

Context-Based Learning in Turkish Idioms Learning by International University Students

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Abstract

This research examines international university students' experiences learning Turkish idioms in context-based learning (CBL) digital environment. Twelve international students studying at Fırat University and nine students whose native language does Turkish voluntarily participate in the study. In this study, in which quantitative and qualitative data were collected, the embedded mixed method research design was used to examine how individual and collaborative efforts of international students in context-based learning-based environments support their learning of Turkish idioms. Four sources were identified for the data of the study: (1) log data, (2) focus group interview data, (3) Turkish idiom achievement test, and (4) follow-up interview. Analysis of its data proved that the context-based e-learning environment constitutes an effective language-learning process. The study presents a very effective presentation of a context-based learning environment in the digital environment and the change in student behaviors and performances. This study, which shows the social constructivist approach in general and the effectiveness of CBL in particular, advocates the importance of peer support and collaboration.

Keywords: Language teaching, context-based learning, mixed method research design, peer support

Yabancı Uyruklu Üniversite Öğrencilerinin Türkçe Deyimleri Öğrenmeleri Sürecinde Bağlam Temelli Öğrenme Öz

Bu araştırmanın amacı, yabancı uyruklu üniversite öğrencilerinin bağlam temelli öğrenme (BTÖ) temelli dijital ortamda Türkçe deyimleri öğrenme süreçlerindeki deneyimlerin incelenmesidir. Çalışmaya Fırat Üniversitesi'nde öğrenim gören 12 yabancı uyruklu öğrenci ve ana dili Türkçe olan 9 öğrenci gönüllü olarak katıldı. Hem nicel hem de nitel verilerin toplandığı bu çalışmada, yabancı uyruklu öğrencilerin BTÖ'ye dayalı ortamlarda bireysel ve işbirlikli çabaların Türkçe deyimleri öğrenmelerini nasıl desteklediğini incelemek amacıyla gömülü karma araştırma deseni kullanıldı. Çalışmanın verileri için dört kaynak belirlendi: (1) log verileri, (2) odak grup görüşme verileri, (3) Türkçe deyim başarı testi ve (4) takip görüşme verileri. Verilerinin analizi, bağlam temelli e-öğrenme ortamının etkili bir dil öğrenme süreci oluşturduğunu ispatladı. Çalışmada, BTÖ'nün dijital ortamda oldukça etkili bir biçimde sunumunu ve öğrenci davranışları ve performanslarındaki değişimi raporlanmaktadır. Genelde sosyal yapılandırmacı yaklaşımı özelde ise BTÖ etkililiğini gösteren bu çalışma akran desteği ve iş birliğinin önemini savunmaktadır.

Anahtar kelimeler: Yabancı dil öğretimi, bağlam temelli öğrenme, gömülü karma araştırma deseni, akran desteği

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INTRODUCTION

Language cannot be evaluated independently of people and their environment. Language skills are critical to exist and survive in a social environment. Without language skills, wants, needs, criticisms, and congratulations, rebellions are trapped in people; they become non-transferable, atrophied, and invisible. "Language," a structure that enables the human form to be evaluated differently from the animal form, has a developing, changing, transferred, living document. These definitions also define our social environment; our social environment also generates, changes, transmits, and lives. Supporting people's communication processes is essential to improving their language skills. Using the possibilities of technology and establishing interactions that are not always and everywhere possible is also a crucial opportunity in developing language skills.

In addition to successfully acquiring language skills worldwide, knowing a foreign language is emphasized. Knowing a foreign language has become necessary due to education, culture, and commercial and social mobility between countries. Thanks to technology in learning a foreign language, videos, podcasts, books, magazines, etc. The number of supporting resources is increasing day by day. We can access these resources from wherever and whenever you want. However, it is known that a large group of people have had problems learning a foreign language in our country for years, and it is constantly criticized. Many factors significantly affect language learning, such as the path followed in the teaching process, the resource used, or the language skills focused on. The problem is not the difficulty of learning a foreign language; the problem is the effort to teach language separately from interaction or communication and, therefore, from sociality. A baby learns his mother tongue with his mother, father, sibling, or other people with whom they speak that language. Therefore, learning that language alone requires more than memorizing vocabulary cards, solving comprehension questions, or translating while learning a different language. Communicating with (native) peers who speak that language in foreign language teaching is essential. In other words, learning in context will be possible with peers who speak that language.

