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Abstract

This study addresses the cultural transmission processes through digital environments in teaching Turkish. In the study, the existing literature was analyzed with the document analysis method and the role of digital platforms in learning and transferring cultural values was evaluated. In addition, other data sources consist of the opinions obtained from 10 Turkish teachers and 30 pre-service Turkish teachers (students) with the semi-structured interview method. The data obtained from the interview forms were examined with the content analysis method, code categories and themes were extracted, and quotations from the participants' opinions were presented while the findings were conveyed, thus the content analysis was also supported by descriptive analysis. The results of the study show that digital environments are a powerful tool in cultural transmission. In addition, it was concluded that the reliability of the content, the development of students' conscious and competence on digital literacy skills and increased academic supervision are necessary.

Introduction

Language functions as a means of communication and understanding as well as a carrier of culture and a means of cultural transmission. Language and culture are closely related and complementary to each other. Therefore, language teaching is also a form of cultural teaching. In language teaching, the cultural phenomenon that constitutes tangible and intangible heritage of a society and its written and verbal values is also transmitted. Language teaching is not only teaching the grammar and words of a language and providing basic language skills, but also teaching the cultural context of that language. In order for individuals to understand the language better, it is very important for them to learn the cultural characteristics of it. It is an undeniable fact that language and culture are inseparable parts and that culture must also be learned in language learning. In language learning environments, literature, history and traditions are also learnt through texts and other material in which cultural transmission also takes place. Thus, considering that language is both the carrier and producer of a culture, language teaching can be more effective together with cultural transmission processes.

In today's world where digitalization is rapidly progressing, it is of great importance to use information and communication technologies in teaching culture in Turkish teaching environments. Especially distance education systems, online course materials and interactive learning environments enable Turkish language teaching to reach

wider audiences. In this context, with the increase in digitalization in language teaching, cultural transfer processes have also changed. In this context, the aim of this study is to examine how the transfer of cultural approaches, values and practices is carried out during the teaching of Turkish in digital environments.

Theoretical Framework

Digital Education Environments

Digital platforms have had the potential to revolutionize education in recent years. What makes digital environments attractive is not only that they support individual learning, but also that they make educational processes more accessible, flexible, and effective by improving institutional education systems. Thus, digital platforms that offer inclusive education overcome geographical barriers and offer the opportunity to reach students who do not have access to traditional classrooms. As a learning method where technology and digital tools are actively used in educational processes, digital education can be used to support traditional learning environments or to provide education completely online (Parlak, 2017). Digital education is carried out with various technological tools such as computers, tablets, smartphones, and online platforms.

Digital education provides convenience and flexibility especially for individuals that work by providing environments that can be accessed at any time. At the same time, digital learning environments, which have become a part of our lives by crossing geographical boundaries thanks to their accessibility feature, can play a savior role in the context of equal access to education in cases of restrictions such as pandemics and earthquakes. However, with the personalization opportunity offered by digital environments, students can determine their own learning method and pace and continue their education process accordingly (Taş and Gülcü, 2023). In addition to the digital literacy competencies of students, it is very important to develop the digital competence and digital pedagogical competence of educators and educational material developers (Köksal and Canlı, 2024). Although the innovative perspective, technology integration and awareness activities in this direction have spread the use of digital environments in education, the fact that the trainings in this regard have not yet reached the desired level remains a factor preventing the more effective use of digital environments. However, while traditional education based only on the teacher-learner relationship makes learning processes difficult, technology-supported education positively affects learning and adaptation to information. In addition to increasing student success, technology-supported education is also stated to develop higher-order thinking skills and enable learning through comprehension (Renshaw & Taylor, 2000).

When it comes to digital applications in teaching Turkish, it is seen that the methods to develop skills such as repetition, demonstration and practice in education and application studies for language skills offer great opportunities and have the potential to provide more effective opportunities. Digital tools make learning, especially the development of language skills, more effective and enable language learning environments to reach a wide audience. In this context, when looking at the technological tools and environments that can be used in teaching Turkish; *Kahoot*, developed by Johan Brand, Jamie Brooker and Morten Versvik and used in more than 180 countries, offers gamified training such as quizzes, discussions, and surveys to enhance learning opportunities (Yılmaz, 2022). In addition, Edmodo, founded in 2008 to facilitate students' access to educational resources,

allows teachers to create their own classes and enrich the learning process (Yaylak, 2020). In addition, podcasts, which can be accessed through Spotify and other platforms, are an effective method for developing listening skills and demonstrating the use of language in its cultural context (Yılmaz & Babacan, 2015).

