



## STUDENTS' PERSPECTIVES ON UZEBIM USE IN SECOND LANGUAGE LEARNING

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### Abstract

In order to keep up with the quick pace of technological advancement and reduce the transmission of Covid-19, new technical methods and platforms have been developed to aid in the learning of a second language. Since new model learners are said to as "digital natives," this improves their drive to learn a second language. The learning atmosphere for English preparatory school students at a private university in the TRNC is made easier by incorporating current technological systems and platforms into the learning process. As a result, this university created the UZEBIM online platform, which is also used by English language instructors and learners in second language study. The self-directed learning setting for language learners is produced by incorporating Uzebim into teaching and learning. The purpose of this study is to assess the effectiveness of employing Uzebim in light of the learners' perspectives on the second language. The current study was designed using a qualitative research paradigm, with 35 participants drawn from a private university's English preparatory school that uses the Uzebim platform. The goal of the study was to assess the use of Uzebim in the education-learning of a second language. The research group included 22 male and 13 female students who were enrolled in the first semester of the school year 2021-2022. As a data-gathering tool, a structured interview form was adopted. According to the findings of the study, a new technological platform, Uzebim, with respect to its programs in second language acquisition encouraged professors and students to experiment with novel instructional methods. Moreover, the Uzebim platform has a significant impact on second language learning. Furthermore, the students who took part in this study stated that because they may access their course information at any time and from any location, they can enjoy learning. Moreover, the element of using Uzebim while learning English as a second language was highly favorable, according to the findings. Another powerful aspect of using Uzebim is that they expressed their delight at being in the same digital environment as their lecturers and that they were attempting to write alongside them, particularly in academic writing.

**Keywords:** distance learning, second language learning, evaluation, technology, Covid-

19

### Introduction

Covid-19 pandemic spread worldwide in 2020. Almost all countries declared the closing of educational institutions to control the transmission of the disease (Sintema, 2020) in February 2020. This has had an impact on learning during this academic year and is likely to continue to do so in the academic years to come. Therefore, education has changed dramatically. The

learning environment has changed too (Lu, J. & Churchill, D. 2013). Teaching remotely has taken place of face-to-face education on digital platforms (Pisces S. H. et al., 2012). So, there was a need to implement an alternative educational tool for distance learning. E-learning tools have played an important role during this pandemic. Using Moodle helps the university to facilitate teaching and learning during the closure of universities (Subedi et al., 2020). For some learners and instructors, it was difficult to adapt to this new learning and teaching environment, whereas for some of them it was easy to adapt. Pratama (2015) states that the most basic and important skills that students should have in the present century are information and communication technologies and literacy skills.

The rapid development in technological applications such as Moodle, promoted the English preparatory schools to integrate these kinds of applications into their teaching and learning environment during the covid-19 pandemic. The distance education center (Uzebim) is a center where the distance learning systems of the Near East University are located. The Moodle program is used as the learning management system in this center at Near East University. This system has several modules including course materials, announcements, course outlines, assignments, marks for assignments, and reports. The increase in using mobile devices like smartphones in teaching and learning environments provides learners with access to the needed materials throughout the day and night through Moodle. The ease of the learning process at any time and anywhere is the most important use of Uzebim. Furthermore, teachers are able to share a variety of materials in different formats such as Word, PDF, Excel files, videos, and many more. Teachers can send quizzes, assignments, and homework to their learners through Uzebim. Learners can even send their written and video assignments to their teachers.

Some of the online classroom platforms such as Google Meet, allow the teachers to create online educational classes. Google meet gives the opportunity for video meetings and tracking of student attendance to teachers. This platform provides additional coaching to students. Teachers can also give feedback through online lessons. According to Doucet, the most important part of online distance learning is to give timely feedback to the learners (Doucet et al., 2020).

Using Uzebim at English preparatory schools, it is aimed to assign tasks in four skills and explore the features on the platform. Besides this, it is easier for teachers to evaluate not only the learners' assignments but also the improvement of the four skills (reading, listening, writing, and speaking).

### **Statement of the Problem.**

The use of technological tools in education has taken an important place in the history of mankind, and the increasing use of them every day has eliminated the necessity of face-to-face meetings between teachers and students in a building. Therefore, rapid developments in technological investments have become inevitable for institutions providing education. In this sense, it should not be ignored that technology should be used most effectively in order to meet the needs of the era. For this reason, it is very important for educational institutions to use technological tools together with course books and to prepare the necessary infrastructure in order to achieve targeted success. Getting to understand how the students of the English Prep School of one private university in the TRNC perceive the use of Uzebim (a Moodle) is the paramount worry of the researchers.

## Aim

The main aim of this study is to find out how students of the English Prep School of one private university in the TRNC perceive the use of Uzebim (Moodle). In this context, the researchers get the opinions of students who attend a lay private University English Preparatory School on the effect of using Uzebim together with course books in the language learning process.

## Research Questions.

In this respect, the following questions have been sought:

- 1) What are the students' views on the use of Uzebim in second language learning?
- 2) What are the views according to the students' evaluations regarding the education provided by Uzebim?

