –one of the qualitative data analysis methods and the collected data is analyzed by employing descriptive analysis techniques. The participants of the study consist of 20 primary school teachers and 20 teacher candidates. The results of the study reveal that the majority of the primary school teachers and teacher candidates feel incompetent in using mass media. One of the important findings of the study is that teacher candidates find the practices regarding the use of mass media in teacher education insufficient.

Key Words: Mass media, primary school education, primary school teacher education.

INTRODUCTION

Human beings have used various tools to communicate with each others since the beginning of their existence. These tools have developed and increased in variety in parallel to the development of human beings. Mass media and the tools used to ease mass media have gained crucial importance as a consequence of the rapid change and advances in technology and social progress.

Mass media is a collective term for all media technologies such as radio, television, Internet, newspapers, magazines that are used to communicate various types of messages to a large and dispersed audience. The advances in technology result in the variation of mass media tools. In today's world, conventional ways of entertainment, enlightenment and pass time like books, newspapers and magazines have started to be replaced by television, radio, computer, VCD and DVD (Aksaçlıoğlu and Yılmaz, 2007). Mass media has positive or negative impacts on many domains in life and educational institutions are as well one of those highly affected domains by mass media.

Mass media is crucially important and effective in today's world, which has certain functions. One of its important functions is its being educational (Cüceloğlu, 1982, p.324). Being used for different purposes in daily life, mass media is one of the most important tools to satisfy cognitive needs (Birse, 2005). In addition, another important role these tools play in teaching-learning processes is to concretize ideas, phenomena and incidents. Promoting learning, doing research, contributing to permanent learning by enriching the learning process, ensuring the active engagement of learners by providing effective communication and easing the learning process are among the benefits of mass media. Furthermore, benefiting from tools like texts, audios, graphs, motions, videos, video clips makes it possible to have an interactive learning environment, which helps learners learn effectively in a short time (Fer, 2004, p.155). Moreover, mass media also makes it easier for teachers to meet different needs and interests of their students with individual differences. In addition, students improve their reading, writing, speaking and listening skills by means of mass media such as newspapers, magazines, radio, television, movies, books and the Internet (Tafari, 2009).

Signes (2001) states that mass media is beneficial and plays an important role in teaching one's mother tongue and other foreign languages. Likewise, Bahrani and Sim (2011), Berber (1997), Cauldwell (1996) and Orao (200) also emphasize the role of mass media in the development of language skills.

The current Turkish language education curriculum which has been in use since 2005 adopts an activity-based and interactive approach which takes individual differences and learners' lives into consideration. This Turkish language education curriculum places importance on developing some basic skills of learners such as the correct and effective use of Turkish, critical thinking, creative thinking, communication, problem solving, doing research, using information technologies, entrepreneurship, decision making, intertextual reading and giving importance to social and personal values. Moreover, the program also has goals and objectives to equip learners with skills to question the information given by mass media. Therefore, it is of great importance to explore the perceptions of teachers and teacher candidates of teaching Turkish through mass media.

The Significance of the Study

In this era of rapidly advancing technology, mass media and media have become crucial tools for learning. For many school, the Internet and media are a great source to support education (Sunal and Haas, 2002). The educational consequences of advanced technology and the proliferation of mass media tools will inevitably affect present teachers, teacher candidates and primary school students. A teacher benefiting from these tools efficiently in the teaching process will have more fruitful and effective classes; help learners learn in a short time and contribute to learners' permanent learning as well. Realizing this is possible by determining the perceptions of teachers and teacher candidates of mass media. However, in Turkey there are only few studies exploring the perceptions of teachers and teacher candidates of the use of mass media in teaching Turkish language. In addition to this, it is also worth exploring the perceptions of teacher candidates of the use of these tools in teacher education. It is believed that by determining the perceptions of teachers and teacher candidates of the use of mass media in teaching Turkish will shed light into the current situation in Turkish course and contribute to the present implementations.

