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### Sınıf Öğretmenlerinin 4. Sınıf Türkçe Dersine İlişkin Ev Ödevi Uygulamaları\*

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Makale Bilgisi	ÖZET
<i>Geliş Tarihi:</i> 19.12.2017	Bu araştırma, Kuzey Kıbrıs Türk Cumhuriyeti devlet ilkokullarında Türkçe dersinde hangi ev ödevlerinin ne sıklıkla verildiğini öğrenmeye yönelik bir çalışmadır. Karma araştırma yönteminin kullanıldığı bu çalışmada veriler ölçek ve ölçekten elde edilen verileri yorumlamak için yapılan görüşme tekniği ile toplanmıştır. Araştırmada veriler, 2014–2015 akademik yılında, ilkokullarda 4. sınıf okutan 61 ve daha önce 4. sınıf okutmuş 51 olmak üzere toplam 112 öğretmene uygulanan ölçek ve 9 öğretmen ile yapılan yapılandırılmış görüşmeler yoluyla toplanmıştır. Araştırma sonucunda elde edilen bulgulara bakıldığında, okuduğunu anlama alanı ile ilgili ödevlerin daha çok verildiği, konuşma ve sunma alanında verilen ödevlerin çok az olduğu görülmüştür. Öğretmenlerin az verilen ödevlerin önemini farkında oldukları bulgularda saptanmıştır. Öğretmenlerin her çeşit ödevi verememelerinin nedenleri yapılan görüşmelerle ortaya konulmuştur. Öğretmenlerin ev ödevlerinin verimliliğini artırıcı önerilerine de yer verilmiştir. Özellikle programın yoğunluğunun tekrar gözden geçirilmesi ve yapılandırıcılık yaklaşımına göre öğretmenlerin nasıl ödevler vermeleri gerektiği konusunda eğitim almaları gerektiği vurgulanmıştır.
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### Homework Practices of Elementary School Teachers in 4th Grade Turkish Course

Article Information	ABSTRACT
<i>Received:</i> 19.12.2017	This study aims to investigate the forms and frequency of homework given as part of a 4th grade Turkish course assessment in the state elementary schools in the Turkish Republic of Northern Cyprus. Data were collected using a questionnaire, a homework scale and structured interviews in this mixed methods research. The study sample consisted of 61 primary school teachers who were teaching 4th grade during the 2014-2015 academic year and 51 teachers who had taught 4th grade prior to the date of the study, making a total sample of 112 teachers. Structured interviews were conducted with nine voluntary teachers who participated in the study. Results revealed that homework assignments related to reading comprehension were given significantly more frequently than homework related to speaking or presentation of materials. The teachers' awareness on the benefits of the kinds of homework given in low frequency was determined in findings. Numerous reasons as to why homework with certain structures could not be given were discussed through structured interviews. Based on specific suggestions made by the teachers on improving the efficiency of homework, a re-evaluation of syllabus materials and a consideration for teacher training on the way homework assignments are formulated in the constructivist approach are highlighted
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## 1. INTRODUCTION

Technological achievements and scientific advancement have undoubtedly required the adaption of student-centred approaches in teaching and learning environments (Yılmaz, 2013). The Ministry of National Education (MNE, 2009) revised curricula at all levels of education based on the constructivist approach. In line with this revision, the Turkish Course Curriculum was also influenced by the constructivist approach; hence, significant changes were made. The constructivist approach in education underlines the importance of student preferences and emphasizes learning by doing as well as group work (Epçazan & Erzen, 2008). In a constructivist learning environment, students are expected to acquire skills, such as comprehension, classification, analysis, interpretation, working in cooperation and problem solving (Yılmaz, 2013). Therefore, the role of the school is not only to enable students to acquire knowledge, but also to enhance the learning experiences of students, to support out-of-school learning and to help students acquire life skills (Varış, 1985).

Vygotsky's (1978) sociocultural theory considers language as an important mediational tool for learners. Students' learning is closely related with linguistic processes (Lemke, 1990). They read, write, listen to others' views and share ideas in a learning environment. Using various forms of language including reading, writing, speaking and listening through the activities can function as facilitator for the development of students' higher order mental processes (Karpov & Haywood, 1998). One of the ways to stimulate student use of language is the work they do on homework.

Homework is an out-of-school teaching and learning activity and has a significant role in improving the learning experience of students (Aksu & Karaçöp, 2015). Cooper (2001) describes homework as an activity helping students to learn, motivating them to demonstrate positive behaviors, as well as informing families about the achievements of their children. Homework assignments are usually given to encourage students to conduct research, to improve their thinking skills and to reinforce what students learn at school (Ersoy & Anagün, 2009; İflazoğlu & Hizmetçi, 2006; Okan, 1989; Yücel, 2004). Homework can also be important in aiding child-parent interactions in learning (İlgar, 2005). However, it is important to note that homework is not a tool to be used as a form of punishment or to be given at the time the bell ring announcing the end of class, when students are leaving (McEwan, 1998).

The kinds and frequency of homework contributes to the students' acquisition of writing habits (Tok, Rachim & Kuş, 2014). Teachers generally prefer the types of homework that can aid in repeating subjects learnt in class (Ersoy & Anagün, 2009; Muhlenbruck, Cooper, Nye & Lindsay, 2000). One important issue, however, is that when homework is given too frequently, the time children have for socializing with friends or simply resting is consequently limited (Baumgartner, Bryan, Donahue & Nelson, 1993; Kralovec & Buell, 2001). It was previously noted that homework assignments need to be short enough not to simply bore the child or to place too many demands on the precious time needed to spend with family and the broader social environment, besides being orientated to attain the objectives stated in the curriculum (Büyüktokatlı, 2009). However, the time required to be spent on the completion of homework still needs to increase as students' progress to higher levels of education (Korkmaz, 2004).