## Methodology

### Research Design

This study used the descriptive design since it is one of the most dependable methods of doing research when dealing with a big sample of respondents since this allows the researcher to extrapolate the population employing information acquired from the study respondents. Descriptive studies examine a population's characteristics, uncover flaws within an institution, structure, or population, or examine differences in traits or practices among establishments or even regions (Grove, S. K., et., al.2012). A descriptive research design is also regarded as qualitative research. Yıldırım and Şimşek (2008) describe qualitative research as a method in which techniques such as observation, interview, and document analysis are used. Qualitative research is suitable for studies in social sciences (Yıldırım, A., & Simsek, H. 2008)

### Research Study Group

**Table1.**

*Distribution of Students according to their Gender, Age and Nationality*

Variables	f	%
Students' Gender		
Male	22	62.9
Female	13	37.1
Students' Age		
18-20	21	60
21-23	12	34.3
28 and above	2	5.7
Nationality		
International Students	21	60
Turkish Students	14	40
Total	35	100.0

In this study, 35 students who are being educated at an English Preparatory school in a Private University Turkish Republic of Northern Cyprus took part. In the first part of the interview form, the "biographical features" section is taken place with the aim of identifying

personal information which is used to determine the gender, age range, and nationality of the participants. The distribution of data obtained from biographical features is given above. According to the gender distribution of the students who were participating in the study, 62.9% (22) of the students were male and 37.1% (13) were female. The majority of the students who participated in the study were male students.

When the age distribution of the students who were participating in the study was examined, it was determined that 60% (21) of the students were between the age of 18 and 20, 34.3% (12) of the students were between the age of 21 and 23 and only 5.7% (2) of the students were at the age of 28 and above. Most of the students who participated in this study were between the age of 18-20.

When the nationalities of the students who participated in the study were examined, it was determined that 60% (21) of them were international students, and 40% (14) of them were Turkish students. It is observed that the students participating in the study are mostly international students.

### **Data Collection Tools**

In this study, a semi-structured interview form was utilized to determine the students' opinions on the utilization of the Uzevim platform in learning a second language. The semi-structured interview, as per Türnüklü (2000), is the formulation of questions that are relevant to the author's subject and connect with the research questions in some way. However, the investigator is given the ability to ask more questions of clarifying, acquiring details, or offering clarity based on the answers given throughout the interview process. The interview form was made up of 2 sections. Section A; with three demographic questions to determine the characteristics of the participants. Section B; five open-ended questions make up the semi-structured opinion form on which this study is based. Participants are requested to provide concise and specific responses to some questions, and they are expected to explain why the questions were answered in that way. The researcher arrived at the draft opinion form by polling scholars in the fields of education management, evaluation and assessment, and language at various universities in Northern Cyprus.

### **Data Collection**

The interview form was already completed and the appropriate permissions were given. During the face-to-face interviews with the students, the researcher filled out the interview form. Interviews with each individual took an average of 20 minutes. It took four weeks to acquire the data.

The face-to-face interview technique was utilized to administer the interview form, which was employed as a data collection tool in the first semester of the 2021-2022 school year. Volunteering was used to respond to the questions. Before the model was used, the necessary approvals were secured. While interviewing the participants, audio recordings were made, and the participants were told that their names would not be utilized.

### **Data Analysis**

A descriptive-analytic procedure was used to analyze the data collected from the respondents. Throughout this inquiry, similar phrases were coded to derive meaning from the comments. Descriptive analysis was used to make sense of the material provided by the students. The purpose of this work was to gather information on the lived experiences of students from one Private University English Prep School in the TRNC who were obliged to change their learning style because of the Covid-19 outbreak. The descriptive analysis technique can be

used to collect objectives, useful data, and a large amount of sensory data. It acts as a changeable supply of information in enterprises, research settings, colleges, administrations, and other institutions (Kemp et al., 2018). Analyzes are tabulated and presented. The direct sixes supporting the data in the tables are presented as follows:

(Ex 1.) Student 1= (S1); Teacher 1= (T1)

In the analysis of the findings, Miles Huberman's (1994) formula was used to ensure reliability. Reliability was calculated using the reliability formula. Accordingly, the resulting value was 90%.

### Findings

In this part of the study, frequency and percentage values of themes are given for answers to open-ended questions.

**Table 2.**

*The Views about Using Uzebim in Second Language Learning*

Theme	f	%
Accelerates learning	12	30
Facilitates remembering	10	25
Provides communication	10	25
Develops students' technological skills	8	20
Total	40	100

When Table 2 is examined, 30% (12) of the answers to the first open-ended question emphasized that Uzebim accelerated their learning in foreign language learning. In addition, they believe that Uzebim is useful in foreign language learning as 25% (10) facilitates remembering, 25% (10) provides communication and 20% (8) develops students' technological skills.

