

The Effect of Padlet on Writing Skill and Attitude in Teaching Turkish as a Foreign Language

Şeyma AYDINTEPE¹

Gökçen GÖÇEN²

Abstract

For centuries, people have expressed and shared their cultures through language. The desire to understand different cultures and languages has driven societies to develop various approaches to foreign language education. With technological advancements, Web 2.0 tools have become integral to language learning. In teaching Turkish as a foreign language, such tools are employed to enhance writing skills. One notable example is Padlet, an online platform designed for collaborative writing. However, research on how Padlet influences Turkish writing skill remains limited. This study investigates the impact of Padlet on the writing skill and attitudes of learners studying Turkish as a foreign language. Adopting a mixed-method research design, the study involved 30 B2-level students divided into experimental and control groups. Quantitative data were gathered using pre-and post-tests on writing skill and a writing attitude scale, while qualitative insights were obtained through a “Padlet Activity Evaluation Form.” The findings revealed that Padlet positively influenced writing skill but did not lead to a significant difference between the two groups. Conversely, the tool significantly improved writing attitudes, favoring the experimental group. Additionally, sub-themes such as the platform’s ease of use and the value of its instructive feedback were highlighted.

Keywords: *Turkish education, teaching Turkish as a foreign language, writing skill, writing attitude, Padlet*

¹ Lecturer, Sakarya University of Applied Sciences, Sakarya, Language Education and Training Application and Research Center, seymaaydintep54@gmail.com. ORCID: 0009-0008-4437-190X

² Assoc., Dr., Fatih Sultan Mehmet Vakıf University, Department of Turkish Education and Social Sciences Education, ggocen@fsm.edu.tr. ORCID: 0000-0001-7552-8406

Kaynak gösterme: Aydıntepe, Ş. ve Göçen, G. (2025). The effect of padlet on writing skill and attitude in teaching Turkish as a foreign language. *Aydın TÖMER Dil Dergisi*, 10(1), 155-193. Doi:10.17932/IAU.TOMER.2016.019/tomer_v010i1006. Geliş tarihi: 27.01.2025 – Kabul tarihi: 27.03.2025

Yabancı Dil Olarak Türkçe Öğretiminde Padlet’in Yazma Becerisi ve Tutumuna Etkisi

Özet

Bireyler, yüzyıllardır dil aracılığıyla hem iletişim kurmuş hem de kültürlerini aktarmıştır. Farklı toplumlar, diğer kültürleri ve dilleri öğrenme ihtiyacı hissetmiş, bu da yabancı dil öğretiminde çeşitli yöntemlerin geliştirilmesine yol açmıştır. Teknolojinin gelişmesiyle birlikte, Web 2.0 araçları yabancı dil öğretiminde önemli bir rol oynamıştır. Yabancı dil olarak Türkçe öğretiminde de yazma becerisinin geliştirilmesi için web araçları kullanılmaktadır. Bunlardan biri olan Padlet, çevrim içi iş birliğine dayalı bir yazı panosudur. Ancak, Padlet’in Türkçe yazma becerisine etkisini inceleyen çalışmalar sınırlıdır. Bu çalışmada, Padlet kullanımının yabancı dil olarak Türkçe öğrenenlerin yazma becerisi ve tutumlarına etkisi incelenmiştir. Karma araştırma yöntemiyle yürütülen çalışmada, deney ve kontrol grubu B2 seviyesinde 30 öğrenciyle oluşturulmuştur. Nicel veriler, yazma becerisi ön ve son testleri ile yazma tutumu ölçeği kullanılarak analiz edilmiş; nitel veriler ise “Padlet Etkinliğini Değerlendirme Formu” ile toplanmıştır. Sonuçlar, Padlet’in yazma becerisine olumlu etki ettiğini ancak gruplar arasında anlamlı bir fark yaratmadığını göstermiştir. Öte yandan, Padlet’in yazma tutumuna olumlu etki ettiği ve deney grubu lehine anlamlı bir fark oluşturduğu bulunmuştur. Araştırmada ayrıca, uygulamanın kolay kullanımı ve öğretici geri bildirim alt temaları tespit edilen alt temalar arasındadır.

Anahtar Kelimeler: *Türkçe eğitimi, yabancı dil olarak Türkçe öğretimi, yazma becerisi, yazma tutumu, Padlet*

Introduction

Societies strive to learn each other's languages to facilitate communication. The emergence of diverse communities has led to the formation of nations with different languages. However, the necessity of acquiring foreign languages from distant environments beyond the immediate surroundings arose naturally (Şen, 2021: 3). Consequently, the field of foreign language teaching has evolved over time, establishing itself as a significant domain. Foreign language instruction, which has gained increasing importance over the years, offers numerous advantages. Learning a foreign language exposes individuals to diverse value systems, perspectives, and ways of thinking. By introducing alternative worldviews and cultural frameworks, foreign languages enhance communication across various fields and contribute to the intellectual development of individuals (Ozil, 1991: 96). Foreign language teaching also serves to promote the culture of a nation, allowing it to transcend its borders and gain global recognition (Candaş Karababa, 2009: 268).

Turkish has been taught as a foreign language for centuries. Historical sources indicate that numerous texts focusing on teaching Turkish have been produced over its 1,600-year history (Özcan and Demirdöven, 2018: 169). Objectives such as disseminating Turkish culture, fostering trade relations, and increasing tourism have amplified efforts in foreign language education. In teaching Turkish as a foreign language, the primary aim is to develop learners' proficiency in the four foundational language skills. Learners utilize listening and reading to comprehend the thoughts and emotions of others while speaking and writing, which enables them to express their own ideas and feelings. Deniz and Demir (2019: 499) emphasize that writing requires multidimensional thinking, nurtures curiosity and discovery, and is therefore among the most essential skill in everyday life. Writing is not only a core component of language skill but also plays a crucial role in enabling individuals to articulate their thoughts, emotions, and knowledge effectively in various life contexts.

Writing, as one of the four basic language skills, involves conveying emotions, ideas, events, and desires according to established rules. According to Özbay (2009: 115), writing is a vital means of transferring not only daily but also professional knowledge. It is a skill encountered across all areas of life and forms an integral part of foreign language education.

Among the four language skills, writing is often the most challenging for learners in foreign language contexts. As noted by Bağcı and Başar (2018: 312), foreign learners frequently identify writing as the skill they find most difficult to master. Writing skill develop more slowly than other language skill and require extensive practice (Demirel, 2003). Additional challenges arise from various factors, including a lack of interest in writing activities in the native language, complex grammar rules in the target language, differences between spoken and written forms, and issues related to spelling and punctuation (Melanlıoğlu, 2021; Tok and Ünlü, 2014). These challenges can hinder learners' progress and negatively affect their writing success in foreign language education.

Leveraging technology has proven to be an effective strategy for addressing these challenges and enhancing learners' writing skill and achievement in foreign language education. Altunkaya (2021: 15) highlights the importance of integrating technological solutions to improve writing skills. Kurdayıoğlu and Mutlu (2022: 189) assert that Web 2.0 tools offer significant benefits to both teachers and learners in fostering writing development. To teach writing effectively in a foreign language, instruction should align with modern technological advancements rather than relying solely on traditional methods. Joo, Bong, and Choi (2000) argue that incorporating new technologies into the teaching process benefits learners and simplifies the learning experience.

A review of the literature highlights a multitude of studies examining the effect of technology on writing skill and achievement in foreign language teaching (Aydın, 2019; Baki, 2019; Çangal, 2020; Guksu, 2020; Gücüyeter and İskender, 2019; Nergiz, 2022; Sözer, Özdamar and Pilancı, 2020; Tiryaki and Zini, 2022; Uslu, 2019; Yamaç, 2015; Yılmaz, 2021). These studies investigate the effects of digital writing tools such as Wiki, Email, Google Drive, Blogs, Google Docs, Poll Everywhere, WhatsApp, Storyjumper, and digital storytelling on writing success. The findings demonstrate that using technology-aligned writing applications instead of traditional approaches positively influences learners' writing skill and achievement.

However, it is evident that studies on the impact of technology on writing skill and success in teaching Turkish as a foreign language remain limited (Aydın, 2019; Çangal, 2020; Guksu, 2020; Gücüyeter and İskender, 2019;

Nergiz, 2022; Sözer et al., 2020; Tiryaki and Zini, 2022; Yılmaz, 2021). This highlights the need for further studies in this area. The difficulty of writing in a foreign language affects foreign language achievement as well as foreign learners' attitudes towards writing. Writing attitude is defined as a behavior that describes how learners feel themselves while writing (Graham, Berninger and Abbott, 2012: 53) and directs them towards or away from their writing goals (Kemiksiz, 2023: 753). Studies reveal that the writing attitude of foreign learners is negative (Akbulut, 2016; Çakır, 2010; Guksu, 2020; Kaplan, 2018, Melanlıoğlu, 2021).

There are various factors influencing the writing attitudes of foreign language learners. Melanlıoğlu (2021: 185) identifies the causes of negative writing attitudes in teaching Turkish as a foreign language as writing anxiety, insufficient writing practice, instructor behavior, challenges with spelling and punctuation, the transfer of spoken language to written language, unfamiliarity with grammar structures, limited vocabulary and difficulties writing in the mother tongue. Considering these factors, it becomes evident that multiple aspects must be addressed to foster positive writing attitudes among foreign learners of Turkish.

In the context of foreign language teaching, technology offers a valuable avenue for improving learners' attitudes toward writing. Phinney (1991: 25) observed that the use of technology enables foreign language learners to produce longer texts during writing activities in the target language and that their attitudes toward writing improve positively over time.

