

## The level of efficiency of using digital resources for developing primary school students' linguodidactic potential

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### Abstract

The aim of this research is to evaluate the effects of education given through digital resources on the language didactic potential of students with the views of teachers. 40 primary school teachers who teach 1st–4th-grade students in various provinces of Kazakhstan participated in the research. In the research, case study, which is one of the qualitative research methods, was used. The research data were collected through a semi-structured interview form prepared by the researcher in order to get the opinions of the teachers who voluntarily agreed to participate in the research. The research data were analysed by the content analysis technique. As a result of the research, it has been determined that teachers are prone to use technology and partially use digital resources in their lessons. However, teachers stated that they are more open to the use of digital resources if the opportunity is given. In addition, although most of the teachers state that the use of digital resources has no effect on increasing the workload of the teacher, some define it as a workload. With regard to the digital resources used in the course, teachers stated that it partially increased teacher success and that it had a positive effect on student success and student motivation. The research findings reveal that teachers need to receive supportive training on the use of digital resources in education.

**Keywords;** Digital resources, use of technology in education, linguodidactic potential of students, primary school teachers

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## 1. Introduction

In the last two decades, the rapid development and diffusion of new technologies has brought about the transformation of language acquisition (Carraro and Trinder, 2021). At every stage of the modernisation of education, the necessity of training primary school teachers and of the relevant pedagogical staff has emerged in order to build a new type of education in a multilingual environment, including the development of theoretical and technological support (Zhumabayeva et al., 2020).

Technological developments, which have an impact in almost all areas in the world we live in, have become an indispensable tool that meets the needs of students in language education. For this reason, it is extremely important to carry out studies on the effective use of innovative technologies that touch the life and time of learners in language education (Kukulska-Hulme, 2012).

### 1.1. Theoretical and conceptual framework

Technology, which has a great place in today's world, has become a force that can guide language learning. Although the integration of technology into language education has emerged as a new field in recent years, it is seen that technological innovations are being adapted to language learning day by day (Burston, 2013).

The integration of technological developments into language education has created the understanding of modern language education. Language education within this understanding has ceased to be a teacher-oriented education and has aimed to create a new understanding of education in which digital resources provide students with a more efficient and active education opportunity. For this purpose, the use of modern education methods, the use of technology and digital resources in the development of students' language didactics has become important for teachers (Lai, Yeing & Hu, 2016).

In the educational understanding of the age, the aim of education is to support students to become learners from a complex human and technology network, who actively use technological developments and digital resources to create individualised learning spaces and experiences (Sims, 2008). However, this digital age is a new challenge for teachers. While the new generation meets digital technology almost by walking and talking, teachers who meet the digital world later in their lives have to adapt to this world in order to provide a quality education (Sert & Boynuegri, 2017). Teachers have an important responsibility in ensuring the language development of students by gaining the necessary language skills and keeping their motivation high in these processes (Benson, 2011). Teachers are key personnel in the integration of computers into teaching situations and the adoption of all other innovations in schools (Uzunboylu & Tuncay, 2010).

Domalewska (2014) emphasises that technology-supported education plays an important role in the development of the knowledge, skills and lifelong learning process necessary to achieve success in the rapidly changing world. In this sense, technology, which is constantly renewing itself, has a great place not only in our education life but also in our social life by sharing information without worrying about place and time (Yu, 2011).

When we look at the educational background of the world history, it is seen that education and technology are always intertwined. Many technological opportunities such as websites, computer-aided teaching programmes, software and hardware, electronic dictionaries, chat

and messaging programmes used in education from past to present have achieved their purpose from time to time with appropriate methods and applications, and sometimes lagged behind technology (Nomass, 2013). Now education systems and teachers, instead of using these technologies to support the education they provide, should develop education methods equipped with new technologies (Egbert et al., 2002).

## 1.2. Related research

Researches on the use of digital resources by teachers in education were examined, and it was observed that many studies in the field revealed what happened, what is happening and what should happen in this process.

Svensson and Chaib (2005), while emphasising educational technology in their studies, emphasised the importance of cooperation between students and beyond that teachers having a common consciousness. According to the researchers, in this sense, teachers should be informed about the integration of innovative technologies into education, they should be provided to use these technologies and they should gain the competence to apply new pedagogical methods.