CBL can be defined as a curriculum design that uses student-centered activities to present information to the learner by relating it to various contexts (Rose, 2012). Williams (2008) pointed out that CBL is an innovative method that places student learning in realistic environments and requires applying procedural knowledge. By establishing a relationship with the contexts in daily life with CBL, learners' learning is facilitated (Karlı & Yiğit, 2015), their active participation in the lesson is ensured (Bennett et al., 2005; Fensham, 2009), and their conceptual understanding is supported (Gilbert et al., 2011). The primary purpose of CBL is to present scientific concepts to students with selected events from daily life and a context they have experienced or are likely to encounter. Thanks to the contexts focused on CBL, students' interests and desire to learn science increase; it becomes easier for them to transfer between concepts, and their scientific process skills develop (Gilbert, 2006). CBL assumes that learning will occur more quickly, meaningfully, and permanently in natural environments and when needed, suggests performing learning activities through an object or phenomenon from daily life (Bülbül et al., 2013). This way, problems such as overloading information during teaching, inability to establish a connection between information, and lack of relationship between information can be solved (Özay & Çam, 2011). Authentic and in-depth learning is possible with research-based projects where real life is combined with experiences and data is collected and analyzed (Vonderwell et al., 2005). In short, CBL is also defined as using concepts and process skills in teaching in real-life contexts suitable for students (Glynn & Koballa, 2005). If students can associate a concept and its practices with the real world, which includes their own culture, family, or friends, it is stated that effective learning takes place (Yang et al., 2005). Thus, students can use contexts to associate symbolic learning content with their real-world references (Westera, 2011).

CBL encourages students to take responsibility for their learning and relate knowledge and its application to various contexts (Satriani et al., 2012). In addition, CBL supports and motivates students' active participation in connecting their real lives (Coştu, 2009). CBL, which enables students to find answers to how and why they will use the newly learned knowledge and skills, takes into account constructivist learning theories and conceptual change frameworks (Şensoy & Gökçe, 2017) and offers students a scenario, ultimately helping students meet their own learning needs. It includes a student-directed hypothesis-generation process that leads to the development of a hypothesis (Trimmer et al., 2009). Since this approach is easily adaptable to digital environments, it has been observed that e-learning environments are also designed based on this approach and positively affect the learning process (Choi & Johnson, 2005; Yu et al., 2015; Kwon et al., 2016; Korkmaz & Güneşli, 2017; Chen et al., 2018; Yamaguchi et al., 2020). According to this approach, the learning process begins with a context from daily life. Then comes the stage of arousing curiosity and planning, during which an interesting story is presented. Events related to the story are carried out. It is also possible to expand the subject content by directing these activities. In

the last stage, it is ensured that the activities and the story's contents are associated with the concepts to be taught (Watters, 2004). Students in context are encouraged to integrate the necessary knowledge and skills, meaningfully benefiting the student's transfer learning (Clark, 2009). It is claimed that learning should be located in a specific context, not out of context (Kindley, 2002; Lave & Wenger, 1991). When students learn from context, they can distinguish similarities and differences between various examples. This experience can help them process their learning (Chen et al., 2018). In this way, they will better understand how to apply their knowledge and skills in one scenario to other scenarios (Cormier & Hagman, 2014; McKeough et al., 2013). With the CBL activity, it has been seen that students are positioned in authentic contexts to learn a foreign language by interacting with their peers, thus supporting their foreign language learning (Di Blas & Paolini, 2014; Ibáñez et al., 2011). The importance of CBL is seen when the focus is on learning the language better in context.

Peer Scaffolding and Language Learning

Vygotsky's sociocultural theory, which argues that sociocultural factors are also crucial in the development of human mental processes, had a tremendous impact on the field of education. In sociocultural theory, learning is considered a social event due to the interaction between the learner and the environment. Human mental functioning is a mediated process regulated by cultural activities and concepts (Vygotsky, 1978). As a result of human interactions in life, their meanings are formed, multiplied, and diversified. In this approach, meaning is emphasized as the central aspect of any teaching, and it is argued that skills/knowledge should be taught in all their complex forms rather than being presented in isolation (Turuk, 2008). Everyone we interact with is invaluable data for our meaning-making process. When learners do specific tasks with the help of another student or teacher, they internalize performing the same task on their own (Ellis, 2000). Therefore, social interaction facilitates learning (Fahim & Haghani, 2012). Since learners are active meaning-makers and problem-solvers in their learning processes, sociocultural theory attaches great importance to them. This theory emphasizes the dynamic connections between teachers, students, and tasks (Fahim & Haghani, 2012).