A review of the literature reveals several studies examining the impact of technology on writing attitudes in foreign language education (Aktaş, 2019; Aydın, 2005; Çangal, 2020; Guksu, 2020; Kadan, 2020; Karadağ, 2018; Kansızoğlu, 2018; Kızıltepe Ayhan, 2017; Tiryaki and Zini, 2022). These studies explore the effects of various technological tools and practices, such as digital writing platforms, Web 2.0 tools, computer-assisted writing, social media, and applications like Storybird, on learners' writing attitudes. Findings consistently indicate that the integration of technology positively impacts foreign learners' attitudes toward writing. However, studies specifically focused on teaching Turkish as a foreign language remain limited (Aktaş, 2019; Çangal, 2020; Guksu, 2020; Kadan, 2020; Tiryaki and Zini, 2022). This highlights the need for further research into writing attitudes in teaching Turkish as a foreign language.

Over time, web-based tools designed to boost the writing skill and attitudes of foreign language learners have gained prominence. Among these tools, Padlet is a widely used application by both learners and instructors to support writing development. Kurudayıoğlu and Mutlu (2022: 203) describe Padlet as “One of the most effective web applications for developing writing skills.” Research corroborates this view, demonstrating that using Padlet in educational contexts positively affects both writing skill and attitudes (Erdoğan Doğan, 2024; Özipek, 2019).

Studies examining the effects of Padlet on writing skill and attitudes in foreign language teaching are well-documented in the literature (Başkaya and Tursunovic, 2017; Deni and Zainal, 2015; Saygılı Durak, 2024; İnal and Arslanbaş, 2021; Oflaz, 2019; Önal and Tanık Önal, 2022). Research conducted in the context of teaching English highlights Padlet’s influence on learners’ writing skills, motivation, and attitudes, with findings consistently demonstrating its positive impact on writing performance and attitudes. Within this framework, it is evident that Padlet serves as an effective tool for enhancing both writing success and attitudes. However, while these findings are promising, there remains a lack of studies specifically addressing the impact of Padlet on writing achievement and attitudes in the context of teaching Turkish as a foreign language. Existing evidence suggests that technological tools, including Padlet, generally yield positive outcomes in improving writing skill and attitudes, underscoring the need for further investigation into their specific applications in this area.

In addition to investigating the impact of Padlet on learners’ writing performance and attitudes in teaching Turkish as a foreign language, it is important to analyze the underlying processes that contribute to these effects. The majority of studies examining the application of Padlet in foreign language instruction have utilized quantitative research methods. While quantitative research is valuable for measuring the extent of the impact, qualitative approaches are crucial for uncovering the underlying reasons behind these outcomes. Mixed-methods research, which integrates both quantitative and qualitative methodologies, provides a more holistic understanding of the effects and their underlying dynamics. Consequently, conducting mixed-methods studies is imperative to thoroughly explore how the use of Padlet influences learners’ writing performance and attitudes in teaching Turkish as a foreign language. Based on the aforementioned importance

and need, within the scope of this study, the aim is to investigate what and how the use of Padlet in teaching Turkish as a foreign language has an impact on learners' writing skill and attitudes by answering the question "What and how is the effect of Padlet use on learners' writing skill and attitudes in teaching Turkish as a foreign language?". The sub-objectives of the research conducted for this purpose are as follows:

1. What is the effect of using Padlet in teaching Turkish as a foreign language on learners' writing skills?
2. What is the effect of using Padlet on learners' writing attitude in teaching Turkish as a foreign language?
3. What is the effect of using Padlet on learners' writing skill in teaching Turkish as a foreign language?

Method

Research Model

This study aimed to address the research questions regarding the impact of using Padlet in teaching Turkish as a foreign language at the B2 level on learners' writing skill and attitudes, as well as how this method influences their writing proficiency. The mixed research method was employed to achieve these objectives.

The mixed research method integrates both qualitative and quantitative data collection and analysis processes (Johnson and Turner, 2003). Creswell (2021: 3) further elaborates that the mixed method is a widely used approach in behavioral sciences, health, and social sciences, where combining quantitative and qualitative data allows researchers to capitalize on the strengths of both to address research problems comprehensively.

Unlike single-dimensional evaluations, the mixed research method provides a broader scope of information, enabling in-depth analysis of a given topic. Alkan et al. (2019) emphasize that by incorporating multiple data sources, this approach allows for a more nuanced understanding and detailed answers to research questions. In addition to enhancing the reliability and validity of findings, it enriches the results by offering multidimensional perspectives. Alkan and Şimşek (2019) note that the mixed method is adaptable to different types of research depending on the complexity of the study and the nature of the questions being investigated.

The mixed research method is further categorized into various designs. Creswell (2021) classifies these into six types: sequential exploratory, sequential explanatory, sequential transformative, concurrent triangulation, concurrent nested, and concurrent transformative designs. This study utilized the concurrent nested design, which involves conducting qualitative and quantitative phases simultaneously. According to Baki and Gökçek (2012: 10), this design collects and analyzes both quantitative and qualitative data concurrently, though typically one type of data—either quantitative or qualitative—is given greater emphasis.

The concurrent nested design is particularly effective for gaining a comprehensive understanding of the research topic and for studying multiple groups or levels within a single investigation. Baki and Gökçek (2012: 10) highlight that this design is advantageous when researchers aim to explore broader perspectives or conduct studies involving diverse groups or hierarchical levels within the same research framework.

In the quantitative research part of the study, the effect of the use of Padlet on writing skill and attitudes in teaching Turkish as a foreign language was measured with a quasi-experimental study with pre-test and post-test, and control group: Quasi-experimental designs are accepted as a model with high application validity, especially in educational research where all variables cannot be controlled (Cohen etc., 2007). The research design of the experimental and control groups in this study is given in Table 1:

Table 1. *Information on research design*

30 learners in the experimental and control groups	Group	Pre-test	Process	Final test
	Experimental	Experimental	Application	Experimental Group
	Group	Group		
	15 learners	Writing skill assessment scale was used	Writing activities with Padlet	Writing skill assessment scale was used
	Control	Control	Application	Control Group
	Group	Group		
	15 learners	Writing skill assessment scale was used	Writing activities were carried out on paper	Writing skill assessment scale was used

As can be seen in Table 1, the experimental group performed writing activities with Padlet, while the control group practiced writing on paper with traditional methods. Before the study, both groups were administered the “Writing Skill Assessment Pre-Test,” and at the end of the study, the groups were administered the “Writing Skill Assessment Post-Test.”

A qualitative research method was also employed in the study. The qualitative research method can be considered as a strategy that determines the approach of the research and ensures that different stages are compatible with this approach (Yıldırım and Şimşek, 2021: 36).

A case study design was employed in the qualitative research part of the study. According to Subaşı and Okumuş (2017: 420), a case study is a method in which a single phenomenon or event is examined in-depth and long-term, data are collected systematically, and what happens in the real environment is observed. In this method, answers to “how” and “why” questions are sought. In this study, the effect of using Padlet on writing skill was investigated.

Sample

The study population in this research consists of learners of Turkish as a foreign language at a state university in the Marmara Region between 2023-2024. The sample of the study consists of 30 learners at the B2 level studying Turkish as a foreign language. In the study, 15 learners constitute the experimental group, and 15 learners constitute the control group. In the study, female learners were named “F,” and male learners were named “M.” In the experimental group, each learner was given a number. These numbers are shown as F1-M2 from 1 to 15. Learners in the control group were shown as F16-M17 from 16 to 30.

The demographic table showing the gender, age, and nationality characteristics of the experimental group is given below:

Table 2. *Demographic information of experimental group learners*

Learner	Gender	Country	Age
F1	Woman	Kazakhstan	18
F2	Woman	Somalia	19
F3	Woman	Kazakhstan	18
F4	Woman	Syria	18
F5	Woman	Kazakhstan	19
F6	Woman	Kazakhstan	18
F7	Woman	Kazakhstan	18
F8	Woman	Kazakhstan	20
M9	Male	Kazakhstan	18
M10	Male	Yemen	27
M11	Male	Iraq	23
M12	Male	Palestine	22
M13	Male	Russia	23
M14	Male	Kazakhstan	18
M15	Male	Kazakhstan	23

Table 2 shows that there were 15 learners in the experimental group, and the experimental group consisted of 8 female and 7 male learners. It can be said that 9 of these learners are Kazakhs, and Kazakh learners are predominant in the experimental group: 1 Russian and 5 Arab learners were also included in the experimental group. The age range of the experimental group learners participating in the study varies between 18 and 27.

The demographic table showing the gender, age, and nationality characteristics of the control group is given below:

Table 3. *Demographic information of control group learners*

Learner	Gender	Country	Age
M16	Male	Nigeria	21
M17	Male	Kazakhstan	18
M18	Male	Kazakhstan	18
M19	Male	Kazakhstan	18
M20	Male	Kazakhstan	20
M21	Male	Kazakhstan	17
M22	Male	Uzbekistan	20
M23	Male	Sudan	19
M24	Male	Palestine	18
F25	Woman	Ukraine	19
F26	Woman	Morocco	20
F27	Woman	Russia	20
F28	Woman	Iran	22
F29	Woman	Kazakhstan	17
F30	Woman	Kazakhstan	18

Table 3 shows that there were 15 learners in the control group, 9 male and 6 female learners. Considering the nationalities of the learners, it can be said that there are 7 Kazakh, 1 Nigerian, 1 Ukrainian, 1 Russian, 1 Uzbek, 4 Arab sleepy learners, and mainly Kazakh learners in this group. The age range of the control group learners participating in the study varies between 17-20.