Alemi, Sarab and Lari (2012) investigated the effects of learning tools on students' success in their study on mobile-assisted language learning. In the research, it was concluded that mobile-assisted language learning tools made a significant contribution to the development of students' academic language skills.

Hockly (2012) stated in his research that it is difficult to change teachers' attitudes towards the use of technology in the lesson and that many mobile applications during the lesson can be distracting, which is contrary to what is thought. He emphasised that in order to overcome the difficulties and eliminate the disruptive effects, it is necessary to provide training for teachers and to ensure that they gain competence in the use of technology. The study also underlined the need for teachers to be informed about how to manage the use of their technological devices through hands-on training.

Tomlinson (2001) mentioned the necessity of technology-based change in today's education policies in his study. In the research, especially by using digital resources, students in the learning process stated the necessity of providing trainings with active participation in course environments enriched with original materials and which can carry real life to the classroom environment as much as possible was emphasised.

In another study, Luppicini (2005) defined the duties of teachers in order to enable effective learning and teaching activities in order to develop the linguistic potential of students. It has been stated that teachers' following technological developments and using digital resources in the classroom environment as efficiently as possible is the necessity of a new education approach and at the same time it is one of the most important duties of teachers. In addition, it was stated in the research that purchasing and using technology for today's teaching methods is a kind of necessity. Lee (2000) drew attention to the advantages of technology-assisted education in his research. He classified these advantages as providing motivation, increasing student success, providing resource diversity in language education and interactive education, providing the opportunity to individualise education and global learning. Baek (2008), on the other hand, focused on the difficulties experienced in the use of some digital resources in the integration of technology into language education. He stated that teachers' attitudes towards the use of digital resources in language education are partially problem-oriented.

This research was conducted to examine the effects of the use of digital resources in education on the development of students' language didactics, and it was considered important with the thought that the use of digital resources in education is a requirement of education systems that correspond to the understanding of educating students in accordance with the needs of the age.

### *1.3. Purpose of the research*

The aim of this study is to evaluate the effects of education given through digital resources on the linguodidactic potential of students with the opinions of teachers. For this purpose, the following sub-objectives have been established:

1. What are the views of primary school teachers on the effect of using digital resources in lessons on the student's development of linguodidactics?
2. What are the recommendations of primary school teachers regarding digital resources that can be used in lessons in order to develop the linguodidactic potential of students?
3. What are primary school teachers' views on the effects of digital resource use on teachers and students?

## **2. Method and Materials**

In this section, where the opinions of primary school teachers are evaluated, information about the research method, participant population, data collection tool and data analysis are included.

### *2.1. Research method*

In this research, the effects of education given through digital resources on the linguodidactic potential of students are examined in depth with the views of teachers. For this reason, case study, which is one of the qualitative research methods, was used in the research. In case studies, events are observed and interpreted as they happen. In this study, primary school teachers' views on the use of digital resources were collected with a semi-structured interview form. Case studies are the analysis of dense explanations, limited systems and units (Yin, 2009).

### *2.2. Participants*

40 primary school teachers who teach 1st–4th-grade students in various provinces of Kazakhstan participated in the research. The primary school teachers participating in the research were selected from among the teachers who actively taught in the 2020–2021 academic year. While the procedures for the selection of the research participants are included in the data collection process, the demographic information of the primary school teachers who voluntarily accepted to participate in the research is included in the findings section.

### *2.3. Data collection tools*

The research data were collected through a semi-structured interview form prepared by the researcher in order to get the opinions of primary school teachers who voluntarily agreed to participate in the research. The draft semi-structured interview form was presented to three primary school teachers in order to get expert opinion in terms of checking language and

face validity. As a result of the teachers' evaluations, some of the questions were edited and the final form of the form was created.

The semi-structured interview form consists of three parts. In the first part, there are four closed-ended questions about the demographic characteristics of primary school teachers participating in the research. In the second part, there are three open-ended questions about primary school teachers' use of digital resources in lessons. In the third part, there are four closed-ended questions aiming to measure the effect of digital resources used in lessons on teacher workload, teacher success, student success and student motivation.