It is a common observation that when homework is not assessed, students tend to have someone else do their homework for them, or consider the work they do as a useless activity (Özer & Öcal, 2012). It is imperative that students need to understand the previous mistakes they make in their assignments in order to learn the scientific information regarding course materials; nevertheless, the inadequate emphasis given to the process of content assessment and evaluation in elementary school education can be highlighted (Çetinkaya, 1992; İflazoğlu & Hizmetçi, 2006). Using homework as part of the teaching and learning activities in elementary school Turkish courses is beneficial in attaining the objectives of the course. Even though some previous research has suggested that homework does not have a significant influence in aiding academic achievement (Kapıkıran & Kiran, 1999), the bulk of the research on this field highlights the opposite (Binbaşıoğlu, 1994; Büyüktokatlı, 2009; Hizmetçi, 2007; Özben Gündoğan, 2006; Özcan & Erkin, 2015). Nunez et al. (2015), for instance, reported in their recent study that the amount of homework completed during elementary school years is positively correlated with academic success. Their findings also suggest that, even though there is a considerable relationship between all three levels of education (elementary, junior high school and high school), this relationship tends to weaken as the student advances to higher levels. Varışoğlu and Şeref (2012) conducted a similar study in Turkey and found that homework assigned in Turkish courses is beneficial when properly linked to the course materials. Students, likewise, reported their belief that homework can be helpful for achieving course outcomes. Homework is considered even more helpful when it is integrated into the syllabi and is reflected upon both during and after the lectures. The methods of using and assessing homework, types of homework related to course materials, details of how they can be incorporated into the syllabi and their overall frequency are also additional factors helping students to achieve course outcomes.

There is a significant link between the type of homework teachers give and their conceptualizations as well as the attitudes regarding homework in general (Wiesenthal, Cooper, Greenblatt & Marcus, 1997). It has been demonstrated that, in general, teachers tend to have positive views regarding the value as well as the aims of homework (Güneş, 2014; Kütükte, 2010). Teachers working in rural areas highlighted the inadequacy of tools as part of homework assignment requirements in comparison to schools in urban areas (Akbaba & Tüzemen, 2015; MNE, 2011). Teachers further explain that performance-based homework and projects fall short of the required effectiveness in promoting learning (Arslan, 2013).

A literature review shows that there have been numerous studies addressing the collective opinions of teachers, students, and parents on homework (Akin, 1998; Çetinkaya, 1992; İflazoğlu ve Hizmetçi, 2006; Yapıcı, 1995). However, no previous studies could be identified examining teacher views on the frequency as well as the variety of homework as part of Turkish course assessment requirements in the Turkish Republic of Northern Cyprus (TRNC). In addition to this current gap in the literature, the authors think that the views on homework are worth studying, due to their contemporary conceptualizations and the existence of numerous different viewpoints regarding the necessity of homework, a debate that has opposing arguments (Eğitim ve Ötesi, 2014; Pattil, 2011). Hence, the aim of this study is to identify the frequency as well as the variety of homework given in 4th grade elementary school Turkish courses in the TRNC. Two main research questions will address this point: (i) "Which homework assignments do teachers give more often/less often than others in the elementary school 4th grade Turkish course?" and (ii) "What are the views of teachers on the homework given in this course?"

Identification of the variety and frequency of homework given in the Turkish course is important in improving the efficiency of this course. Findings from this research may be beneficial to elementary school teachers in evaluating the way their courses are conducted, which can ultimately help with re-constructing teaching and education in general. A final point to emphasize is that awareness should be raised on the use of in-service training programmes to help educate teachers in order to tackle the deficiencies that may be inherent in current applications of homework in courses.

## 2. METHODOLOGY

Study design and group, data gathering, and subsequent data analysis procedures were described in this section.

### 2.1. Study Design and Group

A mixed method design was utilized in identifying the types and frequencies of homework given in 4th grade elementary school Turkish courses in the TRNC. In this design, qualitative data was collected in order to explain and interpret the findings obtained from the quantitative data. This sequential explanatory strategy gives a chance to examine surprising results in detail (Creswell, 2003).

The study group included 112 elementary school teachers who voluntarily participated from state elementary schools in the five largest districts in the TRNC (Güzelyurt, Gazimağusa, Girne, Lefkoşa and İskele). The teachers in the study group were either currently teaching in the 4th grade Turkish courses or had previously taught such courses at the same level. Thus, 61 teachers were currently teaching 4th grades, while the remaining 51 had taught at that level prior to the date of this study. Considering time limitations and logistic constraints, it was of prior concern to ensure that every district was represented equally amongst the rural as well as the urban areas. Subsequent interviewing involved nine teachers that had previously completed the homework scale. Participants to be voluntarily involved in the interviews were selected from different age groups, while the total experience in years as well as the districts of employment was controlled to show variability.

### 2.2. Data Collection

#### 2.2.1. Demographic information questionnaire

This set of questions addressed the demographic variables of participants, such as gender, age, marital status, level of education, professional seniority, university graduated, bachelor's degree program graduated as well as the primary school where they were currently employed.

#### 2.2.2. Homework scale

This scale was developed by the researchers based on the literature review. First, a thorough literature review was conducted in order for the development of the scale. Then, researchers examined the type of homework being given in Turkish courses through interviews conducted with the participant teachers. These interviews were made over the Internet using formal e-mail communication as well as social media, whenever applicable.

The development process involved initially preparing a draft scale. This was performed using the data obtained from 56 participants. The learning domains in the Turkish course curriculum, namely listening, speaking, reading and writing were taken into consideration in the item development process. Assigning the number of items to each domain relied on the extent of the objectives for each one in the Turkish course curriculum, rather than seeking to achieve a balance of ratios between domains. The writing domain, for example, needed the assignment of a higher number of items as it covers a broader range of objectives in the Turkish course curriculum. The curriculum was also helpful in adding new items to the scale, and the first draft involved 50 items in total.

Assessment of content validity was conducted with the help of three academicians working in the field on the subject of assessment and evaluation: three area experts and a further two linguists. Following their suggestions, the scale was shortened further into a 48-item form, while some items were re-written to improve clarity. Based on the opinions of the

experts, the scale items were rated on a 5-point scale where: (1) indicated “Never”, (2) indicated “Rarely”, (3) indicated “Sometimes”, (4) indicated “Often” and (5) indicated “Always”. The reason behind using 5-point scale was to make respondents more comfortable when selecting a response option. Because 5-point Likert scale offers optimum number of different labelled options with a midpoint and expanding beyond 5 points does not increase reliability (Cummins & Gullone, cited in Leung, 2011, p. 413).

Construct validity was assessed by exploratory factor analysis. Prior to the initiation of the analysis, the Kaiser-Meyer-Olkin (KMO) coefficient and the Bartlett Sphericity test were evaluated to check the applicability of the factor analysis on the data set. The KMO coefficient was found to be 0.81, and the Bartlett Sphericity test was highly significant ( $\chi^2= 3179.11$ ,  $p=0.000$ ), suggesting the homogeneity of variances (George & Mallery, 2001). Following the validation of the applicability of the data, exploratory factor analysis was then conducted via principal component analysis and the Varimax rotation method. The analysis revealed the presence of 13 components with eigenvalues exceeding 1. An inspection of the screeplot revealed a clear break after the fifth component. Using scree test, it was decided to limit the factor numbers to four for further analysis. Limiting the factor numbers to four resulted in meaningful loadings. Items loading onto their primary factor above 0.32 were retained (Tabachnik & Fidell, 2007). The criteria for deleting items were loading onto alternative factors above 0.32 and demonstrating a difference less than 0.10 between their primary and alternative factor loadings (Howard, 2016). Further analysis was run after deleting 10 items representing multiple factors. The factors were named as listening and comprehension, reading and writing, talking and presentation, and review homework. These four factors alongside the factor loadings were shown in Table 1.

