



| Research Article / Araştırma Makalesi |

Pre-service Teachers' Views on Reading-Writing and Motivation of the Wikipedia Experience: A Qualitative Case Study

Öğretmen Adaylarının Vikipedi Deneyiminin Okuma-Yazmaya ve Motivasyonlarına İlişkin Görüşleri: Nitel Bir Durum Çalışması

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Keywords

1. Wikipedia
2. attitude related to the reading,
3. attitude related to the writing,
4. motivation.

Anahtar Kelimeler

1. Wikipedia
2. okumaya yönelik tutum
3. yazmaya yönelik tutum
4. motivasyon

Received/Başvuru Tarihi
01.10.2020

Accepted / Kabul Tarihi
25.04.2021

Abstract

Purpose: This research aimed to examine the opinions of pre-service teachers who experienced creating content in the application of Wikipedia, one of the Web 2.0 tools, on reading and writing experience and motivation.

Design/Methodology/Approach: Case study method within the qualitative research approach was used in the study. The study was carried out within the scope of the New Turkish Literature course in the spring semester of the 2019-2020 academic year. As a data collection tool, a semi-structured interview form prepared by the researchers by examining the related literature was used. The data were analyzed by the content analysis method. The pre-service teachers addressed the work they read by comparing the information contained in the Wikipedia application content from Web 2.0 tools, evaluating the deficiencies or excesses, made readings for this, and determined the deficiencies by writing (if not deleted on Wikipedia).

Findings: Wikipedia experience increased the motivation of Turkish pre-service teachers. It was found that their attitudes towards reading and writing were positive. The pre-service teachers stated that they found the application different, useful for understanding the book more, developing, beautiful, interesting, enjoyable, and sometimes challenging. The pre-service teachers stated that they gained different perspectives on the book; they saw different methods of examination, had the opportunity to make interpretations/develop content, learned the concepts they did not know, and what kind of information was included on Wikipedia about the book they were responsible for. In addition, the pre-service teachers determined that the evaluation of some books on Wikipedia was not sufficient.

Highlights: It examined the opinions of teacher candidates who have experience in creating content in the Wikipedia application about their literacy experience and motivation. Wikipedia experience increased the motivation of Turkish teacher candidates and improved their attitudes towards reading and writing in a positive way.

Öz

Çalışmanın amacı: Bu araştırma, Web 2.0 araçlarından Vikipedi uygulamasında içerik oluşturmayı deneyimleyen öğretmen adaylarının okuma ve yazma deneyimine ve motivasyonlarına ilişkin görüşlerini incelemeyi amaçlamaktadır.

Materyal ve Yöntem: Çalışmada nitel araştırma yaklaşımlarından durum çalışması kullanılmıştır. Çalışma 2019-2020 eğitim öğretim yılı bahar döneminde Yeni Türk Edebiyatı dersi kapsamında gerçekleştirilmiştir. Veri toplama aracı olarak, araştırmacı tarafından ilgili alanyazın incelenerek hazırlanmış yarı yapılandırılmış görüşme formu kullanılmıştır. Veriler içerik analizi yöntemi ile analiz edilmiştir. Öğretmen adayları okudukları eseri Web 2.0 araçlarından Vikipedi uygulaması içeriğinde yer alan bilgileri karşılaştırmak, eksiklik yahut fazlalıkları değerlendirmek yoluyla ele almış, eksiklikleri yazmak (Vikipedi’de silinmezse) yoluyla belirlemişlerdir.

Bulgular: Vikipedi deneyiminin Türkçe öğretmen adaylarının motivasyonlarını artırdığı; okumaya ve yazmaya ilişkin tutumlarının olumlu olduğu sonucu elde edilmiştir. Öğretmen adayları uygulamayı farklı, kitabı daha fazla anlamak için yararlı, geliştirici, güzel, dikkat ve ilgi çekici, keyifli, zaman zaman zorlayıcı bulduklarını ifade etmişlerdir. Öğretmen adayları kitaba ilişkin farklı bakış açıları kazandıklarını, farklı inceleme yöntemlerini gördüklerini, yorumlamalar yapma/içerik geliştirme fırsatı bulduklarını, bilmedikleri kavramları öğrendiklerini, sorumlu oldukları kitaba dair Vikipedi’de ne tür bilgilere yer verildiğini gördüklerini ifade etmişlerdir. Ayrıca öğretmen adayları Vikipedi’de bazı kitapların değerlendirmesinin yeterli olmadığını da belirlemişlerdir.

