

## Turkish as A Foreign Language Instructors' Perception Towards Homework

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### ABSTRACT

The purpose of this study is to investigate the views of instructors teaching Turkish language literacy to foreigners about the homework. For data collection, 175 instructors teaching at the Turkish Teaching Centers in Turkey in the 2021-2022 academic year participated. For the study group, the scale system in the "Google forms" software was utilized. Data were collected in 8 weeks. "The Scale of the Opinions of instructors Teaching Turkish Literacy to Foreigners about Homework" was a 3-point Likert type that consisted of 48 items. SPSS 24.0 program was used for analysis of the data. Together with descriptive statistical methods, t test was used for the comparisons of two groups with normal distribution and the ANOVA test was used for group comparisons of 3 and above. The instructors stated that the homework should be evaluated both as a process and as a content, that homework should be given for authentic as it would attract more attention of students, and that homework improved the reading and writing skills. While there was no statistically significant difference between the views of the instructors about homework by gender ( $p>.05$ ), significant differences were found by graduation status ( $p<.05$ ) and professional seniority ( $p<.05$ ).

**Key words:** Teaching Turkish as a Foreign Language, Turkish Literacy Instructors, Homework, Teacher Opinions

### INTRODUCTION

Many countries that have preserved and developed their own languages from past to present have intended to teach their languages to people from different countries along with their own cultural value judgments. In this day and age, the fact that students learn how to learn and acquire the knowledge and skills that will sustain this throughout their lives has emerged as an important goal in contemporary education conception. It is also regarded crucially important to utilize language skills as an effective tool as a teaching activity in materializing this intention.

Teaching Turkish as a foreign language does not have a long history as a planned activity. However, especially in recent years, with the increase in Turkey's economic and political efficiency, the demand for learning Turkish has also increased around the world (Alyılmaz, 2010; Mete, 2012; Kılıç, 2019; Yıldız & Gürlek, 2019).

Therefore, many Turkish Teaching Centers have been opened within the body of higher education institutions where Turkish is taught as a foreign language in our country. It is crucially significant in teaching Turkish that the instructors have many characteristics such as content knowledge based on contemporary education, knowledge of methodology, classroom management skills and material usage skills (Demirel, 2006). Furthermore, instructors are expected to

use these skills effectively and involve the learners actively in the educational activities. One possible way to ensure participation is to implement the homework technique (Corno, 2000). The positive effects of homework set on students' academic success and their contribution to improving students' learning skills were demonstrated by various studies (Cooper et al. 1998, De Jong et al., 2000, Cooper et al. 2006, Trautwein et al., 2002, Trautwein, 2007). Moreover, it was also revealed that students who did homework were more successful than other students (Üstünel, 2016). In addition, it was observed that the skills that were developed through homework in schools had a strong and lasting effect on the students' business life in the future. For all these reasons, it was emphasized that students should be given homework from the first years of their schooling, but some rules and principles should be scrutinized when assigning homework (Güneş, 2014).

Homework is utilized by teachers all over the world to reinforce the course topics and steer students to do research. Cooper (1989) defined homework as a task that was set by the teacher besides the normal classroom procedures and could be implemented in a variety of settings. In other words, homework is all of the extracurricular teaching activities set by the teacher, in line with the learning needs of the students, in order for them to better understand the subjects covered in the lesson or encourage them to analyze a certain

subject. Furthermore, it is also possible to define the concept of homework as extracurricular activities given to students to improve their knowledge and skills acquired from school studies (İflazoğlu et al., 2015).

At the present time, homework has been classified in different ways by different researchers (Cooper, 2015; Coutts, 2004; Özdaş, 1997; van Voorhis 2004). Accordingly, homework can be classified as the homework that reveals, expands and systematizes knowledge and skills; the homework that enables the use of knowledge and skills in accordance with certain situations, and the homework that requires restructuring of knowledge and skills in proportion to a new situation or examples (Süzen & Tutak, 2021).