Table 1.  
*Factor Loadings of Homework Scale Items*

Item	1	2	3	4
4	.741			.201
5	.704		.171	
20	.690	.158	.293	
2	.677	.269		
1	.638	.233	.152	
3	.596	.295	.179	
10	.595		.221	.258
34	.578		.298	
21	.577	.150	.242	.217
32	.552		.381	
14	.461	.263	.249	.247
33	.459		.187	
17	.151	.793		
16	.110	.761		
7		.702	.117	.102
23		.659		.305
15		.644	-.155	.309
8	.326	.558		-.108
6		.532	.185	.280
22	.120	.515	.149	
19	.392	.498	.277	
9		.484		
27		.396	.132	.246
39	.129	.134	.764	.168
40		.258	.709	-.157
38	.316		.704	
42	.230	.197	.661	.203
46	.175	.301	.627	.113
47	.166	.388	.607	
41	.440		.605	
12	.330		.534	.151
35	.248		.516	

45	.271		.489	.193
24				.824
13			.161	.783
25			.212	.654
29		.214	-.164	.612
30	.145	.248		.348

Note: Items numbered as 11, 18, 26, 28, 31, 36, 37, 43, 44 and 48 were discarded as they failed to group into a single factor, showing significant relationships with a multitude of factors.

A reliability assessment was conducted by the Cronbach's alpha internal consistency measure. The alpha value was calculated as 0.92 for the whole scale which included 38 items. The four-factor solution explained 48.11% of the total variance. Cronbach's alpha coefficients and explained variances of each factor were depicted in Table 2. The findings stated that the homework scale is a reliable tool for assessing the frequency of homework given by teachers in Turkish classes.

Table 2.

*Alpha Values and Explained Variances of the Homework Scale Sub-dimensions*

Factor	Number of items	Cronbach's $\alpha$	Explained Variance
Listening and comprehension	12	0.88	26.76
Reading and writing	11	0.83	9.54
Talking and presentation	10	0.88	6.19
Review homework	5	0.72	5.62

### 2.2.3. Structured interview form

In this part of the study, the researchers used the structured interview form to gather further data. This form was developed by the researchers after the analysis of the quantitative data. The reason behind the use of a structured interview form was to provide further evaluation regarding the findings of the homework scale. Following the development of the form, three professionals in the field were asked to give their feedback on the structure. The form was then finalized following the incorporation of the constructive points raised. One-to-one interviews were conducted by the first author with nine volunteering teachers after their consent was obtained and audio recordings were made during the sessions. The interviews lasted approximately 20 minutes.

The structured interview commenced by asking the teachers questions related to the demographic variables, such as their age, level of education, graduating university as well as the specific department. Following this, the teachers were informed about the findings of the study homework scale, including the most and least frequently given homework assignments in the Turkish courses. They were asked to interpret and evaluate these findings. Interview form included four questions: The first interview question asked the opinions of teachers on the most frequently given homework. The second question, in contrast, asked for their opinions on the least frequently given homework. The third question was related to identifying whether the interviewees thought 4th grade teachers, in general, are proficient in assigning homework as part of their course assessments. The final question was directed at their opinions on methods that could be used to improve the efficiency of homework assignments.

### 2.3. Data Analysis

Data obtained from homework scale were analyzed by using quantitative methods. Descriptive statistics involving percentage distributions, standard deviations as well as mean values were used in identifying which homework was given in what frequency as well as what the participants' opinions were related to the homework given. Data were presented in organized tables.

Interview data were analyzed using content analysis. For the analyses of the interview data, the audio recordings were transcribed verbatim. Interview transcripts were coded independently by two researchers. Then, the codes and categories were compared. The researchers iteratively discussed discrepancies on codes and categories, until they reached agreement. The codes that were close to each other were collected and three categories were formed: frequency of homework, proficiency of teachers on assigning homework, and improving homework efficiency (Marshall & Rossman, 2006). The overall agreement attained by the researchers was over 90% after coding. Direct quotations were used to highlight the interviewees' opinions.

## 3. RESULTS AND DISCUSSION

Data analyses as well as subsequent discussion on the findings as a whole were presented in this section. Quantitative and qualitative findings were given in separate sub-headings. Tables were used in organizing and interpreting the quantitative data.

### 3.1. Quantitative Findings

Descriptive statistics related to homework organized under each factor in the homework scale were presented in Table 3. Homework assignments that were given more or less frequently than others were described under the sub-groups of listening and comprehension, reading and writing, talking and presentation and review homework. Findings indicate that the least frequently given homework assignments were listed under the talking and presentation sub-group, or factor, whereas the most frequently given homework tasks belonged to the reading and writing factor. Likewise, in a recent study Okur, Süğümlü and Göçen (2013) found that Turkish textbooks, teacher's guidebooks and student's workbooks involved scarce quantities of items on conversational skills.

Table 3.