*“Using Uzebim in and outside the classroom helps us to practice the language very often. By this way our language learning was accelerated” (S3).*

*“Through Uzebim I can communicate and collaborate with my classmates. We learn how to work as a team and use Uzebim to submit our assignments” (S32).*

**Table 3.**

*The Success of Using Uzebim in Second Language Teaching Skills*

Theme	f	%
Easy to access anytime anywhere	16	33.3
Motivates the learners	15	31.3
Can be used on all appliances	10	20.8
Makes learning enjoyable	7	14.6
Total	48	100

According to table 3, most of the participants stated that %33,3 (16) it is easy to access anytime anywhere, and some of the %31,3 (15) claim that it motivates the learners.

*“Using Uzebim in my class gives the opportunity to me to access the system whenever and wherever I want. We have unlimited time to practice the language” (S19).*

*“I think, it is enjoyable to use Uzebim because I can communicate with my friend and socialize while learning the language” (S11).*

**Table 4.**

*The Second Language Content Provided by Using Uzebim Is Designed to Facilitate Individual Work and Improve Work Skills*

Theme	f	%
Increase success	16	24.2
Enjoy learning	15	22.6
Put great efforts to learn	11	16.7
Have the willingness to improve their Eng.	10	15.2
More active in the learning	9	13.6
Are good at improving their learning	5	7.7
Total	66	100

In table 4, the information about the second language content provided by using Uzebim which is designed to facilitate individual work and improve work skills is given. As can be seen in the table, a maximum of 24.2% increase in success is indicated. Enjoy learning with 22.6% is in second place among the specified themes. The theme of being good at improving their learning is indicated as %7.7.

*“After Uzebim was integrated in our learning and teaching environment, our motivation was increased. Having high motivation, brings us success in learning English” (S10).*

*“We express our opinions more confidently, so we are more active in second language learning” (S35).*

**Table 5.**

*The Success of Using Uzebim in Traditional Education in Second Language Teaching*

Theme	f	%
Increasing motivation	25	37,3
Learning happens in different places	16	23,9
Developing sense of self-awareness	10	14,9
Total	67	100

Table 5 contains the success of using Uzebim in traditional education in second language teaching. The students who participated in the study indicated that 37.3% had an impact on increasing motivation.

*“Integrating Uzebim makes our traditional education more successful because through Uzebim we started participating in the learning process. Our friends support our learning process” (S32).*

*“Students learning is not limited with the classroom. Everywhere is their classroom without any time limit. They can learn wherever and whenever they want” (S42).*

**Table 6.**  
*The Role of Students and Teachers in Uzebim*

Theme	Learners		Theme	Teachers	
	f	%		f	%
Communicate with teachers	20	27	Find out what students need to add	22	25.6
Ask questions about lessons	18	24.3	Increase their workload	20	23.3
Get help from teachers	15	20.3	Stay connected with students 24 hours	17	19.7
Interact with other students	11	14.9	Support student collaboration	15	17.4
Get feedback	10	13.5	Give feedback	12	14,0
Total	74	100	Total	86	100

Table 6 explains the role of students and teachers in Uzebim. The learners who participated in the study indicated that 27% can communicate with their teachers through Uzebim. Within these themes, 13.5% reported their thoughts as they get feedback from their teachers. As can be seen in the table, 25.6% said that they can add to the teaching process what learners need through Uzebim. The participants stated that 14 % it is easy to give feedback to their learners through Uzebim.

*“I am able to reach my teacher through Uzebim whenever I want. Many times while I was doing my homework, I needed to ask a question. She directly sends me an email” (S11)*

*“Mrs. Yilmaz gave me writing feedback and user feedback on time through Uzebim” (S9)*

*“Although integrating Uzebim in the learning process increased my workload, I can add new materials according to student’s needs” (T33)*

*“I can’t believe in giving feedback through Uzebim is helpful for my students” (T28)*

### **Discussion, Recommendation and Conclusion**

We should not overlook the fact that the variety of institutions offering computer-assisted education is growing all around the world. This demonstrates how important technology has become in today's world. According to Rajesh (2015), students have a wide range of hands-on activities when utilizing technology gadgets, which encourages more effective learning. The potential benefits of social media platforms in the area of education include new interactions between instructors and learners, increased interaction among learners beyond

the classroom, easier cooperation in team projects, having to spend time with peers in a more productive learning atmosphere, communicating lesson notes and other online materials, and simplicity of use (Thongmak, 2013).

According to the findings of this study, it is impossible to make a final judgment about the usage of the Uzebim platform in foreign language learning based on the students' viewpoints, and instructors, parents, and administrations should be considered in order to get a more exact conclusion.

Notwithstanding, concluding from the viewpoint of students of the English Prep school of this university, it can be concluded that the use of Uzebim Moodle system in this University for the learning of English Language was favorable.

Because it is simple to use and free, it is recommended that all teachers should utilize this program while teaching English as a foreign language.

It can also be utilized to meet specific purposes, such as providing feedback or sharing content.

Because shared papers may be emailed to students personally, they're regarded to be helpful in piquing their interest in the class, hence it's recommended that students who are particularly vulnerable use this program.

The researchers finally recommended that is appropriate for this study to be carried out in the various departments of this university to generally have a conclusion on how this university moodle, Uzebim influences the learning process of the university in general.

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