The aim of the study

The aim of the study is to explore the perceptions of primary school teachers and teacher candidates towards teaching Turkish. The study addresses the following questions:

- What are the competency levels of primary school teachers and teacher candidates regarding the use of mass media in teaching Turkish?
- What are the mass media tools that teachers and teacher candidates use/may use in teaching Turkish?
- What are the views of teachers about the benefits and limitations of using mass media in teaching Turkish?
- What are the views of teachers about the practices regarding the use of mass media in teacher education?
- What do the teachers and teacher candidates suggest about the use of mass media in teaching Turkish?

METHODOLOGY

Research Model

In this study aiming to determine the perceptions of primary school teachers and teacher candidates of the use of mass media in teaching Turkish, qualitative research methods and semi-structured interviews are employed.

Participants

The participants of this study consists of 20 primary school teachers working 8 different primary schools in the city center of Adiyaman and 20 teacher candidates studying Primary School Teacher Education (4th grade) at the Education Faculty of Adiyaman University.

In determining the participants, criterion sampling method has been employed. As for the teacher candidates, the participants have been chosen among the senior students who have taken Teaching Turkish Course and are to graduate at the end of the year. As for the teachers, participants who are thought to have a lot of experience in their field and who have volunteered for the study have been chosen. The participants then consist of 20 primary school teachers (11 females and 9 males) and 20 teacher candidates (10 females and 10 males). Table 1 demonstrates the demographic information regarding the participants.

Table 1: Demographic Information about the Participants

| Participants | Gender | f | % |
|--------------------|--------------------------------|----------|----------|
| Teacher Candidates | Female | 10 | 50 |
| | Male | 10 | 50 |
| Teachers | Female | 11 | 55 |
| | Male | 9 | 45 |
| | Professional Experience | f | % |
| | 1-5 years | 2 | 10 |
| | 6-10 years | 5 | 25 |
| | 11-15 years | 6 | 30 |
| | 16-20 years | 2 | 10 |
| | 21-25 years | 3 | 15 |
| | 26-30 years | - | - |
| | 31-35 years | 1 | 5 |
| | 36-40 years | 1 | 5 |

Data Collection

The data of the study was collected in the Fall Term of 2013-2014 Academic Year and the participants were the volunteering primary school teachers and teacher candidates. To collect the data, the researcher prepared two separate interview questionnaires each of which consisted of four open-ended questions.

In order to check the internal validity, the questionnaire was examined by three experts in the field and the questionnaire was edited according to the feedback received. Then, to check the effectiveness of the questions, a pilot study was conducted with four teacher candidates and two primary school teachers. The questions were examined to see whether they were precise and clear and whether the answers given reflected the answers of the questions asked. The pilot study revealed that the open-ended questions were qualified and they were then employed to collect data from the participants in the actual study.

The interviews lasted approximately 20-25 minutes and they were all audio recorded. Before the interviews, the participants were told that the interviews would be audio recorded and whatever the participants said would be kept confidential. The participants were also told that no names but codes would be mentioned in the study. All these were thought to prevent possible situations that might affect the data negatively.

Validity and Reliability

After collecting data through interviews, the answers to the open-ended questions were analyzed by the researcher and an expert separately. Then, considering the main themes and sub-themes emerged from the data, the issues of "agreement" and "disagreement" were discussed. For the reliability computation, the reliability formula suggested by Miles and Huberman (1994) was employed ($\text{Reliability} = \frac{\text{Agreement}}{\text{Agreement} + \text{Disagreement}}$). The result indicated that the reliability score was 91%. Miles and Huberman (1994) state that reliability scores above 70% indicate reliability for a study. Therefore, as being 91%, the reliability score of this study (90%) was considered reliable.

