

Opinions of Students Learning Turkish as a Foreign Language on the Use of E-Portfolio in Writing Lessons

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ABSTRACT

This study aims to investigate the opinions of students learning Turkish as a foreign language on the use of the e-portfolio method in writing classes. During the implementation phase of this case study, two methods were used concurrently. The first method was face-to-face instruction centered on the coursebook. The second method was the e-portfolio method utilizing digital tools. After the implementation, data regarding the participants' opinions were collected through interview technique, and the collected data were analyzed through content analysis. According to the research findings, there is a diversity of opinions among students regarding digital writing practices. Generation Z students tend to evaluate digital writing more positively. Language control and support are positively received by students. It has been observed that digital writing offers spatial and temporal independence, enhances student-teacher and student-student interaction, and contributes to collaboration and skill development in the context of peer learning. It is concluded that digital writing increases learning motivation and generally improves Turkish writing skills. As a teaching tool, in addition to textbooks and notebooks, the use of digital resources, especially e-portfolio creation tools and dictionaries, which offer unlimited variety, has become a necessity. Based on the study results, it is recommended to use a hybrid approach where traditional and digital writing-based e-portfolio methods are used together in education. Accordingly, curriculum should be updated, digital tools should be used more effectively, and technology infrastructure should be improved. Centers or courses teaching Turkish as a foreign language should take the initiative for infrastructure improvements. In this context, it is recommended that researchers in the field of online teaching of writing, speaking, listening, and reading skills conduct studies and educators develop applications.

Key words: Foreign Language, Turkish, Digital, Writing, E-Portfolio

INTRODUCTION

In the historical process, stone, clay, leather, wood, and paper materials have been mentioned within the scope of writing technology. Writing technology and the act of writing also seem to have a strong relationship. Recently, concepts such as digitalization and digital writing have been emerging. Digital writing, which is the process of writing texts using digital tools such as computers, smartphones, and tablets to communicate and produce content, involves the use of digital technologies such as keyboards, digital text editing and publishing texts on the internet, unlike traditional paper-pen writing methods (Çetinkaya, 2022). Educational institutions are primarily responsible for digitalization, which encompasses almost every area of life, and for the transfer of the resulting culture. Today, the importance of the adaptation of stakeholders of the educational process, students and teachers to this new culture is emphasized. Educational systems and the social dynamics that form their foundations are interacting. In the information society, curricula and framework

programs are being developed to raise individuals with these qualities. For example, in countries such as the United States, Australia, Finland and New Zealand, education and training programs in social and quantitative fields have been renewed (Şimşek, 2005). 21st-century skills such as information literacy, media literacy, information and communication technology literacy are related to digital competencies (*Battelle for Kids*, 2019). In addition, the COVID-19 process, which deeply affected the world, has necessitated the spread of new forms in education. The applications, which can be expressed as distance education in general, are an important turning point in terms of digitalization in education. In the distance education process, there are positive and negative situations that foreign language learners and teachers see about this new form of education. The positive aspect of distance learning has been that it offers students more flexibility by eliminating time and space limitations in language teaching. Lack of in-class interaction, technical problems, difficulty in homework control and difficulties in understanding

the course were stated as the negative aspects of distance Turkish language teaching (Güngör et al., 2020). In recent years, electronic portfolio (e-portfolio) type content, which has become widespread in many areas, is also used in the field of education (Anagün et al., 2018, pp. 103-105; Akgün & Kölemen, 2020, pp. 123-125). E-portfolio allows individuals or institutions to exhibit their skills, work and projects online (Akgün & Kölemen, 2020). The portfolio, which is the predecessor of the e-portfolio, has also been used in the field of education (Kan, 2007).

The use of the portfolio in education has a long history. To illustrate this well, Paulson et al (1991) developed a metaphor for the portfolio. Accordingly, portfolios are laboratories where students archive their experiences and make sense of the journey of their own learning. According to them, each portfolio is a story of what students know and why they know it. Students demonstrate what they know and can do with examples from their work in simple terms. A portfolio is a collection of evidence collected to illustrate an individual's learning journey and ability over time (Paulson, 1991). Due to the influence of digitalization in almost every field, the portfolio has emerged in recent years in the form of an e-portfolio.

Language teaching sometimes has to go beyond the borders of a country. E-portfolio also has global reach. Therefore, it may be useful to test the use of e-portfolios in language teaching. Among the language skills, the skill in which the students have relatively more difficulty and experience high levels of anxiety is the writing skill (Afdalia et al., 2023; Im & Lee, 2022). From this point of view, considering the features and usage areas of the e-portfolio, the use of the e-portfolio method can be effective in the development of writing skills (Im & Lee, 2022). Accordingly, researching the effects of the use of the e-portfolio method in writing courses in foreign language teaching will contribute to the field literature.

This study aims to reveal the opinions of Turkish as foreign language learners about the use of the e-portfolio method in writing lessons.

LITERATURE REVIEW

The first e-portfolio applications began to be developed in the late 1990's and early 2000's. One of the biggest factors in the proliferation of e-portfolios is the universal availability of general network technology. The use of e-portfolios has evolved rapidly due to continuous developments in technology and different platforms and tools have been developed. Today, e-portfolios are widely used among professionals and students in various industries (Zunaidah, 2022). In education, e-portfolios have become a popular tool to demonstrate students' academic progress, showcase their talents, and document their learning process. Content produced here may be made publicly available. In addition, working on the same content simultaneously is only one of the possibilities offered by web 2.0 technology. Teachers can simultaneously follow and provide feedback as students edit or comment on the text. There are so many web 2.0 tools available for creating and managing e-portfolios in writing training

(Küçükaydın & Ulum, 2023). When looking at the most popular and frequently used of these tools, Google tools stand out (Lee & Rabu, 2022; Gupta & Pathania, 2021). Google Drive is a popular tool for storing and sharing documents online. You can write on Google Docs or Google Slides and upload them to Google Drive. The classroom management tool, Google Classroom, allows these tools to be used in a virtual classroom environment. Other tools such as Google Keep, and Google Form also offer support and advantages for users in terms of creating e-portfolios. Blogger is a free blogging service offered by Google. Students can create and edit blogs for their writing and other written work. There are many web 2.0 tools other than Google tools. WordPress is a popular option, especially for students and teachers to create e-portfolios and blogs. These and many other Web 2.0 tools will help students and teachers have a more interactive and authentic experience in writing training. However, it is necessary to ensure that the vehicle to be used complies with educational scientific principles and personal safety rules. In the process of writing lessons with the e-portfolio method, it is necessary to pay attention to these and similar situations and principles.