Data Collection

This study was carried out with 30 learners at the B2 level who were learning Turkish as a foreign language. The implementation spanned a duration of seven weeks, during which the researcher conducted data collection in four distinct stages. The reason for selecting the B2 level in the study is the assumption that students at this level would be able to produce more texts through practice and provide more elaborate responses to the qualitative research questions. The reason the study lasted for seven weeks is due to the duration of the B2 course.

In the initial phase, the “Personal Information Form” was given to both the experimental and control groups to gather demographic information. Subsequently, as part of the quantitative research approach, the “Writing Skill Assessment Pretest” was conducted to evaluate the learners’ baseline writing skills. This pretest was completed by both groups during a single class session. Following the pretest, the “Writing Attitude Scale for Turkish Language Learners as a Foreign Language” was administered to both groups over two class periods to assess their initial attitudes toward writing.

During the second stage, the experimental group engaged in writing activities facilitated through Padlet. The writing topics were drawn from the “Yeni İstanbul” textbook, and the activities were conducted using the digital platform. In contrast, the control group completed the same writing topics from the textbook using traditional paper-based methods.

To collect qualitative data, the “Padlet Activity Evaluation Form” was distributed to the experimental group at the end of the first week. Learners were asked to provide feedback on the Padlet activities, highlighting both positive and negative aspects.

In the final stage, quantitative data collection involved administering the “Post-Test for Evaluation of Writing Skills” to both the experimental and

control groups during one class period. Additionally, the “Writing Attitude Scale for Turkish Language Learners as a Foreign Language” was re-administered over two class periods. For qualitative data collection, the experimental group’s opinions were gathered once more using the “Padlet Activity Evaluation Form” at the end of the 7-week period.

This systematic approach allowed for a comprehensive evaluation of the effects of Padlet on the learners’ writing skill and attitudes.

Personal Information Form

In the first week of the study, the “Personal Information Form” created by the researcher was given to both the experimental and control groups to obtain demographic information such as gender, country, and age.

Writing Skill Assessment Pre and Post-Test

The “Writing Skill Assessment Pre-Test” and “Writing Skill Assessment Post-Test” questions prepared by the researcher were taken from the “Yeni İstanbul International Students” textbook at the B1 level. Five text topics were determined from the writing activities in this book, and the one with the highest score was selected as the “Writing Skill Assessment Pre-Test” and “Writing Skill Assessment Post-Test” questions after consulting the opinions of three experts. “What should we do to be healthy? How should we eat?” was selected as the “Writing Skill Assessment Pre-Test” and “Writing Skill Assessment Post-Test” questions. Learners were asked to write a text on this topic. Learners were not given word limitations in the text.

Writing Attitude Scale for Turkish Language Learners as a Foreign Language

In the study, the “Writing Attitude Scale for Turkish Language Learners as a Foreign Language” prepared by Melanlıoğlu (2021) was used. There are 25 questions on this scale. The lowest score possible on this test is 25, and the highest score is 125. The options for each item are the same. The learner has to put an (X) mark on one of the options: never, rarely, sometimes, usually, always. There are 10 items related to the perception of the writing process, 8 items related to evaluation and sharing, and finally, 7 items related to content. Items 2, 4, 5, 6, 7, 8, 8, 9, 10, 11, 13, 16, 19, 21, 22, 23, 24 and 25 were reverse scored.

Padlet Writing Activity Evaluation Form

“Padlet Writing Activity Evaluation Form” was given to the experimental group by the researcher. After the first week of Padlet writing activities were carried out in the experimental group, learner opinions were collected with the “Padlet Writing Activity Evaluation Form”. The learners were asked to answer the question “What are your opinions about the writing activities done on Padlet this week?”. Padlet activities continued for six weeks. In the 7th week, the “Padlet Writing Activity Evaluation Form” was applied to the learners again, and their opinions were collected. Learners were asked to write their positive or negative opinions.

Event Description Form

“Activity Explanation Form” was developed by the researcher. This form is the notes that the researcher kept about the activity after each writing activity that he applied on Padlet in the experimental group. It is a form that includes the date, number, name, subject, and activity process of the Padlet activities in this study and the researcher’s opinions after each activity.

Data Analysis

The “Writing Skill Assessment Pre-Test” and “Writing Skill Assessment Post-Test” were scored using the “Writing Skill Analytical Rubric in Teaching Turkish as a Foreign Language” developed by Kadan (2020). This rubric includes several evaluation criteria, such as title, page layout and legibility, text length, structure, spelling, punctuation, subject-verb agreement, sentence elements, modals, possessive and case suffixes, word meaning and meaning relations, cohesion elements, coherence, and persuasiveness. The rubric specifies the evaluation method for each criterion. A learner is awarded 4 points if they excel in these areas, 3 points if they perform well, 2 points if they are average, and 1 point if they need improvement. According to this rubric, a learner can achieve a maximum score of 56 and a minimum score of 14. The scores for the “Writing Skill Assessment Pre-Test” and “Writing Skill Assessment Post-Test” were given by three different experts, and the final score for each learner was calculated by averaging the ratings provided by the experts.

For measuring the writing attitude of learners, Melanlioğlu’s (2021) “Writing Attitude Scale for Turkish as a Foreign Language Learners” was employed. This scale’s scoring system is outlined in Melanlioğlu’s (2021) book, “Latent Power in Teaching Turkish as a Foreign Language: Atti-

tudes". Each item on the scale is evaluated using a 5-point rating system, with 5 being the highest and 1 being the lowest. The learners' scores were calculated, taking into account the reverse-scored items.

Statistical analyses were carried out using the SPSS 26.0 software. There are several methods for assessing the normality condition of data. According to Can (2017), the number of samples and measures of central tendency suggest that the sample size should be sufficient to fill at least 30 cells for each group. Another condition for normality is that the significance values from the Kolmogorov-Smirnov ($n > 30$) and Shapiro-Wilk ($n < 30$) tests should be greater than 0.05. Additionally, normality is assumed if the skewness and kurtosis values of the distributions are below ± 1.96 .

In this study, with $n=30$ and the distribution within the groups being $n=15$, it was necessary to evaluate central tendency and other conditions. Based on the normality analysis, it was concluded that the data met the relevant criteria and were suitable for parametric tests (Can, 2017). The fact that parametric tests offer stronger results compared to nonparametric tests influenced this decision. To ensure normality distribution, both pre-test and post-test score averages, as well as the differences between pre-test and post-test scores, were checked through kurtosis, skewness, Kolmogorov-Smirnov ($n > 30$) and Shapiro-Wilk ($n < 30$) tests.

For the analysis of the research, the first step was to test whether there was no significant difference between the pretest scores of the groups, a necessary prerequisite for comparing pretest and posttest results. In this context, the Independent t-test, a parametric test, was used to determine whether the writing achievement and attitude scores (pre-test) of the two independent groups differed significantly.

Next, a Paired Sample t-test, another parametric test, was applied to assess the significance of the difference between the pre-and post-test scores for writing achievement and attitude within the groups after the use of Padlet. To evaluate whether the mean scores of the pre-test and post-test for both groups differed significantly, two analyses were proposed. The first suggested analysis was a two-way analysis of variance for mixed measures, while the second was the t-test for unrelated samples to compare the difference score series. In this study, the two-way analysis of variance for mixed measures was used when the normality distribution condition was met.

The significance level was interpreted as $p < 0.05$. In these analyses, data homogeneity was tested by verifying the preconditions. For this purpose, Levene's test was used to examine the homogeneity of the variances, and Box's M test was applied to assess whether there was a significant difference between the variances of the groups.

Within the scope of the research, the normality distributions of the writing skill pre and post-test, writing attitude pre and post-test within the control and experimental groups are shown in Tables 4 and 5:

Table 4. Normality test results for writing skill and attitudes

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Writing attitude pretest mean	Control	.194	15	.32	.906	15	.119
	Experiment	.156	15	.200*	.916	15	.170
Writing attitude posttest mean	Control	.144	15	.200*	.962	15	.721
	Experiment	.151	15	.200*	.916	15	.168
Writing skill pretest mean	Control	.221	15	.047	.926	15	.240
	Experiment	.197	15	.123	.932	15	.294
Writing skill post-test mean	Control	.145	15	.200	.964	15	.769
	Experiment	.207	15	.082	.860	15	.024
Difference in writing skills	Control	.159	15	.200	.927	15	.244
	Experiment	.133	15	.200	.959	15	.675
Writing attitude difference	Control	.170	15	.200*	.933	15	.302
	Experiment	.123	15	.200*	.960	15	.698

Table 5. Descriptive statistics for writing skill and attitudes

	N	Mean	Std. Deviation	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis	Minimum	Maximum
Writing skill pretest mean	30	39.27	8.493	-0.313	0.427	-0.945	0.833	22	52
Writing skill post-test mean	30	45.40	6.901	-0.461	0.427	-0.712	0.833	30	56
Writing attitude pretest mean	30	3.4867	0.37229	-0.786	0.427	0.704	0.833	2.52	4.08
Writing attitude posttest mean	30	4.3333	0.27560	-0.129	0.427	-0.756	0.833	3.80	4.84

When Tables 4 and 5 are examined, it is seen that the pre-test and post-test scores related to writing skill and writing attitude are within the normal distribution range for the experimental and control groups Shapiro-Wilk $n < 30$ ($p > 0.05$). Additionally, it is seen that the Skewness and Kurtosis values of the distribution of pre-test and post-test scores related to writing skill and writing attitudes are in the ± 1 range.