The primary school teachers and teacher candidates participated in the interviews were given codes and numbers. Teachers were coded in a way like ÖK_5, ÖE_12, ÖK2_17 (ÖK_5 : Female Teacher, 5-year experience; ÖE_12: Male Teacher, 12-year experience; ÖK2_17: Second Female Teacher, 17-year experience). Teacher candidates were coded as ÖA_K1, ÖA_E11 (ÖA_K1: 1. Teacher Candidate_Female; ÖA_E11: 11. Teacher Candidate_Male).

Data Analysis

The data of the study was analyzed by employing descriptive statistical analysis techniques of the qualitative analysis methods. Descriptive analysis is used to transform the raw data in a way that makes it clear and understandable for the readers and ready to use if required. In descriptive analysis, the data collected is summarized and interpreted in accordance with the themes determined before and direct quotations from the data are often shared in the presentation of the data (Altunışık and et al, 2001; Yıldırım and Şimşek, 2005).

FINDINGS

In this study aiming at exploring the perceptions of primary school teachers and teacher candidates of the use of mass media in teaching Turkish, semi-structured interviews were conducted with 20 primary school teachers and 20 teacher candidates. The responses to the questions are presented in the order of the research questions that the study addresses.

Table 2: The Competency of Primary School Teachers and Teacher Candidates Regarding the Use of Mass Media in Teaching Turkish

| | Competency Levels | | |
|--------------------|---|---------------------------------|--|
| | Competent | Partially Competent | Incompetent |
| Teacher Candidates | ÖA_K1, ÖA_K5, ÖA_K8, ÖA_E11, ÖA_E13, ÖA_E14, ÖA_E16, ÖA_E18, ÖA_E19, ÖA_E20 | | |
| | | ÖA_K4, ÖA_K7, ÖA_K18 | |
| | | | ÖA_K2, ÖA_K3, ÖA_E6, ÖA_K9, ÖA_E10, ÖA_K12, ÖA_E15 |
| f | 10 | 3 | 7 |
| % | 50 | 15 | 35 |
| Teachers | ÖK_13, ÖE_12, ÖK_24, ÖE_13, ÖK_15, ÖK_7, ÖK_12, ÖE_8, ÖK2_17 | | |
| | | ÖK_9, ÖK_25, ÖK_4, ÖK2_12, ÖE_5 | |
| | | | ÖE_10, ÖE_21, ÖE_39, ÖE_33, ÖK2_9, ÖK_17 |
| f | 9 | 5 | 6 |
| % | 45 | 25 | 30 |

Table 2 illustrates the competencies of primary school teachers and teacher candidates regarding the use of mass media in teaching Turkish. Half of the teacher candidates (f=10) perceive themselves competent in using mass media in teaching Turkish; on the other hand, 7 of them perceive themselves incompetent and 3 of them perceive themselves partially competent. ÖA_K1 who perceives herself competent states, "Yes, I feel competent. Tablets and TV sets are present in state schools already. I feel that I have been trained well to use them." On the other hand, ÖA_K2 who feels incompetent states, "I consider myself incompetent in using them. I believe that students should be thoroughly trained about how to use such materials in the materials development course." ÖA_K7 who perceives herself partially competent states, "I am partially competent because I can use computers effectively. Also, to me, newspapers are important communication tools. I believe that I can be a model to my students by reading newspapers. I can help them adopt this habit."

As for the teachers, 9 out of 20 perceive themselves competent in using mass media in teaching Turkish and 6 of them perceive themselves incompetent and 5 of them perceive themselves partially competent. ÖE_21 states, "Ministry of Education has provided in-service training. Also, a computer teacher has given us some training. I have a computer at home, but my students use the Internet better than me." On the other hand, to

illustrate his incompetency in using mass media, ÖE_33 states, “We are doing nothing unfortunately. We should definitely do something, but we don’t have the necessary background knowledge, so we feel helpless.”