E-portfolios are a valuable tool to improve writing assessment and increase students' writing skills. They can create a student-oriented environment that encourages self-regulation skills (Malihehe & Mereseini, 2013; Akgün & Kölemen, 2020). In this respect, the e-portfolio can offer a new way for learning-teaching writing. Each student can create their own e-portfolio where they can organize their creative writing work. More importantly, these works can be delivered to a wide audience thanks to the world-wide network. This will help students develop their written expression skills and showcase their original work (Akgün & Kölemen, 2020, p. 135). Students can follow the corrections made to their writings and the feedback they receive from peers and teachers in their e-portfolios. This helps students to continuously improve their writing skills and learn from mistakes in their writing, increasing their level of success (Erten, 2015, p. 152). E-portfolios offer students the opportunity to try out different types of writing. In addition to traditional genres such as stories, poems, reports, articles, they integrate their social media accounts and e-portfolios and add new writing forms to the writing training process. Students and teachers can see the progress by comparing the writing work that has been put forward in the process and measurement and evaluation can be made according to the goals (Malihehe & Mereseini, 2013). Therefore, self-assessment, reflection and feedback for the student and measurement and evaluation opportunities for the teacher arise. In addition, a very significant achievement is the development of the ability to work collaboratively. When we look at the possibilities of collaborating and publishing e-portfolios, it will be seen that they offer very serious opportunities (Lam, 2023).

E-portfolios used in the field of education are used as an effective tool to monitor and evaluate the learning processes and academic development of students (Malihehe & Mereseini, 2013; Erten, 2015; Lam, 2023). E-portfolios that perform this function consist of 4 components:

Objectives, content, timetable, and reflection/assessment (Chantanarungpak, 2015). Objectives correspond to the purpose of the study or studies. These objectives should be essentially compatible with the general objectives, that is, the curriculum. Although the content coincides with the student's work, it provides evidence that the learning objectives have been achieved (Chantanarungpak, 2015). The timetable is the work calendar of the e-portfolio (Chantanarungpak, 2015). It is the planning of when the evaluations will be done and when they will be evaluated. The process on the timeline consists of self-assessment, evaluation, and reflection. For self-assessment, students self-assess their achievements in the e-portfolio using a rubric. Assessment is the tutorial's review of the e-portfolio in terms of learning objectives (Chantanarungpak, 2015; Malihehe & Mereseini, 2013). Reflection is what the student learns from the learning process. Since reflection as a way of thinking is thinking about thinking, reflection as a way of learning can also be expressed as learning without learning. The e-portfolio assessment is to assess the compatibility of the learning evidence of the e-portfolio with the objectives (Malihehe & Mereseini, 2013). As can be seen, the student is at the center of the work in education with e-portfolio. However, the teacher will still play a more active role in the process of designing the e-portfolio.

Based on the purpose, significance and conceptual framework of this study, the research questions of the study were determined:

1. What are the opinions of students who are learning Turkish as a foreign language about the use of the e-portfolio method in writing lessons?
2. What are the recommendations for students learning Turkish as a foreign language to use the e-portfolio method in writing class?
3. What are the preferences of students who are learning Turkish as a foreign language for the use of the e-portfolio method in writing lessons?

METHOD

Under the title of method, information was given about the research design and the processes of collecting and analyzing the data.

Research Design

This research seeks to reveal the opinions of Turkish as a foreign language learner about the use of e-portfolios in writing lessons. Studies that can be characterized as qualitative research have to address the meanings that individuals or groups attach to a social or individual problem and put forward research problems from this point of view (Creswell, 2013). In this study, it is emphasized how the working group makes sense of the problem situation. In this respect, this study is qualitative. Approaches in which the researcher collects in-depth information about real life or multiple confined situations in a certain period and reveals the themes of the situation are expressed as case studies (Creswell, 2013, p. 97). In this case study, attempts have been made to collect

in-depth information about the learning activities that are limited and carried out in a certain place, time, and context.

Participants and Implementation

Within the scope of this research, in the 2022-2023 academic year, writing training applications were carried out with the e-portfolio method in Alanya Alaaddin Keykubat University, Turkish and Foreign Languages Application and Research Center (ALKÜ TÖMER) B1 level writing course. Among the students who participated in the application, students who actively participated in both face-to-face and online education were selected. When face-to-face writing course attendance and online tasking rate below 60% were subtracted, 19 randomly selected students from the remaining 30 students constituted the study group of this study. The data obtained from a student were insufficient to serve the purpose and the relevant part was removed from the data set. As a result, the data obtained from 18 participants constituted the data set.

In Table 1, in the age group column of the participants, *X* represents those born between 1960 and 1979; *Y*, born between 1980 and 1999; *Z* shows those born between 2000 and 2006. In the gender column of the participants, *M* is male; *F* denotes female participants. In the participants' occupations column, *S* stands for student and *O* stands for other occupations. During the implementation of the writing course with the e-portfolio method, the existing course program was continued while writing activities were carried out through online applications using computers, projection devices and smartphones during the course. Writing activities were also carried out outside the classroom.

The writing activities prepared for the e-portfolio were based on B1-level writing achievements. It was ensured that

Table 1. Study group

Participant code	Participant's age group	Participant's gender	Profession of the participant
XMO1	X	M	O
ZFS1	Z	F	S
ZFS2	Z	F	S
XFO1	X	F	O
ZFS3	Z	F	S
YFO1	Y	F	O
ZFS4	Z	F	S
YFO1	Y	F	O
ZFS4	Z	F	S
ZMS1	Z	M	S
ZMS2	Z	M	S
YMS1	Y	M	S
ZMO1	Z	M	O
YFS1	Y	F	S
ZFO1	Z	F	O
ZMS3	Z	M	S

the numbers of writing activities carried out by the traditional method and the e-portfolio method every week were equal. The implementation process lasted 6 weeks. Of the writing lessons, which were carried out as 4 lessons each week, 2-course hours were carried out by traditional and 2-course hours were carried out by e-portfolio method. After the course, 4 days were allowed for the writing tasks defined to be performed in the virtual classroom application and on-line applications as of the course day, and the task evaluations were made the next day. Some sample images from Google Classroom, Google Docs, Google Slides, Google Forms applications where e-portfolio writing studies were carried out are presented in Figure 1.

