

Integrating digital tools for teaching of writing expression in Turkish language

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Abstract

Web 2 is one of the most important tools among the internet users. In this paper, the answer is given to a question "how can it be integrated social web tools into education?" and it's focused on written expression of Turkish teaching for adults. Students are selected from different profession departments. Each week they focused on a different subject. There are 2 hours regular, a few practical lectures. Students were asked to voluntarily use integrated applications. A few students were refused to use some tools for different reasons. Privacy setting is offered students as follows; 1. To share their writing expression as a public, 2. To share their writing expression as inside the friends, 3. To share their writing expression as assistants and instructor for evaluation, 4. To share their comment and likes about friends' writing expression, 5. To share their opinion in class but it is too limited because of not enough time.

Keywords: Turkish Language, writing expression, motivation, learning strategies, self-regulation.

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1. Introduction

There are too many teaching methods of writing expression for Turkish language in higher education. Teaching in higher education means it is for adults, so the method needs to be focused in adults. Andragogy method has some principles, which are related to learning motivation for adults. They need to learn something why they learn it? They will learn ideas what they need to learn from it, they learn by doing such as several practices, they will learn a lot of experience, they will focus on the problems so the problems must be realistic, and they need guidance, etc. (Knowles, 2013). Contemporary society teaching method for adults is like the followings: learning environments and learning concepts, participating knowledge each other and social interests' contexts of adult learning (Cross, 1982). The main factor of education is to develop students' skills of inquiry. Educators must be diagnosing learning—formulating—identifying human material resources—choosing and implementing appropriate needs and evaluating what learning outcomes.

Integrating digital tools of teaching Turkish language is related with technology-based learning. It is well known that technology-based learning is introduced as a kind of learning “delivered via any technology”. Many people use the words ‘education’, ‘learning process’ and ‘learning’. It means some educational platforms where lectures and discussions take place; in many studies, new roles on education are mentioned. So, a teacher plays a central role in the learning process. Nowadays, communication technologies in addition with traditional ways of teaching have provided new opportunities on how people can acquire knowledge, allowing them to prefer learning facilities like their time and place. Today different web or mobile technologies are used for creating and spreading teaching materials for supporting teacher and changes role of teachers; now they have more time for managing the learning process. Nowadays, many researchers are working in this field and use different terms for referencing possible ways and approaches of teaching and learning. Learning with developing teaching technologies is not only in class but also wherever students are there (Anohina, 2005). All teachers and learners indicate that technology is considered as a resource from which any tool can be selected for learning and teaching processes. Focused on this conceptual framework, educators select different digital tools and extraordinary teaching materials for facilitating the process of teaching and learning. The widespread use of technology has even changed the roles of educators and students. Teaching process created new roles for others who are neither teacher nor students. They produce new technology for education or technical support for educators and students. It means to teach and learn something changes. Learning and teaching roles, in response to these changes, are being altered and transformed (Khabbaz, 2015). Traditional education is changing with new technology. Regular language teaching methods are supported by different tools such as distance language learning, online language learning, distributed language learning, virtual language learning, computer-assisted language learning, and web-based language learning, mobile application language and social media-based language learning.

Teaching language to native speaker is totally different than teaching language to foreigners. On the other hand, there are many differences between teaching K-8 students and adults. It is focused for adults, which is meant for higher education while integrating digital tools for written expression. It is used as a main teaching platform like Moodle (Modular Object-Oriented Dynamic Learning Environment). It is a free open-source learning management system (LMS) that serves educators and learners among them. It is the most widely used LMS in the world for online education and currently has over 68 million users worldwide (Moodlerooms, 2015). Moodle is generally used as a platform for online sharing, teaching and learning material and also used as an evaluation system. Teaching written expression on Turkish language for adults is used not only for distance education system but also in regular classes. Otherwise, it can be said that the conventional education has been enriched by interactive materials and socialised out of class period.

