

## **Effectiveness of Learning Portfolio for Writing Practice in Korean Language Learning**

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### **ABSTRACT**

Electronic communication forms a greater part of everyday language use and this form has influenced foreign language teaching and learning. If foreign language learners in the 21st century are able to practice their target language in its written form through both a hand-written and typed format, this will allow for more engagement; and flexible learning. Infotech in language and communication today allows for various channels to use the target language. This study aims to examine the perception of Korean language learners, and how they view the effectiveness of *Naver Blog* ([blog.naver.com](http://blog.naver.com)) as an electronic learning portfolio (e-portfolio) to practice the language in written its form over the course of five weeks, during which the weekly online task of publishing posts in the target language is required. Learners were undergraduate students enrolled in a beginner-level Korean

language university elective module. The students believed that the effectiveness of improving writing skills included the need to look into sentence structure, spelling and vocabulary. These opinions were collected through a questionnaire. Results indicate that students agreed that publishing was an effective way to practice the Korean language, as well as to improve writing skills in the areas discussed in this study. This study expects to provide language instructors with insights into the adoption

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of existing online platforms in their teaching and learning activities.

*Keywords:* Blended learning, blog, e-portfolio, foreign language learning, writing

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## INTRODUCTION

Students in the 21st century are called digital natives, who are native speakers of the digital language of computers, video games and the internet (Prensky, 2001). They are surrounded by interactive media-sharing technologies (McBride, 2009). Digital natives is a global phenomenon, as such, they exist in Malaysia as well.

According to statistics from *the Internet Users Survey 2018* by the Malaysian Communications and Multimedia Commission (MCMC, 2019), younger Malaysian respondents in their 20's allocated on average eight hours daily online. The survey showed that Malaysians in their 20's had the highest (30.0%) percentage of internet usage. On reflection, it is fair to state that foreign language instructors in universities countenance and employ Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL) into teaching and learning design.

The maturation of digital technology and the internet has changed the nature of foreign language instruction, and its significance is greater in those foreign languages which are taught less commonly (Robin, 2013). It provides more diverse, flexible and authentic learning environments where students can practice their target

language (TL) even outside the classroom. Today, typing is the preferred way of writing (Pinet et al., 2016). According to the MCMC survey mentioned above, the most frequent online activities in Malaysia is communication by text (96.3%), followed by visits to social network platforms (89.3%). The survey has also identified that the most popular way of connecting to the internet is via smartphones (93.1%), laptops (44.2%), and desktop computers (28.1%).

This scenario does not differ from South Korea. The *Survey on the Internet Usage 2017* by the Korea Internet & Security Agency (KISA, 2017) under the Ministry of Science & ICT proved that Instant Messengers account for the highest (95.1%) frequency of internet use in South Korea. The most popular means to access the internet demonstrate slightly different ranks which are smartphones (94.1%), desktops (61.2%), and laptops (31.6%). This shows that writing electronically or typing is very common in communications. As such, it is essential for students studying Korean to be able to type on both a physical and a touch screen keyboard. A student's ability to type in Korean offers more channels to use the language not only as a medium of learning but also as a means of communication.

Nevertheless, researchers claim that handwritten practice is still more effective in foreign language learning in terms of character orientation and vocabulary learning. (Longcamp et al., 2006; Mueller & Oppenheimer, 2014). Consequently, exploring more alternatives using electronic communication methods in foreign language

learning should propose the appropriate applications for foreign language instructors of the future.

### Research Questions and Aims

The objective of the study was to investigate the students' perception of an e-portfolio and its effectiveness when addressing writing practice in terms of sentence structure, spelling, and vocabulary. This study also intended to find out how students perceived typing using the Korean alphabet, *Hangeul*. The research questions based on the objective of this study are 1) what do students perceive of the e-portfolio?; 2) what do students perceive of writing practice to improve their understanding of Korean sentence structure, to familiarize them with spelling Korean words, and to aid recall of vocabulary; and 3) what do students perceive of typing in *Hangeul*?

### Literature Review

***E-Portfolio in Language Learning.*** A learning portfolio is a file consisting of contents reflecting and proving the work of the student (Paulson & Paulson, 1991), and a collection of gathering evidence to show an individual's learning journey and talent over time (Anagün et al., 2018).