As a result, the experimental group and the control group were initially equivalent to each other in terms of writing skill and writing attitudes, and they were suitable for the study.

Within the scope of this study, the experimental group was asked about their opinions about Padlet after the text study using Padlet. The answers given to the “Padlet Writing Activity Evaluation Form” were analyzed using content analysis.

As a result of the research design, themes and sub-themes were created based on the views of the learners, and the themes and sub-themes were presented in tables. These tables are included in the findings section.

Findings

Findings on the Effect of Padlet Use on Learners’ Writing Skill in Teaching Turkish as a Foreign Language

This section of the study presents descriptive statistics and analyses of pre-test and post-test writing skill scores. The descriptive statistics include the comparison of pre-test and post-test mean scores to evaluate the impact of using Padlet on writing skill in teaching Turkish as a foreign language. Initially, the suitability of the groups for the research was assessed. Subsequently, the writing skill of the experimental and control groups were compared to determine whether there was a significant difference following the implementation of Padlet.

The findings of the Independent t-test, a parametric test used to assess whether the pre-test mean scores of two independent groups significantly differ, are presented below. This test is a prerequisite for evaluating the effect of the Padlet Web 2.0 tool on writing skill measurements in teaching Turkish as a foreign language. Table 6 provides the comparison of the pre-test writing skill scores for the experimental and control groups.

Tablo 6. *Participants' writing skill pretest scores*

Variable	Group	n	Mean	Ss	Sd	t	p
Writing Skill	Control	15	40.33	8.66			
Evaluation	Experiment	15	38.20	8.49	28	.682	0.501
Pre-Test							

An examination of the findings in Table 6 reveals that the pre-test mean scores for writing skill of the two independent groups did not differ significantly, confirming that the precondition was met ($t_{28}=682$; $p>0.05$).

Subsequently, the pre-test and post-test mean scores for writing skill were compared between the control and experimental groups to evaluate the impact of the Padlet Web 2.0 tool in teaching Turkish as a foreign language. The results of the two-way analysis of variance for mixed measures, conducted to assess whether the scores significantly differed between the groups, are presented in Table 7. Within the study's framework, Table 7 provides a comparison of the pre-test and post-test writing skill mean scores for the experimental and control groups.

Table 7. *Comparison of writing skill pre-test and post-test scores of control and experimental groups*

Writing Skills	Group	n	Mean	Ss	Sd		
Pre-test	Control	15	40.33	8.66			
	Experiment	15	38.20	8.49	1-28		
Final test	Control	15	43.73	7.10			
	Experiment	15	47.07	6.51	1-28		
Within-group effects test		Squares Total	df	Mean squares	F	Sig.	Partial Eta Square
Skill	Sphericity Assumed	564.267	1	564.267	10.787	.003	.278
Skill*Group	Sphericity Assumed	112.067	1	112.067	2.142	.154	.071
Error (measurement)	Sphericity Assumed	1464.667	28	52.310			

Box's M. Test result $p=.962$; Levene's test result (Achievement pre-test $p=0.744$ and achievement post-test $p=0.957$).

Table 7 was analyzed to determine whether the methods used in the study caused differentiation between the groups. As part of the prerequisite testing, the homogeneity of variances was assessed using Levene's test. The results revealed that the variances were homogeneous, as evidenced by the achievement pre-test ($p=0.744$) and post-test ($p=0.957$) results. Additionally, Box's M test was conducted to evaluate whether there were significant differences in the variances of the groups. The result ($p=0.962$) showed no significant differences between the variances. Based on the findings, the analysis revealed no significant difference in the pre-test and post-test mean scores for writing skill between the groups using the Padlet Web 2.0 tool in teaching Turkish as a foreign language ($F(1-28) = 2.142, p>0.05$). These results suggest that while Padlet had a positive effect on the writing skill of both the experimental and control groups, it did not lead to a significant differentiation between the groups.

Findings on the Effect of Padlet Use on Learners' Writing Attitude in Teaching Turkish as a Foreign Language

This section begins by investigating whether there was a significant difference in writing attitudes between the experimental and control groups. The study examined both the initial differences in writing attitudes and whether the use of Padlet led to a significant change in the attitudes of these groups. The findings of the Independent t-test, a parametric test used to determine whether the pre-test mean scores of two independent groups significantly differ, are presented below. This test serves as a prerequisite for evaluating the impact of the Padlet Web 2.0 tool on measurement values in teaching Turkish as a foreign language. Table 8 provides a comparison of the pre-test writing attitude scores for the control and experimental groups.

Table 8. *Comparison of groups' writing attitude pre-test scores means*

Variable	Group	n	Mean	Ss	Sd	t	p	Meaningful Diversity
Assessing Writing Attitude Pre-Test	Control	15	3.61	.38	28	1.952	0.061	No
	Experiment	15	3.36	.32				

An examination of the findings in Table 8 reveals that the pre-test mean scores for writing attitudes of the two independent groups did not differ significantly, confirming that the precondition was met.

Subsequently, the comparison of the writing attitude pre-test and post-test mean scores for the experimental and control groups using the Padlet Web 2.0 tool in teaching Turkish as a foreign language is presented. To determine whether the pre-test and post-test writing attitude scores differed significantly, the findings of the two-way analysis of variance (repeated measures) for mixed designs are included. Table 9 provides a comparison of the pre-test and post-test writing attitude mean scores for the experimental and control groups.

Table 9. Comparison of writing attitude pre-test and post-test scores of control and experimental groups

Writing Attitude	Group	n	Mean	Ss	Sd		
Pre-test	Control	15	3.613	.384	1-28		
	Experiment	15	3.360	.325			
Final test	Control	15	4.176	.227	1-28		
	Experiment	15	4.491	.230			
Within-group effects test		Squares Total	df	Mean squares	F	Sig.	Partial Eta Square
Attitude	Sphericity Assumed	10.753	1	10.753	395.374	.000	.934
Attitude* Group	Sphericity Assumed	1.210	1	1.210	44.486	.000	.614
Error (measurement)	Sphericity Assumed	.761	28	.027			

Box's M. Test result $p=.869$; Levene's test result (Achievement pre-test $p=0.598$ and achievement post-test $p=0.931$).

The analyses conducted to test the preconditions in Table 9 included an evaluation of the homogeneity of variances using Levene's test. The results showed no significant differences in variances, with the attitude pre-test ($p=0.598$) and post-test ($p=0.931$) both meeting the homogeneity assumption. Similarly, Box's M test confirmed no significant differences between the variances of the groups ($p=0.869$).

According to the findings, the pre-test and post-test mean scores for writing attitudes in the Padlet method of teaching Turkish as a foreign language differed significantly between the experimental and control groups ($t(1-28)=395.374$, $p>0.01$).

This indicates that the writing attitudes of the experimental group significantly differed from those of the control group. The effect size, calculated

as Eta squared (η^2 partial), was 0.61, suggesting a large effect. This means that 61% of the total variance in writing attitude was explained by the factor under investigation.

Findings on the Effect of Padlet Use on Learners' Writing Skill in Teaching Turkish as a Foreign Language

In this part of the study, the answer to the question “How is the effect of using Padlet on writing skill in teaching Turkish as a foreign language?” was sought. The opinions obtained from the learners' opinions were categorized into themes and sub-themes. These themes and sub-themes are presented in the tables below.

The themes expressing how the use of Padlet affects writing skill are shown below:

Table 10. *Themes regarding the effect of padlet use on writing skills*

Theme	<i>f</i>
Features related to writing	41
Features related to the format of the application	30
Features related to the use of the app	30
Total	101

In Table 10, it is seen that there are 3 themes obtained from the opinions of the learners about the effect of Padlet use on writing skills. A total of 101 learner opinions were reported in the themes. Among these themes, most learners' opinions belong to the theme of “features related to writing” with 41. There are equal numbers of learner opinions on the themes of “features related to the format of the application” and “features related to the use of the application”.

The sub-themes expressing how the use of Padlet affects writing skill are shown below:

Table 11. *Sub-themes regarding the effect of padlet use on writing skills*

Sub Theme	<i>f</i>
The application is easy to use	14
Being instructive about spelling	10
Quick feedback from the instructor	8
Comfortable writing	5
Making writing easier	5
Sharing information	5
Sharing videos and images in the app	5
Usable everywhere	5

The app is fun	4
The app is interesting	3
Fast use of the application	3
Time-saving implementation	3
The application is technology-based	3
Editing the text	3
Making me love writing	3
Easy forgetting of writing	3
Loss of text during internet outage	2
Ability to write anonymously	2
Benefit of the application	2
Adding videos and images to the article	2
For everyone to see the writings	1
Improving writing	1
Distraction of the app	1
Underutilization of the application in education	1
Difficult to get used to the application	1
Not working without internet	1
Recording is mandatory	1
No phone app	1
Regularity of implementation	1
The app is like a game	1
Difficult to implement	1
Total	101

Table 11 shows the 31 sub-themes that were obtained from the opinions of the learners in the study. There are 101 learner opinions in total. The five sub-themes with the highest number of learner opinions are “The application is easy to use”, “It is instructive about spelling”, “The instructor gives quick feedback”, “The writing is comfortable”, “It facilitates writing”.