Teaching written expression on Turkish language for adults is not only in written but also in reading sample materials so that the knowledge of understanding and telling something to someone by written text can be progressed. Several methods need to be used. At this point, it can be figured out

as Cognitive Load Theory. It has principles and strategies recommended and are designed as follows (Van Merriënboer & Sweller, 2010):

Design guideline	Description	Illustration
Free principle for goals	Replacing conventional tasks with goal-free tasks because of providing learners with a non-specific target.	After giving an impressive or dramatic narrative, ask students to Please write a misperception that live with your environment at last few years
Principle of worked example	Replacing conventional tasks with worked examples that practicing with unusual tools such as moving in class—using mobile device etc.	Let students acting role writing plan, rather than having them independently generate such a plan. Students share their plan with others and support others plan.
Principle of completion	Replace conventional tasks with completion tasks that provide a time and place learners must finish	Let students' opportunity to continue their task via integrated moodle material that related with written expression subject. They may need more time or more relax environment to think open mind.
Principle of split attention	Replace multiple sources of information, distributed either in space or time. Conventional class may not be enough to pay attention all time because of unwanted things	Let students allow use their own equipment to read and write. But it should be related written expression subjects. Such as sharing Ideas social media not only classmate but also their own environment.
Principle of modality	Replace a written explanatory text and another source of audio visual information and the animated visual source of information.	Materials integrated into moodle will provide interactive source for students. Let them give time and space and study a computer or mobile device rather than giving them written explanations on screen
Principle of redundancy	Replace multiple sources of information that are self-contained with one source of information	When providing learners with a text book or just only a sample is not enough to collect materials, educators must provide guidance to students in written expression materials

1.1. Objectives of the study

The main purpose of this study is to investigate how to integrate Turkish written expression materials for higher education students. It is configured on an e-learning platform but practices both distance and in-class learning. The main purpose is to motivate students in a teaching environment in terms of reading and language learning strategies. As such, the following research hypotheses and questions were addressed (Bagheri-khoulenjani & Mirzadeh, 2012). The study is focussed on flipped classroom models where students use both e-learning platforms and in-class study.

1.2. Research hypotheses

1. There is no statistically significant difference between the participants' use of written expression materials.
2. There is no change of strategy use when the students are exposed to the flipped classroom written expression materials.
3. There are no statistically significant differences between in-class and virtual class strategy used in language written expressions.
4. There is no positive or negative change in the participant's attitude towards flipped classroom.

1.3. Research questions

5. What kind of materials and up to what extent are they used in flipped classroom by the participants?
6. Which strategies underwent major changes through the process of flipped classroom?
7. Are there any differences between in class and virtual class strategy used in flipped classrooms?
8. What experiences do the students and teachers undergo throughout the flipped classroom program?

1.4. Significance of the study

Adult students are well inclined through Internet-based learning. Nowadays, by its nature, it has the potential to affect motivation and learning practices because it radically changed the learning and teaching environment offered by physically separating the instructor from the learner. Students may be more focused in class about learning. Moreover, students utilise self regulatory behaviours in internet-based learning which will provide a valuable insight for the design and delivery of free courses. In addition of learning strategy, a comparison of the first-stage and end-stage of the learners exposed to the internet-based program may lead to an improved understanding of learners. However, it will retain to the students in the class synergy, which can not be found in virtual class at all. The study of motivation and learning strategies of learners in e-learning opportunities may lead to an effective practicing of the characteristics of individuals in non-conventional environments. The information obtained from this study may be utilised to design and develop more effective flipped courses about in-class and virtual class. It is to provide practical information for educators and instructional designers for both students and educators.

2. Method

It is tried to use as teaching method as Andragogy but it is supported from others styles, especially interactive classroom. Interactive means is not only in-class but also out of class via web-based tools (Teaching Methods, 2014). Before researching, the use of teaching materials and digital tools in the research is planned on 10-week periods. Each week has its own subjects. Students learn what they do during the activity time. Text material has been supplied via moodle platform before class within planned week. Each class has practice related in week's subject. All practice has been evaluated and each contributor gets bonus from each practice; students feel themselves in a game.