The advance in technology has seen widespread usage of smart mobile devices particularly with data supporting the internet on mobile devices. This has changed the appearance of learning portfolios. An electronic portfolio (e-portfolio) allows students to collect and present their productions in diverse formats on online

platforms. Seldin et al. (2010) suggested that reflection, documentation and collaboration are the main purposes of using an e-portfolio in education. Zubizarreta (2009) highlighted the advantage of e-portfolios in comparison to traditional hard-copy portfolios. According to him, e-portfolio platforms are fluid, constructivist, instant, accessible and collaborative. Fournier and Lane (2006) also claimed that the advantage of using an e-portfolio helped students make explicit connections between the course learning outcomes and their work. By planning and developing their own content for the learning portfolio, students can view and organize the learning contents with the intention of expressing themselves.

E-portfolios also assist educators and students to interact. According to Zubizarreta (2009), frequent, focused, and friendly feedback from an instructor on their e-portfolios result in students responding positively to the portfolio model. He also highlighted the e-portfolio was a flexible, evidence-based tool that engages students in a process of continuous reflection and collaborative analysis of learning.

Cooper and Love (2001) described two types of portfolios namely formative and summative. The formative portfolio places emphasis on the learning process of the learner, while the summative portfolio emphasizes on the learning outcomes of the learner. Interactivity, collaboration and feedback are highlighted in a formative portfolio.

There have been studies related to the effectiveness of a student's attitude, and

their satisfaction with the e-portfolio in language learning. Interestingly, the record of reflective writing is discussed frequently by researchers. In a foreign language class, a learning task using the blended learning method should be a meaning-focused work that involves instructors and students in comprehending, producing and interacting in the target language (Towndrow & Vallance, 2004), and an e-portfolio is adequate. It fulfils these criteria.

**Weblogs and *Naver Blog*.** According to Bausch et al. (2002), the term ‘weblog’ (also commonly known as “blog”) entered common vocabulary in 1997. The Cambridge English dictionary (2019) defines ‘weblog’ as 1) a regular record of thoughts, opinions, or experiences that are put on the internet for other people to read; or 2) a website on which one person or group puts new information regularly, often every day. In another definition by Richardson (2009), it is an easily created, easily updatable website that allows an author to publish instantly.

Using a weblog as an e-portfolio creates a digital filing cabinet of the students’ work (Richardson, 2009). Du and Wagner (2007) showed that the effective use of a blog as an online learning log enriched cognitive and social knowledge construction. Researchers also agree that using a blog in language learning and practise has several advantages (Prebakarran & Khir, 2017; Pinkman, 2005; Qi-yuan, 2013; Rivens, 2010). Pinkman’s (2005) study demonstrated that blogs enhanced reading comprehension, improves students’ writing skills and abilities as well

as, providing an exciting and motivating learning environment. Qi-yuan (2013) opined that blogs could be effectively integrated into traditional college writing instruction classes.

Bearing in mind all the above, *Naver Blog* was chosen as the platform for the e-portfolio in this study. *Naver* (www.naver.com) is the most well-known search engine in South Korea. Amongst all social network service (SNS) sites used in Korea, and taking into consideration only those which are native to Korea, the survey by KISA in 2017 found that *Naver Blog* was chosen as the third most frequently used SNS by 28.2% of the internet population in South Korea. It is preceded by Kakao Story (47.6%) and Naver BAND (29.7%).

Some researchers have discussed the use of Naver BAND in education which introduced the use of closed-type SNS, project-based learning, group debate and discussion (Kim & Yoon, 2016; Lim, 2017). In contrast, the use of *Naver Blog* in education is not discussed actively. *Naver Blog*’s distinct feature differentiates it from the other existing SNS platforms. Unlike some closed-type SNS, such as Kakao Story and Naver BAND, *Naver Blog* has more inflow routes as it is accessible via a web browser and a mobile application; it also allows searches by content, title, author, and date of online publication. Posts on *Naver Blog* are displayed in reverse chronological order on the blog site, with the newest post at the top of the page.