Cultural Transmission: The Relationship between Language, Language Education and Cultural Transmission

Culture is the customs, traditions, behaviors and understanding that make a society different from other societies and that have changed from past to present. At the same time, culture is the values in society that are formed and transmitted to generations through language. Society is a function of variables such as human beings, education process and cultural content and the complex relationships between them. With these aspects, culture is learned, historical and continuous, social, ideal or idealized rule system, needs-meeting and satisfaction-providing, integrative and changing (Güvenç, 1994). Culture is a nation's lifestyle that shows itself with interests, attitudes and behaviors for centuries. This lifestyle becomes a memory in time and is transferred to future generations as tangible and intangible cultural heritage through art, literature, poetry, lament, lullaby, folk song, children's games, weddings, holidays, clothing, food and drink, way of speaking, and words used.

Cultural transmission plays an important role in the development of individuals' identities and social integration. Language is not only a tool that transmits culture, but also an element that enriches it. In this respect, language has a binding aspect that makes a community a nation. No area of society is independent of language. Just as the existence of humans is possible with language, the existence of societies is only possible with language. Language is the cultural identity of a society (Ünal, 2005). The society's literature, art, philosophy, technique and all its culture, thoughts, customs and traditions are in a relationship with language. The transfer of customs and traditions from generation to generation can only be done through a declaration and only language can achieve this (Akarsu, 1998). Since humans are social beings, they naturally feel the need to communicate and transmit their cultural heritage. They do this best through language, because language is the most important and effective tool through which people express their feelings and thoughts, accumulations, experiences, perspectives on life and historical accumulations. Language education, as one of the most important components of the cultural transmission process, also ensures the continuity of cultural transmission and heritage. For this reason, it is very important to design language education programs by taking the cultural dimension into consideration. Therefore, language education, whether it is the mother tongue or the second language, is an area that should be focused on with sensitivity.

All languages are both carriers and representatives of the culture they belong to. For this reason, when a new foreign language is learned, not only the words or grammar rules of that language are learned, but also many aspects such as the civilization, belief, lifestyle, customs and traditions of the society in which that language is used are learned (Keskin, 2019). Therefore, in order to achieve success in language teaching, not only grammar teaching but also cultural transfer should be carried out simultaneously. Language learning is shaped by the influence of the culture of the society in which it is located, and all kinds of communication within the society are based on this culture (Lantolf and Thorne, 2007). In other words, language education opening doors to new worlds

and understanding the existing cultures there. Trying to perceive and solve what is different provides the student with wisdom and wealth of thought, while also developing his/her perspective (Tapan, 2012). Therefore, a person who learns a language acquires the culture in which the language lives as well as the language itself, and each language offers a different way of understanding and expression to those who use it. Teaching culture along with teaching a foreign language contributes to multifaceted learning about cultural values. Educational processes carried out with an intercultural approach, according to similarities or differences, make the individual's language learning processes effective and allow them to better understand cultural elements. Understanding other person is at the core of open communication. Therefore, it is necessary to identify with the target audience who is learning the language (Sever, 2019). Cultural transfer in the classroom environment provides learners with the opportunity to exist in a different society, and also prepares students for social integrity, empathy and solidarity (Direkçi, Şimşek, & Akbulut, 2020). For this reason, it is important for the teacher and students to interact through cultural transfer in foreign language teaching. A language learner gains knowledge about the culture through cultural transfer, can break their prejudices about that culture, if any, can determine the similarities and differences between the source culture and the target culture, and thus their learning motivation can be provided or increased (Byram & Risager, 1999).

In the declaration published by the Council of Europe in 2000, it was stated that when teaching a foreign language, the socio-cultural characteristics of that language should be taught first and cultural elements were mentioned as follows:

- Factors such as eating and drinking, meal times, table manners, official holidays, work hours, private pursuits, reading habits, sports, and living conditions such as quality of life, home conditions, and socioeconomic conditions can be evaluated in this group.
- In the context of interpersonal relations, situations including class conditions, connections between classes, family structures, relations between generations, and relations between political and religious groups are discussed.
- In the context of values, beliefs and behaviors, it is possible to talk about elements such as social class, work communities, income level, traditions, art, music, etc.
- In the context of social customs, topics such as punctuality, gifts, clothes, prohibitions, and rules are discussed.
- In the context of traditional behaviors, behaviors based on religious rules, birth, marriage traditions, festivals, ceremonies, celebrations, dances, etc. are evaluated (CEFR, 2001).

As can be understood from the above items, language education is one of the most effective ways of cultural transmission. Learning a foreign language offers individuals the opportunity to understand and adopt different cultures. At the same time, traditions and customs are preserved between generations through language (Kramsch, 1998). Cultural context allows the understanding of the deeper meanings behind words and expressions. This helps individuals learning a language to use the language more effectively and correctly. Being informed about cultural norms and values makes it easier for language learners to communicate appropriately and effectively in the target culture.