Önemli Vurgular: Vikipedi uygulamasında içerik oluşturma deneyimi yaşayan öğretmen adaylarının okuma yazma deneyimi ve motivasyonlarına ilişkin görüşleri incelemiştir. Vikipedi deneyimi Türkçe öğretmen adaylarının motivasyonlarını artırmakta, okuma ve yazmaya yönelik tutumlarının olumlu yönde geliştirmektedir.

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INTRODUCTION

Individuals enrich their lives and live by reading. Through reading, individuals; enrich their thinking, expand their knowledge, and get to know life from different aspects. An effective reading act has the feature of being the main source that feeds human thoughts. The individual's awareness of his individuality and the regulation of his relations with the society of which he is a member depends on gaining the power to read (Özdemir, 1991: 17-21). Students' reading comprehension power positively affects their academic success in the courses. It was stated that there is a correlation of 0.70 between reading comprehension level and literature lesson, 0.72 between mathematics lesson, and 0.62 between science lesson (Bloom, 1979: 48). Reading improves the ability to think fast and produce fast solutions. In this context, being a good reader is the basis of the correct evaluation of events and facts with a critical eye (Özdemir, 1997; Akyol, 2005).

Writing, a narrative skill, is as important as reading skills in terms of individual life. Communication styles and language activities that people have been in throughout their life have two main purposes. One of them is to understand any message that is read, listened to, or watched; the other is to explain what is seen, heard, and designed in the most clear and understandable way to those on the opposite side. There are two forms of narration, namely oral and written. Writing consists of explaining the messages to those on the opposite side using written language. Writing should also be considered in terms of the integrity of the courses, such as reading skills. Being able to express your thoughts correctly is also valid for lessons other than Turkish. Activities such as reporting an experiment in writing in Science lesson, preparing and summarizing a written homework on any subject in Social Studies lesson, and solving a problem in a written form in Mathematics lesson show that writing is a skill that should be used in all lessons (Temizkan, 2003: 6-7). Especially written expression is the basis of being successful in other lessons. Irregularity and disturbance in written expression generally cause problems in other lessons. For this reason, it is necessary to ensure that all students acquire a minimum of writing skills (Temizkan & Sallabaş, 2009).

Today, learning, teaching, and socialization are provided through digital media. Educational environments are designed where learners actively participate in learning, work in collaboration, and organize activities that develop critical and creative thinking skills (Karaman, Yıldırım, and Kaban 2008). The contributions of Web 2.0 tools to educational environments are as follows: Group work is a habit; it makes learning effective, develops thinking skills, provides information literacy, improves problem-solving ability, makes learning interesting, and contributes to personal development. Web 2.0 tools offers communication, interaction, information sharing and easy access to information, collaborative content creation, content storage and sharing, evaluation, visualization, etc. (Ajjan & Hartshorne, 2008; Altun, 2008). Wikipedia is one of the most popular featured among the Web 2.0 tools that increase students' motivation to learn (Pop, 2010) Wikipedia is "an open-source, free, nonprofit free encyclopedia whose content has been collaboratively prepared by volunteers from all over the world. Its content is written jointly by volunteers worldwide. In order to increase the know-how of Wikipedia, it makes changes to one hundred visits offers from around the world every day, and the proposal launches new articles. No special qualifications are required for visitors to contribute. People of all ages help with article writing on Wikipedia" (Wikipedia, 2021). Wikipedia is defined as the social use of the Web that allows people to collaborate, participate actively, generate information, and share information online (Grosbeck, 2008). If we look at the educational functions of Wikipedia, it is a simple yet powerful Web-based collaborative authorization (or content management) system for organizing and creating content. It allows anyone to add a new post or modify an existing post via a Web browser. Its fundamental difference is that anyone can add anything. In a very short period, a large number of participants can contribute in different ways (Akar, 2010). According to Schwartz, Clark, Cossarin, and Rudolph (2004), Wikipedia enables teachers to present lesson information for students, prepare activities and lessons they can use during extracurricular times, create interactive activities, and create an environment where they can discuss their ideas. Teachers can follow their students' problem areas by watching their discussion on Wikipedia.