The following is the “Features Related to the Format of the Application” theme and its sub-themes that emerged regarding the effect of Padlet use on writing skills:

Table 12. *Sub-themes related to the format of the application for the effect of padlet use on writing skill*

Theme	<i>f</i>
Features Related to the Form of the Application	30
Sub Theme	<i>f</i>
Sharing videos and images in the app	5
Sharing information	5
The app is fun	4
The app is interesting	3
The application is technology-based	3
Loss of text during internet outage	2
Ability to write anonymously	2
Not working without internet	1
Registration is mandatory	1
No phone app	1
Regularity of implementation	1
The app is like a game	1
Difficult to implement	1

According to Table 12, the first theme about the effect of using Padlet on writing skill is the theme of “Features Related to the Format of the Application”. Looking at the table, there are 30 learner opinions. The table shows 13 sub-themes. Among the sub-themes, “Sharing videos and visuals in the application” and “Sharing information” are the sub-themes with 5 opinions. The sub-themes with the least number of opinions are “It does not work without internet”, “It is compulsory to save”, “There is no phone application”, “The application is regular”, “The application is like a game”, “The application is difficult”. When these sub-themes are examined, it is seen that some sub-themes contain positive learner views, such as “The application is fun”, and some sub-themes contain negative learner views, such as “The text is lost in case of internet outage”. While 8 of the sub-themes in the table contain positive opinions, 5 contain negative opinions.

Examples of the positive opinions of the learners from the sub-themes that emerged in the theme of format features regarding the effect of Padlet use on writing skill are as follows:

Students can easily see their friends’ mistakes and get information for themselves. (F5)

We can upload photos and videos from the internet next to our manuscripts (F1)

Writing in a notebook with a pen was not interesting, so I did not like writing in A2 and B1. I like Padlet because it is interesting. (F3)

In Padlet, we can add photos and videos to our writing, which makes it more fun. (F5)

Padlet is like playing a beautiful game... (F7)

I read other articles and get ideas from them. (M15)

Examples of the negative opinions of the learners from the sub-themes that emerged in the theme of format features regarding the effect of Padlet use on writing skill are as follows:

There is only one thing I don't like, if I exit the application without saving my writing, all my writing is canceled. (F2)

It would be better if there was an application on phones. (M12)

My internet is cut off from the phone and sometimes the text goes out. (F4)

When my phone ran out of battery, the article was left unfinished. (M9)

When I started using Padlet for the first time, I was very scared, I was bored, it was difficult. (M13)

Below, the theme of “Features Related to the Use of the Application” and its sub-themes that emerged regarding the effect of Padlet use on writing skill are given:

Table 13. *Sub-themes related to the features of the use of the application for the effect of padlet use on writing skill*

Theme	f
Features Related to the Form of the Application	30
Sub Theme	f
Sharing videos and images in the app	5
Sharing information	5
The app is fun	4
The app is interesting	3
The application is technology-based	3
Loss of text during internet outage	2
Ability to write anonymously	2
Not working without internet	1
Registration is mandatory	1
No phone app	1
Regularity of implementation	1
The app is like a game	1
Difficult to implement	1

According to Table 13, the theme of “Features with the Use of the Application” regarding the effect of Padlet use on writing skill consisted of 30 learner opinions. The table shows that there are 8 sub-themes. Among the sub-themes, the most frequently reported learner opinion is the sub-theme of “The application is easy to use” with 14 opinions. The sub-themes of “Distraction of the application”, “Less use of the application in education”, and “It is difficult to get used to the application” are the sub-themes where the learner opinion is reported the least. These sub-themes are the negative opinions in the table. The sub-themes “It is used everywhere”, “The application is useful”, “The application is used quickly”, “The application is easy to use”, and “The application saves time” contain positive opinions. Based on the high number of positive opinions in the sub-themes, it is possible to say that foreign students generally liked the use of Padlet.

Examples of the positive opinions of the learners from the sub-themes that emerged in the theme of usage features regarding the effect of Padlet use on writing skill are as follows:

Before I used Padlet, I was a bit short of time to do homework. After Padlet, it became easier for me to do my homework. (M14)

I think writing on Padlet is very nice and it makes our work easier. (F8)

When I leave home late, I write on the bus on my way to class. (F4)

The positive side of Padlet is that it is comfortable and fun... (M15)

It also allows me to write anytime and anywhere. (M11)

After the teacher does the practice, I can watch it again whenever I want after my writing is corrected through the practice. (M9)

You don't need a long time to use Padlet. (F3)

Examples of the negative opinions of the learners from the sub-themes that emerged in the theme of usage features regarding the effect of padlet use on writing skill are as follows:

When I started using Padlet, I didn't understand a little bit, I couldn't get used to it because I was used to writing in a notebook. (M13)

I get distracted by other things on the phone. (M9)

I have never used Padlet in any course before, this application is rare in education, so it is necessary to work on writing with paper (F7)

The following is the “Writing Related Features” theme and its sub-themes that emerged regarding the effect of Padlet use on writing skills:

Table 14. *Sub-themes related to the effects of padlet use on writing skillrelated to writing*

Theme	<i>f</i>
Features Related to Writing	41
Sub-theme	<i>f</i>
Being instructive about spelling	10
Quick feedback from the instructor	8
Comfortable writing	5
Making writing easier	5
Editing the text	3
Making me love writing	3
Easy forgetting of writing	3
Adding videos and images to the article	2
For everyone to see the writings	1
Improving writing	1

According to Table 14, the last theme that emerged when the effect of Padlet use on writing skill was analyzed is the theme of “Writing Related Features”. It is seen that it is the theme that learners reported the most opinions. There were 41 learner opinions about this theme. The sub-theme with the highest number of opinions is the sub-theme “Being instructive about writing”. This sub-theme is followed by “The instructor gives quick feedback”. The two sub-themes with the least number of opinions are “Everyone can see the writings” and “It improves writing”. In the sub-themes of the opinions about writing, the sub-themes “Everyone sees the writing” and “Writing is easily forgotten” contain negative opinions. The sub-themes of “The instructor gives quick feedback”, “Editing can be done in the writing”, “It is instructive about spelling”, “The writing is easy to write”, “Adding videos and visuals to the writing”, “Improving writing”, “Making writing easier”, “Making writing enjoyable” include positive opinions. When Table 14 is analyzed, it is seen that there are fewer negative learner opinions than the other tables. Learners generally expressed positive opinions about writing in Padlet Web 2.0 tool.

Examples of the positive opinions of the learners from the sub-themes that emerged in the theme of the characteristics of writing related to the effect of padlet use on writing skill are as follows:

All students can read each other's writing and see the corrections. (M19)

I can easily correct my mistakes while writing. (M11)

Now I am not embarrassed at all, I like Padlet very much, I can write comfortably, I can write about anything, so I would like to thank my teacher Seyma very much. (M13)

Using a padlet is more convenient than paper and pen because I use the phone more in my daily life. (F2)

I can add the video and photo I took myself to my article. (F3)

I never liked writing before, but with Padlet I liked it. (F8)

I think Padlet is a good opportunity for students and teachers. Why do I think so? With Padlet, students save time. When homework is assigned, the teacher checks it the next day, but in Padlet, the teacher can check the students' writing immediately. (F5)

Examples of the negative opinions of the learners from the sub-themes that emerged in the theme of features related to writing regarding the effect of padlet use on writing skill are as follows:

I was ashamed that my classmates could read my writing. (M13)

Sometimes I forget what I write, I remember more easily what I write in the notebook. (M14)

I look at my mistakes in Padlet, I forget them immediately because they come to my mind when I write with a pen. (M9)

Discussion and Conclusion

This study explored the effects of Padlet use on writing skill and attitudes in teaching Turkish as a foreign language. The research addressed two primary questions: the impact of using Padlet on writing skill and its influence on learners' writing attitudes.

To measure writing achievement, both the experimental and control groups completed the "Writing Skill Assessment Pre-Test" and "Writing Skill Assessment Post-Test." The results revealed that while writing skill improved in both groups over time, there was no statistically significant difference between the experimental and control groups ($F(1,28) = 2.142, p > 0.05$). Despite this, the experimental group, which used Padlet, showed a noticeable improvement in their writing skill between the pre-test and post-test, suggesting a positive influence of Padlet on writing success.

Similar findings were reported by Özipek (2019) in a study examining the impact of Padlet on writing skill in Turkish as a native language. While no statistically significant difference was observed between the experimental and control groups, the former group consistently achieved higher average scores. Similarly, Guksu (2020) found that Web 2.0-based writing activities improved learners' scores more than traditional writing methods, even though the difference was not statistically significant.

Additional studies have reported consistent outcomes regarding technology-based writing practices in Turkish as a foreign language. For example, Çangal (2020) and Göker and İnce (2019) found that technology-based activities, including Web 2.0 tools, enhanced learners' writing skills. Fansa (2020) demonstrated similar improvements through digital story-writing activities with Syrian learners. These findings collectively indicate that, while the use of Padlet and similar tools may not always produce significant differences in statistical terms, they contribute positively to learners' writing achievement.

The study also examined the impact of Padlet use on writing attitudes. SPSS analysis revealed a significant difference in writing attitudes between the experimental and control groups ($t(1,28) = 395.374, p > 0.01$). This indicates that Padlet use positively impacts learners' attitudes toward writing.

Comparable results have been observed in studies focusing on technology-based writing practices in native language education. For example, Baki (2015) identified significant improvements in writing attitudes after using digital storytelling tools. Similarly, Tetik (2020) found a positive shift in writing attitudes among gifted primary school students who engaged in digital storytelling activities. Karadağ (2018) demonstrated that Storybird, another Web 2.0 tool, enhanced both creative writing skill and attitudes toward writing in 5th-grade students. These findings suggest that Padlet, like other Web 2.0 tools, is effective in fostering positive attitudes toward writing in both native and foreign language teaching contexts. While its impact on writing achievement may not always reach statistical significance, its potential to enhance learners' writing skill and attitudes underscores its value as a technological tool in language education.