Data Collection and Analysis

According to the literature, the interview is a data collection technique that aims to enter the inner world of participants and understand their perspectives on a certain situation (Patton, 2014). In this respect, the interview technique is used in the data collection process in this research. In an interview, the interviewer must be in cooperation with the participant (Creswell, 2013). Interviews and e-portfolio-based writing courses were carried out by the researcher himself, which created an opportunity for him to elicit in-depth information about the situation. According to Creswell (2013), the interview can be conducted in four ways:

1. The structured closed-ended interview, in which interview questions and course are evident;
2. Unstructured open-ended interview, in which the course of the interview is largely unpredictable;

3. A semi-structured open-ended interview, which may change during the interview in an unforeseen way although there are certain questions; and
4. Focus group interview, in which participants are interviewed in groups.

The interviews conducted within the scope of this study are of the semi-structured interview type.

Kvale (1994) identified seven stages in his interview technique. Accordingly, qualitative research using the interview technique consists of thematization, design, interview, transcription, analysis, confirmation, and reporting stages. During the thematization stage, the objectives of the research are determined. At this stage, interview candidate questions were created in line with the sub-objectives of the research. During the design stage, the interview questions and the syllabus took their final form. During the interview stage, semi-structured interviews were conducted with 19 participants. Each interview lasted approximately 15-20 minutes. The interviews were audio recorded. During the transcription stage, audio files were decoded and converted to digital text (Microsoft Word). The process of analyzing the data is based on the model put forward by Miles and Huberman (2016). This model is a three-stage model consisting of reducing data, organizing data, and depicting results. In the first stage, preparations are made for the process of coding the data with operations such as taking notes on the data set, summarizing the data, and separating it into simple relationship sets. Following this model, sections outside the scope of the subject were removed from the data set in the first stage. In the second stage, coding was done using the MAXQDA 2022 program and following the coding procedures proposed by Miles and Huberman (2016) and Merriam (2015).

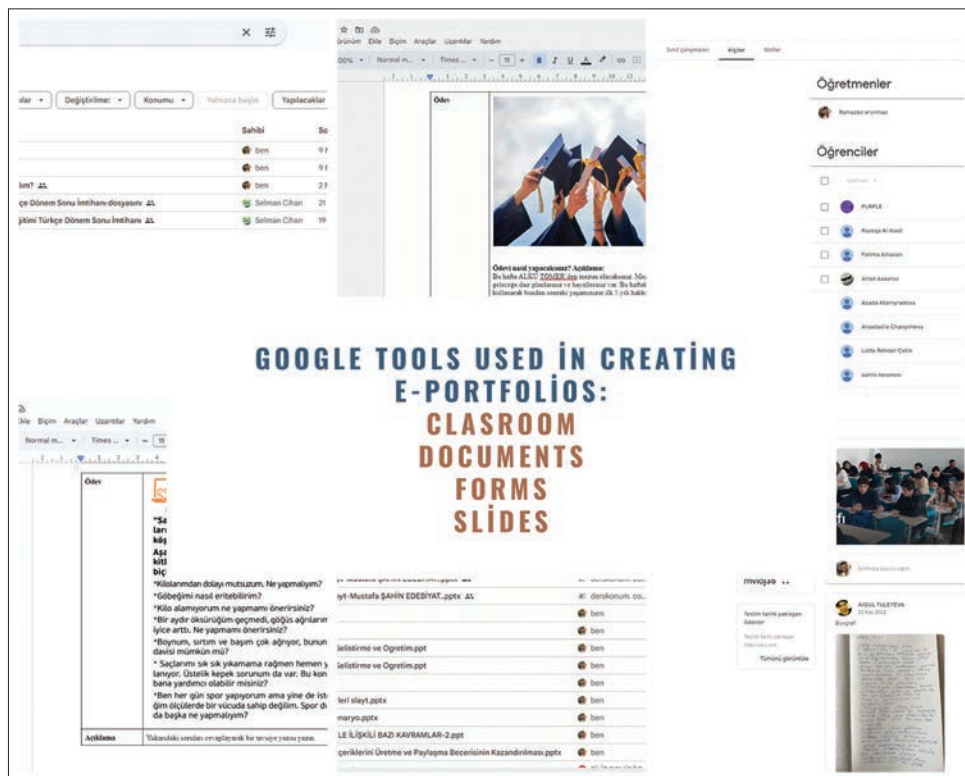


Figure 1. Applications used for writing lessons with e-portfolio

Accordingly, the data set was coded, and various categories and themes were reached because of the horizontal and vertical relationships established between the codes. Thus, in this study, the content analysis technique was used in the data analysis process (Huberman & Miles, 2016). Finally, in the findings stage, the analyzed qualitative data were tabulated and presented descriptively. To ensure reliability and validity in data analysis, the coding done independently by the researcher and a field expert using the same data set were compared. In this context, the reliability formula proposed by Miles and Huberman (2016) was used. This formula is intended to calculate the compatibility between the coders. The formula is $\Delta = C \div (\partial +) \times 100$. In the formula, Δ stands for the reliability coefficient; C for the number of issues agreed upon, ∂ for the number of issues on which there is no consensus. According to this formula, the inter-coder reliability value of the data was determined as 0.94. Those that did not agree with each other from the codings made by the researchers were reviewed and consensus was reached, and rearrangements were made accordingly.

RESULT AND DISCUSSION

This section summarizes the results of data analysis after the application of the e-portfolio method in the writing course. After the opinions of the students towards e-portfolio were examined and analyzed, four themes emerged. The themes identified were “positive opinions about the writing course with e-portfolio”, “negative opinions about the writing course with e-portfolio”, “recommendations for the writing course”, “preference for the writing course” (Figure 2).

Positive Opinions about the Writing Course with E-Portfolio

The theme of positive opinions about the writing course with e-portfolio and its categories and codes are shown in Figure 3.

