



Kosovo Educational Research Journal

Volume 6, Issue 1, 92-107.

ISSN: 2710-0871

<https://kerjournal.com/>

The Effects of the Scenario Based Learning during the COVID-19 Pandemic in TRNC

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Abstract: This study aims to analyze the Scenario Based learning skills of 6th and 7th grade secondary school students in the Turkish Republic of Northern Cyprus in both face-to-face Turkish classes and online Turkish classes during the Covid 19 pandemic and the effects on the learning process. The Nicosia, Famagusta, Iskele and Morphou districts of the Turkish Republic of Northern Cyprus were selected as population for the study while through proper sampling 200 Secondary School Students have been reached. 6th and 7th grade Secondary School students were met face-to-face at the end of the 2nd semester of the 2019-2020 Academic year of face-to-face education. The same participants were presented multiple-choice questions via email during the 1st semester of the 2020-2021 Academic Year supporting the study with four open-ended questions. The study was designed as a blended research model involving both quantitative and qualitative methods. In order to resolve data descriptive statistics including frequency, percentages, arithmetic means and standard deviation were used as well as the Anova test and preliminary-final tests. At the end of the study following the activities in Scenario Based learning in Turkish classes of 6th and 7th grade secondary school students a meaningful correlation was found between knowledge of students regarding the facilities provided by online learning and the technological structure, their knowledge on the learning process and distance learning and their perception of benefits.

Key word: Scenario, Scenario Based Learning, Online education, online scenario learning, North Cyprus.

To cite this article: Terkan, R. &Kole, A. (2025). **The Effects of the Scenario Based Learning during the COVID-19 Pandemic in TRNC.** Kosovo Educational Research Journal, 6(1), 92-107.

1. Introduction

Face-to-Face Learning

Studies illustrate that social media sites are used the most for various reasons, and that a significant number of people used the internet to access information (Akbaba, 2020) and it can be observed that students generally use the internet when searching for information, particularly when doing homework or conducting research (Önder, 2019). Due to these technological advancements, it is possible to instantly access old or new information (Wu & Marek, M. W., 2020). Indeed, the important factor here is that one knows how to access the correct information (Seçer, Şule, Toy, Banu., 2020). Thanks to advancements in technology, the transfer of information and communication has gained even greater significance. It is frequently mentioned in literature that language acquisition is realized by the language acquisition tool, which originates from birth and is a great influence on the development of language (Briscoe, 2000). According to some theorists, the child as mentioned above acquires the mother

language from the surrounding environment, essentially by experience. Another view concerning the acquisition of the mother language is expressed by Lee Thorndike, one of the pioneers of the behavioral approach. According to Thorndike, learning is dependent on the frequency of repetition of the behavior to be learned and on the differentiation of these repetitions (Yapıcı, Ş., & Yapıcı, M., 2005). In other words, the child begins using the mother language after repetitively hearing it from people in the environment, and if this continues, the healthy acquisition of the mother language is realized (Aksan, 1975). However, regarding mother languages (Yaman, 2006), particularly in the teaching of grammar, the desired goal has yet to be realized; this is primarily due to the persistently used traditional approach of teaching Turkish, and the type of grammar education in Turkey is best identified as traditional/classic (Erbay, A., 2020). It can be said that lessons given under the traditional approach are adversely affecting the effectiveness and productivity of Turkish and grammar education. Moreover, the functional and productive education of grammar can only be achieved by distancing from the traditional (classic) approach, and widely and effectively implementing new methods, techniques, and strategies in education (Çalışkan, 2020). The primary basis of education is not the completion of a certain task, but rather the correct determination of the task to be completed, along with the manner it will be taught (Özden, 2002). Indeed, the best and most functional program is the one that aims to overcome a certain problem or fulfill a certain need, while ensuring effective learning (Uçar O, Ozcan D., 2017). Consequently, while searching for a modern answer to the question of how Turkish and grammar should be taught, the Scenario Based Learning Approach (SBLA) was discovered. In a bid to leave traditional methods, the use of new teaching methods and techniques consisting of student-based practices are a necessity of modern education, ensuring that rules and concepts pertaining to grammar are learned more effectively and permanently by the students, (Yan, 2006). Therefore, scenarios ensure that students become more active and learn more effectively, while reducing the risk of misconception and allowing for the correction of misunderstood concepts (Schank, 2000). When traditional methods are used in learning environments, students tend to sit in aligned rows, listen to their teachers, take notes, and only respond when questions are asked by the classroom teacher (Karamustafaoğlu. 2002). Also, when teaching Turkish and grammar, methods and techniques including question-answer, debates, shows (demonstrations) and concept maps are used as special teaching methods. However, the Scenario Based Learning Approach (SBLA) is a new student-based learning approach that supports the active participation of students in classes under the concept of new education (Vaughan and Garrison, 2008). As mentioned before, the Scenario Based Learning Approach is an approach that requires expertise and experience and therefore entails an additional preparation process and effort when compared with other teaching methods and techniques (Ergin a.o., 2005). Another advantage of the Scenario Based Learning Approach is that it contributes to the development of the imagination of students (Çalışkan, 2020). It is a fun learning process as both teachers and students experience a joyful teaching-learning process (Gargiulo, 2003).