According to another classification (Türkoğlu et al., 2007), homework types are; those of practical exercises that offer students the opportunity to apply their new knowledge or reinforce, repeat and review their skills; and those types that prepare the students to acquire basic knowledge of the subject so that they are better prepared for the topics to be covered in the following lessons; the types that enable the students to research for daily news that supports the development of learners' imagination and personal knowledge; and the development types of homework that allows the students to summarize a taught book or gathers information on any topic from the internet.

In this way, thanks to the different types of homework, students can also develop personal characteristics such as independence and self-discipline that they should possess throughout their lives. They can also plan their time effectively, continue learning extracurricularly, assess their own deficiencies and develop the habit of studying regularly (Cooper et al., 1998; De Jong et al., 2000; Cooper et al. 2006; Trautwein et al., 2002; Trautwein, 2007; Üstünel, 2016). Furthermore, homework helps learners to create a unique study style, increase their creativity, develop positive feelings towards their lessons, and thus contribute to their socialization by improving their academic success. In fact, according to Ramdass and Zimmerman (2011) homework improved students' motivation, cognitive and metacognitive skills during language learning and contributed to their self-regulation skills.

In the relevant literature, the results of some studies on homework make suggestions that include the opinions of teachers about homework. According to these suggestions, the homework should be explained to the students and it should be ensured that the students fully grasp the purpose (Vatter, 1992, Binbaşıoğlu, 1994). Homework should be original and prepared in different genres. Students will develop negative feelings towards the homework that is not appropriate for their abilities and interests since they will be bored and compelled to do it (Türkoğlu et al., 2007). Homework should never be used as a way of punishing the students. Moreover, if the homework is not given to the successful students but only to the unmanageable and unsuccessful students, it will turn into a means of punishment and lose its meaning and feature (Dinçer & Ulutaş, 2003). The homework given to the students should be taken seriously, carefully planned, prepared in accordance with the purpose, then it should be strictly checked by the teacher whether the students have done their homework and the student should

be given feedback about the homework (Carr, 1999; Paulu & Darby, 1998; Salk, 1993; Akingüç, 2002). While the students are doing homework, the teacher should provide them with all the necessary information about the paths to follow, what to do, how much to do, the materials needed and time to complete the homework, together with the written information about the homework when necessary. If the students do their homework on time, they should definitely be rewarded (Hallam, 2004; Özdaş & Ergun, 1997). According to the results of the study by Songsirisak and Jitpranee (2019), in which the effect of homework given on students' learning levels was examined, it was revealed that homework, which is generally used as a learning resource for educational activities, aimed to provide opportunities for students to improve their learning habits, enable them to perform at a higher level and improve their academic success, gender difference between the views of instructors about the homework set in the lessons and significant difference between the views of the participants about homework by their degrees (Deveci & Önder, 2014), significant difference between the views of the instructors regarding the homework given in the courses by the length of teaching experience (Öcal, 2009).

According to the results of the study by Songsirisak and Jitpranee (2019), in which the effect of homework given on students' learning levels was examined, it was revealed that homework, which is generally used as a learning resource for educational activities, aimed to provide opportunities for students to improve their learning habits, enable them to perform at a higher level and improve their academic success.

In other studies carried out in the relevant literature, it was revealed that homework contributed positively to students' linguistic, mental, social, emotional and physical skills, as well as their learning levels and course success (Keith & Cool, 1992; Cooper, 1994; Krashen, 2005; Bembenutty & White, 2013).

Even though the above results were obtained through various studies on homework at different education levels, no study was encountered, especially in our country in the process of teaching Turkish Literacy to foreigners, to reveal the views of instructors teaching Turkish language literacy to foreigners on homework given to students. For this reason, the present study was limited to the Turkish Teaching Centers within the higher education institutions in our country and the instructors teaching these institutions. In the light of these remarks, in this study, it was decided that it was essential to investigate the views of the instructors about the homework set to the students in teaching Turkish language literacy to foreigners and the answers to the following research questions were sought;

1. What is the distribution of the views of the instructors about the homework given in teaching Turkish language literacy to foreigners?
2. Is there a significant difference between the views of the instructors about the homework given in teaching Turkish language literacy to foreigners by gender?
3. Is there a significant difference between the views of the instructors about the homework given in teaching Turkish language literacy to foreigners by their graduation status?