Cultural Transmission Theories

Cultural transmission theories are theoretical approaches that attempt to explain how cultural values, norms, beliefs, and traditions are transmitted and reproduced among individuals and communities. These theories emphasize that culture is not merely a passively transmitted body of knowledge, but is also reshaped in social contexts. The basic theories that stand out in explaining cultural transmission are summarized below:

1. *Social Learning Theory*: According to Albert Bandura's social learning theory, individuals learn by modeling, imitating and reinforcing the behaviors they observe in their environment. In this process, role models (parents, teachers, media figures) play an important role in the transmission of cultural norms and values. Language acquisition, adoption of social roles and learning of cultural practices are examples that demonstrate the explanatory power of this theory (Bandura, 1977).
2. *Habitus and Cultural Capital*: This approach, developed by Pierre Bourdieu, argues that individuals internalize the cultural codes of the social class they belong to and reproduce them in practical life. While habitus is the unconscious tendencies that direct the individual's behavior, cultural capital is related to cultural acquisitions such as knowledge, language skills, taste and education. According to this theory, language skills are one of the important indicators that reflect the individual's social and cultural position (Bourdieu, 1986).
3. *Memetic Theory*: This theory, put forward by Richard Dawkins, suggests that cultural information is spread through units called “memes”. Memes, like biological genes, reproduce by imitation and evolve over time. A meme can be a melody, a fashion trend, an idiom, or a religious belief. According to this approach, cultural transmission is constantly reproduced through the mental processes of individuals and social interactions (Dawkins, 1976).
4. *Cultural Diffusion Theory*: This theory argues that cultural elements spread between societies through migration, trade, media, war or other forms of contact. The phenomenon of globalization has accelerated cultural transfer in this context. For example, fast spread of food chains around the world or the global popularity of K-pop music can be explained by this theory (Rogers, 2003).
5. *Cultural Ecology Theory*: This theory, developed by Julian Steward, emphasizes that cultural change takes shape in interaction with environmental conditions. It is argued that societies adopt certain cultural practices in order to adapt to the natural environment they live in. Agricultural techniques, settlement patterns and economic structure can be considered as examples of cultural adaptation in this context (Steward, 1955).
6. *Critical Cultural Theory*: This approach examines cultural transmission in the context of ideology, power relations and social structure. According to this theory pioneered by the Frankfurt School, hegemonic discourses are imposed on societies through the culture industry and mass media. Educational systems, media and state policies play a central role in the reproduction of cultural norms (Adorno & Horkheimer, 1944).
7. *Linguistic Relativity Hypothesis*: Developed by Edward Sapir and Benjamin Lee Whorf, this hypothesis suggests that language shapes thought patterns and cultural perception. According to this approach, the structure of a language affects the way its speakers perceive and understand the world. For example, the cyclical expression of time in the Hopi language differentiates this community's perception of the concept

of time from Western languages (Whorf, 1956).

Turkish Education and Cultural Transmission

While digitalization today has led to radical changes in the field of education, the transition from traditional methods to digital platforms has also found its reflections in terms of Turkish education. The use of information and communication technologies in the development of language skills enriches students' learning materials and processes, making them more effective, flexible and personal; especially distance education systems, online course materials, interactive digital learning environments, e-books, interactive dictionaries and artificial intelligence-supported learning enable Turkish language teaching to reach wider audiences. The use of visual and auditory materials in language education helps students to communicate more fluently by expanding their vocabulary (Güneş, 2013). In this context, digital education tools support the language learning process by providing students with rich visual and auditory materials and content. At the same time, an important factor in language learning is to use it in communication environments. Considering that students do not always have the opportunity to use the language in real environments, virtual reality applications emerge as an important opportunity to develop language use skills by providing students with real-life situations. In these environments, opportunities such as providing real and simultaneous feedback with artificial intelligence and students being able to come together with people from other cultures regardless of distance and other variables make communication environments more possible and effective. In addition to all these, these environments offer flexible and personalized experiences, allowing students to learn at their own time and pace and develop themselves in the desired language skill area.

In addition to the opportunities and possibilities it provides, digitalization and the use of technological tools in education also bring with it some difficulties. For example, not everyone can have equal access to technological opportunities at all times. However, while technology is rapidly developing, the fact that digital literacy skills and education have not yet reached the desired level prevents these technologies from being used at an ideal level. In addition, the situation and the belief that the communication opportunities provided by face-to-face education cannot be provided in digital environments can create hindrances in using digital environments in developing students' social and communication skills. As a result, it is necessary to address these issues such as digital environments that can be reached to everyone, making arrangements in this direction, and making language learning environments more integrated with mobile applications, and learning environments that develop digital literacy skills.