*Mean and Standard Deviation Values of Homework Scale Items Under Factor Groups*

Type of Homework	$\bar{x}$	SD
<b>Listening and comprehension</b>	<b>3.37</b>	<b>0.65</b>
4. I want students to watch TV programmes or listen to radio channels discussing information related to the subjects given in class, and then share their experiences with their friends.	3.71	0.92
5. I want students to try to understand the lyrics of songs they listen to and then share these with their friends.	2.83	1.06
20. I ask students to write short stories using idioms and aphorisms.	3.19	0.99
2. I ask students to attend plays in theatres and to go to cinemas as well as watch documentaries at home.	3.98	0.94
1. I ask students to identify exaggerated, fantastical or other fictional factors involved in a fairy tale they hear or a cartoon they watch.	3.45	1.10
3. I ask students to gather information on and familiarise themselves with the lore of traditional songs, poems, as well as the cuisine and lives of ancestors by listening to family or community elders.	3.99	0.91
10. I want students to prepare several questions regarding a brief text they recently read and direct these to their friends that also read the same text.	3.36	0.98
34. I want students to comment on children's programmes on visual media they enjoy.	3.36	0.95
21. I want students to form stories using new words learnt in lectures.	3.22	0.98
32. I ask students to write a text introducing the place they live as if telling it to an individual who has not any experience about that place by searching for its history.	3.21	1.08
14. I ask students to write short essays covering their opinions on books they recently read.	3.47	0.92
33. I want students to keep a diary.	2.63	1.06
<b>Reading and writing</b>	<b>4.45</b>	<b>0.48</b>
17. I want students to write essays on a given topic.	4.36	0.85
16. I ask students to write essays on particular days or weeks.	4.46	0.78
7. I ask students to read story books appropriate to their level of development.	4.74	0.56
23. I ask students to answer chapter questions in "Turkish Reading and Activity - 4 <sup>th</sup> Grade".	4.78	0.55
15. I want students to complete worksheets on grammar.	4.77	0.46
8. I encourage students to read children's classics from around the world.	4.35	0.90
6. I ask students to read reading text in "Turkish Reading and Activity - 4 <sup>th</sup> Grade" before the class.	4.70	0.78
22. I ask students to apply newly learnt idioms and aphorisms appropriately in new sentences.	4.36	0.78
19. I want students to complete half-finished paragraphs the way they want to.	3.86	0.86
9. I ask students to be mindful of their intonation and emphasis while reading poetry.	4.61	0.69
27. I want students to copy to their notebooks certain parts of articles/poems from their course book as part of a writing exercise.	3.93	1.18
<b>Talking and presentation</b>	<b>3.14</b>	<b>0.72</b>
39. I want students to do interviews with experts on subjects learnt in class.	2.71	1.01
40. I ask students to do interviews with family members and relatives on course topics.	3.32	0.99
38. I ask students to do research on the given topic and organize a panel or debate.	2.46	1.08
42. I want students to prepare teaching materials related to previously learnt topic and then present these materials at class.	3.36	1.01
46. I want students to draw pictures fitting stories they read.	3.76	1.02
47. I ask students to organize visual materials into meaningful patterns.	3.78	1.03
41. I ask students to imagine shadow puppetry in their minds and outline all the dialogues.	2.33	1.09
12. I want students to prepare story maps or similar apparatus.	3.13	1.08
35. I ask students to present their trip experiences and related observations in organized speech.	3.21	1.03
45. Following adequate research on the subject given, I expect students to present their findings using numerous tools.	3.38	1.15
<b>Review homework</b>	<b>4.00</b>	<b>0.70</b>
24. I give homework from exercises in the textbook "Turkish Grammar - 4 <sup>th</sup> Grade"	4.25	0.94
13. I give homework from exercises in the workbook "Turkish Reading and Activity-4 <sup>th</sup> Grade"	4.21	0.96
25. I give exercises on improving proper handwriting	3.22	1.34
29. I give revision homework covering topics learnt till that day in class	4.32	0.87

30. I want students to identify grammatical as well as punctuation errors in texts they read and then correct these errors appropriately	4.00	0.88
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### **3.1.1. Listening and comprehension homework**

This type of homework was less frequently given by the teachers. The aim of this sub-group of homework is to involve the students more with their daily activities by asking to bring examples to class, while also aiming to improve their listening and comprehension skills. Asking students to gather information on and familiarize themselves with the lore of traditional songs, poems, as well as the cuisine and lives of their ancestors by listening to family or community elders is the most frequently assigned homework under this category. Teachers rarely ask students to maintain diaries; however, it is a well-studied observation that keeping diaries not only improves writing skills, but also imagination as they are writings they know about (Akbaba & Tüzemen, 2015). Another least frequently given homework was related to understanding the meaning of lyrics of songs they listen to and then sharing them with their friends. Doğan (2010), for instance, highlighted in a recent study that, in order to improve listening skills in a stable way, Turkish teachers need to identify everyday examples related to the subjects taught in class and plan activities involving the presentation or elaboration of these examples accordingly.

### **3.1.2. Reading and writing homework**

Reading and writing homework assignments were the most frequently chosen sub-group of homework. Teachers often require their students to read from textbook/workbook and story books and tend to assign to read children's classics from around the world, less frequently. Teachers most frequently ask students to copy to their notebooks certain parts of articles/poems from their course book as part of a writing exercise. The least popular option is to ask students to write essays on a given topic, and to apply newly learnt idioms and aphorisms appropriately in new sentences. A brief analysis of the types of homework given under this category reveals that the majority of these homework assignments are writing tasks that are unproductive, narrowing the learning experiences for students. Studies on this sub-group underscore the inadequacy of these writing tasks in enhancing the writing skills of students and suggest, instead, that writing skills based on a process or progression of certain aspects in a given topic is the type of writing homework that could enhance the learning experience (Karatay, 2011). There are studies supporting the counter view, as well. Kardaş (2013), for example, recently reported that assigning traditional writing tasks more often is significantly related to higher achievement in elementary school years. Combined, these findings suggest that a definitive opinion on the efficacy of this sub-group may require clarification following further research.

### **3.1.3. Talking and presentation homework**

Talking and presentation homework assignments were the least frequently given homework tasks belong to this sub-group. This finding is consistent with the previous literature. In a recent study, for example, the researcher concluded that teachers prefer giving written homework instead of oral presentations (Baş, 2011). In the present study, teachers giving homework belonging to this sub-group chose to assign the imagination of shadow puppetry with dialogues the least frequently. Instead, teachers preferred students to research relevant course materials on the subjects learnt and then to share their findings with their friends (Table 3). Presentation homework assignments are the most frequently given type of homework under this least frequent sub-group of homework; this generates the question as to whether the relative frequencies of this group are increasing.

The least popular option under this heading is to ask students to draw pictures that represent the stories they read (Table 3). This implies that further attention from teachers on its relative importance is required, because recent findings indicate that children enjoy performing such tasks and benefit significantly from imagining pictures that fit the stories they envision, thus enhancing their imagination skills (Okumuş, Kaçar & Kaçar, 2013).

### **3.1.4. Review homework**

Drawing from Table 3, it can be stated that review homework is the second most frequently chosen homework sub-group following reading and writing homework. Teachers often require revision tests but rarely assign tasks for improving proper handwriting. One reason for this apparent decrease in frequency might be lack of adequate proper handwriting exercises in textbooks or workbooks. Suggestions for teachers and textbook authors include adding more exercises to textbooks or workbooks.