#### *2.4. Data collection process*

In order to ensure the participation of primary school teachers in the research, the research information form and the research written consent form were sent by email. A semi-structured interview form was sent to primary school teachers who voluntarily agreed to participate in the study, via email, to obtain the research data.

Research information form: This form has been prepared to inform primary school teachers about the name, purpose, content and ethical principles of the research to be conducted. Also, the research written consent form was prepared in order to conduct the research in accordance with the ethical principles. It was informed that the personal information of the teachers would be kept confidential and the data would be shared with various coding techniques.

Research written consent form: This form was prepared for primary school teachers to state that they voluntarily participated in the research and that they allowed them to share their answers to the questions in the semi-structured interview form, provided that their personal information is reserved. Primary school teachers who wanted to participate in the study were asked to sign the form and send it to the researchers via email.

Semi-structured interview form: This form consists of questions aimed at primary school teachers to evaluate the effects of education through digital resources on the language didactic potential of students. The semi-structured interview form is shown in Annex-1.

The process of completing the semi-structured interview forms and it reaching the researchers' hands took about 4 weeks.

#### *2.5. Data collection analysis*

Research data were analysed by content analysis technique. Content analysis in qualitative research is the most common approach to the qualitative analysis of documents, and it includes the search for key themes in the analysed material (Bryman, 2017). However, in content analysis, there are ways to create categories and apply them to data and to analyse the obtained data (Forman & Damschroder, 2007). The answers given by the participants to the closed-ended questions in the semi-structured interview form are given in tables with frequencies and percentages. The answers to the open-ended questions were analysed by two researchers to determine the number of repetitions. Tables were created by categorising common themes by comparing the analyses of the two researchers. In addition, the opinions of the researchers were given directly by coding as T1, T2, T3... representing each primary school teacher.

### 3. Results

In this section, the answers given by the primary school teachers to the questions in the semi-structured interview form are included.

In Table 1, the demographic characteristics related to gender and experiences of primary school teachers participating in the research are given.

Table 1. Gender and experience distribution of teachers

Experience	Gender		Sum
	Female	Male	
1-4 Years	5	4	9
5-8 Years	3	5	8
9-12 Years	14	3	17
13 Years	5	1	6
Sum	27	13	40

The experience and gender distribution of the teachers participating in the research were examined. 9 teachers have 1–4 years of experience, 8 of them have 5–8 years of experience, 17 of them have 9–12 years of experience and 6 of them have 13 years or more of experience. It is seen that the majority of the teachers participating in the research have 9–12 years of experience. 27 teachers are female and 13 are male. A total of 40 primary school teachers participated in the research.

In Table 2, the answers of the teachers participating in the research on how much time they spend on the Internet in a day are evaluated.

Table 2. Time teachers spend on the Internet in a day

Süre	F	%
1-59 Minutes	8	20
1-2 Hours	22	55
3-4 Hours	6	15
5 Hours +	4	10
Sum	40	100

20% of the teachers participating in the research stated that they spend 1–59 minutes a day, 55% 1–2 hours, 15% 3–4 hours and 10% 5 hours or more in a day. From the table, it can be seen that the majority of primary school teachers spend 1–2 hours a day on the Internet.

In Table 3, the answers of the teachers participating in the research about how often they use digital resources while teaching are evaluated.

Table 3. Frequency of teachers' use of digital resources while teaching

Frequency	F	%
Always	4	10
Often	5	12,5
Sometime	17	42,5



<b>Rarely</b>	12	30
<b>Never</b>	2	5
<b>Sum</b>	40	100

In Table 3, the frequency of primary school teachers' use of digital resources while teaching is evaluated. The frequency of digital resource use by teachers was defined as 10% always, 12.5% often, 42.5% sometimes, 30% rarely and 5% never. It is seen that the majority of primary school teachers participating in the research sometimes use digital resources while teaching.

In Table 4, the opinions of the teachers participating in the research on the effect of the use of digital resources in the lessons on the development of the linguodidactics of the students are evaluated.