This theoretical framework provides an important basis for understanding the multidimensional structure of cultural transmission and how it emerges in interpersonal interactions. In particular, how cultural values are transmitted in language teaching processes is directly related to how individuals structure both their linguistic and social identities. In the context of language teaching, where digital environments are increasingly used today, how cultural transmission is shaped has become an area that needs to be carefully examined. Tools such as social media, online learning platforms, digital course materials and interactive content allow cultural values to be transmitted in new ways. For example; value-based interactive multimedia helps convey cultural norms and

character-building principles in educational settings (Komalasari & Saripudin, 2017). Additionally, Interactive digital storytelling supports the preservation and transfer of cultural heritage within digital learning environments (Rizvic et al., 2020). Moreover, Culturally relevant digital materials strengthen learners' sense of identity and support the meaningful transmission of cultural values (Lee, Andin, Fung, & Ompok, 2025). As can be seen there are many studies in this area to support the value of digital material in cultural transmission and this shows the need and importance of studying this issue in the context of Turkish language teaching. Therefore, examining the impact of digital environments on cultural transmission in Turkish language teaching processes will enable a closer understanding of the nature of this transmission by focusing on the experiences of both teachers and students. This study aims to analyze from a qualitative perspective how cultural contents find a place in Turkish language teaching processes in a digital context, how they are interpreted and how they contribute to the learning process, based on cultural transmission theories.

Method

In this study, the qualitative research method was adopted. Qualitative research is an approach that aims to understand the experiences, opinions and perceptions of the participants in depth (Merriam, 2009). In order to understand the experiences and thoughts of the participants in depth, the semi-structured interview method was preferred. In the interviews, questions were asked about how the participants perceived the cultural transfer in digital environments and its effects on the educational process (Bowen, 2009). Since it was aimed to understand in depth the opinions and experiences of the two important stakeholders of education, teachers and teacher candidates, regarding the cultural transfer processes through digital environments in teaching Turkish, in this part of the research, opinions were obtained from 10 Turkish teachers and 30 students with a semi-structured interview form. The data obtained from the interview forms were examined with the content analysis method, codes, categories and themes were extracted, and quotations from the participants' opinions were presented while presenting the findings, thus the content analysis was also supported with descriptive analysis. In the second phase of the study, the document analysis method was used. Document analysis involves collecting data by systematically examining existing written and digital resources (Bowen, 2009). Within the scope of the study; various sources such as academic articles, books, online publications and educational materials, digital cultural content and social media campaigns were analyzed.

Research Design

This study was conducted within the framework of a case study design. A case study is a method used to examine a specific event, phenomenon or individual in detail (Yin, 2014).

Participants

Purposeful sampling was used in the study. In this sampling technique, data is collected from a specific group in accordance with the purposes of the study. In this study, teachers and students who have experience in digital environments in the field of Turkish education were specifically selected to provide more in-depth data on the

subject. In this context, data was collected from a total of 40 participants, 30 students and 10 Turkish teachers (Patton, 2002; Creswell, 2013). The participants consist of individuals who actively use digital environments in the learning process.

Data Analysis

Research data were obtained through document analysis and semi-structured interview forms that were developed by the researcher by consulting the opinions of the 5 experts in the areas of culture, pedagogy, language and language teaching. The collected data were examined using document analysis, descriptive analysis and content analysis methods. Descriptive analysis is a technique for presenting data by organizing it according to predetermined themes (Miles & Huberman, 1994). In addition, with content analysis, the responses given by the participants were coded, categorized and important themes were revealed (Maxwell, 2013).

Reliability and Validity

Various methods were used to ensure the reliability and validity of the study. The validity of the data collection tool was increased by obtaining expert opinions. In addition, data sources were diversified (document analysis, interviews), continuous review processes were actively operated, and feedback from participants contributed to the convergent validity of the study (Creswell, 2013; Lincoln & Guba, 1985; Maxwell, 2013).

In order to ensure the reliability of the data analysis process, inter-analyst consistency was taken into consideration. During the content analysis, the coding process was carried out independently by two researchers who are experienced in qualitative research and Turkish language education. Initially, both researchers individually reviewed the interview transcripts, generated preliminary codes, and identified emerging categories and themes. After the initial coding phase, the researchers compared their codes to determine the level of agreement. Discrepancies between the coders were discussed in detail, and consensus was reached through negotiation and re-examination of the related data segments. To quantify inter-coder reliability, the Miles and Huberman (1994) formula was used: $\text{Reliability} = \text{Agreement} / (\text{Agreement} + \text{Disagreement})$. As a result of the calculation, the inter-coder agreement rate was found to be .87, which is considered to indicate a high level of consistency in qualitative research (Miles & Huberman, 1994). This rigorous process of collaborative coding and consensus building enhanced the credibility and trustworthiness of the findings. The use of multiple coders helped minimize individual bias and ensured a more robust interpretation of the data.

Results

Participants' Opinions

In this section, data obtained from teacher and student views on the effects of digital environments on cultural learning will be presented. The findings were strengthened by quoting the views of the participants, who were teachers and students. Teachers were coded as T1, T2, and students were coded as S1, S2...

