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ORIGINAL ARTICLE

Teachers' Experiences in Using Virtual Learning Environments in Teaching Persian language

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EXTENDED ABSTRACT

Introduction:

Virtual learning environments, with their numerous capabilities, can be transformed into effective spaces for education and help facilitate the teaching-learning process. To effectively utilize these environments in education, studying teachers' experiences can be very beneficial. The present research aimed to study the methods of using virtual learning environments in teaching Persian literature based on the experiences of literature teachers.

Methods:
The present research is a qualitative study conducted using the phenomenological method. In this research, the experiences of teachers who have used virtual spaces for teaching Persian literature were studied through phenomenological research. The statistical population included all Persian literature teachers in the first cycle of secondary school in Hamedan province. Considering the research objective, interviewees were selected based on purposive sampling from among Persian literature teachers with at least 2 years of teaching experience, and interviews continued until saturation was reached. Semi-structured interviews were used to collect data. In this research, Smith's proposed method was used for data analysis. Smith proposed three stages for data analysis in the phenomenological method: data production, data analysis, and case integration. After completing the interviews with Persian language teachers and instructors, all the content of the conversations that took place during the interviews was transcribed. Then, using the coding method, the entire interview text was coded, considering the research objective, and the main and sub-themes were identified.

Findings:
Based on the results obtained from interviews with Persian literature teachers, 10 main themes emerged, including: virtual learning environments in teaching Persian literature, the use of virtual learning environments in Reading aloud, Persian language grammar, teaching the poetry section, writing conventions, self-assessments, Persian literature teaching methods, Persian literature assessment, the advantages and limitations of using virtual learning environments in teaching Persian literature, and 33 sub-themes. Ultimately, after analyzing the experiences of teachers, a framework was presented for virtual teaching-learning activities in Persian literature within virtual learning environments, covering the sections of Reading aloud, poetry, prose, writing conventions, and Persian literature grammar.

Conclusions:
The research results indicated teachers' experiences in using virtual learning environments for Reading aloud, Persian grammar, teaching poetry, writing conventions, self-assessments, Persian literature teaching methods, and Persian literature evaluation. The most common virtual learning environments used by teachers were WhatsApp, Telegram, and the Students' Educational Network (Shad). Therefore, based on literature teachers' experiences, virtual learning environments can be effectively utilized in teaching various aspects of Persian literature, such as Reading aloud, Persian grammar, poetry, writing conventions, self-assessments, teaching methods, and literature evaluation. According to Persian literature teachers, the advantages of virtual learning environments in Persian language education included flexibility, variety and attractiveness, ease of use, and repeatability. The limitations of virtual learning environments in Persian language education included lack of control over the teaching and learning process, time constraints and inability to answer all questions, the use of specific online language, and lack of effective interaction. Finally, based on the research findings, a proposed framework was suggested for utilizing virtual learning environments in Persian language education, which can be used by Persian literature teachers. Based on the proposed framework, Persian literature teachers can use virtual learning environments in various ways in the sections of reading aloud, poetry, prose, writing conventions, and Persian grammar, and help facilitate the teaching-learning process.

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Data available on request from the authors.
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Conflict of interest
The authors declare no conflict of interest.

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