In the last part of the study, the question of how the use of Padlet in teach-

ing Turkish as a foreign language affects writing skill was answered with a qualitative research method. The experimental group was asked their opinions about the activities they did with Padlet in the first and last week of the research. These were grouped under 3 main themes. These 3 themes are *features related to the format of the application, features related to the use of the application, and features related to writing*. These 3 themes were divided into sub-themes.

The first theme is the theme of *features related to the format of the application*. There are 13 sub-themes under this theme. Both positive and negative opinions were reported under these sub-themes. The 5 sub-themes with the highest number of opinions are *sharing information, sharing videos and images in the application, the application is fun, the application is interesting, and the application is technology-based*. The remaining sub-themes are *anonymous writing; the writing disappears in case of an internet outage, it does not work without the internet, there is no phone application, it is compulsory to save, the application is organized, the application is like a game, and the application is difficult*. When the literature is examined, similar sub-themes are seen in studies on the use of technology in language teaching. The sub-theme of *the application is fun* is also seen in Fansa's (2020) thesis study on digital story writing activity. This sub-theme is also seen in Buluş's (2023) study on the effect of Quizizz application on Turkish vocabulary teaching. In Eyibil's (2023) thesis study, the effect of Quizlet, one of the Web 2.0 applications, on Turkish vocabulary teaching was investigated. Since a technology-based application was used in the study, a similar sub-theme *the technological nature of the application* emerged. Based on the results, it was concluded that the use of Padlet was found to be enjoyable by learners like other Web 2.0 tools in language teaching.

The 2nd theme of the qualitative study in this research is *the theme of characteristics related to the use of the application*. It is seen that this theme has 8 sub-themes. Again, some learner opinions are positive and some learner opinions are negative. The sub-theme with the highest number of opinions among all themes, *the application is easy to use* is included in this theme. There were 14 opinions about this sub-theme. This sub-theme is followed by the sub-themes *that the application can be used everywhere, the application is used quickly, the application saves time and the application provides benefits*. The remaining sub-themes are *the application is dis-*

tracting, the application is rarely used in education, and it is difficult to get used to the application. In Aktaş's (2019) thesis on digital writing, there is an opinion that Web 2.0 tools save time for teachers. This is in line with the same idea with the sub-theme *that the application saves time*. In Çangal's (2020) study, the researchers' opinion is that Web 2.0 applications distract learners' attention. It is similar to the sub-theme of *distraction of the application* in this study. There is a common student opinion in the studies (Akdoğan, 2020; Aydın, 2019; Göker and İnce, 2019; Baş and Turhan, 2017). This view is the view that learners find Web 2.0 tools useful. Their content is similar to the sub-theme of *the benefit of the application* in this study. Based on the results obtained from the learner opinions, it is possible to say that the use of Padlet is beneficial, distracting and time-saving for learners, as in other Web 2.0 tools in language teaching.

The third theme of the qualitative study in this research is the theme of *characteristics related to writing*. This theme has 10 sub-themes. When these sub-themes are analyzed, it is seen that there are positive and negative learner opinions. The 5 sub-themes with the highest number of learner opinions are *being instructive about writing, the instructor giving quick feedback, comfortable writing, making it easier to write, and making them love writing*. The remaining sub-themes are *everyone can see the writing, the writing can be edited, the writing is easily forgotten, adding videos and visuals to the writing, and improving writing*. The only negative learner opinion within these sub-themes is in the sub-theme *everyone can see the writing*. Apart from this sub-theme, learners expressed their positive opinions in 9 sub-themes. The sub-themes of *being instructive about spelling and the instructor giving quick feedback* in this study are also seen in Çangal's (2020) study. In Soylu's (2020) study, the idea that Web 2.0 applications facilitate learning in learning idioms was revealed. This view is the same as the sub-theme of *facilitating writing* in the study.

Recommendations

- The current study tested the effect of Padlet use on writing skill and attitudes in teaching Turkish as a foreign language with 30 learners. Future studies could increase the sample size to obtain more comprehensive and generalizable results.
- This research utilized writing activities from the *Yeni İstanbul* textbook. Similar studies could be conducted using different textbooks or

teaching materials commonly employed in teaching Turkish as a foreign language.

- The study spanned 7 weeks. Conducting longer-term studies could provide insights into the sustained effects of Padlet use on learners' writing skill and attitudes.
- This study focused on B2-level learners. Future research could explore the impact of Padlet use on learners at other proficiency levels, such as A1, A2, B1, or C1.
- Since new features were added to the Padlet tool after this study was conducted, further research could investigate the effects of these enhanced functionalities on learners' writing skill and attitudes.
- This study primarily examined the impact of Padlet on writing skill and attitudes. Future research could explore its effects on other language skills, such as listening, speaking and reading, to provide a more holistic understanding of its potential in teaching Turkish as a foreign language.

Ethics Statement

In this study, we declare that the rules specified in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" have been followed and no action has been taken within the scope of "

Ethics Committee Approval

Scientific Research and Publication Ethics Committee, Decision Date: 04/04/2024, Document number number: 462

Conflict of Interest

There is no conflict of interest between the authors.

Contribution Rate

Authors contributed equally to the research. The authors declare that no other author contributed to the study and that the final version of the study was read and approved.

Funding

This research received no funding.

Use of AI for Writing Assistance

No AI was used for writing assistance.

Sources

- [1] Akbulut, S. (2016). *Yabancı dil olarak Türkçe öğrenenlerin yazmaya yönelik tutum ve kaygıları*. [Unpublished master's thesis]. Pamukkale University.
- [2] Akdoğan, F. (2020). *Dijital hikâye anlatım yönteminin öğrencilerin okuma becerileri ve kelime dağarcığı gelişimine etkisi*. [Unpublished master's thesis]. Gazi University.
- [3] Aktaş, N. (2019). *Dijital yazma atölyesi etkinliklerinin yazma motivasyonu ve hikâye yazma becerisinin gelişimine etkisi*. [Unpublished doctoral dissertation]. Gazi University.
- [4] Alkan, V., Şimşek, S., & Armağan Erbil, B. (2019). Karma yöntem: Öyküleyici alanyazın incelemesi. *Eğitimde Nitel Araştırmalar Dergisi -Journal of Qualitative Research in Education*, 7(2), 559-582.
- [5] Altunkaya, H. (2021). Yurt dışında yabancı dil olarak Türkçe öğretmek: Sorunlar ve çözüm önerileri. *Bayburt Eğitim Fakültesi Dergisi*, 16(Special Issue), 1-33.
- [6] Aydın, E. (2019). *Yabancılarla Türkçe öğretiminde dijital hikâye anlatımının yaratıcı yazma becerisine etkisi*. [Unpublished master's thesis]. Inonu University.
- [7] Aydın, S. (2005). İngilizce öğrenenlerin yazma etkinliklerinde bilgisayar kullanmaya yönelik tutumları ve bilgisayarın yazma becerilerindeki başarıya olan katkısı. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6(2), 295-310.
- [8] Bağcı, H., & Başar, U. (2018). Yazma eğitimi. In M. Durmuş and A. Okur, (Eds.), *Yabancılarla Türkçe öğretimi el kitabı* (p. 132). Grafiker Publications.
- [9] Baki, A., & Gökçek, T. (2012). Karma yöntem araştırmalarına genel bir bakış. *Elektronik Sosyal Bilimler Dergisi*, 11(42), 1-21.
- [10] Baki, Y. (2015). *The effect of digital stories on the writing process of sixth grade students*. [Unpublished master's thesis]. Atatürk University.
- [11] Baki, Y. (2019). Türkçe öğretmeni adaylarının yaratıcı yazma becerilerinin geliştirilmesinde dijital öykülerin etkisi. *Ana Dili Eğitimi Dergisi*,

7(4), 964-995.

[12] Baş, B., & Turhan, O. (2017). Yabancılar Türkçe öğretiminde yazma becerisine yönelik web 2.0 araçları: Poll Everywhere örneği. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 13(3), 1233-1248.

[13] Başkaya, K., & Tursunovic, M. (2017). Yabancı dil olarak Türkçe öğretiminde işbirlikli öğrenme ve Padlet. *Aydın TÖMER*, 2(2), 79-96.

[14] Buluş, F. (2023). *Yabancı dil olarak Türkçe öğrenenlere sözcük öğretiminde Quizizz kullanımının etkisi* [Unpublished master's thesis]. Fatih Sultan Mehmet Vakıf University.

[15] Can, A. (2017). *SPSS programı ile bilimsel araştırma sürecinde nicel veri analizi*. Pegem Academy.

[16] Candaş Karababa, Z. C. (2009). Yabancı dil olarak Türkçenin öğretimi ve karşılaşılan sorunlar. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 42(2), 265-277.

[17] Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. Routledge.

[18] Creswell, J. W. (2021). *A concise introduction to mixed methods research* (3 b.). (M. Sözbilir, Çev.) Pegem Akademi.

[19] Çakır, İ. (2010). Yazma becerisinin kazanılması yabancı dil öğretiminde neden zordur? *Sosyal Bilimler Enstitüsü Dergisi*, 1(28), 165-176.

[20] Çangal, Ö. (2020). *Yabancılar Türkçe öğretiminde sosyal medya kullanımının yazma becerisine etkisi*. [Unpublished doctoral dissertation]. Hacettepe University.

[21] Demirel, Ö. (2003). *Türkçe öğretimi*. Pegem A Publishing .

[22] Deni, A. M., & Zainal, Z. I. (2015). Let's write on the wall: virtual collaborative learning using Padlet. *TOJET: The Turkish Online Journal of Educational Technology* (Special Issue), 364-369.

