CONSTRUCTION OF "SOCIAL ACTOR" AND PERSONAL LEARNING ENVIRONMENT (PLE) THROUGH DIGITAL TASKS IN TEACHING TURKISH AS A FOREIGN LANGUAGE

Ezel ÖZTUNÇ
University of Sağlık Bilimleri
Samarkand State University Faculty of Medicine
Lecturer of Turkish Language

Abstract: This study aims to examine the role of action-oriented digital tasks in the construction of students' Personal Learning Environments (PLE) and their contribution to the development of "social actor" identity within the process of teaching Turkish as a foreign language (TTFL). The research group consists of 50 students learning Turkish in Samarkand, Uzbekistan. It was observed that digital tasks such as vlog production, designed within the framework of CEFR (2020) principles, integrated students' linguistic competences with digital literacy, reduced speaking anxiety, and supported learner autonomy. In the study, which employed a mixed methods design, students' skills in selecting and managing their own learning tools during digital production processes were analyzed. The findings indicate that action-oriented digital tasks transform students from passive users into active social actors and offer a modern, technology-supported model for TTFL.

Keywords: Teaching Turkish as a Foreign Language, Action-Oriented Approach, Personal Learning Environment (PLE), Social Actor, Digital Tasks.

1. INTRODUCTION

Current paradigms centered on CEFR (2020)120 have transformed language acquisition into an action-oriented process121, placing the concept of the "social actor"122—who utilizes language for social goals—at its core. This state of agency is directly related to the construction of a Personal Learning Environment (PLE)123, in which students manage their own learning resources and tools. Digital tasks124, such as vlog production, integrate linguistic competence with digital literacy; furthermore, iterative (recursive) use during the editing process helps overcome the sense of foreignness toward the language and reduces speaking anxiety. Based on a study group of 50 students learning Turkish in Samarkand, this study aims to provide a modern model for TTFL (Teaching Turkish as a Foreign Language) by analyzing the affective and linguistic reflections of digital production.

2. THEORETICAL FRAMEWORK

The action-oriented approach, built on the foundation of CEFR (2020), defines language learners as "social actors" who utilize the language for social objectives; this process is directly linked to the construction of a Personal Learning Environment (PLE), where students manage their

[120]Council of Europe. CEFR: Companion Volume. Strasbourg: CoE Publishing, 2020.
[121]Coşkun, O. "Yabancı Dil Öğretiminde Eylem Odaklı Yaklaşım." Dil ve Edebiyat Araştırmaları 16, no. 16 (2017): 83–101.
[122]FİŞEKCİOĞLU, A. "Yabancı Dil Olarak Türkçe Öğretiminde 21. Yüzyıl Dil Kullanıcısı Profili: Kültürel Diplomasi Bağlamında Kültürler Arası 'Sosyal Aktör'." Fatih Sultan Mehmet Vakıf Üniversitesi Eğitim Araştırmaları Kongresi (FSMVU-EAK2020) Tam Metin Kitabı, 2020, 451–466.
[123]Attwell, G. "Personal Learning Environments—The Future of eLearning?" 2007.
[124]Ollivier, C. Digital Literacy and a Socio-Interactional Approach. European Centre for Modern Languages, 2018.

own digital ecosystems. Digital tasks, such as the vlog production implemented with the study group of 50 students in Samarkand, integrate linguistic skills with digital literacy through a multi-layered structure encompassing scriptwriting, filming, and editing stages125, thereby supporting learner autonomy. The prominent concept of "iteration" (repetitive diligence) in this process enables students to monitor and self-correct their own performance, which reduces speaking anxiety and transforms Turkish from a mere classroom object into a functional tool for establishing a presence in the digital world.

3. METHODOLOGY

This research is designed according to the mixed methods design, in which quantitative and qualitative data are used together.

3.1. Research Group

The study sample consists of 50 A2-level students (ages 17–28) learning Turkish in Samarkand, Uzbekistan, selected through purposive sampling during the spring semester of the 2025–2026 academic year.

3.2. Implementation Process

In the process aimed at enabling students to use the language as a "social actor" outside the classroom, participants were asked to produce 2–5 minute vlogs on the themes of "Two Nations, One People", "My Turkish Journey", or "A Day in Samarkand". A 10-day content production period was granted for these digital tasks, which aim to develop skills holistically.