2.1. Framework of the study

It is formulated that the field of self-regulated learning was the conceptual framework but guided and evaluated at all steps. Students were chosen from five different professions but the number of participants was not equal; the number of students did not make a big difference in class contributors. The total number of students was 607. Digital participants were 544. In class participants were each week are different but are not more than 400 students. Roughly, 80–100 students had own excuses

and they only registered but did not participate in any activity. All students' professional career will be teacher. But specialties were different. Students were 1st grade at Marmara University from Preschool Teaching Education (107), Mental Disabilities Teaching Education (123), Science Teaching Education (95), Psychological Counseling Guidance Teaching Education (116), Music Teaching Education (59) and Painting Teaching Education (107).

Written expression includes written texts, unwritten text, writing plan, note taking methods from written text, audio, audiovisual or observation of time, place, live and lifeless things. All are used in both class and digital platform. But some materials used in only web-based method on moodle or other digital tools.

It is scheduled on 10-week subjects; there were 2 class hours to practice in class but practicing digital tool time depends on the kind of subject. Some of them have time as approximately month and some of them have 1 or 2 days but practicing hour within 1–2 hour or trials limited.

2.2. Subjects

Selected subjects were related with in class and web-based practice. Here are some subjects: 'Language and Culture', 'Culture and Civilisation', 'Written Expression's Importance', 'Narration, Understanding and Perceptions', 'Preparation to Write', 'Planning to Write' etc. as in class theoretical lecture and samples practices. On the other hand, 'reading a specified book', 'selected article reading', 'writing comment', 'taking quiz', 'competition' etc. web-based tools.

2.3. Instruments of written expression for in class and web-based tools

The lecture was given theoretically then samples were given by using presentation and text materials in class. Before class hour, it was integrated and published on moodle. Students might be aware of all subjects and in class practice in advance. But it is not mandatory knowledge. Regularly, other tools were papers and pencils in class, but some activity has a need for a connected internet device.

Flipped classroom: a new method of teaching converted traditional lectures into unknown teacher's own method (Flipped Classroom, 2013). It is extra documents and extra effort for instructors and students. At this search, it uses moodle and social media platforms such as Facebook, Twitter, Blogger, Google Drive Tools (docs, presentation—forms and spreadsheet), Goodreads, Hangouts, Skype, Khoot etc.

2.4. Integrating practice

Subjects which plan is to share during period of search has integrated into moodle system (ilet.in) all about written expression. Then, other web-based tool integrated with moodle to track and evaluate all students. It was told on all method how would be practice written expression lecture. Asked for getting an account from ilet.in. Students can easily get their accounts by using their own Microsoft or Google account because it is adapted into the system. It was enough to get enrolment key for the written expression. Enrolment key was given at first class and reminded several times.

Presentation of lecture was prepared via Google Drive, so it was easy to update anywhere for instructors and easy access for all participants. Even if all 10 presentations were ready to share public, they were disabled to them for time management. All students have only one presentation of lecture and only one practice in class. But they might access past presentations and results of evaluations on web-based system all time. In addition to this, some more written expression documents related with week's subjects such as article, selected Youtube video are also accessible to students. It was paid attention that weekly extra documents not to take time more than 2 class hours for students.

Web-based practice was samples like that. It was published and an article. Asked students to read an article and prepare only one multiple choice question and submit. Another example was given a 10–15 minutes video via Youtube. Asked students to watch and listen then prepare only one multiple question too. It was evaluated by this practice that student how can understand what they read and listened to. On the other hand, how he/she can use expression on the same subject.

All practices were declared as an optional for all. If they do practice, they will earn points and all points collected at the end of program so these total points would affect passing grade of the written expression lecture.

It was important how students integrate web-based tools. Because, students attending on state university and having very limited budget to survive their life. They were also first grade students who live far from their addicted home atmosphere. Some of them could not solve their accommodation problem. So, it was difficult to access digital tools. It was wondering first attempt. First web-based activity selected easy to do like that choosing a book to read and submit online at goodreads.com and its link submits on the course platform (ilet.in). I was given enough time to this activity approximately 15 days. There was the second step on this activity to submit their comparison with their own culture within a month. There was two more similar activity but it was tested a little different integration methods.