- Is there a significant difference between the views of the instructors about the homework given in teaching Turkish language literacy to foreigners by their professional seniority?

**Significance of the Study**

The number of instructors teaching Turkish, especially to foreigners is quite limited throughout our country. Moreover, the lack of studies that reveal the views and attitudes of instructors about the homework given to learners in the teaching Turkish literacy process was perceived as a gap in this field and it was thought that the results of the present study and the suggestions to be presented here would be significant since they would make contributions to the relevant field. It is equally significant to identify which group should be given more professional support for the homework in the cases in which the views of the instructors differ by the gender factor. Furthermore, it is also important in this study to reveal and discuss how the opinions of the teachers about homework differ by their different degrees they have obtained prior to the onset of their teaching profession and how their teaching experience period affects their attitudes and opinions towards the implementation of homework technique.

**METHOD**

Quantitative screening model was used in this study. The main purpose of the quantitative research method is to obtain information that is as objective as possible, free from bias, explaining the cause-effect relationship and generalizable from the sample to the population (Gall et al., 1996). Furthermore, it is possible to investigate whether there is a difference between the relevant variables by collecting data about certain characteristics of a group in screening studies (Karasar, 2013). In the present study, the opinions of instructors teaching Turkish language literacy to foreigners about the homework were addressed in terms of various variables and the significant differences between the variables were analyzed.

**Population and Sample**

All Turkish teachers teaching at the Turkish Teaching Centers within the body of public and private higher education institutions throughout Turkey were included in this study. Due to the low number of both these institutions in our country and the instructors there, Turkish teachers teaching at these centers also constitute the study universe of this study. According to Karasar (2013), each individual in the universe had an equal probability of being selected for the sample. Simple random sampling, one of the probability sampling types, was preferred for the sample of the study. From the study population, 175 instructors teaching Turkish literacy to foreigners were able to be contacted. Demographic characteristics of the entire participant group included in the sample are given below;

According to Table 1, 36.6% (n=64) of the participants were male and 63.4% (n=111) were female. When the professional seniority of the participants was analyzed, it was

seen that 26.3% (n=46) 1-4 years, 40.0% (n=70) 5-9 years and 33.7% (n=59) 10 years or longer seniority. Of the participants, 29.1% (n=51) had undergraduate degrees, 45.1% (n=79) graduate degrees and 25.7% (n=45) doctoral degrees.

**Characteristics of the Measuring Tool**

The ‘Measurement Tool for the Opinions of Instructors Teaching Turkish Literacy to Foreigners about Homework’ developed by the researcher group consisted of 48 items. The Measurement Tool was in 3-point Likert type graded as ‘Yes’ (3), ‘Undecided’ (2), ‘No’ (1). Three field experts contributed to the creation of the items, and after the items were completed, they were examined and finalized by three Turkish language experts. The items were grouped into the dimensions of “the characteristics that homework should have” (first 25 items) and “benefits of homework for learners” (last 23 items). The results of the total item reliability analysis after the application of the measurement tool on 100 instructors are illustrated in the table below;

According to Tavakol and Dennick (2011), the fact that Cronbach Alpha values were between 0.70 and 0.99 indicated that the scale items were reliable. When Table 2 is examined, it was acknowledged that the measurement tool was reliable since the total item reliability coefficient ( $\alpha=0.733$ ) was also within the specified limit ranges.

**Data Collection**

In order to collect the data for the study, the instructors teaching Turkish literacy to foreigners teaching in the 2021-2022 academic year were contacted. In order to reach out the study group, primarily, the scale system made available in the “Google forms” software on the web, which is an application of www.google.com, was used.