Online Education

According to data obtained from studies conducted in Turkey and the Turkish Republic of Northern Cyprus, it can be observed that the use of the internet increases each day (Terkan & Ucar, (2020).

Additionally, distance learning, which developed because of growing deficiencies of traditional face-to-face education, is an education system that allows individuals to learn while alone, independent from location, at a low cost and for an unlimited duration (Akbaba, 2020). Furthermore, as it is not dependent on time or location, distance learning aims to provide education in locations that previously could not readily be accessed (Aydın, 2020). In another definition, it is defined as the transfer of educational information to locations, which previously could only be accessed, using electronic communication tools including mobile equipment. Hence, it consists of the transfer of information between teachers and students independent of time and location. According to M Tezer, O Uçar, A Tepe (2019), distance learning is a teaching method applied where educational activities are conducted between teacher and students via specially prepared teaching units that enable communication and interaction in circumstances where traditional methods prove to be inadequate and classroom education is not possible. Distance learning is also defined as an educational system which allows teachers and students to communicate at different times and locations, as well as simultaneously at different locations using various communication tools (Terkan & Ucar, 2020). Under this educational system, students can learn at their own pace, control what they have learned, reconstruct their learning methods, and analyze their learning skills. With the constant development of technologies, distance learning utilizing teleconference and video conference methods are spreading rapidly as they allow for simultaneous communication (Uçar O, Ozcan D., 2017). Moreover, online education is economical, enabling teachers to connect with students at different times and locations. Of course, for these very reasons it has been widely implemented at many universities in Turkey, while pilot studies continue toward an online educational system (Çalışkan, 2020). As a matter of fact, out of over 100 universities operational in Turkey since 2013, more than 8 universities offer distance education for many programs (foundation, bachelors, graduate degrees) and teaching assistant formation educational programs. It should also be noted that the number of such universities is on the rise (Küçükönder, 2014). In parallel, both students and teachers benefit from the Scenario Based Learning Approach, keeping students active and contributing to their cognitive development and learning (U Önder, 2019). While using special teaching methods such as the Scenario Based Learning Approach, it is believed that this method shall positively affect the level of success and performance of students. Therefore, in light of the literature in question, the researchers intended to analyze the opinions of 6th and 7th grade secondary school students of Turkish in the Turkish Republic of Northern Cyprus (TRNC) with regard to the Scenario Based Learning Approach (SBLA).

Problem Sentence and Secondary Goals

The goal is to analyze the Scenario Based learning skills of 6th and 7th grade secondary school students in the Turkish Republic of Northern Cyprus in both face-to-face Turkish classes and online Turkish classes during the Covid 19 pandemic and the issues encountered during the educational process concerning both face-to-face and online learning. In order to reach this goal, answers to the following questions have been sought.

Secondary Goals

1. Is there a differentiation between Cognitive Statistics regarding the Scenario Based Learning Approach applied in online Turkish lessons of 6th and 7th grade secondary school students during the COVID 19 Pandemic?
2. How are the ANOVA results for Success tests regarding the Scenario Based Learning Approach applied in online Turkish lessons of 6th and 7th grade secondary school students during the COVID 19 Pandemic?
3. Are there pre-test final-test scores regarding Anxiety levels of secondary school students who were taught using the Scenario Based Learning Approach in Turkish lessons during the COVID 19 Pandemic?
4. What are the opinions of secondary school students regarding the use of teaching-learning activities based on the Scenario Based Learning Approach in Turkish lessons?
5. What are the opinions of secondary school students regarding the Advantages of Scenario Based Learning in Turkish lessons?
6. What are the opinions of secondary school students regarding the success of Scenario Based Learning in Turkish lessons?
7. What are the opinions of 6th and 7th grade secondary school students regarding the differences between the use of Scenario Based Learning vs. Conventional Methods in Turkish lessons during the COVID 19 Pandemic?