The interaction between the learner and the teacher is explained differently by the concept of "scaffolding" in the social constructivist approach. Scaffolding is an aid that helps language learners overcome obstacles and difficulties in their learning processes (Kuo et al., 2017). Scaffolding was initially conceptualized as the support provided by an adult that enables a child to complete a task that he cannot complete alone (Wood et al., 1976). However, the sponsor does not have to be an adult. The scaffolding provider may also be a peer who knows the information needed for support. Lee (2007) states that scaffolding is a collaborative and reciprocal task requiring collaborative effort. According to Aljaafreh and Lantolf (1994), scaffolding should begin with minimal assistance and offer more specific assistance. It includes collaboration within scaffolding. To collaborate successfully, both the expert and the novice must maintain an intersubjectivity (collective understanding) in which they set common goals in a shared context of communication (Darhower, 2002). Rosenshine and Meister (1994) stated that scaffolding provides a supportive environment to optimize the learning process and facilitate student independence. As a teaching technique, teachers use scaffolding to provide students with more understandable contexts (Jamali Kivi et al., 2021). Scaffolding materials are seen as a teaching tool and a source of support because students can benefit from knowledge and skills and achieve meaningful learning outcomes by exceeding the learning limits (Levitt et al., 2017). Social support from teachers and peers is essential to a student's academic success (Huang et al., 2010). When students perceive that their teachers emotionally support them, they participate more actively in their academic work and make more effort (Goodenow, 1993; Wentzel, 1994). Scaffolding is often associated with Vygotsky's (1978) zone of proximal development (ZPD). It is expressed as the figurative distance between what a student can achieve alone and what he can achieve in collaboration with a more talented peer.

Thanks to technological opportunities, scaffolding is a structure that can be easily applied in digital learning environments. In an online environment, scaffolding is accessible to all students and provides general support for their learning needs (Oliver & Hannafin, 2000). While online language learning is inherently linked to the development of autonomy, scaffolding plays an essential role in language development (Stockwell & Reinders, 2019). With the integration of modern technologies, new dimensions have been added to foreign language learning (Chen, 2021). Embedded digital resources are a practical framework for enhancing language learning (Lata & Luhach, 2016). Strategies such as scaffolding have been shown to offer unique educational opportunities for language learners in terms of increased access to linguistic input and cultural exchange (Kaliampou, 2021). Language is a living structure that carries cultural elements and cultural codes. It is claimed that the cultural dimension is a "basic component" in foreign language education and that it is "more than just learning language skills" (Sercu, 2002). Language is the primary tool for mediation, developmental processes, family, peer groups,

educational institutions, workplaces, sports activities, etc. (Fahim & Haghani, 2012). Only personal effort for an individual to become a competent speaker of a language does not result in mastery of the language unless it benefits from the participation of other people (especially adults) (Fahim & Haghani, 2012). According to the sociocultural approach, participation in communicative practices in the target language is a fundamental part of the purpose of language learning and the acquisition process (Lantolf & Thorne, 2006) “Are we teaching language (for communication)?” and “Are we teaching communication (via language)?” (Özverir et al., 2017). We can never think of communication and language separately from each other.

As Smith and Craig (2013) stated, scaffolding is essential for implementing student autonomy in foreign language development. Together with the learning content and tasks, these scaffolding materials strategically facilitate students' foreign language learning (Opperman, 2016). Through learning with scaffolding materials, a language learner shifts from a passive grammar recipient to an active seeker of knowledge contributor and is autonomous in the learning process, requiring less supervision (Samuels & Betts, 2007). When learning a second language, scaffolding is called "collective scaffolding," in which students jointly support each other's development by raising their language output to higher levels (Lantolf & Thorne, 2006). Different studies emphasize the integration of digital scaffolding materials that help students achieve productive results in autonomous language development (Yeh & Wan, 2019). When learners interact, they receive input, feedback, and opportunities to produce modified outputs, facilitating students' language development (Swain & Lapkin, 1995). From a sociocultural perspective, corrective feedback is embedded in a social context where students work collaboratively to solve language problems (Nassaji & Swain, 2000). Sociocultural approaches to second language learning are based on Vygotsky's conceptualization of individual development as a process of internalizing social interactions and as culturally defined symbolic artifacts that mediate them (Lantolf, 2000; Lantolf & Thorne, 2006; Vygotsky, 1978). While participating in the collaborative activity, students scaffold each other, leading to the co-construction of grammar (Lantolf, 2007). While scaffolding helps students understand the cultural contexts of their language learning, it also provides self-evaluation and self-reflection (Vurdién & Puranen, 2020).