In the literature, it is possible to find studies related to Wikipedia in the field of education. In the study conducted by Chao and Chang Lo (2011), a Wiki-based collaborative writing application was implemented to improve the foreign language (English) writing skills of university students in Taiwan. At the end of the study, it was found that Wiki-based collaborative writing experience facilitated students' learning a foreign language, and students perceived Wiki positively. Wiki-based writing was given to 34 university students learning English as a foreign language (Warschauer and Grimes 2007). Students had positive experiences in using Wiki in writing in a foreign language and believed that their writing performance improved. In the study conducted by Wang (2015), a collaborative writing task was given via Wiki to improve Taiwanese students' English writing skills. Research results showed that the use of Wiki increased students' interest in language learning and the development of their writing competencies and improved the collaboration skills required for success in the workplace. A Wiki-based collaborative writing-based case study was conducted by Chu, Wu, Kwan, and Lai (2019) and revealed that while using the Chinese and English languages, the students showed similarities in the Wiki writing experience participation and cooperation activity patterns and showed that there were differences in the interaction patterns in the comment section. For native or foreign language educators, Wiki points to the need to effectively plan a collaborative writing experience.

Reading is one of the most effective tools in the formation of contemporary civilization values and their transmission from generation to generation. Therefore, it is important to instill in all students the awareness that making reading a habit is very important for their lives and raising them as individuals who are inclined to read (Temizkan & Sallabaş, 2009). As stated by Myette (2006), teachers are the most influential in students' acquisition of reading habits. In particular, teachers who will teach their

mother tongue are required to gain reading, reading comprehension, and writing skills. It is expected that pre-service teachers reinforce these skills during their education and gain them for their students when they start to practice their profession. Under today's conditions, it is possible to come across many abstracts and criticisms about the same book in internet sources, but its reliability cannot be questioned. However, content created by a large user base such as Wikipedia has a control mechanism. Content developed and contributed on Wikipedia, one of the Web 2.0 tools, can improve the motivation of individuals to read and write. Motivation is an important factor both in developing reading skills and making reading a habit. In this study, pre-service teachers evaluated the works they read within the scope of the New Turkish Literature II course. The pre-service teachers compared their evaluations with the information on the book on Wikipedia, identified the deficiencies or excesses in the content of Wikipedia, and expressed the detected deficiencies. Pre-service teachers also tried to contribute to an encyclopedia that is published on the internet and where everyone can contribute with the books they read. The aim of the study was to examine the opinions of pre-service teachers who have experienced creating content in Wikipedia about their reading and writing experience and motivation.

Depending on the purpose of the study, answers to the following questions were sought:

1. How do you evaluate your book review/reading and writing experience on Wikipedia?
2. What have you noticed/interested in during the process of reviewing the book you are responsible for by writing through Wikipedia?
3. How do you evaluate the appropriateness of conveying the findings of the book you are responsible for with Wikipedia?
4. How do you rate your confidence in practicing writing the book you are responsible for via Wikipedia?
5. What kind of feelings did you feel about browsing books on Wikipedia?

2. METHOD/MATERIALS

2.1. Research Design

This research is a descriptive study aimed to reveal the opinions of Turkish pre-service teachers who have experienced content creation in Wikipedia about their reading and writing experience and motivation. At the same time, this study can be qualified as a qualitative case study, as a single situation related to a certain student group in a university is examined in depth. Case study is a research design recommended by Shulman (1986, transmitting Campoy, 2005) to evaluate learning-teaching processes, especially in educational research, and defined by Stake (2000) as an in-depth analysis of a single situation.

2.2. Working group

The study group of the research was carried out with 29 pre-service teachers who were studying in the second grade of the Turkish Language Teaching Department in a state university in the Aegean Region and taking the New Turkish Literature II course. The research was carried out in the spring semester of the 2019-2020 academic year.