I loved digital writing

The emotional impact of the e-portfolio application in writing lessons will affect the student’s course attitude. Student attitudes are also important in terms of course efficiency. Those who say they like this practice are in the minority. However, many students also reported that they liked digital writing. These are mostly Generation Z students. *I would like to say that I really enjoy the lessons and digital writing (ZFS4). Digital is a lot of fun (ZFO1). I am very happy (ZFS2). Digital writing was more interesting to me (ZFS2). Actually, I don’t know because I loved everything (ZFS4). It’s fun, but sometimes you don’t have time (ZFS1). For example, I’m going to write something like a story. I write all the time, but I liked to write digitally with you in class the most (YMS1).*

Digital gives me correctional support

Opinions differ on the usefulness of grammar checking, one of the services offered within the scope of digital writing. Some students think that this will contribute to the learning process, while others think that auto-correction does not have a positive effect on learning. *So, if you write digitally, you know your mistakes. Errors come out of the phone T 9. And you know your mistakes. But when you write classical, you don’t notice them (ZFS1). Because there are inaccuracies, everything gives a red line. I understand that I made a mistake here. That’s why I loved it so much. So, there is an immediate correction and control (ZFO1). Digital is very easy. I mean, there’s T9, there’s auxiliary stuff. The artificial intelligence immediately asks you; did you mean that? Did you mean? It goes away immediately when clicked (XFO1). The advantage of digital writing is that it is much faster, and errors can be corrected more quickly (ZFS4).*

Digital writing is faster

One of the important points of the distinction between digital writing and classical writing is the distinction between

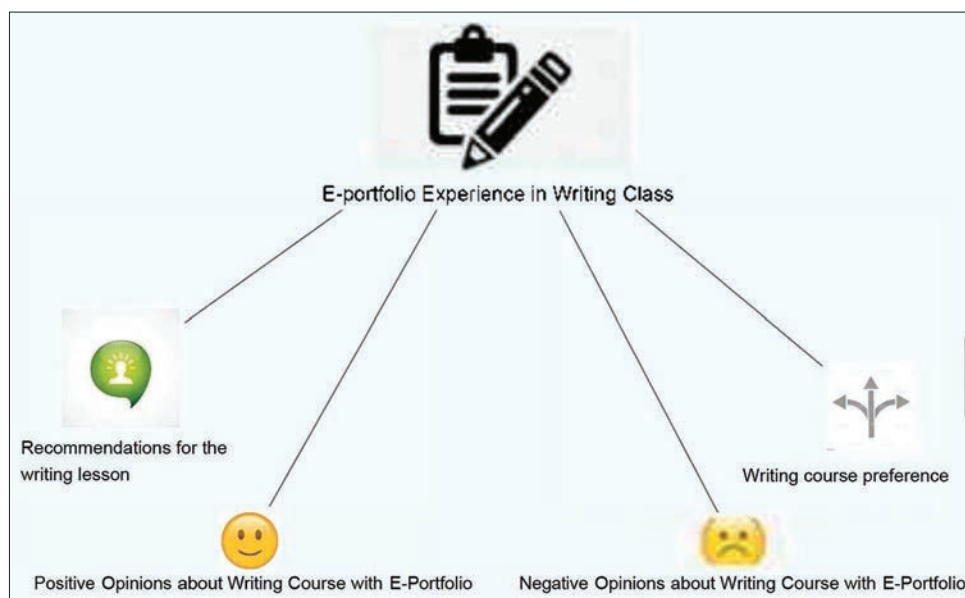


Figure 2. Themes derived from content analysis

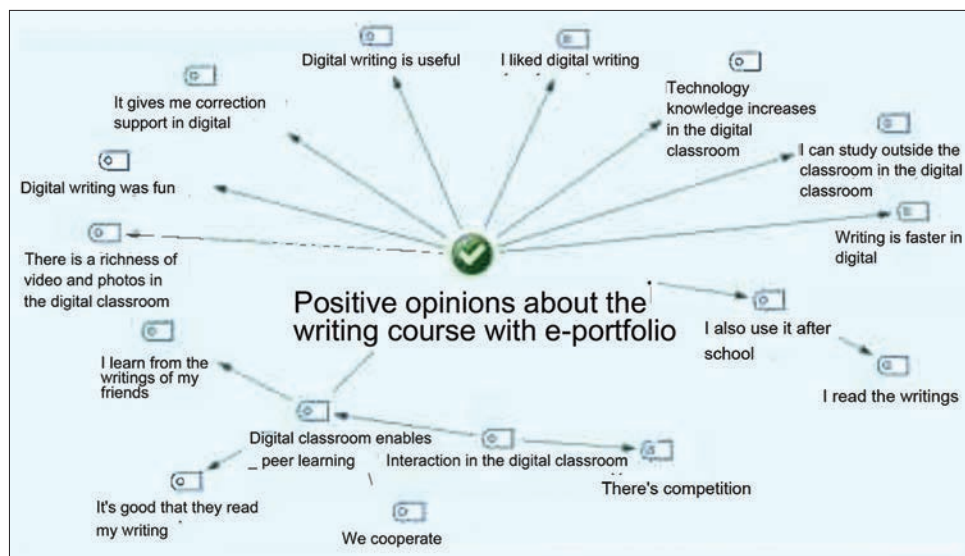


Figure 3. Positive opinions about the writing course with e-portfolio

keyboard and pen. Some students also state that typing increases the speed of writing and perceive this as a positive feature. *On a computer, you can type much faster than you can write by hand (ZFS4).*

Can also work outside the classroom in the digital classroom

In parallel with the fact that distance education exceeds the boundaries of space and time, the digital classroom and e-portfolio application ensure that writing education can be continued independently of space and time. In this respect, some students have expressed their opinions positively. *Since it is a digital writing assignment, I can handle it after class (ZFS4). Because there is no internet in a quiet place, there is nothing, you write whatever comes to your mind (ZFO1). Sometimes I read them (ZMS2). It helped me a lot as I started writing not only in class but also at home (ZFS4). They write beautifully at home, and I look at their writings (ZMS1).*

There is interaction in the digital classroom

In the case of the use of writing notebooks in writing studies, there are writing studies in which the student and the teacher and sometimes a limited number of friends are involved. The aspect of e-portfolio writing that unites teachers and all students on one platform and allows collaborative, interactive work at the same time is highlighted by students. *Everyone is writing and we can look at any time, what other students have written. They have their fault for example, sometimes. As you always write, for example, I read that this is wrong, that is wrong (AC2).*

Digital classroom enables peer learning

Students believe that the internet-based, simultaneous, and interactive features of the e-portfolio enable peer learning in writing education. They stated this with expressions that can be summarized as “I read the writings of friends”, “friends read my writings”, “we learn together with friends”.

I learn from my friends' writings

Many students have benefited from their friends' writing exercises in the performance of their tasks, sometimes working together. In both cases, some students stand out with their aspects of being an example to their friends and directing them. *Sometimes I read them (ZMS2). Personally, I thought it was good to look at the texts of my classmates (ZFS4). I always looked at all the texts and controls, it helped a lot for me, because you can learn from mistakes (ZFS4). This is an advantage (YFS1). I checked V. For example, E. writes very well: Everyone writes, and we can look at any time, what other students have written. They have their fault for example, sometimes. As you always write, for example, I read that this is wrong, that is wrong. I looked at some of them. Sometimes you read it and see their mistakes. In doing so, you develop better (ZFS1). I read my friends' writing. After that, it occurred to me (ZFO1). For shy people, this can be a little uncomfortable, but for me it's very convenient because people could give the interpretation (ZFS4).*

It's good that they read my writing.