Table 4. Opinions of teachers on the effect of using digital resources in lessons on students' linguodidactic development

Categories	Themes	F	%
<b>Speaking</b>	Provides fluent speaking skills	27	67,5
	Develops language skills	18	45
	Increases motivation to speak	4	10
<b>Listening</b>	Provides active listening skills	29	72,5
	Gains pronunciation skills	21	52,5
	Provides easy comprehension	9	22,5
<b>Reading</b>	Gives the ability to learn spelling rules	14	35
	Increases vocabulary	11	27,5
	Increases reading motivation	5	12,5
<b>Writing</b>	Gains the ability to use punctuation marks	7	17,5
	Gives the ability to see spelling mistakes	3	7,5
	Increases motivation to write	2	5

In Table 4, the effect of primary school teachers' use of digital resources in lessons on the development of students' language didactics has been evaluated in four categories. These categories are speaking, listening, reading and writing. Teachers stated that digital resources gave students active listening skills at a rate of 72.5%. In addition, teachers evaluated fluent speaking skills in the speaking category by 67.5% and pronunciation skills in the listening category by 52.5%.

The answers given by some of the primary school teachers participating in the research to the question are given below.

*'I think that using digital resources in the lessons will provide a versatile benefit in the language education of the student. There is no doubt that language skills will have a positive impact on speaking, listening, reading and writing. I think it has a positive effect on the student's willingness to speak, learning pronunciation while listening, learning punctuation while reading and using them while writing'. (T4)*

*'Using digital resources in teaching students has a significant positive effect on the development of their vocabulary, especially when they do digital readings'. (T19)*

*'Digital resources support students to learn more effectively in language education. In particular, they are more willing to use the language. Activity-based practices positively affect students' motivation to read, speak and write, while facilitating a higher concentration in listening activities'. (T29)*

*'Digital applications that can be made will increase students' vocabulary. Digital books both enable them to learn more words and motivate students to learn'. (T38)*

*'It is our duty to raise students who can speak more fluently, have the ability to understand what they are listening to, make reading habits and use a written language that is free from spelling mistakes. For all these, digital resources are our most important assistants'. (T40)*

In Table 5, primary school teachers' views on the digital resources they use in lessons are evaluated.

Table 5. Digital resources used by teachers in lessons

Digital Resources	F	%
Power Point Presentations	32	80
Digital dictionary	9	22,5
Podcast apps	5	12,5
Websites	3	7,5

In Table 5, the distribution of digital resources used by primary school teachers participating in the research is given. 80% of the teachers participating in the research defined power point presentations in lessons, 22.5% digital dictionaries, 12.5% podcast applications and 7.5% websites as digital resources used in lessons. Research findings show that primary school teachers mostly prefer power point presentations as a digital resource in lessons.

The answers given by some of the primary school teachers participating in the research to the question are given below.

*'I usually use power point presentations in lessons. My power point presentations, which I prepared in advance in accordance with the curriculum, help students to be more motivated for the lesson'. (T2)*

*'I use presentations in some of my classes. Another digital resource that I see as an effective learning and teaching tool is podcasts'. (T10)*

*'I use some sites on the internet. I use the content and activities that I like in the lesson'. (T13)*

*'There are some digital resources that I use, though not always. Of course, I can benefit from these resources to the extent that I can find transportation opportunities. I make students use a digital dictionary. I prepare digital presentations for them'. (T15)*

*'I use websites during my course preparations. I make use of the pre-prepared presentations in which I include visual themes in some of my lessons. Podcast applications, which I find suitable as the content I can access, is another digital resource I use in the course and attracts the attention of students'. (T33)*

*'Actually, there are many digital resources that can be used to teach the lesson more effectively and to achieve more effective learning for the student. However, they are either not rich in content or have limited access. That's why I usually use power point presentations in my lessons'. (T36)*

In Table 6, the opinions of the teachers participating in the research on the digital resources they would prefer to use in the lessons are evaluated if they had the opportunity to improve the linguodidactics of the students.