Table 1. Participant Opinions

Themes	Categories	Codes
The relationship between digital environments and cultural learning	The Effect of Digital Learning Process on Cultural Transfer	• The way students learn cultural elements through digital tools • Students' preferences of the digital tools
Information Reliability	Deficiencies of digital resources and information reliability issues	• Checking the accuracy of digital content • Evaluation of digital tools in terms of up-to-dateness
Learning materials	The Importance of Visual and Interactive Materials	Contribution of the • games, • videos, • series, • social media, • interactive applications to the students' cultural learning process
The relationship between digital environments and learning motivation	The Effect of Digital Environments on Learning Motivation	• Reasons why students incline to the digital resources • The role of digital environments in learning processes • How digital environments affect the learning process • The role of digital environments in increasing learning motivation
Cultural integration	Cultural Adaptation and Its Impact on Daily Life	• Students' use of the cultural knowledge they learn in daily life and the ways they internalize it; • Greetings • Customs, traditions, customs • Cultural practices

Regarding the theme of the relationship between digital environments and cultural learning, it was concluded that both teachers and pre-service teachers regard digital environments as an important tool in cultural transfer. Students stated that they learned elements of Turkish culture more easily and more effectively through visual means thanks to digital environments. For example, some of the pre-service teachers' statements are as follows:

S1: "Some of the Turkish TV series and social media videos I follow can help a lot with developing and enriching my vocabulary such as proverbs and idioms that I realized even I have not heard or used before and that can be used in daily life. I think that thanks to this, cultural elements can be mastered more easily in this way."

S2: "Memorizing, trying to learn and teach is very boring, but thanks to digital environments, Turkish idioms and proverbs can be learnt much more easily. In this way, the culture can be internalized better."

Turkish pre-service teachers stated that digital environments make cultural learning easier. It is thought that the content provided by both visual and auditory tools, especially videos, plays an important role in learning and using idioms, proverbs and colloquial language related to Turkish culture. One student made the following statement:

S1: "Thanks to the Turkish vlogs we watched on YouTube recommended by our instructors, I learned many new idioms used in daily language. This makes my conversations and communication in general more natural and fluent. And when I become a teacher, I can help my students in this way a lot."

Turkish teachers also emphasized that although digital environments are useful in understanding the cultural context, students should be guided in choosing the right content.

Regarding the theme of information reliability, students and Turkish teachers emphasized the deficiencies of digital resources and information reliability problems.

Pre-service teachers stated that they noticed that some content in the digital environment contained incorrect or incomplete information and confirmed this later. They revealed that this led to information pollution and distrust in the cultural transmission process. A pre-service teacher made the following statement:

S7: "Some websites contain conflicting information about Turkish culture. It can be difficult to understand which one is correct, which is very tiring and can reduce motivation."

Participating Turkish teachers expressed the importance of creating digital content supported by academic resources on this subject. One of the Turkish teachers used the following expression:

T8: "It is a fact that students benefit greatly from digital content both in the classroom and in their daily routines, but these contents need to undergo academic supervision. In addition, the materials used in education should be more systematic and understandable."

Similarly, another Turkish teacher participant stated that there was a lack of control over digital resources:

T3: "It is difficult to check the validity and accuracy of some information in digital environments. The related mechanisms and academic resources are needed to check this."

Regarding the theme of learning materials and motivation; students and Turkish teachers particularly focused on the contribution of Visual and Interactive Learning Materials to language and culture transfer. In particular, digital games, augmented reality applications and mobile applications make cultural learning fun and easier to understand. Students think that interactive materials contribute to more permanent learning. A student commented in this direction as follows:

S9: “Unlike traditional methods, while playing games with mobile applications, both words and important information about Turkish culture can be learnt. In this way, it is possible to have fun while learning.”

S1: “Digital environments are always at our fingertips, easily accessible. Sometimes it is possible to learn a lot even from cartoons and it is very interesting.”

T10: “Interactive applications and digital games enable students to develop their language skills in a more entertaining way. Cultural elements are transferred more effectively in this way. This enables language education to be carried out more effectively.”

In conclusion, the findings show that digital environments are an effective tool in cultural transmission, but some deficiencies need to be addressed. This shows that the advantages as well as the disadvantages of cultural transmission using digital tools should be carefully considered.

Regarding the theme of cultural integration, teachers and students stated that digital environments are effective in cultural integration, understanding and internalizing the cultural context, and transferring it to daily life. In this context, it was concluded that teacher candidates use the cultural elements they learn from digital environments in daily life. The views of the student coded as S16 on the subject are as follows:

S16: “I use some words I hear in TV series and social media in my daily conversations. This helps me to develop cultural understanding better.”

S20: “Some Turkish TV series and movies can present some perspectives on culture in an entertaining way.”

Participating Turkish teachers also stated that the integration of cultural elements into daily life is a positive development. However, they emphasized that students need to question the accuracy of digital content and develop their critical thinking skills.

T5: “Digital environments, such as some documentaries and animations, are very effective in conveying cultural elements in courses, but sometimes there may be problems with reliability and accuracy in some contents.”