Students have positive and negative views of all students' ability to follow their own work. Those who have a positive opinion say that this will feed them if dialogue is developed, while those who have negative views say that they feel psychologically pressured. *It's good that they read my writing (ZMS2). For example, I made some mistakes. I'm writing it. Another person is reading. S/he doesn't make the same mistake (ZFO1).*

We collaborate

Some of the writing work was carried out in a way that required group collaboration. Many students have expressed the opinion that collaborative writing exercises are interesting and useful and that such studies should be included in writing classes. *I think it would be an advantage for students*

to work with you to correct the texts, because then the questions can be clarified, and errors can be found (ZFS4). It will be more interesting if you do more of these things, so even now it was interesting (Group works). Comment on a video (ZFS3).

Competition available

Sometimes individual and sometimes group studies were evaluated, and rankings were determined. In the digital classroom, it has emerged that announcing these rankings and creating a competitive environment is a motivation for the students.

Who was the first or second everyone wondered. Everyone worked hard. My writing is very good, and I'll be the first. This is good. It's like a competition. Everyone wants to be the first, so it's very good (ZFO1).

Digital writing is useful

There are opinions that digital writing has benefits such as improving Turkish writing skills, contributing to adaptation to new technologies, and contributing to course success. *I like it very much. We shared a link in an assignment. I opened it and you told me something. And I found other videos for the exam (YFO2). Digital writing and the internet are very good for this if the student is looking for an easy way (YFO2). You were explaining grammar etc. very well. It helped us to write (ZFS1). I think it's been useful because we don't just write for writing class once a week. We also write outside the classroom (ZFS1). Yes. It inspired me a lot (ZFO1). It is definitely useful (XFO1). You work with the computer, that is, you work with technology, and as a result you can improve yourself (ZFS4). I think this is a good move on your part on the subject. Because other teachers had not done such activities (ZFS3). Everything has changed in the world. I think this lesson was very important. I need it very much. Because everyone uses phones and computers (ZMS1).*

Video and photo enrichment in the digital classroom

Digital tools have advantages in terms of using video, photo, infographics, etc. visuals efficiently. In writing education, more generally, the use of digital resources in foreign language education is extremely useful has also been expressed by students. *Photographs or videos are needed, they are very important (ZMS1). If the student wants to learn, s/he can use digital very well. If s/he doesn't want, there's photo, there's video, there are auxiliaries (YFO2). Now there is a lot of information on the Internet. There are many advantages, there are videos and photos (ZFO1).*

Negative Opinions about the Writing Course with E-Portfolio

The theme of positive opinions about the writing course with e-portfolio and its categories and codes are shown in Figure 4.

I don't want my writing to be seen in a digital classroom

Some students feel uncomfortable having their work seen by others. *However, it was personally difficult for me to have my classmates look at my texts. I was more afraid of making mistakes because everyone could see the words. I really wanted to write a text that was error-free. That's why I personally put a lot of pressure on myself (ZFS4).*

They use a digital translation program

It has been observed by the researcher/practitioner that online programs that provide instant translation are frequently used by students. Some students take the view that this would be more harmful than relatively beneficial to writing training. *Because I think there is translation. That's about it. For example, I write in Russian, I translate from translation. I'm just copying (ZMO1). Students can translate, but*

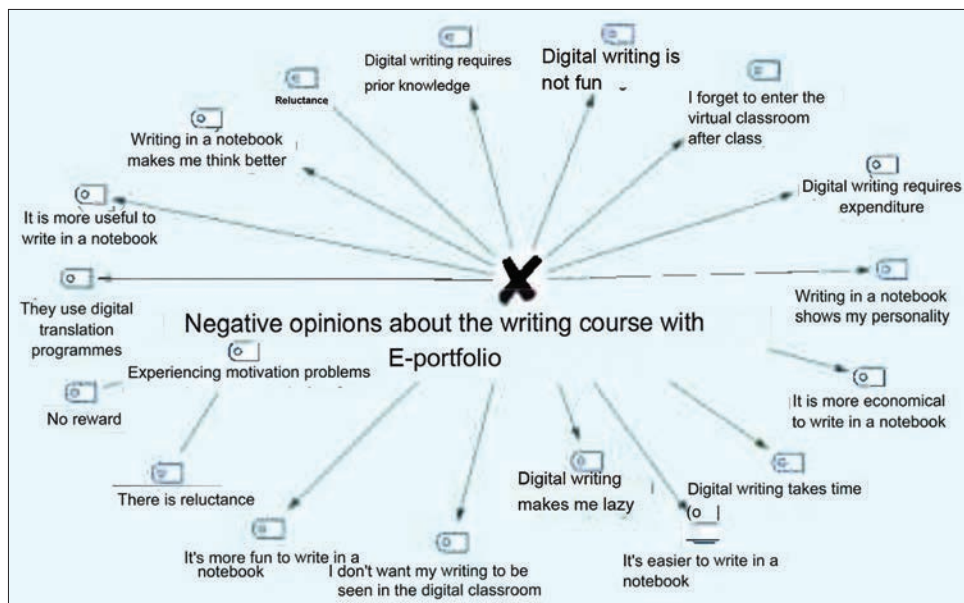


Figure 4. Negative opinions about the writing course with e-portfolio

not their own knowledge (ZFS3). I wrote the wrong word, it is correcting. So, I see it too. It does the correction for you. This is not good in my opinion (ZMS2).