Teachers are reportedly giving homework from textbooks relatively frequently, and their main textbook of choice is "Turkish Grammar - 4th Grade". Similarly, they frequently give exercises from the workbook "Turkish Reading and Activity - 4th Grade". The main reason behind choosing textbooks or workbooks as sources of homework exercises is the readiness of pre-organized exercises involved within such textbooks or workbooks, making them a common option for both students and teachers. In an earlier study, Kurbanoglu and Akkoyunlu (2001) analysed homework by examining the total number of resources they required and reported that the primary source of information students use is encyclopaedias, followed by

textbooks. The reason behind the lack of consistently choosing other sources was reported to be their lack of relevance to course materials.

### 3.2. Qualitative Findings

This group of findings aims to clarify the quantitative results of the study mentioned above. Findings were presented based on the codes and categories drawn from the analyses of interview data (Table 4). The interviewees were assigned pseudonyms due to ethical concerns.

Table 4.  
*Categories and Codes with Examples*

Category	Code	Example
Frequency of homework	Being surprised	<p>“It was not a surprise for me because these types of homework [the ones most frequently given] are easier to prepare and to be completed by students. They allow for more control and are easier to administer” (Sema).</p> <p>“It was not surprising to hear that other teachers were also giving similar types of homework more frequently” (Çağatay).</p>
	Alignment with the curriculum	<p>“The curriculum is very intense ... in its own: if we try to assign these additional types of homework also, we will most probably fail to develop other necessary skills children need in particular” (Damla).</p> <p>“Pressure to abide by the curriculum is a significant factor deters teachers from assigning homework that requires more time” (Çağatay).</p>
Junior high school entrance exams		<p>“Older elementary school students experience significant amounts of stress due to the approaching entrance exams. This is a condition where teachers simply cannot assign drama homework because, put simply, no one has time for that” (Berna).</p> <p>“Working through the curriculum as rapidly as possible to reserve the maximum amount of time possible for the preparation of entrance exams is a primary concern for elementary school teachers” (Görkem).</p>
Convenience		<p>“Homework tasks in textbooks are significantly more involved in reading comprehension and writing domains, and that this eventually leads to the assignment of these sub-groups more frequently” (Hülya).</p> <p>“More frequently given homework types are related to the chapter flow in textbooks” (Ayşen).</p>
Time constraint		<p>“Due to their time-consuming nature and excessive preparation requirements from teachers, I believe the less frequently given sub-groups can be overlooked” (Damla).</p>
Impact on student outcomes		<p>“Those alternative types would certainly improve creativity and enhance self-expression skills. Encouraging students to do research on given topics is actually more fun in their eyes” (Fidan).</p> <p>“The most frequently given types of homework provide the most benefits to students” (Görkem).</p>
Habits of teachers		<p>“I believe there are numerous problems in fully adapting our education system to constructivist education and student-centred approaches” (Hülya).</p> <p>“Some homework tasks are easier to prepare for teachers and they tend find it difficult to change their assessment routines.” (Görkem).</p>

Proficiency of teachers on assigning homework	Competency	“Elementary school teachers are completely inadequate in using homework as an assessment tool.” (Sema). “Teachers do not have sufficient skills to assign homework effectively” (Fidan).
	Awareness	“Teachers are ultimately not aware of the benefits of other types of homework (the ones least frequently given)” (Deniz).
Improving homework efficiency	Teacher training	“Our Ministry of Education can administer in-service training programs, with the subject heading of “How can homework assignments be more effective in 4 <sup>th</sup> grade elementary Turkish classes?” (Hülya).  “In my opinion, teachers need to be informed about alternative homework types, with an emphasis on their benefits to children” (Deniz).
	Reducing curriculum load	“I think what primarily needs to be done is to ease the curriculum. Currently it necessitates the fast completion of modules and the hastily passing on to more advanced topics in a short time. If they remove this source of stress on teachers, homework may be assigned more easily” (Damla).
	Informing families	“Families need to be thoroughly informed regarding homework in general. Students also need to be given information on how to access information easier, faster and more efficiently” (Berna).

### 3.2.1. Frequency of homework

All of the interviewed teachers were not surprised for the types of homework given most and least frequently. Based on the interviews, the reasons impacting frequency of homework types given by the teachers were alignment with the curriculum, convenience, junior high school entrance exams, time constraints, impact on student outcomes and habits of teachers in general.

Teachers generally indicated that the priority for giving the homework should be to follow the syllabus. They asserted that more frequently given homework types were related to the demands of the curriculum and included in textbooks. They agreed that the curricular requirements hindered frequent assignment of alternative types of homework. Some teachers criticized the intensity of the curriculum. Pressure to abide by the curriculum discourages the teachers from choosing homework that demands substantial preparation time and makes reading comprehension exercises already prepared in textbooks a better alternative. One of the teachers stated her views as follows:

*“It is disproportionally intense with respect to the age group of the students, and it omits beneficial types of homework that are be given less frequently or not at all in order to comply with the stipulated time constraints, with so much emphasis on entrance exam success and information load on boosting the entry points of students” (Deniz).*

Majority of teachers claimed that there are significant sources of stress on teachers caused by entrance exams to junior high schools. Those exams prevent them from reserving sufficient time for homework. They particularly emphasized the fact that such exams involve types of questions that are similar to those used in homework. Therefore, these most frequently given homework tasks are popular choices. Previous studies conducted with high school teachers in Northern Cyprus also revealed the level of pressure of high stakes examinations on classroom teaching and assessment methods (e.g., Onurkan Aliusta & Ozer 2014; Onurkan Aliusta, Özer & Kan 2015). Similar studies reported that student profiles, curriculum and high stakes testing are barriers that hinder the implementation of alternative teaching and assessment methods (Onurkan Aliusta & Ozer, 2014).

On the other hand, one of the interviewee stated that least frequently given homework tasks were not related to entrance exams. She further asserted that their assignment was not under the supervision of government officials. She added that private schools assign these types of homework assignments more frequently in comparison to public schools. Interviewees believed that some homework tasks are easy to prepare for teachers. They stated that the most frequently given homework types were those that are already presented in textbooks. Similarly, the least frequently assigned homework types were harder assignments that students had difficulties completing successfully.

Teachers indicated that they mainly give homework assignments that require substantially more time less frequently. They thought that types of homework listed under the less frequently given homework sub-groups require significant amounts of time to complete. According to the teachers, junior high school entrance exams and the intense curriculum does not leave sufficient time for these alternative types of homework to be assigned in beneficial quantities. One of the interviewee stated

her views as follows, “A research homework, dramatization or a related task will take more time to prepare and will appeal to a different group of students; these can be the reasons why they are not popular among the chosen homework types” (Deniz).