2.3. Research Limitations

Due to the Covid-19 epidemic of pre-service teachers who continued their formal learning process at the beginning of the semester, the Distance Education application started from the 5th week. The pre-service teachers continued their studies, which they started in computer classrooms, under home conditions. There were also limitations, such as the deletion of information written by pre-service teachers through Wikipedia.

2.4. Data Collection Instrument

In order to collect the data, a semi-structured interview form consisting of open-ended questions prepared by the researchers by examining the related literature was used.

2.4.1. Semi-Structured Interview Form

Within the scope of the qualitative dimension of the study, a semi-structured interview form consisting of five open-ended questions was prepared by the researchers in order to learn the opinions of the pre-service teachers about reading and writing and their motivation. Furthermore, in order to ensure the internal validity of these questions, the opinions of field experts who completed their doctorate in Turkish Language Literature Education and Computer and Instructional Technologies Education were considered, and necessary corrections were made.

1. How do you rate your book review/reading and writing experience on Wikipedia?
2. What have you noticed/interested in during the process of reviewing the book you are responsible for by writing through Wikipedia?
3. How do you evaluate the appropriateness of conveying the findings of the book you are responsible for with Wikipedia?
4. How do you rate your confidence in practicing writing the book you are responsible for via Wikipedia?

5. What kind of feelings did you feel about browsing books on Wikipedia?

The responses given to open-ended questions in the semi-structured interview form were examined by two researchers, and the similarity ratio of the data set was calculated. This similarity rate determines the reliability of the qualitative research. The reliability formula suggested by Miles and Huberman (1994) model was used. This similarity is called internal consistency and is conceptualized as the consensus between coders: $Reliability = \frac{Consensus}{Consensus + Difference\ of\ opinion}$. The "consensus" and "disagreement" issues were discussed by the researchers, and the necessary arrangements were made (Baltacı, 2017). At the end of the calculation, the reliability of the study was .94 for the first question, .86 for the second question, .90 for the third question, .89 for the fourth question, and .94 for the fifth question. According to the coding control, which gives internal consistency, the consensus between coders is expected to be at least 80%. Therefore, the result obtained is considered reliable for the research.

2.5. Data Collection and Process Steps

Before the pre-service teachers examined and interpreted the works they were responsible for, resources such as articles, theses, and books were sent to the representatives of each group. Pre-service teachers were also expected to benefit from these sources during the review and interpretation phase after reading the book they were responsible for. Pre-service teachers have also been given a review/interpretation plan for the books they are responsible for. The issues expected to be emphasized during the review/interpretation process are as follows: First of all, knowing the author, his life, his works, and then knowing the heroes in work, expressing the characteristics of the heroes (physical and spiritual), determining and interpreting the effects of events on the heroes, dwelling on the relationship of the heroes with each other. Then, dwelling on the spaces, their features (wide and narrow space), the effect of space on events and heroes, their effect on the development of events, and the effect of spaces on heroes. In the novel, giving information about time (a chronological time or flow of consciousness, inner monologue etc.), the narrator's point of view (hero, observant, divine), language-narration, what is the main idea, why was this work written focusing on the headings and answering the questions are based. In addition to these, the works that pre-service teachers are responsible for; it has been determined within the main areas of national literature taste and understanding, the inner world of the individual, social realities, and modernism. To this end, students were held responsible for a work representing each group. Groups of six to seven pre-service teachers who were randomly determined for the application that included the whole class were formed. The groups and works under responsibility are as follows:

Table 1. Books That Pre-service teachers Are Responsible For

1st group Yakup Kadri Karaosmanoğlu: Yaban
2nd group Tarık Buğra: Küçük Ağa
3rd group Necati Cumalı: Zeliş
4th grup Peyami Safa: Yalnızız
5th group Kemal Tahir: Esir Şehrin İnsanları
6th group Sabahattin Ali: Kuyucaklı Yusuf
7th group Ahmet Hamdi Tanpınar: Saatleri Ayarlama Enstitüsü
8th group Adalet Ağaoğlu: Bir Düşün Gecesi
9th group Yusuf Atılgan: Anayurt Oteli
10th group Hasan Ali Toptaş: Gölgesizler