Digital writing requires prior knowledge

It should not be surprising that all the students with this view are X or Y generation. In the process of conducting the writing course in the digital environment, students should also have some prior knowledge. Relatively older students considered themselves inadequate in this respect. Based on the fact that not everyone has this competence, they have revealed negative opinions about writing in digital environment. *I need to tell other students how to write, open WhatsApp, open Google, do this there, for example, and then upload (YMS1). The first writing was very difficult for me because I am doing it for the first time. At first, I didn't even understand, how? What to do? But then I struggled a bit. That's how I tried (YFO1). I don't know about it when you give me a topic. I had to research on this first (XFO1).*

Digital writing takes time

Similar to the category "Digital writing requires prior knowledge", some students who have a stronger habit of learning through traditional tools instead of digital media first use notebooks in digital writing studies and then add their work to their e-portfolios. This can cause problems in terms of using time economically. *But then one hour of work takes three hours. Because first I need to prepare in the notebook. Then I write the same thing again on the phone (YFS1).*

Digital writing requires expenses

A student expressed her opinion that traditional tools are more economical due to the high cost of technological devices. *Unlike writing on a computer, for classical writing you only need a pen and a piece of paper, if you work on a computer, you need an internet connection (ZFS4). Not all students have computers. But the notebook is not like that. You will go and buy it from the market (YFS1).*

Digital writing is not fun

Relatively older students still have negative opinions on this point. They are not satisfied with the fact that the writing lesson is carried out through digital tools. *In my opinion, no. Not fun at all (YFS1). I write in Turkish more easily and more comfortably faster. What do I need a computer! (YFS1). Google Form was no fun (XMO1). So, I do not recommend. Because I've never liked digital writing (XMO1).*

I forget to enter the virtual classroom after class

Some of the students report that they have difficulty remembering writing tasks outside of class. However, this number is relatively small. In addition, the voice and text notification features of the digital classroom management application

provide the opportunity to minimize problems in this sense. *You say put it on Google. Okay, fine, but I go home, I rest, I do work, I forget (YMS1). So sometimes I forget. Maybe some friends forget it too (ZFS1).*

Writing in a notebook reflects my personality

A student who thinks that writing on a notebook (handwriting) makes the resulting product more personalized looks at the issue from the perspective of aesthetics and personalization. *Writing by hand takes longer, but it's also more personal (ZFS4).*

Easier to write in a notebook

Some students find that traditional writing tools are easier and more functional. *In my opinion, it is easier to write only on paper, as is usually the case (ZFS3). Because this (traditional writing) comes easier to me (ZMS1).*

Writing in a notebook is more useful

Many students find it more beneficial to develop writing skills with traditional tools. These are, of course, participants from the relatively older generation X and Y. *Classical writing is more useful yes (YFO1). The notebook is more useful (YFO2). I know everyone is different, but I see a text in a book, and I write it down in a notebook. This is very useful (YFO2).*

Writing in a notebook makes me think better

It has been found that traditional writing studies are relatively more beneficial for the mental development of students. *I write classical and think better (ZMS2). Writing texts by hand makes it much easier to remember new words (ZFS4). I think it better if you write it yourself. The better it is for practice when you write it yourself (YFO2).*

Writing in a notebook is more fun

Some students say they enjoy the lessons carried out with classical writing activities more. Therefore, they have negative opinions about writing activities in the digital environment in this sense. *I think the classic is more fun (ZMS2). Our writing lesson was extremely fun (pre-implementation) (ZFS3). I think classical writing is writing in the notebook (YFO1).*

Keyboard and software problems

Although it is an individual problem, the fact that Turkish as foreign language learners have preliminary learning from different mother tongues and alphabet systems may hinder their new learning in this context. The opinion of a student on this subject supports this. *I don't have Turkish letters on my computer, I have Russian. That's why I'm having a bit of a hard time (YMS1).*

Motivation problem is experienced

Some students stated that the activities should be designed with the reward element, but that no element could be considered as a direct reward in these activities. It is known that the e-portfolio method is suitable for process-based evaluation. Assessment and evaluation studies were also carried out during the implementation process. However, at this point, the direct sending of awards is the test score or concrete rewards.

No rewards

Students think that motivating factors such as exam grades and awards are needed in return for the study done. *So, you need a reward or a punishment as the grade or something (YMS1). My advice is that there should be rewards for good writing for students (ZFS3).*

There is reluctance

Some students stated that they observed many of their friends in the classroom environment showed reluctance to participate in digital writing course practices. *I hope that in the next lesson even more students will be enthusiastic about the tasks. I felt that very few people in my class took their digital writing assignments seriously (ZFS4).*

Recommendations for Writing Lessons

As shown in Figure 5, advice for the writing lesson is discussed in two dimensions, advice for teachers and advice for students.

For students

The recommendation for students relates to the use of dictionaries with pre- and post-lesson work.

Extracurricular activities should be done

It is recommended to carry out activities outside the classroom. *Students should write a lot. Yes. I think writing is the hardest (ZFS2).*

Dictionary should be used

When learning Turkish as a foreign language, therefore, the opinion that dictionaries should be used in writing lessons was expressed. *You can get an idea about the texts and learn new words. I think it would be good to use dictionaries in the lessons (ZFS4).*

Preliminary studies should be done

There are opinions that writing skills and courses require more preliminary work than other skills and courses. *If I have to give one piece of advice to TÖMER students, I recommend that they study the themes of the text before the lesson. It helps to address issues in advance (ZFS4). So, I'd recommend much more reading. You need a lot of reading and a lot of information. Otherwise, writing is a bit more difficult (XMO1). If they write this article mostly for themselves, that is, not just for your class, not for the teacher, and not for the exam. Rather, they should find a topic themselves and write about it or watch a video (ZFS4).*

For teachers

Advice for teachers relates to gamification, emphasis on grammar, academic writing and activities on interesting topics.

There should be academic writing

Some students have expressed the opinion that those who learn Turkish as a foreign language need academic Turkish teaching. *One day you are printing a text about biology. You use professional terms. And these terms can then be very useful. Maybe the student will go to medicine later. For example, when I am studying history now, Turkish terms are much needed. Academic Turkish. That is, for the university (ZFS4).*

There should be grammar-based learning

It is thought that activities that prioritize grammar will be beneficial. *There should be grammar. Giving examples in*

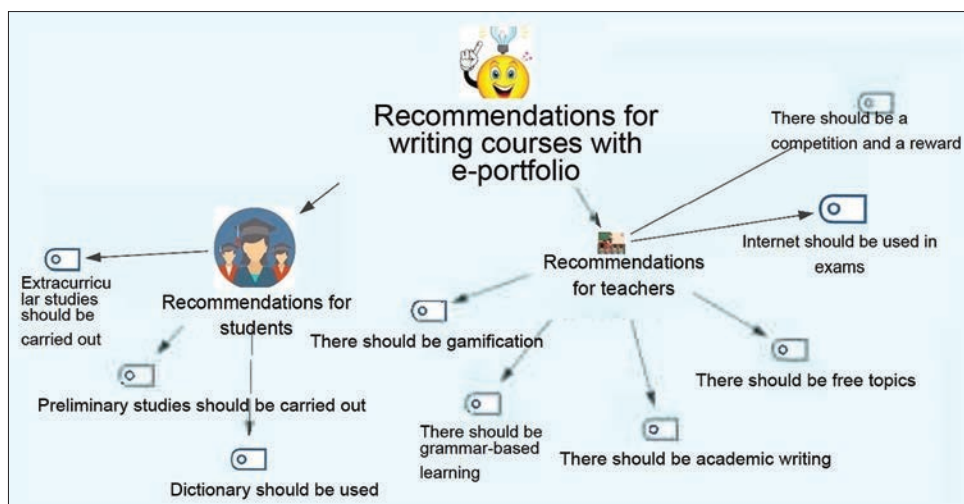


Figure 5. Recommendations for writing lessons

digital homework will help students. I would do as you do and add any grammar you wanted to the assignment (ZFS4). Maybe you can give new words or new grammar for example. Students will read it, then using those words. They will write articles (ZFS1).