All of the teachers emphasized the benefits of giving homework for students. Some teachers mainly mentioned about the effectiveness of the most frequently given homework tasks on improving students’ achievement and self-expression skills. For example, a teacher pointed out that texts in Turkish course books involve topics on special days and this helps children to increase their awareness on daily events. Similarly, another teacher thought that reading and writing assignments constitute basis not only for Turkish courses, but also for every course that the 4th grade students are taking. Those teachers insisted that these homework tasks should be given more frequently than others should.

In contrast, some teachers believed that most frequently given homework assignments were not sufficient to enhance the learning experiences of students and they should be complemented with other sub-groups for enhanced benefits. An interviewee stated her views as follows:

*“Self-expression, speaking and researching on these domains are beneficial to students. The most frequently given homework types are limited in their nature, and are more suited for higher education. In other words, these homework assignments are not really beneficial for kids at this age, and need to be reinforced by other types of tasks to enhance clear and fluent expression of thoughts and emotions” (Sema).*

Contrary to other interviewees, some teachers found least frequently given homework tasks most beneficial, particularly for improving students’ learning experience and self-esteem. For example, a teacher stated that the most frequently given sub-group of homework were not useful for children at that age.

Some teachers explained the reason behind low frequency of giving alternative homework assignments as relatively weak stance of student-centred education concerns. They underlined the reluctance of teachers in abandoning traditional teaching styles as an important contributor to them assigning alternative homework types less frequently. A teacher stated her views as, “Teachers’ inability to change their habits is the main reason why other types of homework are given less frequently” (Fidan).

### **3.2.2. Proficiency of teachers on assigning homework**

Most of the interviewed teachers thought that elementary school teachers are inadequate in using homework as an assessment tool. They further emphasized that teachers do not choose specific sub-groups of homework because they are not completely aware of their administration and assessment specifications, in addition to the belief that some teachers hold regarding the inability of students to fulfil such tasks appropriately. A teacher noted as, “Many teachers do not necessarily give much consideration to homework when they assign it, but use it instead for the sake of sending students home with some homework to complete” (Sema). This finding is congruent with the previous studies, indicating the teachers’ lack of knowledge and competencies required for the use of student-centred approaches (Gunes, Dilek, Celikoglu, & Demir, 2012; Onurkan Aliusta & Ozer, 2014).

Contrary to other interviewees, two teachers believed that teachers are adequate in assigning course homework, having completed the required trainings in their education. They stated that younger teachers give alternative homework tasks more frequently; an open-minded mental approach is an essential component for teachers who consider including such types of time-consuming homework in their courses.

### **3.2.3. Improving homework efficiency**

All of the teachers made suggestions for the improvement of homework efficiency. Training preservice or in-service teachers was the most emphasized suggestion. They thought that in-service training could be a beneficial way to enhance teacher awareness on homework assignments in addition to promoting these topics in undergraduate courses for teachers in training. A teacher stated his views as follow, “I believe that they can add relevant courses in undergraduate programs for teachers in training. They also can offer in-service training to teachers already working in schools” (Çağatay). One of the interviewee suggested that a social network group involving teachers could help them to familiarize with certain applications and assessments of alternative homework approaches. Similar to this view, Jedlikowska (2014) emphasized the sharing of knowledge on educational websites and the responsibility of teachers in sharing their knowledge to earn new capabilities (p. 34).

Two teachers mentioned about reducing the curriculum load and thereby reducing burden of the teacher for the aim of increasing the frequency of alternative types of homework. A teacher stated her views as, “We want these alternative types of homework to be part of course assignments; we need full-day education or adjustment of current demands in curriculum” (Berna). Lastly, a teacher indicated that some families tend to complete homework assignments for their children due to the intensity of the curriculum and therefore she believed that families as well as children need to be informed on the uses of

homework. Previous literature (e.g., Ekizoğlu & Uzunoğlu, 2006) supported the views of informing families about homework activities and the need for full-day education for alternative types of activities.

#### 4. CONCLUSION AND SUGGESTIONS

This study aimed to understand the types and assignment frequencies of homework given as assessment requirements of the elementary school 4th grade Turkish courses in the TRNC. The findings from this study highlighted that certain homework types are assigned more frequently than others are. Talking and presentation homework, for instance, was found to be the least frequently given homework type. When this sub-group was examined more closely, it was found that imagination of shadow puppetry as well as outlining all the dialogues as part of the course assessment requirements was the least popular homework option amongst the 4th grade elementary school Turkish teachers. Tosunoğlu and Arslan (2010), in their recent study, reached a similar conclusion, stating that teachers tend to prefer printed exercises to speaking tasks. These findings are suggestive of the possible benefits of including homework that would help children improve their imagination.

This study also aimed to clarify the most as well as the least frequently given 4th grade elementary Turkish course homework types under each sub-group. It was found that the most frequently given homework types belonged to the sub-group reading and writing, and the tasks teachers most often assign was to ask students to answer chapter questions in the textbook 'Turkish Reading and Activity - 4th Grade'. In a similar fashion, a recent study showed that, in line with our observations, elementary school teachers ranked their skills to be the strongest in motivating to read and to be the weakest in familiarity with information technologies, which may explain the inclination towards assigning the relatively more traditional homework exercises (Karacaoğlu, 2008). Another explanation for this was that exercises presented in course textbooks are predominantly focused on the reading comprehension domain. Okur et al. (2013) supported this claim, as they found that 'Turkish Reading and Activity - 4th Grade' as well as guidebooks for teaching 4th grade Turkish courses involved insufficient examples on constructive dialogues. There is a certain amount of discrepancy in the field on whether homework tasks given under this heading are beneficial to students or are inadequate in enhancing their personal development. Over-reliance on giving exercises from the reading domain, for example, is thought to be possibly affecting other learning domains negatively. In Okur et al.'s study, teachers were also found to report the importance of reading comprehension homework; however, increased benefits for the children were advised to be only possible when such homework task is complemented with homework from other domains. In-service training programs aimed at increasing the frequency with which teachers give certain homework tasks, as well as enhancing assessment content in assigned exercises can be organized to train current teachers on important aspects. Teachers can also consider including homework assignments into their daily or weekly lecture plans, as this can help with the organization of certain tasks.