Table 3: The Mass Media Tools that Teachers and Teacher Candidates Use/May Use in Teaching Turkish

| The Mass Media Tools | Teachers | f | % | Teacher Candidates | f | % |
|-------------------------------|--|-----------|------|---|-----------|-------------|
| Projector (!) | ÖE_12, ÖK_7, ÖK2_17, ÖE_13, ÖK2_9, ÖE_10, ÖK_9, ÖK_4, ÖK2_4, ÖK_25, ÖK_17, ÖK_15, ÖK2_12 | 13 | 35.2 | ÖA_K9, ÖA_K4, ÖA_K7, ÖA_K8, ÖA_K9, ÖA_E11, ÖA_E14, ÖA_E15, ÖA_E19, ÖA_E20 | 10 | 25 |
| Computer | ÖK_15, ÖK2_17, ÖE_10, ÖK_4, ÖK_7, ÖK_17, ÖK_12, ÖK2_12, ÖK2_9 | 9 | 24.3 | ÖA_K2, ÖA_K3, ÖA_K5, ÖA_E6, ÖA_K7, ÖA_E14, ÖA_E16 | 7 | 17.5 |
| Internet | ÖK_13, ÖK_24, ÖE_13, ÖE_21, ÖE_39, ÖE_33, ÖK_25, ÖE_8, ÖK_17 | 9 | 24.3 | ÖA_K2 | 1 | 2.5 |
| Newspaper | ÖK_13, ÖE_8, ÖE_5 | 3 | 8.10 | ÖA_K1, ÖA_K2, ÖA_K3, ÖA_K4, ÖA_K5, ÖA_E10, ÖA_K12, ÖA_K17 | 8 | 20 |
| Magazine | ÖK_13, ÖE_5 | 2 | 5.4 | ÖA_K2, ÖA_K3, ÖA_K4, ÖA_E10, ÖA_K17 | 5 | 12.5 |
| Television | ÖE_39 | 1 | 2.7 | ÖA_K1, ÖA_K2, ÖA_K3, ÖA_K4, ÖA_K7, ÖA_K8 | 6 | 15 |
| Radio | ---- | ---- | | ÖA_K4, ÖA_K5, ÖA_E10 | 3 | 7.5 |
| Interactive whiteboard | ----- | --- | | ÖA_K1, ÖA_E16, ÖA_E20 | 3 | 7.5 |

Table 3 demonstrates the findings about the mass media tools that primary school teachers and teacher candidates use or may use in teaching Turkish. As seen in the table, the majority of the teachers and teacher candidates perceive the projector as a mass media tool, which indicates that the participants have misconceptions about mass media. What follows the projector that the primary school teachers and teacher candidates would like to use is the computer. The Internet (f=9) and newspapers (f=3) come after the computer. One teacher states that s/he benefits from television. Of all mass media tools, the rare use of television and no use of radio indicate that teachers may have a tendency to use new technologies (the Internet) in their classes.

Teacher candidates (f=8) state that they would like to use the projector which is followed by newspapers (f=8). As seen in the table, when compared to primary school teachers, teacher candidates think that they can benefit from newspapers more in their classes. This may lead to a conclusion that teacher candidates keep track of technology and thus they have more opportunities to follow current events, therefore, they think that they can benefit from newspapers more.

The following extracts illustrate primary school teachers’ views about the use of mass media in teaching Turkish: “There are magazines we have subscribed to. We make use of these magazines and the Internet and the projector... We have a projector in the classroom. We can surf the net and find the course-related topics and

make presentations to our students.” (ÖK_13), “Whenever we have the opportunity, we watch the education(al) programs on TV. I have subscription to a newspaper, I follow (things) there, I follow the educational publications there.” (ÖE_21).