[23] Deniz, H., & Demir, S. (2019). Yazma kaygıları ve eğilimlerine ilişkin öğretmen görüşleri. *Bursa Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 32(2), 497-526.

[24] Erdoğan Doğan, Ö. (2024). *The impact of the use of Padlet on high school students' writing skills*. [Unpublished master's thesis]. Ufuk University.

[25] Eyibil, E. (2023). *Yabancı dil olarak Türkçe öğrenenlere sözcük öğretiminde Quizlet kullanımının etkisi*. [Unpublished master's thesis]. Fatih Sultan Mehmet Foundation University.

[26] Fansa, M. (2020). Geçici eğitim merkezindeki Suriye uyruklu öğrencilerin ve Türkçe öğreticilerin Storyjumper deneyimleri: “Yamen okulda”. *Türkiye Bilimsel Araştırmalar Dergisi*, 5(2), 360-376.

[27] Göker, M., & İnce, B. (2019). Web 2.0 araçlarının yabancı dil olarak Türkçe öğretiminde kullanımı ve akademik başarıya etkisi. *Turkophone*, 6(1), 12-22.

[28] Graham, S., Berninger, V., & Abbott, R. (2012). Are attitudes toward writing and reading separable constructs? A study with primary grade children. *Reading and Writing Quarterly*, 51-69.

[29] Guksu, O. (2020). *The effect of Web 2.0 tools on Turkish efl students' peer review types, attitude and writing performance*. [Unpublished master's thesis]. Bahçeşehir University.

[30] Gücüyeter, B., & İskender, M. E. (2019). Yabancı dil olarak Türkçe yazma öğretiminde anlık mesajlaşma programlarının kullanımı: Whatsapp uygulaması örneği. *Sosyal Bilimler Araştırmaları Dergisi*, 14(2), 571-590.

[31] İnal, E., & Arslanbaş, F. (2021). Türkçenin yabancı dil olarak uzaktan öğretiminde iletişim odaklı web 2.0 araçları ve uygulama örnekleri. *Bayburt Eğitim Fakültesi Dergisi*, 16(Special Issue), 228 -249.

[32] Johnson, R. B., & Turner, L. S. (2003). Data collection strategies in mixed methods research. . In R. B. Johnson and L. Turner, *Handbook of mixed methods in social and behavioral research* (pp. 297-319). SAGE publications.

[33] Joo, Y. J., Bong, M. B., & Choi, H. J. (2006). Improving the writing, knowledge and motivation of self-regulated strategy development with and without peer support. *American Educational Research Journal*, 43(2), 295-340.

- [34] Kadan, Ö. F. (2020). *5e öğrenme modelinin Türkçeyi yabancı dil olarak öğrenen öğrencilerin yazmaya yönelik tutum ve yazma becerilerine etkisi*. [Unpublished doctoral dissertation]. Hatay Mustafa Kemal University.
- [35] Kansızoglu, H. B. (2018). *Ters yüz edilmiş sınıf modeline dayalı yazma öğretiminin öğrencilerin üstbilişsel farkındalık düzeylerine, yazma başarılarına ve kaygılarına etkisi*. [Unpublished doctoral dissertation]. Gazi University.
- [36] Kaplan, T. (2018). *Yabancılar Türkçe öğretiminde otantik yazma çalışmalarının öğrencilerin yazma becerisi ve tutumuna etkisi*. [Unpublished master's thesis]. Sakarya University.
- [37] Karadağ, K. (2018). *Öğretim teknolojilerinden Storybird uygulamasının 5. sınıf öğrencilerinin yaratıcı yazma becerilerine ve yazmaya yönelik tutumlarına etkisi*. [Unpublished master's thesis]. Marmara University.
- [38] Kemiksiz, Ö. (2023). Türkçe öğretiminde tutum: lisansüstü tezlerin araştırma eğilimleri. *Korkut Ata Türkiyat Araştırmaları Dergisi*, (11), 752-774.
- [39] Kızıltepe Ayhan, H. (2017). *Eğitim yöneticilerinin teknoloji kullanımına ilişkin tutum ve düşünceleri ile İngilizce derslerinde teknoloji kullanımı arasındaki ilişki*. [Unpublished master's thesis]. Maltepe University.
- [40] Kurudayıoğlu, M., & Mutlu, H. (2022). Türkçenin yabancı dil olarak öğretiminde web araçlarının kullanımı. In K. Tekşan and Ü. Süğümlü, (Eds.), *Web araçları ile Türkçe öğretimi* (pp. 187-213). Eğiten Kitap Publishing.
- [41] Melanlıoğlu, D. (2021). *Türkçenin yabancı dil olarak öğretiminde gizil güç: Tutumlar*. Kesit Publications.
- [42] Nergiz, B. (2022). *The effect of teaching writing skill via google docs in a blended learning environment on error correction skill of turkish efl learners*. [Unpublished master's thesis]. Pamukkale University.
- [43] Oflaz, M. (2019). *The use of Padlet with backward design lesson plans to engage students actively in language learning*. [Unpublished master's thesis]. Yeditepe University.

- [44] Ozil, Ş. (1991). Dil ve kültür. *In Çağdaş kültürümüz olgular ve sorunlar*. Cem Publishing House.
- [45] Önal, N., & Tanık Önal, N. (2022). Öğretmen eğitiminde çevrim-içi bir ders etkinliği tasarımı: Padlet kullanımı. *Eğitimde Yeni Yaklaşımlar Dergisi*, 5(2), 142-160.
- [46] Özbay, M. (2009). *Türkçe özel öğretim yöntemleri*. Öncü Book .
- [47] Özcan, E., & Demirdöven, G. H. (2018). Yabancı dil olarak Türkçe öğretiminin tarihçesi. *In M. Durmuş & A. Okur, (Eds.), Yabancılar Türkçe öğretimi el kitabı* (p. 169). Ankara: Grafiker Publications.
- [48] Özipek, K. (2019). *Padlet uygulamasının öğrencilerin akademik başarıları ile teknolojiye ve Türkçe dersine karşı tutumlarına etkisi*. [Unpublished master's thesis]. Yeditepe University.
- [49] Phinney, M., & Mathis, C. (1991). ESL student responses to writing with computers. *TESOL Newsletter*, 24(1), 30-31.
- [50] Saygılı Durak, D. (2014). *Effects of using wooclap and Padlet applications on improving the writing skillsof English learners*. [Unpublished master's thesis]. Istanbul Aydin University.
- [51] Soylu, S. (2020). *Deyim öğretiminde kavram karikatürü kullanımının öğrencilerin akademik başarı ve tutumlarına etkisi (Toondoo uygulaması örneği)*. [Unpublished master's thesis]. Düzce University.
- [52] Sözer, B., Özdamar, N., & Pilancı, H. (2020). Yabancı dil öğrenimi için hazırlanan e-öğrenme ortamlarına ilişkin kullanılabilirlik araştırmalarının incelenmesi. *Açıköğretim Uygulamaları ve Araştırmaları Dergisi*, 6(4), 174-207.
- [53] Subaşı, M., & Okumuş, K. (2017). Bir araştırma yöntemi olarak durum çalışması. *Atatürk Üniversitesi Sosyal Bilimler Dergisi*, 21(2), 419-426.
- [54] Şen, Ü. (2021). Yabancı dil olarak Türkçe öğretimine genel bakış. *In Ü. Şen, Yabancı dil olarak Türkçe öğretimi* (p. 3). Pegem Academy.
- [55] Tetik, T. (2020). *Özel yetenekli ilkokul öğrencilerinin yazma becerilerinin desteklenmesinde dijital öyküleme etkinlikleri: Eylem araştırması*. [Unpublished master's thesis]. Burdur Mehmet Akif Ersoy University.

[56] Tiryaki, E. N., & Zini, H. (2022). Yabancılar Türkçe öğretiminde paragraf yazmada teknoloji kullanımı. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, (30), 85-105.

[57] Tok, M., & Ünlü, S. (2014). Yazma becerisi sorunlarının ilkökul, ortaokul ve lise öğretmenlerinin görüşleri doğrultusunda karşılaştırmalı olarak değerlendirilmesi. *Elektronik Sosyal Bilimler Dergisi*, 13(50), 73-95.

[58] Uslu, A. (2019). *İşbirlikli dijital hikaye anlatımının ilkökul 4. sınıf öğrencilerinin yaratıcı yazma ve sosyal duygusal öğrenme becerilerine etkisi*. [Unpublished master's thesis]. Manisa Celal Bayar University.

[59] Yamaç, A. (2015). *İlkökul üçüncü sınıf öğrencilerinin yazma becerilerinin gelişiminde dijital hikayelerin etkisi*. [Unpublished doctoral dissertation]. Gazi University.

[60] Yıldırım, A., & Şimşek, H. (2021). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin Publishing.

[61] Yılmaz, A. (2021). *The possible effects of online feedback exchanges through web 2.0 tools on Turkish efl students' perception and writing performance*. [Unpublished master's thesis]. Bahçeşehir University.

Geniş Özet

Yabancı dilde öğrencilerin yazma başarısını ve tutumunu geliştirmeye yönelik kullanılan Web araçları zamanla yaygınlaşmıştır. Yazma becerisinin gelişmesi için kullanılan Web araçları arasında yer alan Padlet, öğrencilerin ve öğretmenlerin sıklıkla başvurduğu bir uygulamadır. Kurdayoğlu ve Mutlu (2022: 203) Padlet'i "Yazma becerisinin gelişmesinde en etkili web uygulamalarından biridir." şeklinde tanımlamışlardır. Yapılan araştırmalar da öğretim sürecinde Padlet kullanımının yazma becerisine ve tutumuna olumlu etki ettiğini ortaya koymaktadır (Erdoğdu Doğan, 2024; Özipek, 2019).