3.3. Data Collection Tools

Two primary tools were utilized in the data collection process. The first was an analytic rubric. The vlog contents produced by the students were evaluated on a 1–5 point scale based on the criteria of linguistic accuracy, presentation and interaction, content quality, and technological competence.

Table 1. Digital Task Evaluation Criteria (Analytical Rubric)

Evaluation Criterion	Criterion Description	Score (1–5)
Linguistic Accuracy	Accuracy of grammatical structures, vocabulary choice, and pronunciation in the target language.	
Presentation and Interaction	Speaking fluency, use of body language, oratory skills, and the digital connection established with the audience.	
Content Quality	Suitability of digital content to the chosen topic, originality, and quality of cultural transfer for the target audience.	
Technological Competence	Image and sound quality, digital editing (montage) skills, and effective use of multimodal tools.	

The second tool was the Student Experience Questionnaire. It consists of seven Likert-type items measuring the affective dimensions (motivation and self-confidence) and socio-cultural dimensions (social agency and cultural ambassadorship) of the process, as well as one open-ended question examining student experiences in depth.

[125]Ollivier, C., and C. Puren. Le Web 2.0 en classe de langue. Paris: MdL, 2011.

Table 2. Student Experience Survey Structure and Item Distribution

Item No.	Measured Dimension	Covered Themes	No. of Items	Response Scale
1–4	Affective Domain	Language learning motivation, speaking confidence, and anxiety management.	4	5-point Likert*
5–7	Socio-Cultural Domain	Cultural ambassadorship, social agency, and functional language use.	3	5-point Likert*
8	Student Opinion	Individual views, suggestions, and experiences regarding the process.	1	Open-ended
Total			8	

(*) 5-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. (**) Question 8 was formulated as: "How did the video production process as a Cultural Ambassador make you feel? Please share your experiences and suggestions."

3.4. Data Analysis

Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed through content analysis. During the analysis process, the self-correction of errors (iteration) was considered a reflection of the action-oriented approach, and the determination to complete the task despite challenging external conditions was coded as positive affective data.

4. FINDINGS

4.1. Digital Task Performance Analysis (Quantitative Findings)

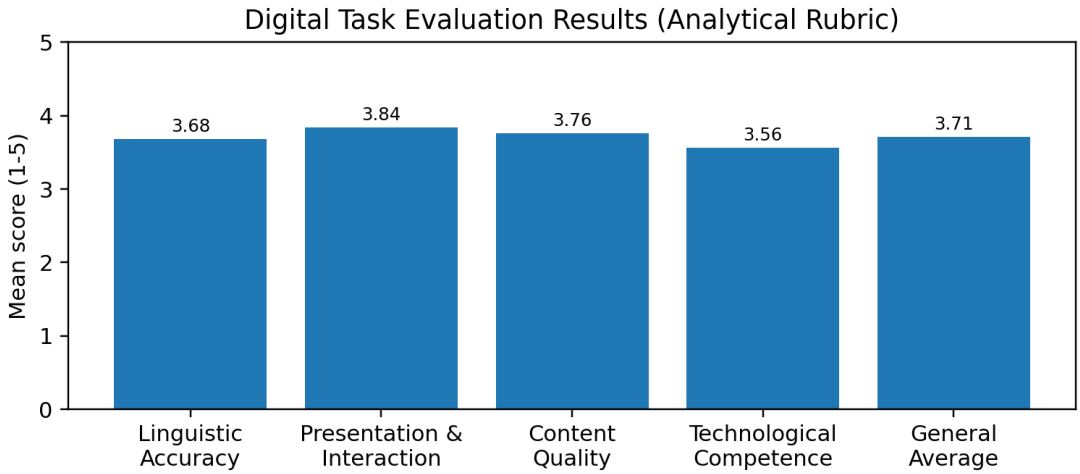
The analytic rubric evaluation performed on the digital content produced by the students demonstrates that the skill of "social agency," which is the core objective of the action-oriented approach, has surpassed the skill of linguistic accuracy.