Research Questions

The research question is how are international and native university students' individual and collaborative experiences and success in learning Turkish idioms in the context-based learning environment while learning Turkish idioms? Sub-research questions:

1. What is the behavior of international and native university students in the "relating" process in the context-based learning environment while learning Turkish idioms?
2. What is the behavior of international and native university students in the process of "experiencing" the context-based learning environment while learning Turkish idioms?
3. What is the behavior of international and native university students in the "practice" processes in the context-based learning environment while learning Turkish idioms?
4. What is the behavior of international and native university students in the "collaboration" processes in the context-based learning environment while learning Turkish idioms?
5. What is the behavior of international and native university students in the "transfer" process in the context-based learning environment while learning Turkish idioms?
6. Is there a difference in the pre-test and post-test scores of international university students for Turkish idioms?
7. What are the students' views on the process of learning Turkish idioms in a context-based learning environment?

METHOD

An embedded mixed method (EMM) research design (Creswell & Clark, 2011) was preferred to examine how individual and collaborative efforts support international students' learning Turkish idioms in context-based learning environments. Both quantitative and qualitative data were collected in the study. Quantitative and qualitative data were combined to make a holistic interpretation of the learning processes of international students. EMM involves collecting and analyzing secondary data before or after collecting and analyzing the first data set (quantitatively or qualitatively) (Creswell & Clark, 2011). This study collected and analyzed quantitative data as primary and qualitative data as secondary/supplementary data. (Creswell & Clark, 2011; Johnson & Onwuegbuzie, 2004; Johnson et al., 2007). This study aims to identify common and different patterns in international students' individual and collaborative experiences in context-based e-learning environments while learning Turkish idioms.

The researcher analyzed and interpreted the students' behavior in the context-based e-learning environment, their achievement grades, and focus group interview data.

Researcher Identity

The researcher works at the institution where the study was conducted. The researcher has projects related to context-based learning. There are also articles and book chapters on interaction and cooperation on a social constructivist basis. The researcher questions the effect of e-learning environments on foreign language learning when designed based on context-based teaching. To learn more, it explores a learning experience by bringing international students and native Turkish speakers together on a common e-learning platform. The steps of the applied method are explained below:

1. At the stage of development of research questions, a process is created in which questions of how and why are in focus, and only qualitative and quantitative data can answer these questions together.

2. In developing sub-problems of the research stage, the general research problem is expressed by dividing it into meaningful sub-problems.

3. In determining the analysis unit stage, there is the process of defining the situation we are curious about. "Situation" can be an individual's decision-making processes, implementation processes, or organizational change issues (Yıldırım, Şimşek, 2008).

4. In determining the situation to work, it is essential to determine a particular situation that needs to be generalizable. A good explanation of the context in the research process is necessary to express the "special" feature of the situation.

5. In the selecting of participants stage, participants who will work in the context and answer the research problems are selected. A detailed and in-depth research process can be conducted with a small group of participants rather than a large number of participants (Bogdan & Biklen, 1998, p. 61; Yıldırım, Şimşek, 2008).

6. Data for research questions are collected with appropriate tools/processes in the data collection phase.

7. In the data analysis and interpretation phase, the data obtained are analyzed and interpreted holistically and, most importantly, in a way that thoroughly explains the situation.

Participants

Twelve international students studying at Fırat University and nine students whose native language does Turkish voluntarily participate in the study. Participants were selected from the students who applied after an announcement regarding the study.

Table 1. Information About Participants

Participants	Age	Gender	Native language
IS-1	19	Female	English
IS-2	19	Male	Arabic
IS-3	20	Female	Turkmen
IS-4	22	Female	English
IS-5	20	Female	Arabic
IS-6	19	Male	Arabic
IS-7	21	Female	Turkmen
IS-8	22	Female	English
IS-9	21	Male	English
IS-10	24	Female	Arabic
IS-11	19	Female	English
IS-12	20	Male	English
TS-1	21	Female	Turkish
TS-2	20	Female	Turkish
TS-3	19	Male	Turkish
TS-4	23	Male	Turkish
TS-5	24	Male	Turkish
TS-6	22	Female	Turkish

TS-7	21	Female	Turkish
TS-8	20	Male	Turkish
TS-9	22	Male	Turkish

IS: International student, TS: Turkish student

Data Collection and Analysis

Four sources were determined for the data of the study: (1) the behavior of the students through the learning management system (log data), (2) the focus group interview data with international students and Turkish students, (3) the Turkish idiom achievement test, and (4) follow-up an interview. All students' behaviors, such as messaging, clicking, and participating in activities via LMS, were recorded and analyzed in the system. These data were recorded every time the students used the environment during the research application process. Log data were processed with descriptive statistics such as percentage and frequency and analyzed by categorizing. Turkish idiom achievement test: The researcher developed the Turkish idiom achievement test. While the achievement test is being developed, determining the purpose of developing the achievement test, determining the aims and behaviors of the course, creating the specification table, writing the multiple-choice test items for critical behaviors, presenting the specification table and test items to the expert opinion, taking the opinions of the students for the first test draft, developing the trial test, The stages of applying the trial test (first trial application), making item analyzes with the data obtained from the trial application, calculating the statistics of the second trial application and the final test were followed. The mean item difficulty (p) was calculated as 0.553, and the mean discrimination (r) was calculated as 0.487. Kuder Richardson-20 (KR-20) reliability coefficient was calculated as 0.876.