Yabancı dil öğretimi alanında Padlet kullanımının yazma becerisine ve tutumuna etkisi ile ilgili yapılan çalışmalar araştırıldığında, alan yazınında örnekler görmek mümkündür (Başkaya ve Tursunovic, 2017; Deni ve Zainal, 2015; Saygılı Durak, 2024; İnal ve Arslanbaş, 2021; Oflaz, 2019; Önal ve Tanık Önal, 2022). Bu çalışmalar, İngilizce öğretiminde Padlet kullanımının öğrencilerin yazma becerisine, yazma motivasyon ve tutumuna etkisini inceleyen çalışmalardır. Yapılan araştırmaların sonuçları, Padlet

kullanımının yabancı dil öğretiminde öğrencilerin yazma becerisine ve tutumuna olumlu yönde etki ettiğini ortaya koymaktadır. Bu bağlamda, yabancı dil öğretiminde Padlet kullanımının öğrencilerin yazma başarısını ve tutumunu olumlu etkilediği anlaşılmaktadır. Bu olumlu etkiye karşılık, yabancı dil olarak Türkçe öğretiminde Padlet kullanımının, öğrencilerin yazma başarısına ve tutumuna etkisi daha önce araştırılmamıştır. Oysaki teknoloji kullanımının yazma becerisine ve tutumuna olumlu ettiği görülmektedir. Bu bakımdan, yabancı dil olarak Türkçe öğretiminde Padlet kullanımının öğrencilerin yazma başarısına ve tutumuna etkisinin ne olduğunun araştırılmasının önemli bir ihtiyaç olduğu söylenebilir.

Yabancı dil olarak Türkçe öğretiminde Padlet kullanımının öğrencilerin yazma başarısına ve tutumuna etkisinin ne olduğunun araştırılmasının yanında bu etkinin nasıl olduğunun da araştırılmasına ihtiyaç duyulmaktadır. Yabancı dil öğretiminde Padlet kullanımının yazma başarısına ve tutumuna etkisini araştıran çalışmaların genellikle nicel araştırmalar olduğu görülmektedir. Nicel araştırmalar etkiyi ortaya koymada çok önemli araştırmalar olsa da bu etkinin sebeplerinin tespit edildiği nitel araştırmalara da ihtiyaç duyulmaktadır. Etkinin ne olduğunu ve nasıl olduğunu açıklayan karma araştırmalar ise alan yazınına çok daha katkı sağlayacak araştırmalardır. Bu bakımdan, yabancı dil olarak Türkçe öğretiminde Padlet kullanımının öğrencilerin yazma başarısı ile tutumuna etkisinin ne ve nasıl olduğunu açıklayan karma araştırmalara da ihtiyaç olduğu söylenebilir. Sözü edilen önem ve ihtiyaçtan hareketle bu çalışma kapsamında “Yabancı dil olarak Türkçe öğretiminde Padlet kullanımının öğrencilerin yazma becerisi ile tutumuna etkisi nedir ve nasıldır?” sorusuna cevap aranarak yabancı dil olarak Türkçe öğretiminde Padlet kullanımının öğrencilerin yazma becerisi ile tutumuna etkisinin ne ve nasıl olduğunun araştırılması amaçlanmıştır. Bu amaçla yapılan araştırmanın alt amaçları şunlardır:

1. Yabancı dil olarak Türkçe öğretiminde Padlet kullanımının öğrencilerin yazma becerisine etkisi nedir?
2. Yabancı dil olarak Türkçe öğretiminde Padlet kullanımının öğrencilerin yazma tutumuna etkisi nedir?
3. Yabancı dil olarak Türkçe öğretiminde Padlet kullanımının öğrencilerin yazma becerisine etkisi nasıldır?

Araştırmada, karma araştırma yöntemi kullanılmıştır. Çalışmanın nicel

araştırma bölümünde yabancı dil olarak Türkçe öğretiminde Padlet kullanımının yazma becerisine ve tutumuna etkisi ön test ve son test ile kontrol gruplu yarı deneysel bir çalışma ile ölçülmüştür. Çalışmanın nitel araştırma bölümünde durum çalışması deseni kullanılmıştır.

Çalışma evrenini, Marmara Bölgesi'ndeki bir devlet üniversitesinde 2023-2024 yılları arasında yabancı dil olarak Türkçe öğrenen öğrenciler oluşturmaktadır. Araştırmanın örneklemini, yabancı dil olarak Türkçe öğrenen B2 seviyesindeki 30 öğrenciden oluşmaktadır. Nitel durum araştırmasının çalışma grubu ise deney grubunda yer alan 15 öğrencidir. Verilerin toplanması 7 hafta sürmüştür. Çalışmada B2 düzeyinin seçilme nedeni, bu seviyedeki öğrencilerin pratik yaparak daha fazla metin üretebileceği ve nitel araştırma sorularına daha ayrıntılı yanıtlar verebileceği düşünülmüştür. Çalışmanın yedi hafta sürmesinin nedeni ise B2 kursunun süresidir. Araştırmada, "Kişisel Bilgi Formu", "Yazma Becerisini Değerlendirme Ön Testi", "Türkçeyi Yabancı Dil Olarak Öğrenenler İçin Yazma Tutumu Ölçeği", "Padlet Etkinliğini Değerlendirme Formu" ve "Yazma Becerisini Değerlendirme Son Testi" kullanılmıştır.

"Yazma Becerisini Değerlendirme Ön Testi" ve "Yazma Becerisini Değerlendirme Son Testi" Kadan'ın (2020) çalışmasındaki "Yabancı Dil Olarak Türkçe Öğretiminde Yazma Becerisi Analitik Rubriği"ne bakılarak puanlanmıştır. Öğrencilerin yazma tutumunu ölçmek için Melanlıoğlu'nun (2021) "Türkçeyi Yabancı Dil Olarak Öğrenenler İçin Yazma Tutumu Ölçeği" kullanılmıştır. Elde edilen veriler betimsel ve içerik analiziyle çözümlenmiştir.

Yapılan araştırma sonunda, Padlet kullanımının yazma becerisine etkisi olduğu görülmektedir; fakat yapılan test sonuçlarına göre bu etki gruplar arasında anlamlı farklılık göstermemektedir ($F(1-28)=2,142, p>0.05$). Yapılan araştırmada, bir başka sonuç olarak Padlet kullanımının yazma tutumuna etkisi olduğu ve bu etkinin gruplar arasında anlamlı farklılık oluşturduğu tespit edilmiştir ($t(1-28)=395,374 p>0.01$).

Araştırmada, yabancı dil olarak Türkçe öğretiminde Padlet kullanımının yazma becerisi üzerindeki etkisi de incelenmiştir. Elde edilen veriler 3 ana tema altında toplanmıştır. Bu 3 tema, *uygulamanın biçimi ile ilgili özellikler; uygulamanın kullanımı ile ilgili özellikler; yazı ile ilgili özellikler*dir. İlk tema, *uygulamanın biçimi ile ilgili özellikler* temasıdır. Bu temanın

altında 13 alt tema bulunmaktadır. Bu alt temalarda hem olumlu hem de olumsuz görüşler bildirilmiştir. En çok görüş bildirilen 5 alt tema; *“bilgi paylaşımı yapılması, uygulamada video ve görsel paylaşılması, uygulamanın eğlenceli olması, uygulamanın ilginç olması, uygulamanın teknoloji temelli olması”* alt temalarıdır. Geriye kalan alt temalar; *“Anonim yazı yazılabilmesi, internet kesintisinde yazının kaybolması, internetsiz çalışmaması, Telefon uygulaması olmaması, kaydetmenin zorunlu olması, uygulamanın düzenli olması, uygulamanın oyun gibi olması, uygulamanın zor olması”* alt temalarıdır.

İkinci tema, *uygulamanın kullanımı ile ilgili özellikler temasıdır*. Bu temanın 8 alt teması olduğu görülmektedir. Yine bazı öğrenici görüşleri olumlu, bazı öğrenici görüşleri olumsuzdur. Tüm temalar içinde de en fazla görüş bildirilen alt tema olan *“uygulamanın kolay kullanılıyor olması”* bu temada yer almaktadır. Bu alt tema hakkında 14 görüş bildirilmiştir. Bu alt temayı, *her yerde kullanılabilir olması, uygulamanın hızlı kullanılıyor olması, uygulamanın zaman kazandırması, uygulamanın fayda sağlaması* alt temaları takip etmektedir. Geriye kalan alt temalar; *“uygulamanın dikkat dağıtması, uygulamanın eğitimde az kullanılması, uygulamaya alışmanın zor olması”* alt temalarıdır.

Üçüncü tema *yazı ile ilgili özellikler temasıdır*. Bu temanın 10 alt teması görülmektedir. Bu alt temalar incelendiğinde içinde olumlu ve olumsuz öğrenici görüşleri olduğu görülmektedir. En çok öğrenici görüşü olan 5 alt tema *“yazım konusunda öğretici olması, öğreticinin hızlı geri bildirim vermesi, yazının rahat yazılması, yazmayı kolaylaştırması, yazmayı sevdirmesi”* alt temalarıdır. Geriye kalan alt temalar; *“herkesin yazıları görmesi, yazıda düzenleme yapılabilmesi, yazının kolay unutulması, yazıya video ve görsel eklenmesi, yazmayı geliştirmesi”* alt temalarıdır.