***Typing as Writing Practice.*** Swain (2007) mentioned that the act of producing language

in spoken or written form formed part of the process of second language learning, under certain conditions. Taking this thought a step further into the current digital era, the act of typing in the TL can be considered as language production, thus providing language learners with an additional avenue of language output. In addition, Dale's Cone of Reference (1969) which is a model for experiential or action learning, demonstrates that people generally remember 70% of what they say and write. Computer-Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL) for Korean language learning require students to be equipped to "type" Korean characters in order to "write" in Korean. According to Li and Hamel (2003), research has shown that technology assists with lower-level writing processes such as proofreading, grammar, spelling, and outlining (as cited in Van der Steen, 2017). As such, for beginner-level, digital-native learners, typing as writing practice would be beneficial for them. However, Mogyey et al. (2012) found that their students preferred writing by hand to using word processing software.

The Korean language is written in phonograms called *Hangeul* (/ha:ngu:l/)

which use *jamo* (자모, 字母), a type of phonemic letter. Unlike general phonemic writing systems such as the Roman Alphabet, it was uniquely designed to combine consonant letters and vowel letters into syllabic units. Each syllable is written in a syllable unit which includes an initial consonant, a medial vowel, and an optional element, a final consonant (Figure 1).

As shown in Figure 1, the syllable unit is systematically constructed so that the component consonant(s) and vowel form a block-shaped syllable. In modern Korean, the *Hangeul* consists of 24 basic *jamo* where 14 of it are consonants and 10 are basic vowels. In addition, there are 5 compound consonants and 11 compound vowels (refer to Table 1). The compound *jamo* is made by combining two or three basic consonants or basic vowels together. For instance, the compound vowel 'ㅏ' [wa] is a composition of two basic vowels, 'ㅓ' [o] and 'ㅑ' [a]. The compound vowels include diphthongs (double vowels) and triphthongs (triple vowels).

*Hangeul* syllables can be typed by pressing keys using the left- and right-hand fingers in turn (MacKenzie & Tanaka-Ishii, 2007) because the keyboard separates

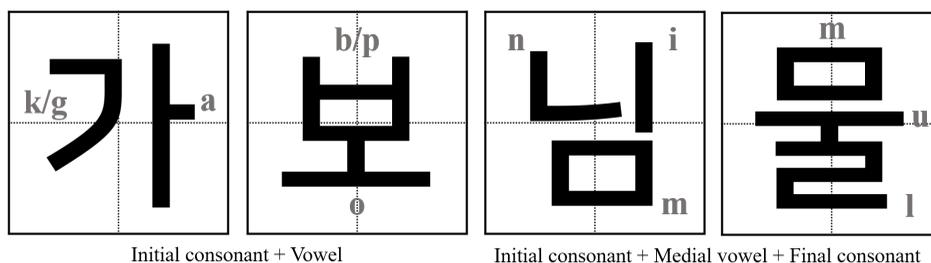


Figure 1. Syllable units in Korean

consonants and vowels to their own respective sides: the consonants are located on the left-hand side and the vowels are located on the right. Figure 2 shows a South Korean keyboard layout for *Hangeul* entry, called *dubeolsik* (two-set-system), with 24 keys for the basic *jamo* and the two keys for the most frequently used combined vowels, ‘ㅢ’ and ‘ㅝ’.

Apart from the composition of syllables, word spacing also requires students’ attention when writing. Word spacing in Korean functions to group words and their associated grammatical elements together

without any space between them (Song, 2009). Therefore, a true understanding of the use of certain grammar can be reflected in writing.

**METHODS**

The instrument used for data collection was a cross-sectional descriptive questionnaire that is composed of two parts. Part A comprised four questions on the respondents’ backgrounds, and Part B comprised 25 items designed to elicit information regarding the students’ perceptions of the task and its effectiveness. A five-point Likert scale that

Table 1  
*Korean alphabet*

Basic <i>jamo</i>	Basic consonants	ㄱ ㄴ ㄷ ㄹ ㅁ ㅂ ㅅ ㅈ ㅊ ㅋ ㆁ ㆅ ㆆ ㆏
	Basic vowels	ㅏ ㅑ ㅓ ㅕ ㅗ ㅛ ㅜ ㅠ ㅡ ㅣ
Compound <i>jamo</i>	Compound consonants	ㄲ ㄴㅇ ㅃ ㅆ ㅉ
	Compound vowels	ㅢ ㅝ ㅞ ㅟ ㅠ ㅡ ㅣ ㅤ ㅥ ㅦ ㅧ ㅨ