The researcher and two language experts created focus group interview questions. The focus group interview form includes the same questions for international students and students whose native language is Turkish. The questions were prepared to deepen their experiences in the LMS environment in establishing relationships, experiencing, applying, cooperation, and transferring with the students' opinions. In the follow-up interview, students were asked to explain their experiences with the results of the CBL digital environment and whether the target was achieved. Moreover, the follow-up interview allowed me to review the analyzed data from the initial interviews—the follow-up interview protocol of six questions. Focus group interviews and follow-up interview data were transcribed and analyzed through thematic analysis (Creswell, 2014). In the thematic analysis process, the recommendations by Braun and Clarke (2006) were followed in six sequential stages: (1) Data were transcribed, (2) Initial codes were created, (3) Themes and sub-themes were searched, (4) Themes and sub-themes were reviewed, (5) Themes were identified and labeled, and (6) Reported. in the research should be explained.

FINDINGS

Research data will be presented separately as log data, focus group interview data, and achievement test data.

Log Data

The students entered the course with their username and password for ten weeks, where they will learn idioms via LMS. Two days a week (Monday and Friday) for six hours, 17.00-20:00 online time is determined for the course. Every behavior outside the specified time intervals was considered offline. While analyzing students' behavior, I proceeded according to the stages of context-based learning. A total of 1987 valid posts by international students for 20 idioms: relating ($n=248$), experiencing ($n=453$), practice ($n=367$), collaboration ($n=610$), and transfer ($n=309$) were coded and analyzed (duplicate, edited posts are coded as invalid posts).

On the other hand, a total of 953 valid posts of Turkish students, including relating ($n=192$), experiencing ($n=281$), practice ($n=162$), collaboration ($n=206$), and transfer ($n=112$) for 20 idioms, were coded and analyzed. Relating, experiencing, practicing, collaborating, and transferring data were reported under the sub-themes of time investment, interaction, and participation pattern. While all students spend 2 hours and 46 minutes weekly in the environment, the average offline time is 8 hours and 23 minutes. While the average weekly online time international students spend in the environment is 3 hours and 58 minutes, the average offline time is 10 hours and 40 minutes. While the average weekly time Turkish students spend in the environment is 1 hour 34 minutes online, the hours spent offline are 6 hours and 6 minutes on average.

Relating

1. Time Investment

The time investment data of students in related activities are as follows: While the weekly average of 52 minutes of online hours spent by international students in related activities, the average of hours spent offline is 2 hours and 3 minutes. While Turkish students spend 32 minutes per week relating to activities, the average offline time is 1 hour and 17 minutes.

2. Interaction

The interaction data of the students were grouped under five codes initiating the interaction, participating in the interaction (having only one interaction in an activity), continuing the interaction (having at least two interactions in an activity), not participating in the interaction, and ending the interaction (having the last interaction). The interaction data of the related activities of the international students are as follows: The interaction behaviors of all international students are as follows: 7% initiate the interaction, 18% participate in the interaction, 15% continue the interaction, 2% do not participate in the interaction, 12% interacts. In terminating, 42% initiated and maintained the interaction, and 4% participated and terminated the interaction. The interaction data of Turkish students in related activities are as follows: The interaction behaviors of all Turkish students are as follows: 8% initiate the interaction, 8% participate in the interaction, 57% continue the interaction, 12% terminate the interaction, and 20% both initiate the interaction. Both were coded as sustaining interactions.

3. Participation Pattern

The participation data in the related activities of the students were grouped under four codes Asking for Help, Clarification, Correction, and Reinforcement. The participation pattern data of the international students in the related activities are as follows: 78% asking for help, 2% explanation, and 16% correction. Moreover, 4% are reinforcement behaviors. The participation pattern data of Turkish students in related activities are as follows: 64% are explanations, 19% are corrections, and 17% are reinforcement behaviors.

Experiencing

1. Time Investment

The time investment data of the students in the experiencing activities are as follows: While the average weekly time spent by international students in the experiencing activities is 34 minutes online, the average time spent offline is 2 hours and 40 minutes. While the average weekly time spent by Turkish students experiencing activities online is 14 minutes, the average time spent offline is 1 hour and 5 minutes.