ÖA_K1, one of the teacher candidates states that she mostly prefer computers, television and newspapers of all mass media tools and says, “I prefer computers, television and newspapers most because I can concretize the information by the help of visuals (there). For example, I think that television may be used. We can tell a short story to the students, say, our topic is grammar and adjectives, I can ask students to spot the adjectives in the story. In this way, I can help them improve their listening skills. At the same time, I can ask students to write the adjectives in the story they have listened, which improves their writing skills.” ÖA_K2, another teacher, states, “As a teacher candidate, I suggest mass media tools like newspapers, magazines and the Internet. If it is used effectively, television is also beneficial to the students.” Another teacher candidate ÖA_E10 states, “I can use computers and I can make use of newspapers. Students may be helped to prepare a monthly magazine. This may help students improve their writing skills as well as their reading skills. It also helps the students realize their spelling and punctuation mistakes.”

Table 4: The Views of Teachers about the Benefits and Limitations of Using Mass Media in Teaching Turkish

| The Benefits of Mass Media | Teachers | f | % |
|--|---------------------------------------|---|------|
| Contributes to permanent learning | ÖK_7, ÖK_12, ÖE_8, ÖK_4, ÖK2_12, ÖE_5 | 6 | 10.7 |
| Ensures active participation | ÖK_7, ÖK_12, ÖK_13, ÖE_21 | 4 | 7.14 |
| Arouses interest and attention | ÖK_15, ÖK_12, ÖK2_9, ÖE_21 | 4 | 7.14 |
| Makes learning enjoyable | ÖK_7, ÖK_12, ÖK2_9 | 3 | 5.36 |
| Concretizes learning | ÖE_10, ÖK_24 | 2 | 3.57 |
| Provides a constructive learning environment | ÖK_13, ÖK_7 | 2 | 3.57 |
| Enriches learning environment | ÖK_25, ÖK_17 | 2 | 3.57 |
| Improves research skills | ÖK_13, ÖE_33 | 2 | 3.57 |
| Improves imagination | ÖK_15 | 1 | 1.78 |
| Improves children audio and visual learning skills | ÖK_17 | 1 | 1.78 |
| Increases motivation | ÖE_13 | 1 | 1.78 |
| Enriches vocabulary knowledge | ÖE_12 | 1 | 1.78 |
| Limitations of mass media | | | |
| Time consuming | ÖK_24, ÖE_10 | 2 | 20 |
| Addictive | ÖK_13, ÖE_5 | 2 | 20 |
| Distractive | ÖE_13, ÖK2_12 | 2 | 20 |
| Belated feedback | ÖE_12 | 1 | 10 |
| Digressing from the main topic of the class | ÖE_13 | 1 | 10 |
| Creating disinformation | ÖE_5 | 1 | 10 |
| Causing boredom after long uses | ÖK2_12 | 1 | 10 |

Table 4 illustrates the benefits that primary school teachers state regarding the use of mass media in teaching Turkish. As seen in the table, teachers find the use of mass media beneficial in terms of ensuring permanent learning, active participation, arousing interest and attention and making learning enjoyable. On the other hand, teachers state that the use of mass media has some limitations such its being time consuming, addictive and distractive. In relation to these issues, ÖK_13 says, “When we give homework that requires the use of mass

media, students are inclined to do some research. It brings variety to the classroom. In this way, students learn by doing not by memorizing. This makes students more active at the same time. We can use mass media not only in teaching Turkish but also other courses. For example, for the science course, students may record the weekly weather forecast from the TV. I assign different topics to have them do research on the Internet. Of course, it is bad when it is used too much. It may cause addiction.”