Goal and Significance

The aim is to analyze the Scenario Based Learning skills of 6th and 7th grade secondary school students in the Turkish Republic of Northern Cyprus in both face-to-face Turkish and online Turkish classes during the Covid 19 pandemic, together with issues encountered during the SBLA educational process for both face-to-face and online learning. Another goal is to determine the effect of face-to-face and online Scenario Based education on the success, method and research strategies of graduate students in light of scientific research and ethical rules, as well as their anxiety level when conducting the research. The following are secondary goals: Determining the opinions of students with regard to the SBLA in Turkish lessons of secondary school. With this study it is aimed to evaluate the opinions of students with regard to the use of the SBLA in 6th and 7th grade Turkish grammar lessons in secondary schools. Teachers and students are able to arrive at a conclusion after debating on a certain issue using scenarios, while the teaching of grammar is kept from being dull for both teacher and student. Importantly, no previous study has been found in Northern Cyprus regarding the use of the SBLA in grammar education; this enhances the significance of the present study. Also, SBLA carries great value as it differentiates itself from conventional learning and teaching models with its characteristic of restructuring new

information and persistently finding solutions to problems by focusing on the students and using teachers as guides, hence allowing the individual to develop through self-learning. At the end of the study, it is believed that supporting the use of technologies in education with digital scenarios will carry education to a new dimension. In addition, it is believed that graduate students will conduct ethical scientific studies with the hope that they will then provide guidance for later studies with suggestions based on their findings. Aside all these, the researchers have not discovered any study on the use of the SBLA in Turkish lessons of secondary schools, making this study essentially a source for the Ministry of Education and Culture of the TRNC. Furthermore, this study is intended to provide guidance for Turkish teachers in the Turkish Republic of Northern Cyprus that use SBLA in their classes and contribute to literature in that field as well. The study is also important as it will contribute to organizations and state schools under the Ministry of Education, private schools and even pre-schools by encouraging the use of SBLA by teachers in many classes. In addition, it is believed that the findings of the study will provide guidance for graduate students on how to use learning management systems (both online and web-based) in learning-teaching processes in their future careers more effectively.

2.METHODOLOGY

The Research Model

This research aims to analyze the Scenario Based learning skills of 6th and 7th grade secondary school students in the Turkish Republic of Northern Cyprus in both face-to-face Turkish classes and online Turkish classes during the Covid 19 pandemic and the issues encountered during the educational process concerning face-to-face and online learning. The opinions of 6th and 7th grade secondary school students enrolled in Turkish lessons in the Turkish Republic of Northern Cyprus were sought with regard to the use of SBLA, along with the aim of determining their view of its effects, contributions and innovations. The study was designed as ‘blended research’ employing both quantitative and qualitative methods. The Nicosia, Famagusta, Iskele and Morphou districts the Turkish Republic of Northern Cyprus have been selected as population for the study. Through proper sampling, 200 Secondary School Students (6th and 7th grade) from state schools under the Ministry of Education have been reached to be participants. The opinions of students were obtained with regard to the use of SBLA and its benefits in Turkish lessons, hence, a single unit of analysis and a holistic case were applied. On the other hand, as state schools in different districts of Northern Cyprus demonstrate similarities, the findings in North Cyprus were considered as a whole rather than analyzing districts separately.

Study Group

The study group consists of 200 6th and 7th grade students in secondary schools in the districts of Nicosia, Iskele, Famagusta, and Morphou under the Secondary Education Office of the Ministry of Education of the TRNC. In order to determine the participants of the study, the purposeful sampling method was utilized. In purposeful sampling, participants are selected on purpose accordingly, rather than relying on the random. Furthermore, in this study, the maximum variety sampling method was preferred in order to be able to obtain different views from participants with different traits. The goal was to achieve maximum variety by selecting samples from secondary school students with different opinions on the effects, contributions and innovations of scenario-based learning.