Teachers that volunteered for the interview study agreed that the principal reason why some homework tasks are much less frequently assigned than others is the intense curriculum that they are required to adhere to, which results in a lack of time for assigning separate materials that are not necessarily involved fully in the current course syllabi. The stress caused by the junior high school entrance was one of the most important factors listed as negatively affecting both teachers and students. Teachers, for instance, reported that the 4th grade is the time when preparations for the entrance exams generally commence. This is a period, they indicated, when anxiety over not fulfilling the curricular deadlines takes hold and focusing on a limited number of homework types is inevitable, ultimately affecting the quality of education these children receive. The lack of materials necessary for different homework types in classrooms was also listed as a significant reason. Despite these limitations and challenges, all of the interviewees agreed on the alternative that less frequently given homework tasks would be beneficial for 4th grade students. Göçer (2008) also highlighted the importance of such tasks in this age group, underlining the conclusion that talking and presentation homework can aid with enhancing the overall use of the Turkish language. Talking in class as well as listening to presentations other children prepared, Göçer (2008) said, encourages a more active participation in class activities, which can eventually augment the feelings of self-responsibility in these students. Promoting critical as well as creative thinking can help children become better problem solvers. Hence, the alternative homework tasks enlisted in this study are in fact central to the students' personal development, which is why a substantial increase in their frequency at class is suggested.

The majority of teachers who voluntarily joined the interview study stated that elementary school teachers are not sufficiently proficient in assigning homework tasks to their students. One other viewpoint some interviewees held was that the degree of proficiency is relative amongst teachers in general. Akın and Koçak (2007), for instance, reported in a study they conducted with 140 teachers that approximately 7.9% of their participants could not demonstrate adequate skills in assigning, collecting, and giving feedback on course homework. Drawing on their findings, they stated that these skills are important for elementary school education and courses on class management should be prioritized in order to help teachers refine certain skills. Additionally, focusing on the research assignments, Büyüköztürk (1999) concluded that there are significant limitations in the quantities of written materials for students with which they can conduct research. Participants in this study similarly reported perceptions of inadequacies in assigning homework in

general, and increasing quantities of research materials as well as examining this aspect of class assignments more thoroughly were later expressed as constructive feedback.

The majority of participants in our study expressed their views on the necessities of in-service training programs for teachers to tackle the inadequacies in assigning homework. An alternative view was to form a social network group to promote variation in homework and to provide support for their assignments through constructive online dialogues. Contrary to these perspectives, there was also the view that teachers are currently adequately skilled in assigning as well as evaluating homework, which indicates that no further training or intervention is actually necessary. It can be stated, however, that teachers receiving in-service training feel more adequate in assigning homework and that this can be an important reason for increasing the numbers of such training programs with higher quality (Karacaoğlu, 2008). Additionally, teachers should be motivated to implement what they learn during in-service teacher training programs (Pikon, Bogacka & Piecha-Sobota, 2016). One more suggestion can be to place emphasis on courses focusing on homework assignments in teacher training institutions, promoting advanced learning opportunities for teacher candidates. In a study conducted with teachers in the TRNC, it was found that the "Information and Technology" course included in elementary teacher development programs was ignored and thereby it was designated as a reason for the inadequacy in the teachers' material development skills (Baskan & Atalar, 2014). It can be suggested that the course "Teaching Technologies and Material Development" in teacher training programs, can be a suitable course for additional emphasis on homework assignments, in which teacher candidates can be encouraged to design exercises in the course topics that interest them.

Future studies should consider a survey design with a sample group representative of teacher populations that would enable generalization of findings to the TRNC as well as Turkey. Focusing on conducting more in-depth interviews with teachers on evaluating survey findings can help to attain the objectives listed under the elementary school curricula. Homework given in Turkish courses at different class levels and exercises given in different courses can be comparatively studied to reach further conclusions in a future study. The impact of homework assignments on students' outcomes can also be investigated in such a future study, as part of a research question for thorough examination.

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## Research and Publication Ethics Statement

All information in this study has been obtained and presented in accordance with academic rules and ethical concerns. All material and results that are not original to this work were fully cited and referenced.

## Contribution Rates of Authors to the Article

This study is derived from the first author's master's thesis. Therefore, first author did most of the work (collected the data, did the analysis, wrote the manuscript). The second author was the director of the thesis. The third author was the previous advisor of the first author and a member of the master's thesis defense committee, who contributed to the research and writing of the paper.

## Statement of Interest

There is no conflict of interest for this study.

## 6. GENİŞ ÖZET

Ev ödevleri, öğretmenlerin yardımcı materyali olarak düşünülmektedir. Bunun yanında ev ödevleri; öğrencilere, öğrendiklerini tekrarlamak veya ders öncesinde öğrenileceklere hazırlanma fırsatı tanımaktadır. Ödevler, çok çeşitli olup sınıf seviyesine, dersin içeriğine, ihtiyaca ve öğrencinin seviyesine göre farklılık göstermektedir. Bunun yanında ev ödevleri öğrencilerin sorumluluk geliştirmelerine yardımcı olmaktadır. Öğrencilerin kazanması gereken davranışları sınıfta ve sınıfın dışında vermeye devam eden öğretmen, eğitimin yalnızca okuldan ibaret olmadığını bilmektedir. Ödevler; sınıfın dışına çıkan eğitim öğretim uygulamalarından sadece bir tanesidir. Ödevlerin verilme amacı, doğru kullanılışı ve değerlendirmesi de önem arz etmektedir.

Ev ödevi çeşitlerini ve sıklığını belirlemek Türkçe dersinin verimliliği açısından önem taşımaktadır. Yazma öğretiminin yanında, okuma, konuşma ve dinleme alanlarında da ödevlerin verilmesi önemlidir; fakat ödev türlerinin yanında, bu ödevlerin verilme sıklığı da değerlidir. Bu çalışmada elde edilecek bulgular göz önüne alınarak, eğitim sistemindeki öğretmenin, ders işlenişlerini kontrol etmesine, böylece öğrenim ve öğretim süreçlerinin yeniden yapılmasına yardımcı

olacağı düşünülmektedir. Ödev konusundaki eksikliklerin giderilmesi için, bakanlığın hizmet içi eğitim programları düzenlemesi, gerçekleşmesi istenilen bir diğer sonuçtur. Kısacası makalenin gerçekleştirilmesi ile mevcut bilimsel birikime ve üretime, yarar ve katkı sağlanacağına inanılmaktadır. Ayrıca ev ödevlerinin güncel bir konu olması, gerekliliği konusunda farklı görüşlerin bulunması bu konuyu araştırmaya değer kılmaktadır.