2. Interaction

The interaction data of the experiencing activities of international students are as follows: The interaction behaviors of all international students are as follows: 4% initiate the interaction, 20% participate in the interaction, 18% continue the interaction, 2% do not participate in the interaction, 14% terminate the interaction. 38% were coded as initiating and maintaining the interaction, and 4% as participating and ending the interaction. The interaction data of Turkish students in experiencing activities are as follows: All Turkish students' interaction behaviors are 18% initiating the interaction, 6% participating in the interaction, 49% continuing the interaction, 13% ending the interaction, 19% both initiating and coded as continuing the interaction.

3. Participation Pattern

The participation pattern data in the experiencing events of international students are as follows: 58% are asking for help, 22% are explanations, 8% are corrections, and 12% are reinforcement behaviors. The participation pattern data in the experiencing events of Turkish students are as follows: 58% is an explanation, 23% is correction, and 19% is reinforcement behavior.

Practice

1. Time Investment

The time investment data of the students in their practice activities are as follows: While the average weekly time spent by international students in practice activities is 49 minutes online, the average time spent offline is 2 hours and 38 minutes. While Turkish students spend 21 minutes per week in practice activities, the average offline time is 1 hour and 38 minutes.

2. Interaction

The interaction data of international students in practice activities are as follows: The interaction behaviors of all international students are as follows: 3% initiate the interaction, 14% participate in the interaction, 19% continue the interaction, 14% terminate the interaction, 46% both The initiator was coded as both maintaining

and 4% both participating and terminating the interaction. The interaction data of Turkish students in practice activities are as follows: The interaction behaviors of all Turkish students are 12% initiating the interaction, 10% participating in the interaction, 53% continuing the interaction, 10% ending the interaction, 20% both initiating and coded as continuing the interaction.

3. Participation Pattern

The participation pattern data in the practice activities of international students are as follows: 42% are asking for help, 30% are explaining, 12% are correcting, and 16% are reinforcing behaviors. The participation pattern data in Turkish students' practice activities are as follows: 48% are explanation, 27% correction, and 23% reinforcement behavior.

Collaboration

1. Time Investment

The time investment data in the collaboration activities of the students are as follows: While the weekly time spent by international students in collaboration activities is 1 hour on average, the hour spent offline is 2 hours and 14 minutes on average. While the average weekly time spent by Turkish students in collaboration activities online is 17 minutes, the average time spent offline is 1 hour and 7 minutes.

2. Interaction

The interaction data of international students' collaboration activities are as follows: The interaction behaviors of all international students are 2% initiating the interaction, 12% participating in the interaction, 21% continuing the interaction, 17% ending the interaction, and 44% both the interaction and the interaction. The initiator was coded as maintaining and 4% participating and terminating the interaction. The interaction data of Turkish students in collaboration activities are as follows: All Turkish students' interaction behaviors are 20% initiating the interaction, 6% participating in the interaction, 56% continuing the interaction, 4% ending the interaction, 14% both initiating and coded as continuing the interaction.

3. Participation Pattern

The participation pattern data in collaboration activities of international students are as follows: 51% are asking for help, 27% are explaining, 9% are correcting, and 13% are reinforcing behaviors. The participation pattern data in collaboration activities of Turkish students are as follows: 51% are explanations, 28% are corrections, and 21% are reinforcement behaviors.

Transfer

1. Time Investment

The time investment data for students' transfer activities are as follows: While the weekly average of 38 minutes spent online by international students in transfer activities, the hour spent offline is 1 hour and 5 minutes on average. While Turkish students' average weekly online time in transfer activities is 10 minutes, the average offline time is 59 minutes.

2. Interaction

The interaction data of international students in the transfer activities are as follows: The interaction behaviors of all international students are 2% initiating the interaction, 11% participating in the interaction, 14% continuing the interaction, 18% ending the interaction, and 50% both the interaction. The initiator was coded as maintaining and 5% participating and terminating the interaction. The interaction data of Turkish students in the transfer activities are as follows: The interaction behaviors of all Turkish students are 18% initiating the interaction, 4% participating in the interaction, 42% continuing the interaction, 19% ending the interaction, 17% both initiating and coded as continuing the interaction.

3. Participation Pattern

The participation pattern data in the transfer events of international students are as follows: 53% asking for help, 25% explanation, 11% correction, and 11% reinforcement behavior. The participation pattern data in the transfer events of Turkish students are as follows: 41% is an explanation, 34% is correction, and 25% is reinforcement behavior.