Collection of Data

In this study, 6th and 7th grade Secondary School students of the Turkish Republic of Northern Cyprus were met face-to-face at the end of the 2nd semester of the 2019-2020 Academic year of face-to-face education. The participants were presented survey questionnaires and a semi-structured meeting form consisting of 4 questions. The meeting form on the effects, contributions, and innovations of the Scenario Based Learning Approach was prepared after receiving feedback from seven experts at the Onbes Kasim Kibris University. Meetings were conducted using recording devices and meeting records were put in transcript format after the sessions. Themes were established following the coding of data and the data obtained was announced using cognitive analysis. The same participants were presented multiple choice questions via email at the beginning of the 1st semester of the 2020-2021 Academic Year together with a semi-restructured meeting form consisting of four open-ended questions. The goal was to analyze the Scenario Based learning skills of 6th and 7th grade secondary school students in the Turkish Republic of Northern Cyprus in both face-to-face Turkish classes and online Turkish classes during the Covid 19 pandemic and the issues encountered during the educational process, while studying the scenario-based learning method in detail for both face-to-face and online learning. After the required permission was obtained for the meeting form to be used in the study, Turkish teachers were met from secondary schools under the TRNC Ministry of Education in the districts of Nicosia, Iskele, Famagusta, Morphou. In the month of October during the second semester of the 2020-2021 academic year directors of the secondary schools under the Secondary Education Office were consulted before visiting ten secondary schools and meeting with 200 secondary school students. Responses to questions of participating students were recorded using recording devices.

Analysis of Data

During the examination of data collected in the research the “content analysis” technique was employed. Content analysis is defined as the summarization of a certain text using coding to produce smaller content categories (Büyüköztürk, 2010). In this study, categorized analysis was used out of content analysis types: Categorized analysis in general consists of the division of a message into units, and then

the grouping of these units into categories (Bilgin, 2006). In this study, data is presented by way of taking into account questions that were asked in the meetings. Messages (codes) have been derived from each question asked. Later, similar codes were gathered under the same group and categories formed. Then, frequencies have been assigned for determined categories: Frequencies have not been assigned according to the number of participating students, but rather according to messages presented by them, as they provided more than one code (message) for some questions and did not respond to others. In order to strongly present the views of persons met for this research, direct quotations have been made frequently. Collected data has been noted in detail while it has been clearly explained how conclusions have been reached. Thoughts of students have been included through direct quotes and conclusions explained accordingly.

3.FINDINGS

Table1.

Cognitive Statistical Scores on the Scenario Based Learning Approach Applied for 6th and 7th Grade Students in online and Face-to-face Turkish Lessons during the COVID 19 Pandemic

Online Group	Gender	n	$\bar{X}$	ss	sd	t
6 th Grade	Female	38	3.80	66,43	49	-,022
	Male	41	2.56	41,53		
7 th Grade	Female	38	3.81	80,39	49	,463
	Male	41	2.59	59,93		
Face-to-face Group	Gender	n	$\bar{X}$	ss	sd	t
6 th Grade	Female	38	3.80	66,43	49	-,435
	Male	41	2.56	41,53		
7 th Grade	Female	38	3.78	80,39	49	025
	Male	41	2.64	59,93		

When the researchers analyzed the online group in table 1 regarding the Scenario Based Learning Approach applied for 6th and 7th Grade Students taking Turkish lessons during the COVID 19 pandemic, the average for cognitive statistical scores for 6th grade females was $X=3.80$, and the average for the male online group was $X=2.56$.

Whether the discrepancy between the scores for online female and male 6th grade secondary school students was meaningful statistically was analyzed with t-Test for unrelated samples ($t(49)=-,022$, $p>,05$) and it was determined that the discrepancy is not meaningful. Hence, it was determined that 6th grade secondary school female and male students who took online Turkish lessons based on Scenario Based learning were equivalent before the onset of the education. On the other hand, the test scores for 7th grade female secondary school students who took online Turkish lessons based on Scenario Based learning were $X=38.81$; and for male 7th grade secondary school students these were $X=2.59$. Whether the discrepancy between the scores for online female and male 6th grade secondary school students was meaningful statistically was analyzed with t-Test for unrelated samples ($t(49)=,463$, $p>,05$) and it was determined that the discrepancy was not meaningful.

When we analyzed the face-to-face group regarding the SBLA applied for 6th and 7th Grade Students taking Turkish lessons during the COVID 19 pandemic, the average for cognitive statistical scores for 6th grade females was $X=3.80$, and the average for the cognitive statistical scores of the male group was $X=2.56$. Following the t-Test for unrelated samples ($t(49)=-,435$, $p>,05$) it was determined that there was no meaningful discrepancy based on gender between the cognitive statistical score averages for face-to-face female and male 6th and 7th grade secondary school students who took face-to-face Turkish

lessons based on Scenario Based learning. According to these findings it was determined that there was no meaningful discrepancy based on gender between the cognitive statistical score averages for face-to-face female and male 6th and 7th grade secondary school students who took face-to-face Turkish lessons based on Scenario Based learning. On the other hand, the test scores for 7th grade female secondary school students who took face-to-face Turkish lessons based on Scenario Based learning were $X=3.78$; and for male 7th grade secondary school students these were $X=2.64$. Following the t-Test for unrelated samples ($t(83)=1.025$, $p>.05$) it was determined that there was no meaningful discrepancy based on gender between the cognitive statistical score averages for face-to-face female and male students who took face-to-face Turkish lessons based on Scenario Based learning.