Figure 2. *Hangeul dubeolsik* keyboard layout (<http://virtualkeyboard.biz/2-beolsik>)

went from Strongly Agree (5) to Strongly Disagree (1) was used to explore the students' perception and attitude towards the online task. The responses were collected using an online questionnaire via Google Forms and it was administered at the last week of the semester. The respondents to the questionnaire were selected using a purposive sampling method, where students enrolled in the beginner Korean language elective who participated in the online task was chosen. A total of 28 out of 32 students enrolled in the class answered the questionnaire. 2 out of 32 students were excluded from the study as they did not attempt to perform the online assignment within a given time. Lastly, two students who completed the task did not want to participate in the survey.

A pilot study was carried out in the previous semester with a group of students enrolled in the beginner Korean language elective module, prior to the main study. 34 students responded and they spent an average of 10-15 minutes to answer all the questions provided. The questionnaire consists of 12 Likert scale items and 1 open-ended question for feedback. The students did not face any problems when answering items in the questionnaire. However, the items were not adequately specific to answer the research questions, and therefore the items were modified and new items were added to the questionnaire. The modified questionnaire was then used for the current study. This questionnaire was analysed using SPSS and obtained a Cronbach's alpha coefficient value of 0.896 which

points to the strong internal consistency of the instrument.

This present study was carried out at Taylor's University, Malaysia and the participants of this study were undergraduate students enrolled in the Korean language elective for beginners during the short 7-week semester. All the respondents were Malaysians. Students were also asked to sign consent forms acknowledging that their responses would only be used for research purposes and that their identity would remain anonymous.

As part of their class, students were required to keep an online learning portfolio, in which they needed to publish two posts each week, according to a given schedule of topics. These topics were presented in accordance with the order of the classroom lessons. The online task was carried out over a five-week period. The posts were required to be written in Korean, with a minimum length of five sentences including at least one image or video that is relevant to the content of the post. The posts must follow the theme and grammar item in the schedule (refer to Table 2).

The platform that was chosen for the e-portfolio was *Naver Blog* (blog.naver.com), as it is a free blogging platform which is native to South Korea (developed by Koreans, for Koreans). It is the most popular blogging website in South Korea, with 28.2% of internet users using this website. *Naver Blog*, which is accessible through web browsers as well as a mobile app, provides the features to publish and share posts, write captions, search for users, keywords, places

Table 2

Sample of topics for posts

Week	Task	Theme	Grammar item
Week 2	Writing (1)	Introduction	-이/가, -은/는, -도
	Writing (2)	Family	-이에요/예요, 있어요/없어요
Week 3	Writing (3)	Number	unit noun, native Korean numbers
	Writing (4)	Number	date, Sino Korean numbers
Week 4	Writing (5)	Number	time expressions of the day, .에 가요
	Writing (6)	Place	-에 있어요, -에서

and hashtags, get notification of new post of the followed bloggers, view other users' posts, like posts, and add comments. Figure 3 below is an example of a post published by a student.

In the first week of classes, prior to beginning the task, the students created an account on *Naver* and added the instructor as a *Neighbor*, which is a similar concept to 'following' other users on *Facebook*, *Twitter*

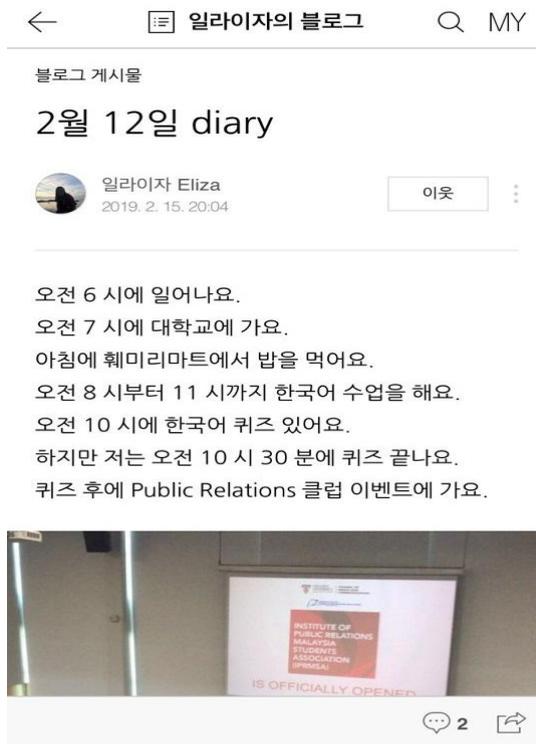


Figure 3. Sample of student's post (Mobile app view)