Table 2. Book Review Process Using Wikipedia Application

To inform pre-service teachers about the content of the study	20.03.2020-27.03.2020 (1 week)
Informing pre-service teachers about Wikipedia application/providing literacy experience	03.04.2020-10.04.2020 (1 week)
To inform pre-service teachers about the works they are responsible for	17.04.2020-24.04.2020 (1 week)
To determine the criteria by which the pre-service teachers will examine the work they are responsible for	27.04.2020-01.05.202 (1 week)
The process of reading and reviewing the works	04.05.2020- 01.06.2020 (4 weeks)
Evaluating the content created by the pre-service teachers on the Wikipedia application	08.06.2020-19.06.2020 (2 weeks)

2.7. Analysis of data

Qualitative data were analyzed using content analysis. Content analysis tries to define the data and reveal the facts that may be hidden in the data. The basic process in content analysis is to gather similar data within the framework of certain concepts and themes and to interpret them by organizing (Yıldırım & Şimşek, 2006). Sub-themes were created from the answers given by the pre-service teachers to the qualitative questions; tables were created in frequency by calculating the frequency of the sub-themes. Direct quotations were included in the interpretation of the findings; In direct quotations from participants, codings expressing the number of pre-service teachers were used. As an example, pre-service teacher number 1 is given in the form of S1.

3. FINDINGS

In this section, findings obtained from qualitative data are included. In addition, the responses given by the pre-service teachers to open-ended questions were analyzed by using the content analysis method.

First research question: "How do you evaluate your book review/reading and writing experience on Wikipedia?"

Table 5. "How do you evaluate your book review/reading and writing experience on Wikipedia?" Frequency Regarding the Question.

How do you evaluate your book review/reading and writing experience on Wikipedia?	F
It was the first time I had such an experience; it was an interesting, fun, beautiful, developer, and useful experience.	18
I think I understand the book better, thanks to the review. We did a versatile review.	5
I had the opportunity to look critically at the information on the Wikipedia page.	3
It is a good feeling to share the information we have and our views with everyone; I gained experience about Internet writing.	2
I did not find it useful.	1

As seen in the table above, "How do you evaluate your book review/reading and writing experience on Wikipedia?" The answers to the question stated that they had such an experience for the first time, they found it useful, and it was a positive experience. The developer made them happy to share the information, and it contributed to the book's understanding more. Examples of the responses of the pre-service teachers are as follows:

It was the first time I had such an experience; it was a very useful and positive experience. S3

I gained experience with Internet writing. S4

I think it was a nice experience. Because it is a nice feeling to share the information we have and our opinions with everyone. S7

I think I am not fully competent in reviewing the book, but I understand the book better, thanks to our review. S9

I had the opportunity to look critically at the information on the Wikipedia page. S11

I think it's nice and developer. S12

It was a systematic process. Therefore, I did not have any difficulties. Going step by step made the review process easier. And that's why it was such a good experience. S13

This is a very different experience to examine a book and to bring it to a platform accessible to everyone, to know that it will pay off for people to have information about that book in the light of your writing. S14

It was a bit difficult to show a bibliography or something because it was the first. S17

I think it was very enjoyable. Wikipedia is among the first sites that I go to when I want to learn something. As such, it made me happy to think that I would be a contributor to the Wiki. S21

It's a nice and fun start. S22

I found it nice because there is significant information on Wikipedia and the accessibility of the bibliography of the information given. S23

We had some systemic problems with Wikipedia, and Wikipedia did not save the information we wrote; it deleted it immediately. For this reason, my writing experience on Wikipedia was not very good, but I can say that my book review experience was a successful process. S25

Second research question: "What have you noticed/interested in during the process of reviewing the book you are responsible for by writing through Wikipedia?"