Bu araştırma, Kuzey Kıbrıs Türk Cumhuriyeti (KKTC) devlet ilkokullarında Türkçe dersinde hangi ev ödevlerin ne sıklıkla verildiğini öğrenmeye yönelik bir çalışmadır. Ev ödevi çeşitliliği ve sıklığı konusunda ilgilileri bilgilendirmek diğer amaçları oluşturmaktadır. Karma araştırma yönteminin kullanıldığı bu çalışmada veriler ölçek ve ölçekten elde edilen verileri yorumlamak için yapılan görüşme tekniği ile toplanmıştır. Araştırmada karma desen kullanılmıştır ve veriler ölçek ve görüşme aracılığıyla toplanmıştır. Uygulanması kolay, geniş kitlelerden çok bilgi toplamaya uygunluğu ve ucuz olduğu için bu veri toplama aracı seçilmiştir. Ayrıca, konu sınırlandırmanın kapalı uçlu soru ve cevap seçenekleriyle oldukça mümkün olması, cevaplanma kolaylığı sağlaması, değerlendirmesinin kolay oluşu, gizlilik ve güvenilirliğinin yüksek olması gibi nedenlerden dolayı tercih edilmiştir. Araştırmada ayrıca, KKTC'deki devlet okullarında görev yapmakta olan 9 ilkokul öğretmenine açık uçlu sorular yöneltilmiş olup, bu görüşmelerde öğretmenlerin Türkçe dersinde verdikleri ödev çeşitleri hakkındaki görüşleri alınmıştır. Ölçekten elde edilen bulguları yorumlamak amacıyla yapılandırılmış görüşme yapılmıştır.

Araştırmada veriler 2014–2015 eğitim-öğretim yılında, KKTC ilkokullarında 4. sınıf okutan 61 ve daha önce 4. sınıf okutmuş 51 olmak üzere toplam 112 öğretmene uygulanan ölçekle ve 9 öğretmen ile yapılan yapılandırılmış görüşmeler yoluyla toplanmıştır. Okulların seçilmesinde zaman ve mekân yönünden kolay ulaşılabilirlik dikkate alınmıştır. Ancak okulların her ilçeyi temsil etmesine dikkat edilerek farklı ilçelerden merkezi ve kırsal kesimde yer alan okullara ulaşılmaya çalışılmıştır. Araştırmada kullanılan ölçek araştırmacı tarafından geliştirilmiştir. Ölçeğin geçerliliğinin sağlanması için birçok uzmanın görüşüne başvurulmuştur. Birinci ölçek taslağı; bir ölçme değerlendirme uzmanı ve bir alan uzmanı önerileri doğrultusunda öğrenme alanlarına ayrılmıştır. Bu şekilde oluşturulan ikinci taslak, tekrardan başka bir ölçme değerlendirme uzmanına değerlendirmesi için verilmiştir. Ölçekte bulunan puanlamaların küçükten büyüğe doğru sıralanması önerilmiştir. Bir alan uzmanı ise alanların ne kadar madde içermesi gerektiğiyle ilgili bilgiler vermiştir. Bir alan uzmanı ise bazı maddelerin kelime veya anlam açısından değiştirilmesi gerektiğini söylemiştir. Ölçme değerlendirme uzmanlarından biri de bazı maddelerin aynı anlam içerdiğiyle ilgili uyarılarda bulunmuş, bunun üzerine birkaç madde çıkarılmış veya değiştirilmiştir. Ölçeğin son hâlini alması aşamasında ise dil uzmanı, yazım, noktalama ve dil bilgisi hatalarının düzeltilmesi yönünde önerilerde bulunmuştur. Ölçeğin yapı geçerliğini belirlemek için ise faktör analizi uygulanmıştır. Gerçekleştirilen analizde Temel Bileşenler Analizi (Principal Component Analysis) tekniğinden faydalanılmıştır. Ölçeğin güvenilirliği için ise Cronbach Alfa iç tutarlılık katsayısı kullanılmıştır. Bulunan değerler, ölçeğin, öğretmenlerin Türkçe dersinde verdikleri ödevlerin sıklığını ölçmek konusunda geçerli ve güvenilir bir ölçme aracı olduğunu göstermektedir.

Çalışmadan elde edilen ölçek sonuçlarına ilaveten ölçeği dolduran gönüllü öğretmenlerle görüşmeler yapılmıştır. Görüşme formu araştırmacı tarafından oluşturulmuştur. Görüşme formu hazırlandıktan sonra üç uzmanın görüşüne başvurulmuştur. Bu uzmanların verdiği öneriler ve düzeltmeler ışığında sorular son şeklini almış ve görüşme formu hazırlanmıştır. Ölçek yoluyla edinilen ham veriler bilgisayara aktarılmıştır. Araştırmanın alt problemlerine cevap bulma sürecinde, veriler SPSS programı kullanılarak, analiz edilmiş ve yorumlanmıştır. Çalışma grubunu oluşturan katılımcıların ölçekte yer alan maddelere verdikleri yanıtlar ortalamalar dikkate alınarak incelenmiştir. Katılımcıların ölçek sorularına verdikleri cevaplar nicel metotlarla analiz edilmiştir. Öğretmenlerin hangi ödevi verdiklerinin tespit edilmesinde ve öğretmenlerin ödevlerle ilgili fikirlerinin tespit edilmesinde betimsel istatistik yöntemlerinden yüzde, standart sapma ve ortalama kullanılmıştır. Görüşmelerden toplanan veri içerik analizi ile analiz edilmiştir. Çalışmada yer alan bireylerin görüşlerinden direkt alıntılar yapılarak okuyana sunulmuştur.

Araştırma sonucunda, okuma ve yazma alanı ile ilgili ödevlerin daha çok verildiği, konuşma ve sunma alanında verilen ödevlerin çok az olduğu görülmüştür. Öğretmenlerin az verilen ödevlerin öneminin farkında olmaları ise umut verici bir sonuç olarak ortaya çıkmıştır. Görüşmeye katılan öğretmenlerin bir kısmı öğretmenlerin ev ödevi verme konusunda yeterli olduğunu düşünürken, büyük bir çoğunluğu bu konuda öğretmenlerin yetersiz olduğunu düşünmektedir. Bir başka görüş ise bu konudaki yeterliliğin öğretmenden öğretmene değiştiği yönündedir. Öğretmenlerin her çeşit ödevi verememelerinin nedenleri yapılan görüşmelerle ortaya konulmuş ve verimliliği artırıcı önerilerde bulunulmuştur. Özellikle programın yoğunluğunun tekrar gözden geçirilmesi ve yapılandırıcılık yaklaşımına göre öğretmenlerin nasıl ödevler vermeleri gerektiği konusunda eğitim almaları gerektiği vurgulanmıştır.