2.5. Data analysis

As it was mentioned at research hypotheses, it selected three different activities how student did both in class and virtual platform about data analysis. One of them would be in-class and web-based platform. Another of them would be web-based activity, the last one would be activity just only in class.

2.5.1. Reading book and commentary

It is asked for students to choose a book to read within a month belonging to a given criteria. After that, it asked students to inform selected book names in class and web-based platform goodreads.com and ilet.in and to read previous comments about chosen book. It is preferred to collect data at this activity. It is inserted in class information by 3–4 students into ilet.in so all the data were collected. Second step of this activity was that writing a text about cultural difference. It is asked for students to find and compare cultural difference in books. Around, 344 of 544 students submitted at first month activity. It is done two more same activity but different criteria both in class and web-based practice. Around, 270 of 544 students submitted their activity at second month. Around 453 /544 students at first step and 417 of 544 students at the second step submitted practice at last month activity. Here are the details according to in-class and virtual performance.

Table 1. Book reading activity

Groups	Participants	Participant	Activity mean	Performance mean
	in class	web based		
Control group	544	63	89.62	10.37
1st book reading activity	-	344	63.23	36.76
2nd book reading activity	-	227	41.72	58.27
3rd book reading activity	326	127	83.27	16.72

2.5.2. Reading article and commentary

This practice was based on the activity. It was a published article (1–3 p.) for students to read. It was asked for students to read articles and to prepare a multiple question then submit at ilet.in. Later, 20 questions were randomly chosen, It was organised a quiz for that article, then asked for students to take the quiz. This activity was prepared 10 more times within all term. Quiz rules has been changed each practice such as questions and answers appeared randomly, taking quiz time was changeable,

sometimes 1 minute per question, sometimes 2 minutes per question. On the other hand, students might take within 2 or 3 days or so when. The quizzes published and submitted on the web. Nearly, 167 Questions has received at first article and 189 students submitted at first article quiz. They were not totally different from each other who submitted the questions and answered them. It selected three of eight similar activities results as follows:

Table 2. Article activity

Groups	Participants submit Q	Participant take Q	Activity mean submit Q	Activity mean take Q
Control group	544	63	89.62	10.37
1st article activity	169	189	31.06	34.74
5th article activity	242	222	44.48	40.80
11th article activity	146	104	26.83	19.11

2.5.3. Writing text based on given subject

It is given a topic and explained the rules what the students write text in class. Topics and rules have changed each activity. There were seven activities. Three results of of them chosen randomly because of in-class activity.

Table 3. Text writing activity

Groups	Participants	Non- participant	Activity mean	Performance mean
Control group	544	63	89.62	10.37
1st text writing activity	376	168	69.11	30.38
2nd text writing activity	423	121	77.75	22.24
3rd text writing activity	302	242	55.51	44.48

3. Results and Discussions

The research indicated that there are no serious differences about participating activities. The use of written expression materials whether using activity in-class or web-based platforms. It is the students with low economical environment who find it difficulty to adjust and be oriented for new life environment. As it is looked at this point, 544 Students' results have been included in this research. The average results are as indicated as follows:

316 students participated in Web Based activities.

367 students participated in in class activity.

308 students participated in both Web based and in class activities.

27 students out of 544 participants did not join any activities, approximately 200 students were missing from each activity based on the three view results.

4. Conclusion and Implications

The findings of integrating written expression tools into teaching Turkish language have been made in improving the transition to higher education and the quality of the educational experience for first year students. Although the context of this study is specific to investigating concerns related to implementing flipped learning instruction in sample classrooms, the insights from this study may be helpful to language instructors and other disciplines. Educators in language, history, geography, etc. and other disciplines share the universal desire to maximise student learning so as to promote the practice and development of those complex skills and practices. Maximising class time to practice specific topics is worthy of attention.

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