and *Instagram*. In the same week, the layout of the website and mobile application is also introduced. Subsequently, the students were taught to change the keyboard and language settings on their computers and smartphones. Finally, they were introduced to the layout of the Korean keyboard.

In Week 1, prior to beginning the task, students opened an account on *Naver* and added the instructor as a *Neighbor*, which is a similar concept to ‘following’ other users on other SNS platforms, such as *Facebook*, *Twitter*, and *Instagram*. In the same week, the layout of the website and mobile application are introduced as well. Then, they were taught to change the keyboard and language settings on their computers and smartphones. Finally, they were introduced to the layout of the Korean keyboard.

## RESULTS

### Overall Perception of the Publishing Task on the E-Portfolio

The task of publishing posts on the e-portfolio met with a positive response from the students. A total of 53.85% strongly agreed and 46.15% agreed that the e-portfolio created familiarity towards the learning contents of the class. Apart from that, students responded that they were engaged with learning through the e-portfolio, with 61.54% strongly agreed and 38.46% agreed. Students generally agreed that the e-portfolio helped them learn at their own pace with 46.15% strongly agreed, 50% agreed and only 3.85% remaining neutral. The majority of students responded in agreement that the e-portfolio helps them to

connect the class learning contents to real-life situations, with 42.31% strongly agreed, 50% agreed, 3.85% neutral, and 3.85% disagreed. In addition, students responded that their learning motivation increased as they built their e-portfolio. A total of 65.38% strongly agreed, 26.92% agreed, while 7.69% remained neutral.

With regards to achievement, half of the students strongly agreed and the other half agreed that the e-portfolio helped them achieve their learning objectives. A total of 65.38% strongly agreed that completing the e-portfolio gave them a sense of satisfaction, with 30.77% agreed, and 3.85% remained neutral. When asked if the e-portfolio helped students develop self-directed learning habits, 50% strongly agreed, 42.32% agreed, while 7.69% were neutral. Most of the students responded positively that the weekly topic helps them recall the learning contents with 46.15% strongly agreed, 50% agreed, and 3.85% neutral.

Students also viewed the task as an effective method, with a generally positive response. The results show that 65.38% of the students strongly agreed and 34.62% of them agreed that writing and publishing in Korean is a good way to apply what they learnt in class. They also felt the task to be a good way to put their Korean to good use, with 61.54% strongly agreed, and 38.46% agreed. The results also show that students felt that the e-portfolio was good as they were free to choose the content, with 53.85% strongly agreed, 38.46% agreed, and 7.69% remained neutral.

When asked whether writing and publishing posts in Korean was a difficult task, there was a mixed response. 7.69% strongly agreed that the task was difficult, 15.38% agreed, 26.92% remained neutral, while 30.77% disagreed that it was difficult, and 19.23% strongly disagreed. In other words, a majority felt that the task was not difficult, while many had neither a positive nor a negative response. There was also a mixed response towards whether the task was time-consuming, with 11.54% of the students strongly agreed and 11.54% agreed; 15.38% and 19.23% strongly disagreed and agreed, and a majority (42.31%) neither agreed nor disagreed.

**Spelling**

Overall, the student responses showed that the task helped students in their Korean spelling, as shown in Table 3. A total of 53.85% strongly agreed and 46.15% agreed that writing and publishing posts in Korean helped them gain familiarity in spelling Korean words. For the next item, students showed a strong positive response that the task improves their spelling, with 61.54% strongly agreed, and 34.62% agreed. Following this, students strongly agree (53.85%) and agree (46.15%) that the tasks helped them to understand the combination of Korean vowels and consonants better.