According to these findings while nearly all of the 6th and 7th grade secondary school students whose data was collected online and face-to-face supported the study, it was observed that male students numerically showed a higher participation rate.

Table 2.

ANOVA Results for the Test Scores of 6th and 7th Grade Students who took Turkish Lessons based on the Scenario Based Learning Approach during the COVID 19 Pandemic

Dimension									
Secondary School	Success Test	N	$\bar{X}$	SS	$\bar{X}$	SS	F	P	Explanati on
6.7.Grade	Pre-test	73	93.10	5.96	52.12	7.40	10.923	0.001	P<0.05
6.7.Grade	Final-test	79	97.14	3.42	80.76	4.40			

As can be seen from Table 2, the situation for the pre-test 6th and 7th Grade Students participating in the study for whom the SBLA was applied for online Turkish lessons during the COVID 19 pandemic was ($F_{(1,77)}=.923$, $p<0.05$); so there is a meaningful discrepancy. In order to determine between which groups the discrepancy exists, the LSD test was used. Following the LSD test, the results showed that there is a meaningful discrepancy in favor of $p<0.05$ for 6th and 7th grade secondary school students for whom the Scenario Based learning approach was applied in Turkish lessons. With regards to the situation of the approach ($F_{(1,77)}=.923$, $p>0.05$) of 6th and 7th grade secondary school students for whom the SBLA was applied in Turkish lessons, no meaningful discrepancy exists.

In accordance with the findings, it can be argued that Turkish lessons were more explanatory for 6th and 7th grade secondary school students for whom the SBLA was applied in online Turkish lessons. On the other hand, it was discovered that for online Turkish lessons for which the Scenario Based learning education was applied (since the education was given electronically using various materials), the course was covered more effectively when compared with Face-to-face education. As can be observed, there are many studies where existing technologies have been integrated into education. In this study the karma method has been used for both groups and new technologies have been applied. Therefore, the success students in both groups has increased significantly.

Table 3.

Pre-test Final-test scores of Anxiety levels of 6th and 7th Grade Secondary School Students with regard to the Scenario Based Learning Approach Applied in Turkish Lessons during the COVID 19 Pandemic

Dimension									
Secondary School	Anxiety Level	N	$\bar{X}$	SS	$\bar{X}$	SS	F	P	Explan.
6.7.Grade	Pre-test	40	3.11	.59	3.12	.49	2.932	.091	p>0.05
6.7.Grade	Final-test	40	2.69	.50	2.99	.53			

As can be seen from table 3 the average pre-test score for Anxiety levels of 6th and 7th grade secondary school students with regard to the Scenario Based learning approach applied in Turkish lessons is $X=3.11$ ($SS=.59$); and for the final-test $X=2.69$ ($SS=.50$). The average final-test score regarding the situation for

Scenario Based Learning Activities of 6th and 7th grade secondary school students with regard to Online Turkish lessons is $X = 3.12$ ($SS = .49$) for the Control Group; while the final-test average score is $X = 2.99$ ($SS = .53$). As can be observed while there is no meaningful discrepancy with regard to the pre-tests and final-tests of the groups, there is a decrease in the anxiety levels with regards to the study. According to the findings it can be said that the anxiety levels of students were low after the study. One of the reason for this is the fact that after the study they were able to use technologies more effectively.

Table 4.

Opinions of 6th and 7th Grade Secondary School Students with regard to the Scenario Based Learning-Teaching Activities Applied in Turkish Lessons

Opinions	6-7 th Grade Secondary School Student
Face-to-face Group	f
Fun	22
Quality learning	20
Memorable	18
Use of real life problems for scenarios	15
Effective learning environment	10
Scenarios must encourage positive thinking	10
Scenarios cannot be implemented randomly	9
They can be used for specific educational purposes	8
Students participate in debates	8
They produce thought	7
Learning through motivation	7
Remembering of taught materials	6
Synthesizing subjects taught	6
Application in course subjects	6
They must be relevant to subjects	5
No views must take place in scenarios in favor of a solution/technique	5
The occasion must be explained objectively without prejudice	5
The scenario must be appropriate for the level of students	4
The scenario must teach students principal concepts	4
The scenario must be debated for new subjects unknown to students	3
Complicated scenarios may be used for advanced students	3
Scenarios should be neither too simple (boring) nor too complicated	3
Students must be able to cope with it using previous knowledge	3
Total	200