Table 5: The Views of Teacher Candidates about the Practices Regarding the Use of Mass Media in Teacher Education

| Practices | Teacher Candidates | f | % |
|--|---|----|------|
| Almost no practice regarding the use of mass media | ÖA_K3, ÖA_K4, ÖA_K7, ÖA_K8, ÖA_K9, ÖA_K12, ÖA_E13, ÖA_E14, ÖA_E15, ÖA_K17, ÖA_E18, ÖA_E20 | 12 | 57.1 |
| Practices regarding the use of the projector | ÖA_K1, ÖA_K2, ÖA_E10, ÖA_E11 | 4 | 19.1 |
| Powerpoint presentations | ÖA_K5, ÖA_E6, ÖA_K7, ÖA_E16 | 4 | 19.1 |
| Listening to music on radio in the English class | ÖA_E10 | 1 | 4.77 |

Table 5 presents the views of teacher candidates regarding the use of mass media in teacher education. As seen in the table, the majority of teachers find these practices highly insufficient. ÖA_E20 states, “There are a lot of limitations related to this (the use of mass media) and there is almost no practices (related to this). They behave as if we are not involved in this Fatih project. On the contrary, the classrooms are equipped with (many tools) as a result of these projects, so there should be seminars, trainings and practices related to them.” Similarly, ÖA_E10 also finds the practices in teacher education insufficient and he draws attention to the insufficiency of the mass media tools and related practices in teacher education by stating, “There are few materials related to the use of mass media. Apart from them, we use projectors and computers. Also, I remember listening to music on radio but this was in the English class.” In addition, ÖA_E6 expresses his opinions by stating, “Believe me, there is almost no effort (in the use of mass media) in the education faculty. We generally use computers in classes. That’s why, I can’t tell you whether mass media has an effect on the learning process or not because we do not take classes in a way mass media is used.” Also, ÖA_K3 says, “In our faculty, there is not much about the use of mass media in teaching. If there were some practices related to it, I wouldn’t consider myself incompetent. Most of the students consider themselves incompetent (in using mass media).”

Table 6: The Suggestions of Teachers and Teacher Candidates about the Use of Mass Media in Teaching Turkish

| The Suggestions | Teachers | f | % | Teacher Candidates | f | % |
|--|---|-----|------|----------------------|-----|-------|
| Improving the technological equipment in schools | ÖK_15, ÖE_10, ÖE_39, ÖK_25, ÖK_12, ÖK2_12 | 6 | 42.9 | ÖA_E6 | 1 | 6.25 |
| Providing in-service training | ÖE_12, ÖK_7, ÖE_5 | 3 | 21.4 | --- | --- | --- |
| Placing importance to teacher education | ÖE_33, ÖK2_17, ÖE_5 | 3 | 21.4 | ÖA_K3, ÖA_K7, ÖA_E16 | 3 | 18.75 |
| Publishing school newspapers and magazines | ÖK_4 | 1 | 7.14 | ÖA_K1 | | |
| Providing hands-on education via tablets | ÖK2_9 | 1 | 7.14 | --- | --- | --- |
| Encouraging teacher candidates to follow | --- | --- | --- | ÖA_K7 | 1 | 6.25 |

| | | | | | | |
|---|-----|-----|-----|--|---|-------|
| scientific publications | | | | | | |
| Organizing conferences about press and publishing | --- | --- | --- | ÖA_K7, ÖA_K12, ÖA_E18 | 3 | 18.75 |
| Giving importance to hands-on training | --- | --- | --- | ÖA_K7, ÖA_K9, ÖA_E10, ÖA_E13, ÖA_K17, ÖA_E18, ÖA_E19, ÖA_E20 | 8 | 50 |

As seen in Table 6, the suggestions of primary school teachers regarding the use of mass media in teaching Turkish are mostly on the improvement of technological equipment in schools. For instance, ÖK_12 suggests, "There are no computers and Internet connections in the classrooms. There may be some improvements related to this. There should be limitless Internet access everywhere (at school)", which shows the insufficiency of technology. ÖE_12 who considers in-service training essential to ensure the effective use of mass media in the Turkish course says, "First of all, teachers should be given seminars to teach their students how to use mass media. In relation to this, children (students) should be told what programs they should watch on TV, what websites are useful when using the Internet and also what harm bad websites may give to them. Therefore, teachers should be given training on these matters at first. Ministry of Education should organize courses and seminars to achieve this." Another teacher ÖE_5 emphasizes the importance of seminars by stating, "I think teachers and students should be involved in seminars and courses related to mass media. In the Informatics courses, students may be taught not only how to use computers but also how to make use of other tools."