Responses to whether the keyboard layout helped students to recall the spelling

Table 3  
*Student responses to questions related to spelling*

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	5	4	3	2	1
Writing and publishing posts in Korean helped me gain familiarity with spelling Korean words.	53.85%	46.15%	0.00%	0.00%	0.00%
Writing and publishing posts in Korean improves my spelling.	61.54%	34.62%	3.85%	0.00%	0.00%
Writing and publishing posts in Korean helps me to understand the combination of vowels and consonants better.	53.85%	46.15%	0.00%	0.00%	0.00%
The keyboard layout helps me to recall the spelling.	11.54%	34.62%	15.38%	34.62%	3.85%

of words met with mixed responses, with 11.54% strongly agreed, 34.62% agreed, 15.38% remained neutral, 34.62% disagreed, and 3.85% strongly disagreed. Although the Korean keyboard layout is systematic in its division of consonants and vowels, results show that only some found it to be helpful when recalling spelling.

### Vocabulary

The results indicate that the online posting task aided students in the recall and memory of lexical items. Referring to Table 4, in the

first item, 42.31% strongly agreed that the pictures and videos which accompanied their publication helped them to remember the vocabulary and grammar used in their posts. Apart from that, 61.54% strongly agreed that writing and publishing posts in Korean aided in the recall of vocabulary that had been learnt in class. Lastly, the responses show that students strongly agreed (46.15%) and agreed (50%) that writing about themselves and their daily lives was helpful to recall vocabulary and expressions.

Table 4  
*Student responses to questions related to vocabulary*

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	5	4	3	2	1
The pictures and videos help me to remember vocabulary and grammar I have used in the posts.	42.31%	46.15%	11.54%	0.00%	0.00%
Writing and publishing posts in Korean enabled me to recall the vocabulary I have learnt in class.	61.54%	34.62%	0.00%	3.85%	0.00%
Writing about myself and my daily life helps me to recall vocabulary and expressions.	46.15%	50.00%	3.85%	0.00%	0.00%

### Sentence Structure

Table 5 shows that a total of 61.54% of students strongly agreed and 38.46% agreed that writing and publishing posts in Korean enabled them to understand word order. Half of the students (50%) strongly agreed that publishing these posts enabled them

to understand the use of word spacing in Korean, while 34.63% agreed and 15.38% of students were neutral. With regards to the use of particles or markers more accurately, a total of 57.69% strongly agreed and 38.46% agreed that the task was helpful, while 3.85% remained neutral.

Table 5  
*Student responses to questions related to sentence structure*

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	5	4	3	2	1
Writing and publishing posts in Korean enabled me to understand the word order.	61.54%	38.46%	0.00%	0.00%	0.00%
Writing and publishing posts in Korean enabled me to understand the use of word spacing.	50.00%	34.62%	15.38%	0.00%	0.00%
Writing and publishing posts in Korean helps me to use particles or markers more accurately.	57.69%	38.46%	3.85%	0.00%	0.00%

**Perception Towards Typing in Hangeul**

Referring to Table 6, most students strongly agreed (38.46%) and agreed (30.77%) that typing was difficult in the beginning, while 15.38% disagreed and 15.38% remained neutral. As for preferences, 73.08% strongly agreed and that they preferred typing Korean on a smartphone rather than the computer keyboard, while 3.85% disagreed with this. There are mixed reactions to the statement that typing helps improve their handwriting, with most students positively responding

(30.77% strongly agree and 34.62% agree). However, a large number of students, 19.23% neither agreed nor disagreed with the statement. In the next item, 38.46% disagreed that typing Korean is more convenient than writing by hand to practice the language, although 26.92% strongly agree with this statement. Lastly, 30.77% agreed that it is easier to make corrections by typing in Korean than writing by hand, while 23.08% of students disagreed.