**Table 1.** Demographic characteristics of participants

	<i>f</i>	%
Gender		
Male	64	36.6
Female	111	63.4
Professional Seniority		
1-4 years	46	26.3
5-9 years	70	40.0
10 years and longer	59	33.7
Degree		
Undergraduate	51	29.1
Master’s	79	45.1
Doctoral	45	25.7

**Table 2.** Reliability coefficient distribution of the homework scale

	<i>N</i>	<i>Ort±SS</i>	<i>Min-Max (Medyan)</i>	<i>Cronbach’s Alpha</i>
Homework Scale	100	2.28 ± 0.15	1.88-2.65 (2.27)	0.733

This research link, which was created over the internet, was sent to the e-mail addresses of the participants, together with a detailed explanation note on how to answer the scale. The participants consisted of all instructors working in the Turkish Teaching Centers of universities across the country. It was thought that all participants voluntarily participated in the study. The data collection process continued for 8 weeks in total.

### Analysis of Data

Skewness and kurtosis values are taken into account to decide whether a distribution has a normal distribution. In such case, the cutoff points (boundaries) of the kurtosis and skewness values should not be over 3 as the absolute value for the skewness and 10 as the absolute value for the kurtosis (Kline 2011). Since the skewness (Skewness=-0.008) and kurtosis (Kurtosis=-0.433) values obtained in the study were within the specified limit ranges, it was found that they were suitable for normal distribution. Cronbach's Alpha values of the scales were between 0.70 and 0.99, indicating that they were reliable (Tavakol & Dennick, 2011). The reliability coefficient of the homework scale ( $\alpha=0.733$ ) was accepted to be reliable because it was within the specified limit ranges. In the evaluation of the data, descriptive statistical methods (Mean, Standard Deviation, Median, Frequency, Ratio, Minimum, Maximum), as well as the t test for comparisons of two groups with normal distribution, and the ANOVA test for group comparisons of 3 and above were used. Bonferroni analysis was performed for the comparisons between the groups. The differences were considered to be statistically significant when  $p<.05$  levels. SPSS 24.0 program was used for statistical analysis.

### RESULTS

According to Table 3, almost all of the participants stated that homework should be evaluated both as a process and as a content (94.3%), homework for the needs of daily life should be given as it will attract students' attention more (91.4%), that homework improves reading and writing skills (89.1%), that writing homework should be diversified (88%), the homework given ensures that the learning process continues outside the classroom environment as well (86.3%), and that the fact that the homework was effective in the level evaluation paved the way for more quality homework (76%).

Nearly half of the participants stated that they did not do their homework because they were overconfident about their course success (54.9%), that listening homework was mostly not done by the students (54.9%) and that the students who considered themselves as successful above the grade level did not believe in the necessity of homework (49.7%). A significant part of the participants emphasized that the homework set by the teacher softened their authoritarian attitude towards the student (73.1%); more than half of the participants stated that the homework of successful students did not set a positive example for less successful students (61.7%), that the homework evaluation was not long and

detailed for the teacher (55.4%) and that they did not agree with the views that students should be given less homework about the themes covered in the textbooks (53.1%).

According to Table 4, there is no statistically significant difference between the views of the instructors on homework by gender ( $p>.05$ ).

When Table 5 is examined, it was found that there was a statistically significant difference between the views of the participants on homework by their degrees ( $p=.039$ ;  $p<.05$ ). Accordingly, the average score of those with undergraduate degree was higher than those with master's and doctoral degrees.

According to Table 6, it was found that there was a statistically significant difference between the views of the participants about homework by their professional seniority ( $p=.029$ ;  $p<.05$ ). Accordingly, the average score of the participants with a seniority of 1-4 years was higher than those with a seniority of 5-9 years and 10 years or longer.