Table 6. Digital resources that teachers would prefer to use in lessons if they could find the opportunity

Digital Resources	F	%
Digital stories	29	72,5
Mobile-supported applications	21	52,5
Podcast apps	18	45
Short films	15	37,5
Online libraries	11	27,5
Digital games	9	22,5
Digital drama activities	2	5

In Table 6, the digital resources that teachers participating in the research can use if they find the opportunity are given. 72.5% of the teachers use digital stories, 52.5% mobile-supported applications, 45% podcast applications, 37.5% short films, 27.5% online libraries, 22.5% defined digital games and 5% of them defined digital drama activities as digital resources that can have an impact on the development of students' language didactics.

The answers given by some of the primary school teachers participating in the research to the question are given below.

*'If there were digital stories suitable for each course content, I am sure the students would have a lot of fun and learn the subjects more easily'. (T3)*

*'It would be very effective if mobile learning environments could be integrated into the course. In fact, I think digital games should be designed especially in accordance with the course content'. (T4)*

*'I think that digital storytelling and related digital drama activities are methods that can be extremely effective in improving students' linguodidactics'. (T16)*

*'Short film shows can be made. There may be 5-minute digital movie shows for each subject. Digital libraries can be created that can be of interest to the student'. (T21)*

*'Podcasts can be used. Digital stories and digital games can also be used as digital resources that can attract students and facilitate learning'. (T23)*

In Table 7, the use of digital resources in the lessons of the teachers participating in the research; teacher workload, teacher success, student achievement and their effects on student motivation is evaluated.

Table 7. Teachers' use of digital resources

Questions	Partially Agree									
	Agree		Partially Agree		Undecided		Disagree		Toplam	
	F	%	F	%	F	%	F	%	F	%
Use of digital resources increases teacher workload	1	27,5	8	20	4	10	1	42,5	4	100
Use of digital resources increases teacher success	1		1	47,5	5	12,5	7	17,5	0	100
Use of digital resources increases student success	9	22,5	9	40	2	5	4	10	4	100
Use of digital resources increases student motivation	1	45	1	40	2	5	4	10	4	100
Use of digital resources increases student motivation	8		6	62,5	4	10	3	7,5	4	100
Use of digital resources increases student motivation	8	20	5	62,5	4	10	3	7,5	4	100

In Table 7, it is seen that the teachers participating in the research evaluated the use of digital resources in lessons in terms of teacher workload, teacher success, student success and student motivation. Teachers on the effect of using digital resources on increasing the workload of teachers gave the answer of 27.5% agree, 20% partially agree, 10% undecided

and 42.5% disagree. Teachers on the effect of using digital resources on increasing teacher success gave the answer of 22.5% agree, 47.5% partially agree, 12.5% undecided and 17.5% disagree. Teachers on the effect of using digital resources on increasing student motivation gave the answer of 20% agree, 62.5% partially agree, 10% undecided and 7.5% disagree.

#### 4. Discussion

The research findings reveal that the majority of primary school teachers spend 1–2 hours a day on the Internet and sometimes use digital resources while teaching. Alkan and Durmuş (2013), in their research in which they evaluated the opinions of teachers about the use of information technologies in lessons, concluded that teachers do not consider themselves sufficient in using information technologies.

The research findings show that teachers stated that the use of digital resources has a positive effect on students' speaking, listening, reading and writing skills. Agarwal (2010) stated in his research that technology-based language learning and teaching activities are becoming increasingly common, and digital resources create an online interaction. He also stated that digital resources increase the motivation of teachers and students in learning and teaching activities. Kukulka-Hulme (2012) stated that the use of digital technologies is becoming more and more common in education and is an indispensable part of language development. The researcher emphasised the multifaceted effect of digital resources on language development and stated that they offer new opportunities in education.

The digital resources used by teachers in lessons are power point presentations, digital dictionary, podcast applications and various websites. When primary school teachers were asked about the digital resources they would prefer to use in the lessons if they could find the opportunity stated digital stories, mobile-supported applications, podcast applications, short films, online libraries, digital games and digital drama activities. O'Brien and Hegelheimer (2007) emphasised the positive effects of using podcast technology in developing students' linguistic potential. In his research on mobile language development, Chinnery (2006) revealed that mobile devices are very effective in providing digital educational content and that mobile-assisted language applications should be a part of language education. Rositasari (2017) also stated in her study that digital storytelling is an important digital resource that should be used to develop language potential, and stated that students develop all four basic language skills.