Table 6  
*Student perception towards typing in Hangeul*

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	5	4	3	2	1
Typing was difficult in the beginning.	38.46%	30.77%	15.38%	15.38%	0.00%
I prefer typing on the smartphone compared to the computer keyboard when I type Korean characters.	73.08%	23.08%	0.00%	3.85%	0.00%

Table 6 (Continued)

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	5	4	3	2	1
Typing helps to improve my handwriting.	30.77%	34.62%	19.23%	7.69%	7.69%
Typing Korean is more convenient than writing by hand to practice the Korean language.	26.92%	19.23%	7.69%	38.46%	7.69%
It is easier to make corrections by typing in Korean than writing by hand.	23.08%	30.77%	15.38%	23.08%	7.69%

## DISCUSSIONS

The results of the questionnaire yielded several interesting findings regarding the effective use of an e-portfolio in learning Korean as a foreign language. When classroom learning is applied to real-life situations, and students were free to choose the contents which they wished to publish, albeit, within the topic given by the teacher, it resulted in students who were more engaged as learning was made meaningful to them. These results are consistent with Fournier and Lane's (2006) findings that an e-portfolio can be used to connect course learning outcomes with student work.

Based on the findings, students viewed the task of publishing posts as an effective method which enables them to put their Korean to good use. As such, the e-portfolio fulfilled the criteria of a learning task set by Towndrow and Vallance (2004), in that it involves both the students and instructors in the comprehension, production, and interaction in the target language, in this case, Korean. The results demonstrated

that students not only felt their learning motivation increase as they built their learning portfolio, it also helped them develop self-directed learning habits. The study revealed that students felt a sense of achievement when they achieved their learning objectives. As the e-portfolio acted as a "digital filing cabinet" (Richardson, 2009) of their work, students could clearly see the progress they had made since they began.

Consistent production or output in the target language is shown to have a strong positive response from the students, as it increased familiarity towards the learning content, which in turn aided the recall of spelling, vocabulary, and expressions that were taught in the classroom lessons, as well as Korean word order word spacing, and lastly the use of particles. As the students' writing was produced by typing in Korean, these results corroborate the findings of Li and Hamel (2003) that showed technology, in this case, the e-portfolio, was able to aid low-level writing processes, including

spelling, and had become part of the language learning process (Swain, 2007). Language teachers take this into consideration as they prepare activities and tasks for their students, that consistency is effective. Although using an e-portfolio may be challenging and time-consuming for both teacher and student, it is certainly a rewarding and beneficial tool. However, the task or activity need not be a complicated one, as the key to the success of the e-portfolio is consistency. A simple and straightforward task in the target language which requires consistent effort will produce equally positive results.

Finally, the current results show a small positive shift towards typing, differing from the preferences found by Moge et al. (2012). This could be attributed to the quick growth and advancement of digital technology, as well as the wide availability of devices such as smartphones in the current years that has influenced student preferences. Writing by hand still has a place even in this era of digital technology, where most written communication is done by typing. This is an important point for teachers to bear in mind in the midst of the current advent of educational technology, that traditional methods like writing by hand with a pen and paper are still effective methods to learn a language and to practice it.

## CONCLUSION

This paper the findings of this show that the use of *Naver Blog* as an e-learning portfolio for is an effective way of writing practice for beginner level students of Korean.

For the study, data was collected through a questionnaire which was administered after the close of the task. The first aim of the study is to explore the student's overall view of the given writing task using e-learning portfolio. The results indicated that the students appreciated *Naver Blog* as a useful platform to practice a language which engages and motivates them in the learning process, and brings a sense of achievement and familiarization with the learning contents. The study also aimed to explore the effectiveness of the learning task in terms of spelling, vocabulary and awareness of sentence structure. According to the responses, it is generally agreed that the given writing task helped them to develop the skills and knowledge in the second research question, however, there is a neutral response about the aid of keyboard layout in memorizing the spelling. They admitted that the task brought positive reinforcement in vocabulary learning and understanding sentence structure.

However, the small sample size used in this study signifies that these results cannot be generalized for all beginner Korean language learners. Nevertheless, it has provided some insights into the use of an e-portfolio in the teaching and learning of Korean as a foreign language.

As discussed by researchers and this study, blogging to record and assessing the student's learning could be an efficient and effective alternative for the foreign language learning, especially in which there is a need for more practice of the TL outside of the classroom. This sample learning task used

an existing online platform where the native speakers are exchanging information and knowledge and communicating with other users. It has an implication for foreign language instructors to explore numerous existing and potential online spaces and flexibly deploy them into the teaching and learning environment where they are at. Further and deeper research still needs to be done to better integrate learning portfolio and blogging into the foreign language instructional tasks, inter alia, the sources and factors of the students' perception discussed in the study.

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