### DISCUSSION

The purpose of the present study was to examine the views of views of the instructors teaching Turkish literacy to foreigners on homework. As far as the results of the study are concerned, it was found that the instructors generally regarded the homework set to the students important and essential. According to the findings obtained from the first sub-problem of the study, nearly all the participants said that homework should be evaluated both as a process and as a content, that homework should be given for the needs of daily life as it would attract more attention of the students, that homework improved reading and writing skills, that writing homework should be diversified, that the homework given allowed the learning process to continue outside the classroom, and the fact that the homework was effective at the level evaluation paved the way for more quality homework. However, according to the results of a study conducted by Núñez et al. (2015), the number of homework feedback from teachers decreased as students' achievement levels increased. However, this result contradicts the suggestions that continuous and regular feedback should be given about the homework. According to the results of a study conducted by Ok and Çalışkan (2019), teachers attributed meanings to homework such as reinforcement and repetition, duty and responsibility, work and activity, coercion and torture method, research, and preparation for the lesson. It was conspicuous that homework was perceived by some teachers as coercion to do a job and torture. Furthermore, teachers usually gave more usual homework such as doing research and activities, solving questions, reading, repeating and writing. Similarly, according to the results of a study conducted by Sayan and Mertoğlu (2020), while some teachers found it unnecessary to set homework, the majority of them did not support the removal of homework and stated that they thought that homework was useful and necessary. Teachers often gave homework for repetition and reinforcement.

Moreover, concentration, reluctance and insufficient knowledge were identified as factors affecting students' motivation about homework. On the other hand, according to

**Table 3.** Distribution of turkish literacy teaching instructors' views on homework regarding scale items

	No		Undecided		Yes	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Incorporating the homework in the exam score is more effective for the teacher rather than the student.	66	37.7	67	38.3	42	24.0
Writing homework should specifically have an extra score value.	44	25.1	29	16.6	102	58.3
The homework set by the teacher softens his/her domineering attitude towards the student.	128	<b>73.1</b>	25	14.3	22	12.6
The student may have achieved an important score for the exam without the excitement of the exam thanks to the homework given.	18	10.3	33	18.9	124	70.9
Given homework increases the self-confidence of students with low success.	9	5.1	50	28.6	116	66.3
The fact that the homework is effective in the course evaluation paved the way for more quality homework.	12	6.9	30	17.1	133	<b>76.0</b>
Successful students' homework does not set a positive example for less successful students.	108	<b>61.7</b>	47	26.9	20	11.4
The development of other language skills also supports the students' language development, while they work to get good grades from the homework.	5	2.9	34	19.4	136	77.7
Homework evaluation is not a long and detailed process for the instructor.	97	<b>55.4</b>	54	30.9	24	13.7
Homework evaluation is an exhausting job for the instructor.	42	24	64	36.6	69	39.4
The contribution of homework scores to the course grade affects student success and motivation positively.	10	5.7	31	17.7	134	<b>76.6</b>
Homework allows the learning process to continue outside the classroom environment.	0	0	24	13.7	151	<b>86.3</b>
Homework improves individual learning.	2	1.1	23	13.1	150	<b>85.7</b>
Homework improves reading and writing skills.	0	0	19	10.9	156	<b>89.1</b>
Homework improves speaking and listening skills.	7	4	64	36.6	104	59.4
Regularly given homework from the workbook every day is not enough for a better understanding of the topics covered.	39	22.3	75	42.9	61	34.9
It is not necessary to set homework constantly.	76	43.4	62	35.4	37	21.1
When the student proceeds to the next level, it increases the seriousness of the homework as an evaluation criterion.	8	4.6	35	20	132	75.4
Less homework should be given to students than the themes in the textbooks.	93	<b>53.1</b>	57	32.6	25	14.3
Giving homework for the needs of daily life attracts more attention of students.	2	1.1	13	7.4	160	<b>91.4</b>
Variety of writing homework is necessary.	4	2.3	17	9.7	154	<b>88.0</b>
During the course, at least one lesson per week must be taught only as a writing lesson.	23	13.1	21	12	131	74.9
Online homework should be given at higher levels.	12	6.9	81	46.3	82	46.9
Online homework should not be given at lower levels.	50	28.6	62	35.4	63	36.0
Online homework make the teacher's job easier.	53	30.3	84	48	38	21.7
The practice of writing the text in the book one-to-one is not a favorite homework for the student.	27	15.4	66	37.7	82	46.9
Listening homework is usually not done by students.	23	13.1	89	<b>50.9</b>	63	36
Students do not necessarily believe in the necessity of homework set during online training.	54	30.9	68	38.9	53	30.3
Writing homework is more beneficial when checked face-to-face with students in class.	11	6.3	20	11.4	144	82.3
If the homework to be set is determined at the beginning of the semester, it will be easier for the teachers.	19	10.9	42	24	114	65.1