The research findings reveal that teachers stated that the use of digital resources does not greatly increase their workload. However, some of the teachers defined the use of digital resources in education as a workload. In addition, the vast majority of teachers stated that the use of digital resources in education partially affects the success of the teacher. Moremi (2017) also examined the tendency of teachers to use technology in their lessons in his research. As a result of the study, it was determined that the teachers were willing to use technology and that the use of technology would improve the teacher in a positive way. However, in the study, it was concluded that teachers had difficulties due to their inadequacies in technology knowledge and that integrating technology into the lesson requires additional effort.

In the research, teachers stated that the use of digital resources will increase student success and partially increase student motivation. Korucu (2015) examined the effect of using dynamic web technologies in lessons on academic success and motivation towards the

lesson. As a result of the research, it was determined that the academic success and motivation of the students who received technology support in education increased, supporting the findings of this research.

## 5. Conclusion

Language education is going through a different process in a globalised world where technological developments are integrated into educational environments and digital resources offer new learning opportunities. It is the sole duty of education systems to train students who are in line with the modern education approach, have easy access to information, make unlimited use of digital resources and perform effective learning. In this direction, it is an inevitable necessity for teachers to adapt to the process and provide a qualified education.

As a result of the research, it has been determined that primary school teachers are prone to use technology and partially use digital resources in their lessons. However, teachers stated that they are more open to the use of digital resources if the opportunity is given. In addition, although most of the teachers state that the use of digital resources has no effect on increasing the workload of the teacher, some define it as a workload. With regard to the digital resources used in the course, teachers stated that it partially increased teacher success and that it had a positive effect on student success and student motivation.

Based on these results, in order to create educational environments supported by digital resources, existing problems should be identified and their preventive effects should be eliminated. Only in this way will it be possible for teachers to provide a more qualified education and for students to benefit effectively from digital learning opportunities.

## 6. Recommendations

As a result of the research, teachers' views on the use of digital resources in education in order to develop the linguistic potential of their students enabled some needs to be determined. These requirements are given as follows:

1. Teacher training programmes should be enriched with course content on technology literacy and digital resource use. In this way, the technology tendencies of future teachers should be increased and they should be provided with a more positive attitude towards technology.
2. Teachers stated that they use digital resources in lessons, but they can diversify them if they find the opportunity. The problems of primary school teachers regarding access to digital resources should be resolved and digital resources should be given to teachers as course materials.
3. Teachers should gain competence by organising in-service training programmes on the use of digital resources as course materials. In addition, regular technical support should be provided to teachers regarding the solution of problems they will encounter in the process of using digital resources, which they can benefit from when necessary.

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Annex-1.

<b>Semi-structured teacher interview form</b>					
<b>Part-1</b>					
Your gender:	Female ( )		Male ( )		
Your experience:	1-4 Years ( )	5-8 Years ( )	9-12 Years ( )	13 Years + ( )	
How much time do you spend on the Internet in a day?	1-59 min ( )	1-2 hours ( )	3-4 hours ( )	5 hours + ( )	
How often do you use digital resources while teaching?	Always ( )	Often ( )	Sometimes ( )	Rarely ( )	Never ( )
<b>Part-2</b>					
Evaluate the impact of the use of digital resources in the lessons on the development of students' linguodidactics. .....					
What are the digital resources you use in the lessons? .....					
If you had the opportunity in the lessons, which digital resources would you find effective on the student's development of linguodidactics? .....					
<b>Part-3</b>					
<i>The effect of digital resources used in lessons on teacher workload, teacher success, student success and student motivation</i>	<b>Agree</b>	<b>Partially Agree</b>	<b>Undecided</b>	<b>Disagree</b>	
<b>Use of digital resources increases teacher workload</b>					
<b>Use of digital resources increases teacher success</b>					
<b>Use of digital resources increases student success</b>					
<b>Use of digital resources increases student motivation</b>					