Focus Group Interviews Data

I formed a total of five groups: 12 international students, 9 Turkish students, and 4-4-4-4-5 people. While creating the groups, I submitted a survey for the appropriate date and time range. I assigned the student to the focus group discussion groups five times and sent them an information mail and message. It was only necessary to have at least one Turkish student and one international student in each group. The focus group interview questions included five themes related to the environment's design and the teaching strategy. Five focus group interviews were conducted, and I analyzed the interview data. The themes, sub-themes, and frequencies obtained are shown in Table 2.

Table 2. Theme, Sub-theme and Frequencies of the Focus Group Interview Data

Themes	Sub-themes	n
Relating	Different scenarios support the association	14
	Daily routines support the association	13
	Repetitions support association	11
Experiencing	Practice with similarities in stories	14
	Motivated practice with engaging questions	14
	Motivated practice with different news content	12
	Practicing motivated by quotes	11
	Practice with question-answer activities	9
Practice	Practicing idioms learned through games	13
	Practice the idioms learned through question-answer activities	12
Collaboration	Working with peers with the game "Write a sentence together."	13
	Working with peers with the "Evaluate!" activity	13
Transfer	Using the idioms learned through the matching activity in different contexts.	15

According to the thematic analysis result, *Different scenarios support the association, Daily routines support the association, and Repetitions support association* sub-themes were created under the related theme. Under the Experiencing theme, sub-themes *Practice with similarities in stories, Motivated practice with engaging questions, Motivated practice with different news content, practicing motivation by quotes, and Practice with question-answer activities* were created. Under the Practice theme, sub-themes of *Practicing idioms learned through games and practicing the idioms learned through question-answer activities* were created. *Working with peers with the game "Write a sentence together."* Moreover, *Working with peers with the "Evaluate!". The idioms learned through the matching activity in different contexts* created a sub-theme under the Transfer theme.

Quote from participant opinions on the theme of relating

"I came across so many different scenarios. Some scenarios were quite familiar, some were different. But they were accommodating for me to understand idioms." (IS-11)

Quote from participant opinions on the theme of experiencing

"I understood every aspect of an idiom. In other words, I have seen the idiom in so many different contexts that I can say that I learned that idiom with the most familiar and interesting one. So that I never forget the idioms." (IS-5)

Quote from participant opinions on the theme of practice

"I love the idiom games. Sometimes it was tough, sometimes it was simple, but it was always enjoyable. I can even learn some idioms just to play games." (IS-8)

Quote from participant opinions on the theme of collaboration

"I reinforced the idioms I listened and wrote with question and answer activities with my friends. I was also encouraged to use these idioms." (IS-2)

Quote from participant opinions on the theme of Transfer

"It was helpful to evaluate idioms to gain different perspectives on the idiom. Even though this was the stage I had the most difficulty with, it was quite enjoyable to think about the idiom." (IS-1)

Achievement Test Scores

“Turkish idiom achievement test” was applied to 12 international students via LMS. This achievement test was applied as a post-test two weeks after the 10-week implementation period. Descriptive statistics of students' pre-test and post-test scores are given in Table 3.

Tablo 3. Descriptive statistics of Pre and Post-test Scores

	N	Mean	SE	SD
Pre-test	12	8,75	2,053	7,111
Post-test	12	92,08	1,893	6,557

Follow-Up Interview Data

An e-mail was sent to 12 international students two months after administering post-tests. In the mail, they were asked to participate in an online meeting. A total of 10 students attended individual meetings, and follow-up interviews were held. Each interview took between 8 and 12 minutes. Whether the learning objectives have been achieved or not was also confirmed through these interviews. The students stated that they still remembered the sample scenarios and daily routine associations in the relating phase and learned the idioms quickly. They answered some exciting questions in the experience phase “completely” and stated that the engaging content was catchy. Completing the activities with their peers in the learning process of Turkish idioms supported their learning processes. They used the expression quite enjoyable for the activities completed cooperatively. They said that it is necessary to support individual processes with group activities. Their students stated that producing new stories using idioms was complex but instructive.

DISCUSSION & CONCLUSION

This study aimed to examine the experiences of international students in learning Turkish idioms in an e-learning environment based on context-based instruction. For this purpose, the researcher completed her application and collected his data as part of EMM. The study determined log data, focus group interview data, achievement test scores, and follow-up interview data as the data source.