(Contd...)

**Table 3.** (Continued)

	No		Undecided		Yes	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
It will be more effective if the homework to be set is decided by all the teachers in line with the common decision.	37	21.1	58	33.1	80	45.7
Homework should be evaluated both as a process and as a content.	1	0.6	9	5.1	165	<b>94.3</b>
Homework causes students to worry about only the scores.	101	57.7	57	32.6	17	9.7
Students cannot seem to see that homework offers them good practice.	52	29.7	91	52	32	18.3
Writing homework assists students to overcome their prejudice and fear of writing.	5	2.9	49	28	121	69.1
The rise in the number of writing homework causes the attention given to the writing homework to decrease and the quality to drop.	57	32.6	65	37.1	53	30.3
The direct effect of homework on the test score increases the number of students who do their homework in class.	24	13.7	60	34.3	91	52.0
Students may think that the homework given do not mean anything to them.	57	32.6	85	48.6	33	18.9
Thinking that low-performing students will repeat the course content creates reluctance to do homework.	60	34.3	61	34.9	54	30.9
Students are reluctant to devote time to homework.	18	10.3	97	55.4	60	34.3
The more students do their homework, the more willing they are to the lesson.	6	3.4	41	23.4	128	73.1
Students who consider themselves as successful above grade level do not believe in the necessity of homework.	48	27.4	87	<b>49.7</b>	40	22.9
Successful students who consider themselves above the grade level believe that the homework given is easy.	9	5.1	56	32	110	62.9
Successful students who consider themselves above the grade level believe that their friends should do more homework than themselves.	49	28	66	37.7	60	34.3
Unsuccessful students who consider themselves below the grade level believe that they should get help from their friends about the homework.	49	28	66	37.7	60	34.3
Students do not do homework because they are overconfident about their course success.	38	21.7	96	<b>54.9</b>	41	23.4
Problematic students in the classroom cause the perception that others can neglect their homework.	51	29.1	86	49.1	38	21.7
Students' anxiety about getting high grades further increases copying homework from others.	14	8	74	42.3	87	49.7

**Table 4.** Comparison between male and female instructors' views on homework

	Male (n=64)		Female (n=111)		<i>p</i>
	<i>Mean</i> ± <i>SS</i>	<i>Min-Max (Median)</i>	<i>Mean</i> ± <i>SS</i>	<i>Min-Max (Median)</i>	
Homework	2.29 ± 0.16	1.88-2.65 (2.29)	2.28 ± 0.15	1.96-2.54 (2.27)	0.529

**Table 5.** Comparison of instructors' views on homework in terms of their educational levels

	Undergraduate (n=51)		Master's (n=79)		Doctoral (n=45)		<i>p</i>
	<i>Mean</i> ± <i>SS</i>	<i>Min-Max (Median)</i>	<i>Mean</i> ± <i>SS</i>	<i>Min-Max (Median)</i>	<i>Mean</i> ± <i>SS</i>	<i>Min-Max (Median)</i>	
Homework	2.31 ± 0.15	2.02-2.56 (2.31)	2.25 ± 0.13	1.96-2.50 (2.25)	2.31 ± 0.18	1.88-2.65 (2.27)	0.039*

\*The difference is significant at 0.05 level of significance.

