



## VİDEO TELEKONFERANS DERS UYGULAMALARINDA TIP ÖĞRENCİLERİNİN DİL PROBLEMİ

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### ÖZ

Bu çalışmada öğretim dili Türkçe, Kazakça ve Rusça olan Hoca Ahmet Yesevi Uluslararası Türk-Kazak Üniversitesi (HAYUTKÜ) Tıp Fakültesi üçüncü sınıf öğrencilerinin, Türkçe video-telekonferans sistemi ile takip ettiği derslere yönelik başarı durum analizi yapılmıştır. Bu değerlendirme sonucunda uzaktan eğitimdeki dil sorunu nedeniyle beklenen başarı elde edilemediği tespit edilmiştir. Çalışmada, dil sorununun farklı boyutlarının tespiti yapılmıştır. Rusçanın devlet dili ve bilim dili olarak kullanılması, öğrencilerin yeterli seviyede mesleki terimlere sahip olmayışından kaynaklanan sorun ve Kazakçanın eğitim dili olarak kullanılmayıp yada gelişmiş bilim dili olmayışından kaynaklanan dil sorunu tespit edilmiştir. Üniversitede çok dilli eğitimdeki başarısızlığın kaynağı belirlenmiş ve sorunun çözümü için öneri getirilmiştir.

**Anahtar Kelimeler:** Uzaktan Eğitim, Çok Dilli Eğitim, Video-Telekonferans Dersi

### THE LANGUAGE PROBLEM OF MEDICAL STUDENTS IN THE IMPLEMENTATION OF VIDEO TELECONFERENCE COURSE ABSTRACT

In this study, the achievements of third grade medical students of Yesevi University, where the medium of education is Turkish, Kazakh and Russian, in courses attended through video teleconferencing system were analyzed. It was concluded that the expected achievement was not fulfilled because of the language problems at distance education. Different aspects of language problem were identified during the study. The use of Russian as the official language and the language of science, students' not knowing enough of the terms and not using the Kazakh as the medium of education or its not being a well-developed language were all identified as the language problems. The cause of failure in multi-lingual education was determined and suggestions were proposed to solve the problem.

**Keywords:** Education, Multi-lingual Education, Video-teleconference.

### 1. Introduction

Yesevi University spends to use modern scientific and technological facilities. There can't be any financial problems hindering the use of technology in education at a university established jointly by two countries. If the university has financial problems, the only reason can be considered as the inefficacy and the lack of projection of the administrative units.

In the world, distance education is considered as a part of continuing education not as an alternative to traditional face- to- face education. Distance education is a technique used to enhance the employment shifts in the 20th century resulting from the changes in science, technology and economy. Distance education is a kind of service designed to promote equality of opportunity for those who couldn't have a chance to get education due to socio-economic and cultural reasons.

The aim of distance education is to transfer the experience of the experts in the urban to institutions and the people in the rural. To get the most of this service, all supplementary educational facilities should be provided completely. This can be done via video-conferencing or the internet (Wallace 2009). The use of methods and materials chosen to be successful at Internet based distance education has an effect on full learning and success [Volery 2000].

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DeLone and Mc Lean were the first to set the rules for the e-learning. In the model, successful learning, the quality of knowledge and organization, the capability of user and users, personal ability (Delone 1992, Delone 2003, Clyde 2006,) and the other factors are mentioned (Beldarrain 2006).

Many different educational researches were carried besides traditional face -to -face learning. There are two main views in these studies- academic control centered and e-student satisfaction (Yair Levy, 2007). The students attending e-learning are more successful and more satisfied than the others. This is a student-based result.

Studies on the factors affecting the success of the students who participated online discussion and who didn't actively take part in online studies were conducted (Yvonne 2004). Demographic structures, variables, academic successes and moral priorities of two groups were different (Ruth 2003).

Distance education is used widely for different purposes in medical education (Tamela 2013; Kari 2013; Betty 2010; Allen 2010; Cheston 2013; Hurtubise 2013; Volery 2000; Wieling 2010).

In these studies, the pros and cons of distance education, its contribution to the medical education and performance of distance education were discussed. To achieve the desired effect of distance education, the application of six important rules completely (Levy 2010), fulfilling of student demands and a unity in the system is required (Moore 2011). While evaluating distance education, it should not be compared to face-to-face education (Alfred 2003). Sometimes, it is impossible to get the desired effective learning from distance education and an instructor is needed.

## 2. The Aim And Methodology Of The Study And Findings

In this study, the views of the third grade students, attending Yesevi University Medical School, for the courses they have taken through video teleconferencing were analyzed and also a study was carried to find out and solve the language problem in the implementation of the teleconferencing system. 96 students (64 female, 34 male) were randomly selected as the participants of the study. To collect data, surveying, interviewing and observation techniques were used. Besides surveying, 30 volunteering students were interviewed during the study. The data collected were analyzed using descriptive analysis methods.

Distance education in the world is economical since it reaches more people. Having 20 years of history, Yesevi University tried to implement distance education for one term to improve its progress and quality. Using video conferencing first in medical education is a correct choice as medical education is both difficult and expensive. The cost of education can be reduced thanks to video conferencing and also it provides education in world standards. The aim at this implementation is to boost academic quality and to train prospective doctors well.