The findings obtained from the interviews show that digital environments and materials are a powerful tool in cultural transmission. While increasing the interest and motivation of students, they also provide them with a comprehensive perspective in terms of sociocultural context. However, there are some points to be considered when providing cultural transmission through language education, as in every field in the use of digital tools. The most notable of these are; reliability and accuracy of the content, development of students' conscious digital literacy and communication skills, and ensuring scientific control of the content.

Digital Education Material and Cultural Transfer

In the light of today's technological developments, the reflections of digitalization in education have also found their place in language learning & teaching environments. In the development of language skills, enriching learning environments and processes by using rich digital content and materials will make a significant contribution to these environments and the transfer of culture through various visual and auditory tools, applications and material. In addition, an effective teaching/learning material should be prepared with scientific methods, taking into account the developmental characteristics and processes of the target group (Sevim, 2015; Şengül, 2014). Therefore, since digital environments offer more flexible and personalized learning opportunities and material support appropriate to students' own levels, each individual can be involved in the process at their own pace and development axis (Birinci, 2020; Çangal, 2021). At the same time since there is more accessibility and in the educational processes to be carried out through educational technologies, students can participate more actively and thus more in motivational way to the learning activities (Aydın, 2023). This means a lot to create learning environment that is effective, has fun and permanent learning can occur.

Language teaching is an area where not only language rules and words are transferred, but also cultural codes are transferred. As language and culture complement each other, content consisting of cultural elements in Turkish language teaching also has an important place in the development of language skills (Türkben and Alptekin, 2022). As a result, in Turkish teaching carried out with digital tools and materials in digital environments, it is necessary to focus on the issue of cultural transfer in the development of language skills and to focus on studies related to these. Through research it was revealed that Web 2.0 tools offer many advantages to create a positive language learning environment (Wang & Vásquez, 2012). By providing many opportunities, Web 2.0 technologies can present ideal environments for language learning and teaching. Digital applications have various features and these make language learning or teaching funny, interactive and interesting process (Uyar & Tekin, 2024). Online platforms that help people connect with each other are also used to make language learning environments funnier and more interesting (Faizi, 2018). Today, there are many digital tools and activities in language teaching, especially in English language teaching, that can lead an inspiration for Turkish teaching environments. When we look at the digital tools and content used in teaching Turkish to foreigners, applications such as Wordwall, LearningApps, H5P, Animoto, MindMeister, Canva, Storyjumper, Powtoon, Pixton and Voki stand out. *Wordwall* is an online web-based tool that includes various types of activities such as match, test, spinner, memory cards, puzzles. Through Wordwall, interactive learning and funny learning environment are provided (İnal & Arslanbaş, 2021). Activities can be created that give opportunity to cover grammar topics and environments that will allow students to test themselves to see their improvement. Learners can also use grammatical structures through some

activities such as matching and filling in the blanks (Eroğlu, 2023). In addition, homework and activities can be presented and shared in the application (Kökçü, 2023). *LearningApps* is a Web 2.0 application that can be used free of charge, where teachers and students can prepare and manage online multimedia learning activities using ready-made templates or their own content. LearningApp, unlike in-class applications, provides the opportunity to increase the use of audio and video content. This application can be used effectively as a tool that supports cultural transfer in teaching Turkish to foreigners, and is also seen as a platform where interactive activities and materials for grammar and vocabulary can be prepared (Karadağ and Garip, 2021). Another useful educational tool that can be used in Turkish learning environment is H5P. Through this application, activities can be created to develop four basic language skills as well as vocabulary and grammar. This application can help teachers to create material and content that can be used pre, in, and after lessons (Sarigül, 2021). As another digital tool in teaching Turkish, *Animoto* is a platform that allows users to create videos by using their photos, music and presentations. In content production, users can use templates divided by category, and they can also create their own content by using the tools of this application. Thus, text, video and visuals can be customized upon for specific purposes and the prepared presentations can also be converted into videos. While doing all these, the creation of materials by including cultural elements and content has a potential to make language education more effective by enabling the learning of the cultural context of the language. *Mindmeister* is a functional mind map tool that contributes to students' creative thinking skills (İnal & Arslanbaş, 2021). Through visualization, permanent learning can be achieved and students can link the concepts and words in their mind easily. Another tool that can be used in the preparation of rich and interesting educational materials in the digital environment is the web 2.0 application called *Canva*, which allows the preparation of content such as videos, presentations, social media posts, posters etc. Users can use content such as photos, videos and stickers on the platform for a fee or free of charge. In addition, users can add their own content and material to the platform to use for specific purposes. In this way, users can contribute to vocabulary studies and language skills development processes by including culturally specific and important elements. In this way, more audio-visual cultural content can reach easily and fast to more people through digital environments. Animated videos, presentations and activities can be created that are rich in visual and audio elements. *Powtoon* is widely used in the field of education as another digital education content creation platform. In this respect, the elements that will provide cultural transfer in Turkish education can be easily and attractively developed as content on this platform. Through this platform, language-based learning can be carried out with dialogues, real-life scenarios, interactive activities and narrations. Developing language skills, vocabulary and being exposed to cultural content through reading is a very effective method in language learning. In this context, the application, called *Storyjumper*, is an online book application that offers its users templates, characters, other story elements and visuals, as well as the opportunity to add their own content and materials. This application, which also allows users to share the stories they have prepared for free with other users, is a very effective method in translating the stories into other languages, sharing them on social media platforms and thus creating and developing intercultural awareness, especially in the target and source culture. Through this application, users can develop creative thinking skills besides language skills, by designing their own storybooks. With these aspects, it is thought that it can be used as an effective digital tool in education in language education and presenting cultural content. *Padlet*, is another Web 2.0 tool that allows users to create and edit various content via visual boards. Padlet allows files in different formats such as photos, text, videos and PowerPoint presentations etc., and in this way, it can help to enrich learning processes in a digital