the results of a study conducted by Deveci and Önder (2014), teachers believed in the importance of homework and in the fact that the students' opportunities (computer, internet, library, place of residence, family's attitude) should be taken into account regarding their homework. According to the

findings obtained from the second sub-problem of the study, there was no statistically significant difference between the views of the instructors about the homework by gender. The results of the study conducted by Deveci and Önder (2014), in which it was found that there was no significant gender

**Table 6.** Comparison of instructors' views on homework in terms of their professional seniority

	1-4 years (n=46)		5-9 years (n=70)		10 years and longer (n=59)		p
	Mean±SS	Min-Max (Median)	Mean±SS	Min-Max (Median)	Mean±SS	Min-Max (Median)	
Homework	2.33 ± 0.12	2-2.54 (2.31)	2.25 ± 0.15	2.02-2.56 (2.23)	2.28 ± 0.17	1.88-2.65 (2.25)	0.029*

\*The difference is significant at 0.05 level of significance.

difference between the views of instructors about the homework set in the lessons, also supports the results of the present study.

In the same study, the fact that there was no a significant difference in their views science teachers on homework by class size, length of teaching experience, and by their degrees/curriculum categories are inconsistent with the following findings of our study.

According to the findings obtained from the third sub-problem of the study, a statistically significant difference was found between the views of the participants about homework by their degrees. Accordingly, the average score of participants with undergraduate degree was higher than the participants with graduate and doctoral degrees. According to this result, it is possible to conclude that as the education level of the instructors teaching Turkish literacy to foreigners increased, their interest in setting homework decreased. This situation is quite conspicuous. Therefore, it is possible to think that this problem should be investigated again on different sample groups. On the other hand, according to the results of the study conducted by Deveci and Önder (2014), there was no significant difference between the views of instructors regarding the homework given in the courses by their degrees. Since there is not sufficient number of studies on this subject in the relevant literature, it is possible to say that similar studies which may generate different results should be conducted.

According to the findings obtained from the fourth sub-problem of the study, a statistically significant difference was found between the views of the instructors teaching Turkish literacy to foreigners on homework by their professional seniority. Accordingly, the average score of the participants with a professional seniority of 1-4 years was higher than those with a seniority of 5-9 years and 10 years or longer. It is possible to conclude based on this particular result that as the interest in setting homework decreased and the feeling of burnout came into prominence as the length of teaching experience of instructors increased.

It is possible to think that the more interest in homework and in setting homework in the first years of their profession was due to the desire of the instructors teaching Turkish literacy to foreigners to put their professional ideals into practice. According to the results of the study conducted by Deveci and Önder (2014), on the other hand, there was no significant difference between the views of the instructors regarding the homework given in the courses by the length of teaching experience. According to the results of the research conducted by Öcal (2009), on the other hand, the strategies of primary school 4<sup>th</sup> and 5<sup>th</sup> grade teachers regarding homework differed by their professional seniority. Accordingly, it was found that there were significant differences between the

homework strategies of teachers with professional seniority of 0-15 years, 16 and 20 years, and 21 years and above in favor of the experienced teachers. Especially since there is lack of studies in the literature on this subject, it is possible to say that similar studies with different results should be done.

## CONCLUSION

Based on the present study, which examined views of instructors of teaching Turkish literacy to foreigners on homework, the following suggestions can be offered:

- Homework should be evaluated both as a process and as a content.
- Setting homework for the needs of daily life may be more attractive for the students.
- Teachers should use homework in order to consolidate and revise prior knowledge.
- In particular, diversifying reading and writing homework can be beneficial.
- The contribution of homework scores to the course grade can positively affect student success and motivation.
- Successful homework set by the teachers can soften their overly authoritarian attitude in the classroom in presence of the students.
- Rendering homework effective especially in evaluating the success of the course can lead to the creation of quality homework.

It is possible to say that it is crucial and essential to carry out different studies on homework with different perspectives in the process of teaching Turkish to foreigners. In this way, it will pave the way for the enrichment and diversification of the findings obtained in the study.

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