There should be gamification

It is thought that the structuring of activities like games is interesting and beneficial. In my opinion, you should use more games. Because I remember you from the speaking class with the game (ZFS3). It's actually the best lesson; we remember when the lessons are games (YFO1). But adults are just like children. They also want to play (YFO1). You know, such interesting videos, funny videos, then it stays in my mind. It immediately comes to my mind. It should be interesting, yes it should be interesting (YFO1).

There should be free topics

There should be free topics, this topic was difficult for me. But if, for example, I choose the topic I want, then of course I will write more like this (XFO1). I think it's good that you want to continue digital writing next year. It is important to choose topics that will interest students and that they will want to work on (ZFS4). You are already giving very good advice. Introduction to development and conclusion (YFS 1).

Internet should be used in exams

There is a student who thinks that the use of internet-based tools in writing class but the prohibition of them in the final exams creates a contradiction and problem. We used the internet in writing before, it was prohibited in the exam, and we panicked. This is a problem (ZMS3).

Writing Course Preference

The preferences for the writing course are classical writing, digital writing or both (Figure 6).

Digital writing

Affordability and prevalence stand out as the justification for digital writing preferences. I want digital, because it doesn't go away that much time and you learn by taking your time at work yourself (ZFS1). Not everyone is used to writing in a

notebook anymore. Digital writing has become very common (XFO1)

Classic writing

Some students prefer to write in traditional ways. The majority of them were participants from generations X and Y. Personally, I like classical writing better (ZFS4). Writing on paper (YMS1). For me, it's better to write on paper. But for some students, digital writing is better (YFS2). I think classic. I choose Classic (YFS1). Notebook, of course. Better to write in the notebook (XMO1).

Both together

In the e-portfolio writing implementation, the courses were carried out both in the virtual classroom environment and continued with the current program in the face-to-face classroom environment. According to the findings, most of the students prefer to use digital writing in a hybrid way with the traditional writing style. It seems that students find this practice useful for improving their writing skills. The reasons for this preference may also be personal, emotional motives rather than benefit and efficiency. Nevertheless, considering the place of affective states in the success of the course, it will be understood that this preference is important in any case. I love digital writing and classical writing both together (YFS1). I think both of them. For example, I will go to university after TÖMER. At the university, it's not just digital, so I need to write in a notebook (ZMS1). I think classical writing is also necessary. Writing in the notebook, it is very important (YFO1). Yes, then I say fifty percent. The notebook is also good and the digital is good (YFO2). Homework is digital, but lessons should be normal. Notebook in the lessons (YFO2). I think both of them. Because both are very useful. If you're always using digital: 241 – 24. They're both together, of course (XFO1). Both digital writing and the other are incomparable. Because they have a very different outcome. Therefore, it is both notebook and digital (XFO1). Normal writing at school, digital writing outside the classroom (ZFS2). I think it's fifty-fifty (ZFS4).

According to the results of the research, students' attitudes and experiences towards digital writing practices vary considerably. Although a large proportion of students rated digital writing positively, this view remained in the minority. Generation Z students, in particular, seem to have adopted the practice of digital writing more often. Digital writing features such as grammar checking have been positively received by students. Automatic correction and language monitoring have enabled errors to be quickly identified and contributed to the learning process. The speed advantage of digital writing was also highlighted, with keyboard use thought to be faster than handwriting. In the context of distance education, it has been observed that digital writing provides space and time independence. The digital classroom environment increased the interaction and allowed student-teacher and student-student interaction. In addition, the use of digital writing applications in the context of peer learning was observed, and cooperation and skill development

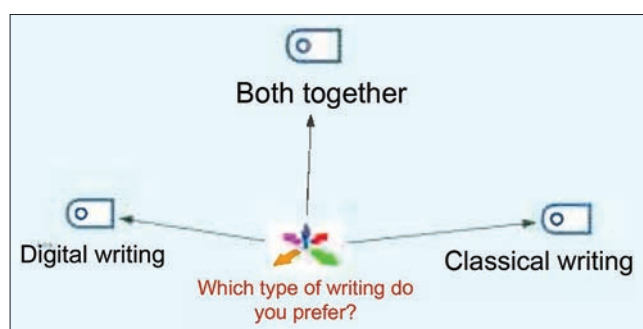


Figure 6. Writing preference

were provided. The competition and evaluation processes increased the motivation of digital writing, and it was concluded that they improved Turkish writing skills in general, facilitated technology adaptation and contributed positively to course success. In addition, digital writing is effective in language education through the use of visual elements.