The focus of the "context-based learning" approach, which is also taken as the basis in this study, is to ensure consistency between the course contents and the student's daily life. This teaching approach is a curriculum design that uses student-centered activities (Rose, 2012) in which information is presented to the learner by relating it to various contexts (Gilbert et al., 2006). Rose (2012) states that context-based learning refers to multiple processes involving different activities. Williams (2008) pointed out that context-based learning is an innovative method that places student learning in realistic environments and requires applying procedural knowledge. By establishing a relationship with the contexts in daily life with context-based learning, learners' learning becomes easier (Gilbert et al., 2011; Karşlı & Yiğit, 2015), and their active participation in the lesson is ensured (Bennett et al., 2005; Fensham, 2009) and their conceptual understanding is supported (Gilbert et al., 2011). CBL emphasizes making students real-life problem solvers by creating student-centered learning situations that reflect real-life environments (Vermeer et al., 2000; Fechner, 2009). The primary purpose of context-based learning is to present scientific concepts to students with selected events from daily life and a "context" they are familiar with, thus increasing students' interest and willingness to learn science, enabling them to transfer between concepts, and improving students' scientific process skills (Gilbert, 2006). However, since it is impossible to learn science without learning a language, the role of this approach in learning language skills has been remarkable.

The learning process does not occur in an environment where learners only communicate with each other during allowed breaks. Learning begins and continues together and in interaction. For this reason, the study focused on peer support based on the social constructivist approach and context-based learning. This study once again showed us how necessary peer interaction is. It is among our primary responsibilities as educators to use the opportunities offered by technology to create a natural learning environment and to offer natural learning environments to learners. It is a big mistake to think that a learning process away from context and interaction is effective, especially for language learning. Learning a second language out of context and without interaction is very difficult, just as a baby can never learn to speak healthily away from the interaction of its parents. This study argues that the learning process occurs in social life and that the individuals in this life are valuable with their interactions and meanings. In this study, it was seen that with social constructivism in general and CBL in particular, students are positioned in authentic contexts to learn foreign languages by interacting with their peers, thus supporting their foreign language learning (Di Blas & Paolini, 2014; Ibáñez et al., 2011). The study results

showed that in a context-based e-learning environment, international students interacted continuously while learning Turkish idioms. They both started and maintained these interactions and actively participated in their interactions. In addition, as seen from the log data, international students spent more time in the system. Focus group interview data showed that; international students who received peer support had a very effective learning process while learning Turkish idioms. Log data, focus group, achievement test scores, and follow-up interview data of the study can be evaluated in parallel with the literature (Kaliampou, 2021; Kuo et al., 2017; Vurdien & Puranen, 2020). This study provides data on the effective use of a social constructivist approach in the digital environment.

"Scaffolding", the focus of social constructivism, supported language development, as proved in this study and many similar studies (Kaliampou, 2021; Kuo et al., 2017; Nassaji & Swain, 2000; Opperman, 2016; Samuels & Betts, 2007; Smith & Craig, 2013; Swain & Lapkin, 1995; Stockwell & Reinders, 2019; Vurdien & Puranen, 2020). In a learning environment with scaffolding support, learners first rely on the help of experts and eventually gain more independence and self-regulation, recreating their faulty form with little or no intervention (DiCamilla & Antón, 2004). Peer support is essential for language learners because students spend significant time together to learn the language and face similar language learning difficulties (Huang et al., 2010). Linguists have studied implementing peer support strategies in language learning and stated that it is essential. (Angelova et al., 2006; Ertmer et al., 2007). Students choose whom to trust and not to trust for help and whom they would prefer to work with when given a choice, which can be productive or limiting (Ohta, 2001). For a successful scaffolding to occur, all the process stakeholders must have a common understanding. Context is critical for language, and language teaching is supported by CBL-based environments or materials (Chashko, 2019; Chen et al., 2018; Lee & Park, 2020; Moteram, 2010; Mouri & Ogata, 2015; Samah & Jusoff, 2008). Although not often preferred, this approach has good potential for mother/native tongue and second language learning.

Considering the digital transferable feature of CBL, this approach can work with different target audiences and content. There is a need for studies that provide more quantitative and qualitative data. The study is limited to 10 weeks of training. The study participants are limited to 12 foreign nationals and 9 Turkish students at Firat University. Studying the study for a more extended period and with participants from different regions provides more comprehensive data. The study reported that international students learned Turkish idioms with context-based activities and were satisfied with this learning process. The learning process not only increased performance but also provided a pleasant experience. This study again showed us the importance of peer support, collaboration, and e-learning in learning processes. Although we say that e-learning environments are widely preferred, designing content and activities based on peer support and collaboration in these environments is essential.

Statements of Publication Ethics

Authors declare that the study has no unethical problem, and they observed research and publication ethics. Ethical principles and rules were followed during the research's planning, data collection, analysis, and reporting. Before starting the study, ethical compliance approval was obtained for this research by the decision of the Firat University Social and Human Sciences Research and Publication Ethics Committee.

Conflict of Interest

The author declares that they have no conflicts of interest.

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