As can be seen from Table 4, the responses of secondary school students concerning their opinions on the use of Scenario Based learning-teaching activities mainly included fun, quality learning, memorable, the inclusion of real-life problems within the scenarios, effective learning environments, encouragement of positive thinking, and no random usage of scenarios. Further, the participants focused on effectiveness, and 3 participants stated that previous knowledge must be applicable. They stated that they learned to complete given responsibilities on their own through Scenario Based learning. This illustrates that their own effort and acquired knowledge was more important than the different communication environments. Another common view was that regardless of the Method used, the Scenario Based Learning Model contributed to the learning of students, particularly for homework, projects, content of lessons. Scenario Based learning is a method where teachers-students interact, abstract subjects are explained in a clear manner using tangible examples, students actively participate in classes without getting bored, and where Turkish is taught with the participation of the entire class rather than a few students. Secondary school students had one expectation: It was found that teachers should employ the Scenario Based learning model in class environments when interacting with students.

Table 5.

Opinions of 6th and 7th Grade Secondary School Students with regard to the Advantages of Scenario Based Learning in Turkish Lessons

Opinions	6-7 th Grade Secondary School student
Face-to-face Group	f
Fun	55
Intriguing	40
Memorable	15
Can be watched at any time	13
A new concept	12
Need to use technology more effectively	11
Increase of work load	10
Interesting	10
Enjoyable	10
Remembering of learned subjects	9
Very useful content	4
Can be used in different classes	4
Scenarios must be applicable in real life	2
They must be based on real events or as realistic as these	2
Completely fictional or unrealistic scenarios	2
Students may find it uninteresting or it may not be used in real life	2
Total	200

As can be seen from Table 5 when asked about the advantages of Scenario Based learning the majority of secondary school students stressed that it was Fun, Intriguing, Memorable, can be watched at any time, and that it is a new concept. The effort and responsibility of learners is very important in the learning process. However, the main expectation of students participating in the meetings from the learning-teaching process was that Turkish teachers did not merely use straightforward explanations in Turkish lessons. In addition, 2 students stated that “Completely fictional and unrealistic scenarios will neither interest students nor will they enable students to use these in real situations.” With regards to scenarios which are an important part of the application, participants thought the time allocated for class lessons and activities was sufficient. Although time was sufficient, since secondary students as a habit left homework for the last minute they faced difficulties, however they expressed that the SBLA was influential in teacher-student interaction.

Table 6.

Opinions of 6th and 7th Grade Secondary School Students with regard to the Success of Students Based on the Scenario Based Learning in Turkish Lessons

Opinions	6-7 th Grade Secondary School student
Face-to-face group	f
It encourages thinking	38
It should not be complicated	25
It should be extended	21
Students may contribute to the scenario	20
Its language should be simple	17
There should be more interaction	9
It should lead to effective learning	8
It should keep interest and attention at maximum	8
Subjects should be chosen well	7
Technology should be used effectively	7
The learning environment should be user friendly	6
Favoring Karma education	6
Can be used in different lessons	5
It may be extended	5

Dilemma situations should be created	5
Surprise elements should be used	4
Problems without clear solutions should be used	4
While details students should discover may not be clearly included in the scenario,	3
in these cases details should be mentioned implicitly	2
Total	200

As can be seen from Table 6 with regards to the effect on the success of students of Scenario Based Learning in Turkish lessons the majority of students stated 'It should encourage thinking, and It can be extended.' With regards to the process in general students stated they found scenarios interesting and felt motivated towards classes, adding that students who normally refrain from asking or answering questions were more enthusiastic towards classes. Students added that Scenario Based learning made them happy and enhanced their self-confidence. They added that presentations and following discussions appealed to their fellow friends thanks to scenarios. Students suggested that such learning environments should be established starting in lower classes in order to make Scenario Based learning activities more productive and that the learning process be improved with questions. It can be argued that the SBL process by quoting information from other sources without allowing the direct use of such information further contributed to a meaningful learning environment. Motivation is enhanced when students enjoy the learning process.

Table 7.