1. *Generation Z loves digital writing.* The tendency to love digital writing seems to be more common among Generation Z students. According to Altunbay and Bıçak (2018), it is important to understand the characteristics of Generation Z students and to use technology-based applications. Considering that Generation Z has a life intertwined with technology, technology-based approaches can be effective in Turkish lessons. In this respect, the use of new technologies in teaching Turkish to foreigners will be beneficial.
2. *Opinions on online translation programs and auto-correction differ in the writing activity.* Features of digital writing applications, such as grammar checking, were found positive by students. Automatic correction enables faster detection of errors and contributes to the learning process. Some students feel online programs that can translate quickly are frequently used, but this will have a negative impact on improving their original writing skills. Okur and Gürlek (2022), in their study on how EFL learners use Google Translate and how teachers view this use, found that students frequently use this application in the classroom. Again, according to the research, the prevalence of this practice and the dependence of students on it require the attention of language education stakeholders. In addition, students often use translation, especially in reading and writing lessons. The fact that students use translation frequently and not only in the dictionary sense but also in longer texts, causes concerns among teachers. Since this can have a negative impact on learning, teachers need to find creative ways to integrate these and other online translation practices into the classroom. The popularity of translation apps in language courses seems to be in line with Generation Z's preference for speed and accessibility. Therefore, in the context of the results of the work of Okur and Gürlek (2020), teachers need to have the flexibility and adaptation to support language education with tutoring online applications. When we look at the studies examining digital writing in terms of developing writing skills in the mother tongue to support this, digital writing studies increase learning motivation and support skill development (Mcgrail & Davis, 2011).
3. *Digital writing stands out when it comes to writing speed.* Digital writing increases the speed of writing with the use of a keyboard. Students reported that they thought writing with a computer was faster than handwriting.
4. *Digital writing provides independence of space and time.* Digital classroom and e-portfolio applications support distance education and provide students with space and time independence. Students stated that they could complete their digital writing assignments at any time. According to other conclusions reached by Okur and Gürlek (2022), most teachers stated that they did not receive training in online teaching, but they thought that such training could help them with developing materials, improving learning efficiency, classroom control and anticipating possible situations. Teachers have difficulty, especially in the development of writing skills and this situation is seen as one of the disadvantages of online teaching. Like the results of this study, according to the results of the relevant study, the advantages of online courses include saving time, space and transportation, communication with different cultures, and fast and effective use of visual materials (Okur & Gürlek, 2022).
5. *There is more interaction in the digital classroom. Students are better motivated and can learn more from each other.* The digital classroom environment increases student interaction. Students stated that they benefited by reading the writings of other students and thus improved their own writing skills. Evaluating and ranking the work done in the digital classroom has created a competitive environment among the students and increased motivation.
6. *Digital writing is visually richer.* The advantages of using visual elements (video, photo, infographic) of digital tools are highlighted. These elements are useful in writing education and foreign language education.
7. *In students, it is difficult to apply this method when technology literacy is insufficient.* Some students need prior knowledge of digital writing. In particular, students from Generation X and Y have expressed that they have difficulty adapting to the requirements of the digital writing process. Some students have reported that they may have difficulty remembering digital writing tasks outside of class. In addition, older students are more positive about traditional writing activities. Addressing the evolution of literacy within the framework of today's social, economic, cultural and technological changes, Yamaç (2018) emphasizes the necessity of an approach that goes beyond traditional literacy and focuses on skills such as access to information, evaluation, synthesis and digital content creation. Updating educational programs according to this new understanding, integrating information and communication technologies of teachers into the lessons and creating policies to reduce digital inequality are recommended in the context of the study (Yamaç, 2018). From this point of view, the implementation of writing skills with the support of the online environment and tools will undoubtedly support the acquisition of *new literacy* (Yamaç, 2018) skills. Many students are of the opinion that they have technology literacy deficiencies. These are students of Generations X, Y and Z. It is possible to evaluate that the views pointing to this lack of technological literacy in Generation Z are inadequate in terms of integrating digital technology into the learning process. Because of the digital technology that Generation Z is exposed to, most of them will have a readiness in this sense.

8. *It is difficult to apply this method to students who have problems adapting to new technologies.* Some students have emphasized the value of traditional writing, emphasizing the individuality and aesthetics of handwriting. Still, others find traditional writing tools easier and more functional. Some students find traditional writing methods more beneficial. They think that this has a more positive effect on mental development. This is especially evident in students from generations X and Y. Some students find traditional writing activities more fun. In addition, the traditional writing habits of different language and alphabet systems create difficulties in digital writing. Students.
9. *Students offer a variety of advice for learners and teachers of Turkish as a foreign language.* Students should do plenty of writing activities outside the classroom. The use of dictionaries should be encouraged when learning a foreign language. It is important to conduct preliminary studies for the writing lesson and study the text themes in advance. Teachers should study academic writing in writing lessons. Grammar-based learning methods should be used. Activities should be gamified and made interesting. Writing topics should be free, and topics appropriate to the interests of students should be chosen. The use of online tools in exams should be allowed. The use of online tools in lectures but not in exams seems to be a problem. Sarıgül (2021) examined the online tools that can be used for evaluation in foreign language teaching and concluded that the evaluations made with these tools provide various opportunities to teachers as well as provide interactive and gamified learning experiences to students. In the study, he stated that these tools can be used in foreign language teaching and assessment in general and can make learning processes more effective and enjoyable. It was concluded that these tools can be used to improve students' reading, listening, writing, and speaking skills, in teaching vocabulary and assessing learning processes, and can be considered as part of the digital transformation in education. In addition, the tools examined in the study are Kahoot, Google Forms, Mentimeter, Quizlet, Quizizz, Nearpod, Socrative, Edpuzzle, Plickers, Poll Everywhere, Factile, Hot Potatoes, and Gimkit. In his study examining the effect of digital storytelling on creative writing skills in teaching Turkish to foreigners, Aydın (2019) stated that digital stories improve writing, speaking, reading, and listening skills, and also contribute to technology literacy, creativity and communication skills. It has also been observed that digital storytelling increases collaboration capabilities. In this context, the study concluded that digital stories contribute to a wide range of skill development.
10. *Students identified three preferences for the writing course: Only digital writing, only traditional writing, digital and traditional writing together.* Students who prefer digital writing prefer it for reasons of affordability and prevalence. Students who prefer the traditional writing method come from Generation X and Generation

Y. Students generally prefer to use both writing styles together. The reasons for this preference are related to both benefit and efficiency, as well as emotional reasons. As a result, the tendency of Generation Z students to prefer digital writing is widespread and digital writing has advantages such as speed, space independence, and increased interaction. While the features of digital writing, such as grammar checking and auto-correction, are well received, they can have a negative impact on the original writing skills of online translation programs. In addition, the hybrid use of digital and traditional writing is frequently preferred among students, while some students have difficulty in the course due to a lack of technology literacy. Student and teacher recommendations play an important role in shaping the content and teaching methods of writing lessons. Advice and student preferences for students can play an important role in shaping course content, learning methods and course materials. Having teachers' pay attention to these recommendations and preferences can help students improve their writing skills.

CONCLUSION

Based on the results of the study, it is recommended to apply the e-portfolio method based on traditional and digital writing together to provide Turkish as a foreign language learner with the ability to write during the writing courses. As a course tool, it has become a necessity to use it in digital resources, especially e-portfolio producer online tools and dictionaries, which have an unlimited variety along with textbooks and notebooks. In this regard, it is recommended to update the curriculum and take the necessary steps in the Turkish teaching centers for the use of the needed infrastructure and technologies.

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