environment. In addition to these, content and online activities can be prepared and shared with other users. Moreover, group discussions can be conducted and feedback can be given by using this application (Kökçü, 2023). In terms of cultural transmission, Padlet can help students to create digital board designs that reflect the values of Turkish culture. Students and teachers can produce and share content on cultural topics as holidays, traditions, food culture, proverbs etc. In addition to these applications, other digital environments that can be used in language learning and cultural transmission are *video sharing and series-film sites* that share videos where users share short or long videos on any subject as YouTube, Google Video etc. and *podcasts* that are a series of audio files, usually broadcast over the internet around a specific topic and that can include conversations, interviews, storytelling, music releases, and more on any topic. In this way, podcasts can help develop listening skills of the users besides cultural content.

Social Media and Cultural Transfer

Today, with its rapidly increasing use, social media allows individuals to come together and interact in digital environments thanks to the opportunities offered by the internet. In this way, individuals find opportunities such as expressing themselves, sharing their interests, conveying these to a wide audience, and interacting with people from different cultures. These opportunities can be achieved through the use of social media in educational environments, and people use social media tools for different purposes such as getting various trainings according to their interests and needs, improving themselves, accessing educational content, or learning a new language (Çangal, 2020). In addition, by using social media, communication with individuals from different languages and cultures increases intercultural dialogue and strengthens the intercultural perspective. In this way, social media actually can play an important role in the protection and dissemination of cultural heritage (Eser, 2024). All these developments and current studies, as well as the fact that social media allows the creation of an environment based on collaborative, interactive, and informal learning; show that social media platforms such as Facebook (Meta), Twitter (X), Blogger, WhatsApp and Instagram can be used effectively as educational tools, foreign language teaching and cultural transmission tools (Kır & Aytan, 2023; Kır & Ucuzsatar, 2024; Konuk & Günütaş, 2019). Today, YouTube is currently used as an educational platform easily and effectively, both through videos and live broadcasts, in a way that meets the interests and needs of the age. Through social media tools, individuals can easily share their knowledge and experiences, develop their vision and different perspectives, create special learning and discussion areas, thus increasing learning efficiency with the interaction between student-student and student-teacher (Alazemi, 2022). Today, it is seen that Turkish and Turkish culture are learned in digital environments, especially through TV series and movies, and this situation is becoming widespread day by day. So, it can be predicted that Turkish language and culture learning will become even more widespread in social media environments where more time is spent during the day. However, it is seen that the current situation is that students' perceptions of social media are not yet positive enough in terms of benefiting from language and culture transfer (Berti, 2020; Çelik, 2018; Yılmaz, 2021). As a result, although social media seems to have great potential for cultural transmission, it can be concluded that students have some reservations about using these platforms as educational tools. In this context, it is necessary to systematically address how the use of social media can be developed as a more effective method in language education and cultural transmission within the pedagogical framework and to conduct more studies in this area (Berti, 2020).

Conclusion

This study aimed to examine the processes of cultural transmission through digital environments in teaching Turkish through document analysis and interviews. The results show that digital environments facilitate cultural transmission during Turkish language education, but also bring some difficulties. In particular, the effectiveness of digital content and the accuracy of cultural representation are among the issues that need to be taken into consideration.

In this study, the data obtained as a result of interviews with teachers and students show that digital environments and materials are a powerful tool in cultural transfer in Turkish education. While such environments increase students' interest and motivation, they also offer them a comprehensive perspective in terms of sociocultural context. In line with the findings, it was concluded that digital content increases students' access to cultural contexts and provides motivation to their learning processes. In this way, digital environments, on the one hand, develop students' cultural awareness, on the other hand, create rapid cultural interactions, and bring about new discussions on global cultural transfer (Ölçekçi, 2020; Ünal & Koçak, 2023).