Opinions of 6th and 7th Grade Secondary School Students with regard to the Differences between Scenario Based Learning and Conventional methods in Turkish Lessons during the COVID 19 Pandemic

Opinions	6-7 th Grade Secondary School student
Online Group	f
Insufficient Time	47
Classes are too difficult	31
Limited time for homework	29
Short lived excitement during application	17
Some difficulty in researching and finding subjects	15
More difficulty with subjects rather than tasks to be done	15
It was a little fun	7
It was useful	6
It is a good practice for giving lessons	5
Both visual and sound was good, with no deficiencies	3
Subjects here have been covered more seriously	3
It seems as if the majority is participating in the lesson	3
I enjoyed it more as I learned	2
Students understand the purpose and use of info they learn	2
Students effectively use information rather than just passively learning it	2
Students learn various conditions for using information	2
They know when to use a strategy and when not to	2
Total	200

As can be seen from Table 7 with regards to the differences between the use of the Scenario Based Learning Approach and conventional methods in Turkish lessons, students stressed the following: 'There is insufficient time, lessons are too difficult, and time is limited for homework.' Whereas before the study the majority of participants believed there would not be any problems in the implementation of SBL, one participant believed scenarios would deviate from the subject and one participant believed students would not be willing to implement scenarios. They stated that deviations from the subject, frequency of implementation, and time management should be appropriate with the level of the students. Participants stated that when SBL activities were used too frequently students lost interest, and there were problems associated with different levels of students in the same grade but different classes. While the majority of

participants could not suggest solutions to these issues prior to the application, all participants made various suggestions at the end of the application. The most emphasized solution was asking students a variety of questions at various levels in accordance with the scenario contents of SBL activities. This way, they found the opportunity to guide students in the desired direction, while attracting their attention and interest. It was stressed that the SBL encouraged students taking Turkish classes to think about difficult questions regarding issues they may face in school and to find solutions to these issues. Particularly, participants who argued that the scenario planning process would contribute to the planning of students with regard to their potential future as well as their pedagogic development saw SBL as a powerful learning tool for secondary school students. It was stressed that the most important issue before the application and in the following meetings was to be in control of the subject in question. Scenarios were presented to students in accordance with daily life. At this stage, students related scenarios to issues in their own lives and asked various questions. Participants stated that they needed to be in total command of the scenario in order to be able to answer these questions. Although Turkish classes were prepared in accordance with earnings from the program, there were cases where the scenarios were too difficult or too simple for the level of the classes. Similarly, with regards to the designing of scenarios it was stressed that they should be in line with real life, as well as the level of the students considering their scope, shape, and content. Participants stated that this issue could be resolved by determining the level of the students beforehand.

4.CONCLUSION AND DEBATE

Quantitative Table Results, In accordance with these findings, while almost all of the 6th and 7th Grade Secondary School students who participated in the study, either face-to-face or online, supported the study, it was determined that male students showed greater participation numerically. These findings showed that Turkish classes were more explanatory for 6th and 7th grade secondary school students for which the Scenario Based Learning Approach was used in Online Turkish lessons. On the other hand, since many materials could be used in online Turkish lessons based on the SBLA, these lessons were more effective than face-to-face Turkish lessons based on Scenario Based learning. With daily advancements, the use of new technologies in education has become inevitable and many studies have been undertaken concerning modern technology integration into the education process. In this study, the blended method was employed for both groups, involving new technologies. Therefore, the student success rate has increased considerably for both groups.

In accordance with these findings, it can be said that the post-study anxiety level of students was reduced and one of the reasons for this was the fact that they used technologies more effectively after the study.

Qualitative Table Results, Indeed, the conventional method is based on memorization, however, Scenario Based learning is based on meaningful learning. It was stated that the educational environment should be user friendly, promoting positive thinking towards scenarios, while scenarios should not be used randomly. Participants expressed similar thoughts to the efficacy theme, adding that they learned to conduct given tasks on their own with Scenario Based learning. However, this was most likely a result of the effort of learners, rather than different communication environments. Another common point was that in contrast to the conventional method, regardless of the Method used, Scenario Based learning focused on the effectiveness of students and real-life examples involving the sharing of these situations. Thus, following questions aimed at determining the level of contribution it provided for students, the method proved to be useful for homework, projects, and lesson content. As the method was applied specifically for Turkish lessons, students participated in different activities with the aim of