It was found out that the ratio of the participants reporting that their language level is good as an answer to the question “ **What is your level of Turkish?**” was 25,04 %. However, it is not clear whether this answer is for daily, written or academic language because the participants were not asked to write an article or have an interview so only the reports of the participants were taken into account.

In a course lectured via video teleconferencing, the academician's language and the level of language is very important. Two things are important. Firstly, do the students know the technical terms about the subject? And secondly, do they use common scientific language or common technical terms? Or do they use correct Turkish sentence structure? If the academician does these, the problem is with the students or vice versa. There is no problem with the video conferencing.

If the problem is with the students, there may be different factors. One of these is the use of Russian as the language of science in Kazakhstan. Not using or the

limited use of Kazakh language in higher education causes some problems. The most important of these may be the lack of equivalents of technical terms in Kazakh. Another problem is that Kazakh academicians look for the equivalents of technical terms and use them in Russian instead of Kazakh. Moreover, Kazakh is too limited to write technical books and the books' not having much commercial value deepens the problem. The main cause of such problems is Russian's being the official language and the language of science. Most of the written sources used in education and other fields are in Russian. In Turkey, terminology in medicine is either in Latin or English. So, when a Turkish academician lectures, students deal with three new languages; Turkish, Latin and English. A solution to this problem must be found immediately. If Kazakh and Russian are used as the medium of education, prospective doctors can't make use of the medical developments in the East sufficiently. Considering the human life, there is an unacceptable situation. For this reason, a solution to this problem is needed immediately in the short and medium term. Blaming students or the academicians for the failure is not right. Doing so just postpones the problems and more serious problems like incapable doctors are probable in the future.

25 % of the participants answering the question "**Are you satisfied with the course lecturers?**" reported that they are very satisfied and the rest (75 %) are not satisfied. Another question, "What is the degree of satisfaction" should be asked. What is the measure of this? Is it the inability of the course lecturer? Sex? Or the language used? Or is it really the incapability of the course lecturer? These should be investigated thoroughly. The lecturer may involuntarily instruct in a language difficult for students to understand or in a manner that the students are not used to. All in all, the lecturer doesn't instruct face to face and tries to explain and present the topic to students in a limited time. The lecturer never gets questions from the students and doesn't have the chance to go over and review unclear topics. These are the some restrictions of not having face-to-face education. The source of the problem is again language and wording.

The Participants were asked the question "**Do you think the lecturers using video conferencing are proficient?**" The ratio of participants thinking that the lecturers are proficient is 65,62 %. Participant view on this is susceptible because participants who understand only about 1/3 of classes are not convincing when they say that "I think the lecturer is proficient". The ratio of participants saying language level is good should be around 65% to be convincing. However, it is just 25%. Accepting the results as they are may bring new problems.

As an answer the question "**How well do you know the medical terms and terminology**", 37,5 % of the students said "good". That means 1/3 of technical terms used during video conferencing were understood. It is meaningless to expect achievement. It is clear that students' background of technical terms and terminology is not sufficient and students are not the only ones to be blamed for the situation. Academic staff and laboratories are crucial to improve the quality of education and the inadequacies should be resolved as soon as possible. Most of the students pass their classes although they are not successful enough and they graduate with very high GPA's. This situation is very common in the region and students are glad with the current situation. However, it is common to see many faculties of medicine graduates who have different jobs instead of being a doctor. Having high quality lecturers is important to improve the total quality. The correlation between the qualified academician and the student should be kept in mind.

The more command of language and technical terms the students taking video conferencing classes have, the more they will be successful. Most of the time students neglect their deficiencies and don't accept failure and charge academicians and the atmosphere for the result. To get rid of this situation, present staff quality should be considered again and the content of the courses should be rearranged. Reorganization

of the university especially the faculty of medicine is vital if the goal is to have competitive success. Video conferencing and similar activities can serve as a means to success.

### 3. Results

The most important result is language problem and the reason is not only the students. The problems;

1. Students are made to elect the videoconference courses taught in Turkish even if they don't have good command of Turkish.
2. Students knowing Turkish don't have enough knowledge of terminology.
3. The difference between the technical terms used in courses taught in Turkish and in Kazakh/Russian.
4. Lecturers' not using the academic language adequately at undergraduate courses

To solve the problem;

1. Common technical terms should be used and written exams should be given to students to promote their level of language.
2. Students should have the chance to take Turkish courses after they finish Turkish preparatory class and there should be videoconference classes for students till they graduate. Doing these will support the solution to the problem of language and promote success.
3. The number of students registered to the faculty should be reduced and the content should be revised. Instead of high numbers, less and more qualified students should be registered and trained.
4. One year-exchange programs both in Turkey and in Kazakhstan for all students and academicians should be implemented so the academic language and terminology problem can be overcome.
5. Graduates should get diplomas from both universities as a reward.

The main problem here is the problem of language resulting from inadequate language levels due to multi lingual education and the use of different technical terms. The solution to this very problem is leaving multi lingual education and applying mono lingual or bilingual education, thereby educating targeted and qualified graduates.

As a result, in distance education, even if all variables of the six golden rules have been supplied, it has been found out that success is not achieved due to language problems.

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