However, there are some points that need to be taken into consideration when using digital tools, as in every field, while ensuring cultural transmission through language education. The most notable of these are; reliability and accuracy of the content, development of students' conscious digital literacy and communication skills, and ensuring scientific control of the content. In cases where digital resources and materials are not prepared with pedagogical competence, incorrect or incomplete learning and cultural transmission may occur. Since digital technologies can only support learning by enabling the personalization of education according to the needs of students, technological pedagogical competence is also an important issue in addition to technological competence (Redecker, 2017; Väättäjä & Ruokamo, 2021).

Finally, the importance of interactive content in the production of digital materials was emphasized. Training teachers in this area and preparing digital content based on pedagogical foundations will ensure that cultural transmission is more effective. Indeed, research shows that interactive digital materials prepared by people equipped with necessary competence and qualifications have the potential to increase student success and cultural awareness (Adam, 2017; Apelgren & Giertz, 2010). As a result, awareness-raising and training studies on digital literacy are also among the important issues that need to be addressed. Providing training to educators and students on producing and using materials for digital environments, producing interactive content for cultural transmission in language education and using them effectively will make the process more effective.

The importance of digital literacy is another prominent result of this study. It was concluded that digital literacy skills should be developed so that students can evaluate digital content critically and manage this process under the guidance of teachers. Research on this area emphasizes the importance of digital literacy training at both student and teacher levels for the effective use of digital content (Bashar & Naaz, 2024). It is very important to examine the competence, proficiency and capabilities of technology-based learning tools and to determine the system quality well (Chiang et al., 2017). Because only in this way educational technologies can be used

efficiently.

Turkish language teaching consists of learning environments where cultural transfer processes take place beyond language teaching, and it is also important in this respect. Today, digitalization has brought about radical changes in the field of education as in every field. The transition from traditional methods in educational processes to digital platforms is also of great importance in terms of Turkish language education. Digitalization in Turkish language education offers great opportunities for both students and teachers. Effective use of digital education environments with appropriate strategies and education policies will make Turkish language teaching more effective. Educators adapting to technology and guiding students in a digital environment will increase the quality of language education and learning outcomes. In addition, constantly updating teaching programs by following technological developments will increase the effectiveness of digital education. While the role of the digitalization process in education is increasing, Turkish language education should also adapt to this transformation and be developed in accordance with the requirements of the age.

The study also revealed the opportunities offered by digitalization in teaching Turkish and the structural obstacles encountered in the process of evaluating these opportunities. Inequalities in access to technology, some deficiencies in digital literacy and security problems, inequalities in access to technology and lack of pedagogical digital competence are among the obstacles to the widespread use of digital tools in Turkish education. This result is consistent with studies indicating that socioeconomic differences in access to digital tools negatively affect teaching (Joshi, Khatiwada, & Pokhrel, 2024). Therefore, education policies need to be developed in this direction so that digital education platforms can reach all. Increasing the digital pedagogical competence of teachers and guiding students will make this process more efficient. In addition, some of the obstacles to the use of technology can be removed by using the interaction opportunities offered by digital tools and artificial intelligence well.

It is also an important finding that the social interaction environment offered by face-to-face education cannot be fully provided in digital environments. In some cases, the lack of interaction provided by face-to-face education in education provided by digital tools can create deficiencies in students' social and communication skills. In this context, Ali, Malhi, and Qamar (2024) and Shah and Cheng (2019) argue in their studies that the lack of social interaction in online teaching has a negative effect on students' communication skills. This situation necessitates the prioritization of interaction-enhancing elements in the pedagogical design of digital environments.

In general, this study has shown that cultural transfer processes can be strengthened with the conscious and strategic use of digital tools in teaching Turkish. However, in order for this process to become sustainable, digital inequalities must be eliminated, teachers' digital pedagogical competences must be increased, and teaching programs based on technological developments must be dynamically updated.

In this context, the recommendations for policy makers, educators and prospective educators are as follows:

- Increasing the cultural content richness of digital educational materials will improve both vocabulary and language use skills as well as cultural perspectives for different situations and contexts.
- Effective integration of digital tools into learning environments will be ensured by developing the digital

literacy skills of educators and pre-service teachers.

- Continuous updating of training, activities and content to ensure that cultural values and practices are transferred in an accurate and differentiated manner will ensure a more comprehensive and effective transfer process.
- Continuous monitoring of the content conveyed regarding language and culture will ensure reliability and increase user motivation.
- Interculturality in Turkish language teaching undergraduate programs will enable them to be more effective in environments where they will transfer culture.
- Developing a pedagogical approach that is sensitive to cultural values in-service and pre-service training will ensure that the educational process is structured in a way that is sensitive to both students' own cultural values and other cultural values and practices, and that the principles and approaches for this purpose are effectively implemented.
- It is recommended that future studies in this area focus on the more systematic development of content and materials to be used in digital cultural transmission and their effective integration into teacher training programs.

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