increasing the success rate of their class. Hence, positive feedback was received from students regarding the practice as the focus on lessons based on games - whether in classrooms or in different locations - attracted the interest of both teachers and students. In the conventional method, students and teachers obtain ready and organized information. Yet, in the Scenario Based Learning Approach, students when preparing their scenario or resolving the given scenario, are more eager to learn, thus resulting in a more lasting learning process. In the conventional method, the students generally do not find the opportunity to be active, however, in the Scenario Based Learning Approach students are active and productive at all times. Hence, students generally do get bored from lessons in the conventional method, yet, in the Scenario Based Learning Approach, students can both learn and have fun simultaneously. In the conventional method, students generally cannot use the information they learned in practice. In the SBLA, students use information learned from their scenarios, thus structuring information obtained to solve authentic problems. In the conventional method information is presented to students with a single form of dictation. In the SBLA, students explore the subject within a certain fiction-problem and learn it thoroughly and debates use different teaching methods and techniques such as problem solving, while a cooperative learning strategy is followed. The conventional method does not accept learning as a form of restructuring, in this way, a lasting learning process cannot be achieved with this method. The SBLA essentially restructures information in the minds of students with scenarios. The conventional method does not base information on daily lives, hence, students thinking subjects learned will not be useful for them have difficulty in getting motivated in class. The SBLA successfully prepares students for daily life and students do not have difficulty in getting motivated in class as they learn with scenarios applicable to real life. In the conventional method the teacher may face difficulty when teaching in class and get bored. With the Scenario Based Learning Approach, teachers enjoy delivering lessons, conducting debates with students and form scenarios together.

Relevant Research; From our sources it can be seen that the use of scenarios in education dates back to old times both within the country and abroad. However, no study has been previously discovered that directly merges with Scenario Based learning in Turkish literature. Furthermore, in foreign literature there is no research that directly overlaps with this present study as well. When investigating foreign sources, it is understood that Scenario Based learning has been applied abroad since the 1980's. Moreover, researchers have not found it necessary to compare Scenario Based learning with other learning models, as its main element "scenarios" are materials that are being used in other learning methods or techniques. Therefore, sample studies that include different variables in research problems associated with Scenario Based Learning have been included in this section. In the research conducted by Colburn (2002), 3 different learning environments based on scenarios have been compared. The 1st group has been kept in a learning environment that applied Scenario Based Learning in the classroom with the conventional method. The 2nd group has been kept in a learning environment that applied Scenario Based Learning in an electronic environment. The 3rd group has been kept in both learning environments. Furthermore, it has been observed that the 2nd group progressed slower than the other

two groups. The researcher pointed out the fact that this group solely applied all activities in an electronic environment as the reason for this particular result. In scenarios given to groups on written cards the role and behavior to be presented by the opposite group were kept hidden, and the scenarios themselves were prepared based on facts suggested by Di Pietro (1987). Thus, the activity process continued with performance based reciprocal dialogues between the parties. In a sample event study conducted by Gathany and Green (2003), the difference in the way students accessed scenarios was stressed. In this learning process based on Scenario Based Learning, data was sent to students in intervals via the web. Naturally, the students were expected to analyze data under new circumstances and make a decision regarding a patient. These studies conducted individually by students were initially given in the form of written scenarios, and later applied in an electronic environment. The researchers expressed that the electronic environment positively affected students. Aydın (2005) in their study headed "*How can the Lesson on Teaching Application be Made More Productive?*" researched the effectiveness on mathematics education with a specific teaching method. The researchers, in light of their study on senior year students in the Mathematics Instruction Department of Secondary School, focused on illustrating to teaching staff candidates the applicability of qualified scientific research, while enhancing their knowledge on teaching mathematics and proving the value of scientific research on the matter. Within the scope of the study conducted in the "Teaching Application" class, candidate teachers in the study group were asked to apply different practices in 6 weekly intervals in class and present these in a report format. Following the analysis of these reports, candidate teachers stated that abstract subjects such as permutation, combination, and logarithms could not be remembered as well with other methods and that Scenario Based Learning was easier and more fun. Judging from practical examples and research results it can be said that the Scenario Based Learning Model positively affected students, deeming students more effective in class while increasing their success rate.

Relevant Research Suggestions include;

1. Teachers must use different teaching methods and techniques in class apart from conventional methods.
2. Different practices should be employed, enabling students to use grammar subjects in aural and written expression.
3. In the Turkish Teaching Department of Educational Faculties, teacher candidates must be subjected to introductory activities and practices involving the use of the Scenario Based Learning Approach in Turkish classes.
4. Scenarios involving grammar subjects of Turkish classes should be developed and this technique and its widespread use should be promoted to teachers.
5. During the teaching of second stage Turkish grammar in elementary schools, rather than using the Scenario Based Learning Approach on its own, the approach should be used in conjunction with other methods and techniques.

6. In the Turkish Class Program, the SBLA was not included in any of the Turkish learning subjects. This program should be revised to include the method in activities associated with grammar education.
7. The use of scenario texts for Turkish grammar education should also be encouraged for measuring and evaluation purposes.

5.RESOURCES

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