Table 6. "What were the things that caught your attention/interest in the process of reviewing the book you are responsible for by writing through Wikipedia?" Regarding the Question

What have you noticed/interested in during the process of reviewing the book you are responsible for by writing through Wikipedia?	F
It was the first time I created content for Wikipedia, and it was interesting to use Wikipedia as well.	12
I gained different points of view about the book. For the first time, I studied a book deeply, willingly, and fondly. I improved myself.	10
Learning how to use Wikipedia impressed my attention.	4
I found that writing on Wikipedia is not that difficult. Thus, we can both research and write and share this information with people.	2
I realized that I was having a hard time.	1

Also seen in the table above, "What caught your attention/interest in the process of reviewing the book you are responsible for by writing through Wikipedia?". I gained different perspectives on the answers to the question. I had the opportunity to improve myself. I did not know that we could make content on Wikipedia. I was very surprised when I learned this. it was interesting to use Wikipedia as well. Examples of pre-service teachers' responses are as follows:

It was the first time I studied a book deeply, willingly, and fondly. S2

It was the first time I created content for Wikipedia; it was interesting to use Wikipedia as well. S6

When we read the book normally and not examining it too much. I realized that we actually ignored very important parts of the book, but thanks to these reviews, we were able to address better the places that were not ignored or ignored in this way. S7

I realized I was having a hard time. S8

I had the opportunity to improve myself. S9

In addition to providing detailed information about the work and the author, I used different sources to slightly change the ordinariness. I did this via TRT Archive. Based on a program hosted by Tarık Buğra. Through this program, I had the opportunity to listen to and convey information about Tarık Buğra's life and literary personality personally. And this part caught my attention. S10

I didn't know we could make content for Wikipedia. I was so surprised when I found out. S11

It was interesting to look at the book from all sides. S14

The information about the author caught my attention. S15

Learning how to use Wikipedia impressed my attention. S16

I found that writing on Wikipedia is not that difficult. Thus, we can both research and write and share this information with people. S26S

Third research question: "How do you evaluate the appropriateness of conveying your findings of the book you are responsible for with Wikipedia?"

Table 7. "How do you evaluate the appropriateness of conveying your findings of the book you are responsible for with Wikipedia?" Regarding the Question

How do you evaluate the appropriateness of conveying your findings of the book you are responsible for with Wikipedia?	F
I find it convenient because people browse Wikipedia for information on any topic.	14
I think it is suitable for the content, and we provide information appropriate to the content. A different study compared to many assignments.	13
It is not available. I could not understand.	2

As seen in the table above, "How do you evaluate the appropriateness of conveying your findings of the book you are responsible for with Wikipedia?." It was enjoyable to research and share what I read with everyone and think that I was contributing to it; We found that this activity differs across many assignments. While we were so close to technology, such homework was good for us too. Examples of pre-service teachers' responses are as follows:

I think it is appropriate. I think we made the correct determinations. S3

I think it is a work that is suitable for the content and will increase the attention and interest in the subject. S5

I think it is appropriate to transfer the findings of the book to Wikipedia. S6

Suitable for sharing book review. S7

I find it convenient because people browse Wikipedia for information on any topic. S8

I think it is suitable for the content of the course because I think it is more effective to write via Wikipedia, rather than writing with pencil and paper, since it is the age of technology today. S9

I think it is appropriate, after all, everyone should know each other's opinions about the books. It would be more useful to know more than one person's opinion about a book. S11

I think it was a great experience. It was enjoyable to research, share what I read with everyone, and think that I contributed to it. S13

Good application in terms of spreading to the universal. S14

I think it was very convenient and good in terms of accessibility to bibliographies. S15

We found that this activity differs across many assignments. While we were so involved with technology, such homework was good for us too. S16

We tried to do it according to the content, and I think it is quite suitable. S20

Fourth research question: "How do you evaluate your confidence in practicing writing the book you are responsible for via Wikipedia?"

Table 8. "How do you evaluate your confidence in the practice of writing the book you are responsible for via Wikipedia?" Regarding the Question

How do you evaluate your confidence in writing the book you are responsible for with Wikipedia?	F
Although I initially thought I could not do it, I think my self-confidence increased with the advancement of writing practice. The feeling of accomplishing something is pretty reassuring. I was very afraid of giving false information but the more I researched, the more relieved.	25
I never had insecurity or a feeling that I couldn't. Nothing changed about trust in me. Ordinary.	4

As seen in the table above, "How do you evaluate your confidence in writing the book you are responsible for via Wikipedia?" The answers to the question show that although I think I cannot do it at the beginning, I think that my self-confidence increases with the progress of writing practice. Examples of the responses of pre-service teachers are as follows:

The feeling of accomplishing something is pretty reassuring. S1

Although I initially thought I could not do it, I think my self-confidence increased with the advancement of writing practice. S6

I am taking it well. Writing an article with the information we have acquired is a very confidence-building activity. S8

I never had insecurity or a feeling that I couldn't. S9

Nothing changed about trust in me. S11

It was a process that required reflection. This process was intriguing for me as I haven't written a post on Wikipedia before. I think you have successfully completed this process. That's why my confidence has risen. S12

When I saw the information on Wikipedia, I became more confident. S13

I can say it has increased my confidence. S14

I think it's going in a positive direction. I also think I broke the taboos about research. S15

I had full confidence in myself in this matter. I thought I could literally analyze a book. S16

I see positive self-esteem. S19

It was a difficult process and required a lot of attention to writing on such a platform. S20

Ordinary. S21

My self-confidence is as follows: I did the review of the book I was responsible for, so my self-confidence increased in this process. But I can say that I cannot build my confidence in this issue because I cannot write via Wikipedia. S27

I was very afraid of giving false information, but the more I researched, the more relieved. So I was worried at first, but when the work was over, I realized that all my anxiety was wasted. I think I did good work. S29

Fifth research question: "What kind of feelings did you have to browse through Wikipedia?"

Table 9. "What kind of feelings did you feel about looking at a book on Wikipedia?" Regarding the Question

What kind of feelings did you feel about browsing books on Wikipedia?	F
Interest, motivation, fun, curiosity, excitement, happiness, success, thinking of doing useful work, getting informed, excitement of learning new things, worry	27
Nothing	2

As seen in the table above, "What kind of feelings did you feel about looking at a book through Wikipedia?" The answers to the question are as follows: It is fun and they feel happiness, trust, sense of accomplishment. It is exciting and they think they have done a useful job, and they have developed. The responsibility and anxiety-like feelings given by research and investigation are expressed. Examples of pre-service teachers' responses are as follows:

It was fun; I felt informed. S3

Honestly, I felt like I did a lot of great things. S6

It was exciting because it was the first time I did. S8

It made me read the book more carefully and meticulously. S11

Happiness, trust, sense of accomplishment. S14

It was exciting. S18

It aroused good feelings. It made me think I'm doing a useful job. S19

It was the first time I created content for Wikipedia, which I only used while researching. It was nice to learn new things and do some new work. S23

It was an intriguing process. S24

Before I read the information there, I was excited. When I read the information on Wikipedia, I became more confident, and I am glad. S26

Absolutely aroused good feelings were improving me. S28

4. DISCUSSION AND CONCLUSION

Teachers who can respond to the educational needs of the 21st century are expected to use information technologies, to have a command of the subject area, to be able to use teaching methods and techniques appropriate to the nature of the subject, to have technological, pedagogical and field knowledge competencies that can actively participate (Ilhan, 2004). With the advancement of technology, it is possible for pre-service teachers to learn the use of Web 2.0 tools during their education. Web 2.0 tools help students improve their cooperative learning, research, inquiry and problem solving skills; It makes it easier for them to actively participate in learning, interact with teachers and content, and contribute to the content.

In this study, Turkish pre-service teachers evaluated the books they read within the scope of the New Turkish Literature II course, taking into account the given evaluation plan. The pre-service teachers read the post on Wikipedia about the book they were responsible for and compared the sharing with their own evaluations. If the pre-service teachers thought that the post on Wikipedia was incomplete or incorrect, they tried to write the content they developed themselves. Wikipedia provides students with the opportunity to create, manipulate, and control the content (Özmen, Aküzüm, Sünkür, & Baysal, 2011). If the content written on Wikipedia goes through the approval process, it has been published. The pre-service teachers made themselves happy to express their opinions and know that someone should have information on Wikipedia on a platform that is accessible to everyone regarding the book review/reading and writing experience; it is a useful, developer experience. They stated that it is interesting and fun. It can be said that the reading and writing experiences of Turkish pre-service teachers about Wikipedia are "positive." When we look at the studies on Wiki in the literature, there are study findings that it improves foreign language writing skills (Altay, 2018; Lee & Wang, 2013) and improves literacy skills (Chao & Chang Lo, 2011; Warschauer & Grimes, 2007; Chu, Wu, Kwan & Lai, 2019; Yilmaz, 2009). Turgut (2009) stated that writing activities carried out in cooperation with online help students improve themselves in writing.