The suggestions of the teacher candidates about the use of mass media in teaching Turkish are mostly on the importance of hands-on training (they take) before they start their profession. ÖA_K7 states, "Teacher candidates might be encouraged to use mass media tools like computers, videos, cameras etc, which may help them try other things rather than traditional teaching methods. In order to bring variety to the learning environment, different tools may be benefited. For example, conferences may be organized related to press and publishing." ÖA_K9 also make suggestions by stating, "There should be more practices. It is not only making the teacher candidates informed about mass media but also training them individuals who both learn and use them."

RESULTS, DISCUSSIONS AND SUGGESTIONS

The results of this study aiming at exploring the perceptions of primary school teachers and teacher candidates of the use of mass media in teaching Turkish reveal that half of the participants have low perceptions of their competency in using mass media in teaching Turkish.

The results also reveal that projectors and computers are the ones that teachers and teacher candidates mostly use or may use. Considering projectors as a mass media tool indicates that teachers and teacher candidates have misconceptions about mass media tools. Computers as being the most commonly used tool by teachers are followed by the Internet and newspapers as widely used mass media tools. The least used mass media tools, on the other hand, are magazines and television. This finding contradicts the findings of Fer (2004) –the low use of computers by teacher candidates, and the findings of Güven (2003) –the frequent use of magazines, pictures and the like. Radio, on the other hand, is a tool that is not used at all. This may lead to the conclusion that teachers have a tendency to use new technologies (like the Internet) in their classes.

Among the mass media tools that teacher candidates may use, newspapers come second after computers. This might lead to the conclusion that teacher candidates follow the trends in technology more closely, so they have more opportunities to keep up with the current news. Moreover, the quality of education they have received in education faculty might be one of the primary reasons why teacher candidates want to benefit from newspapers more. Toruk (2007) has also found that the number of students who believe that more importance will be placed on newspapers is high. Furthermore, the same study revealed that students consider newspapers the most reliable mass media tool which is followed by television and the Internet.

The results of the study indicate that teachers consider the use of mass media in teaching Turkish beneficial because it ensures permanent learning, active participation, arouses interest and attention and makes learning enjoyable. Signes (2001) and Tafani (2009) have also found that mass media promotes motivation. In addition to its benefits, teachers also emphasize the limitations that mass media has. Among the limitations are its being time consuming, addictive and distractive.

Another important result of the study is that the majority of teacher candidates think that the practices related to the use of mass media in teaching Turkish is rather insufficient. Teacher candidates think that mass media tools used in teacher educations is rather insufficient and emphasize the fact that such practices are not enough in courses.

As for the suggestion of primary school teachers about the use of mass media in teaching Turkish, the results show that the suggestions are mostly on the improvement of the technological equipment in schools. On the other hand, the suggestions of teacher candidates are mostly on the importance of hands-on training they should receive about the use of mass media before they start their profession.

In the literature review, there are studies revealing the benefits of the use of television as one of the mass media tools in improving students' listening skills (Poon, 1992; Baker, 1996). In addition to this, Bahrani and Sim (2012) emphasize the fact that mass media also improves speaking skills. Furthermore, Mackenzie (1997) states that news on radio and television may be benefited at any language level in teaching English. Therefore, considering the results of this study, it might be suggested to teachers to make use of news on radio and television as well as the Internet in teaching Turkish in primary schools.

In the light of the findings of this study, the following suggestions might be put forward:

- Doing this study with different sample groups might give more insights into the use of mass media.
- The reasons for the limited use of mass media in higher education might be explored.
- The perceptions of instructors of the use of mass media in teacher education might be investigated.
- Teachers should be trained about the use of mass media in teaching Turkish and other courses via in-service training or before they start their profession.

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