In the process of examining the book they were responsible for by writing through Wikipedia, the pre-service teachers answered the question of what attracted their attention/interests as follows: The pre-service teachers gained a different perspective on the book they were responsible for; they wanted to see different methods of examination. They see that the evaluation of some books on Wikipedia is not sufficient; they have the opportunity to make comments/develop content, learn concepts they do not know, and see what kind of information is included on Wikipedia about the book they are responsible for.

The pre-service teachers answered the question of how they evaluate the compatibility of the book they are responsible for with the content of the course with Wikipedia: They find it appropriate to share the book reviews they are responsible for with others; it has been stated that people trust the accuracy of the information created on Wikipedia and are visited to get information on any subject. As stated by Gürkan (2012), which supports the results obtained, Web 2.0 environments, which are widely used today, are not only educational environments, but these environments where learners can develop social relationships and share can be considered as an environment that supports education. Another result that supports the result of the research was obtained in the study conducted by Yılmaz (2009), which was found that Wikipedia activities motivate learning foreign languages and increase students' self-confidence.

How do you rate your confidence in writing through Wikipedia? The question was answered as follows: Pre-service teachers are confident; they believe they can achieve although initially thought they could not do it, their self-confidence increased with the advancement of writing practice. But unfortunately, the writings of some pre-service teachers were not accepted on Wikipedia.

The pre-service teachers who examined the book with Wikipedia stated that they found the application different, useful for understanding the book more, developing, beautiful, attention and interesting, enjoyable, and sometimes challenging. They also stated that they find this process enjoyable, feel happy, and feel a sense of success and excitement. They further stated that the application makes them realize that they have done a useful job, develop themselves, increase their confidence, and taste the responsibility of research and investigation. Warschauer and Grimes (2007) found that educators found Wiki writing more motivating than traditional writing assignments; They stated that students worked in collaboration with strength, attention, and enthusiasm to complete and develop a dictionary of important terms and concepts. "Digital Natives" are students who can use information and communication technologies quite well. Students named as digital natives expect their teachers to make lessons effective and interesting by using information and communication technologies (Prensky, 2001). In this study, it was found that Wikipedia experience increased the motivation of Turkish pre-service teachers; It was found that their attitudes towards reading and writing were positive.

Based on the results obtained from the research, the following suggestions should be taken into account:

1. By using Wikipedia, one of the Web 2.0 tools, topics that will contribute to the development of Turkish pre-service teachers' reading and writing skills can be determined, and similar studies can be planned.
2. By using Wikipedia, which offers pre-service teachers the opportunity to work in collaboration, studies that will contribute to the development of reading and writing skills can be planned.
3. Since the development of pre-service teachers' skills related to rapid content development will positively affect the increase of qualified studies in the field of Turkish teaching, pre-service teachers in Education Faculties will have Web 2.0. It is thought that it would be beneficial to include practical lessons by using the tools.
4. Pre-service teachers can easily develop content from the books they read by using Web 2.0 tools such as Blog, Facebook, and Instagram. Reaching other readers with these tools can increase pre-service teachers' motivation. Can develop a positive attitude towards reading and writing.
5. Experimental studies using Web 2.0 tools can be planned to improve pre-service teachers' reading comprehension and writing skills and to be willing to read and write.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The authors received no financial support for the research, authorship, and/or publication of this article.

Statements of publication ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Examples of author contribution statements

Author 1 and 2 developed the problem situation of studies. The author conducted 1 detailed literature review. The author carried out 2 applications. Authors 1 and 2 analyzed the collected data, discussed the results, and wrote the report.

Researchers' contribution rate

The study was conducted and reported with equal collaboration of the researchers.

Ethics Committee Approval Information

In this study, all rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed.

Ethics committee permission information

Name of the board conducting the ethical review = Kütahya Dumlupınar Üniversitesi Rektörlüğü, Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu

Date of the ethical assessment decision =21.05.2020

Ethics assessment document issue number = 56120658-050.99-

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