Table 3. Digital Task Evaluation Results (Analytical Rubric)

Assessment Criteria	Min. Score	Max. Score	Mean ($\bar{X}$)
Linguistic Accuracy	3.0	5.0	3.68
Presentation and Interaction	3.0	5.0	3.84
Content Quality	3.0	5.0	3.76
Technological Competence	3.0	5.0	3.56
GENERAL AVERAGE	3.0	5.0	3.71

While the highest achievement in Presentation and Interaction ($\bar{X}$ = 3.84) proves that language was adopted as a tool for social action, the relatively lower score in technological competence ($\bar{X}$ = 3.56) indicates that the focus shifted toward content and linguistic performance rather than technical editing.

Graph 1. Digital Task Evaluation Results (Analytical Rubric)



4.2. Findings Regarding Student Experiences

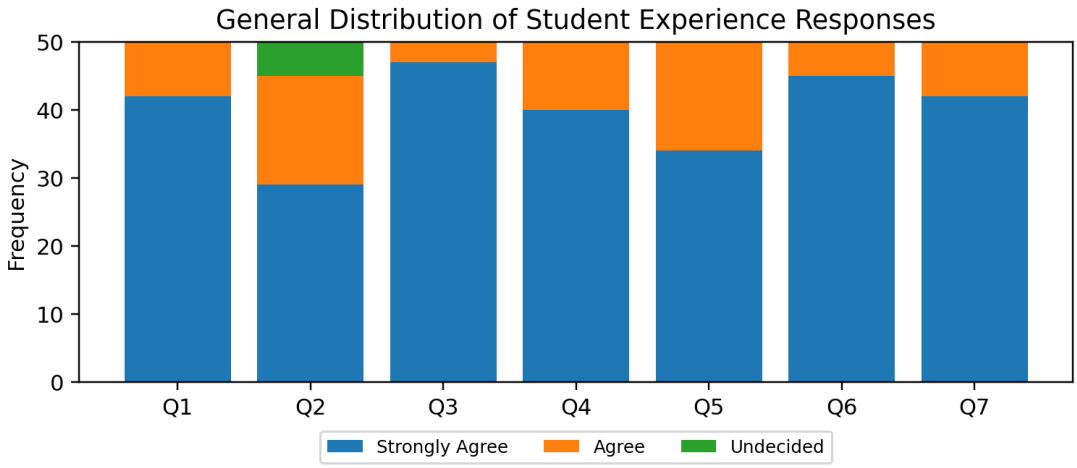
Data from the Student Experience Questionnaire administered at the conclusion of the implementation reveal the affective and perceptual impacts of digital tasks on students.

Table 4. Student Experience Survey Results

Item No.	Item Content	Strongly Agree	Agree	Undecided	Total (f)
Q1	Preparing videos increased my motivation for Turkish.	42 (84%)	8 (16%)	0 (0%)	50
Q2	Speaking Turkish to the camera reduced my in-class speaking anxiety.	29 (58%)	16 (32%)	5 (10%)	50
Q3	My self-confidence in using Turkish fluently increased.	47 (94%)	3 (6%)	0 (0%)	50
Q4	I learned new vocabulary and grammatical structures while preparing the script.	40 (80%)	10 (20%)	0 (0%)	50
Q5	I felt like a "Social Agent" in the digital world while filming the videos.	34 (68%)	16 (32%)	0 (0%)	50
Q6	This task strengthened my role as a "Cultural Ambassador" between Uzbekistan and Türkiye.	45 (90%)	5 (10%)	0 (0%)	50
Q7	I used Turkish as a functional tool for real-world communication.	42 (84%)	8 (16%)	0 (0%)	50

Questionnaire data indicate that digital tasks foster strong self-efficacy and a sense of belonging; the fact that all participants (100%) define themselves as a "Social Actor" and "Cultural Ambassador" demonstrates that language learning has transformed into the construction of a social and cultural identity. Furthermore, the 90% finding that speaking in front of a camera reduces anxiety confirms the effectiveness of these methods in overcoming affective barriers.

Graph 2. General Distribution of Data and Categorical Concentration



As illustrated in Graph 2, the responses are concentrated in the 'Strongly Agree' and 'Agree' categories, demonstrating the success of the application in the affective domain.

4.3. Recursive (Iterative) Learning and Autonomy (Qualitative Findings)

Student responses reveal that digital tasks are a recursive (iterative) learning process shaped within the PLE. The participants' tendency to "film multiple times for the best result" proves that the "monitoring and repair" strategies emphasized by the CEFR have transformed into a self-monitoring mechanism in the digital environment. Meanwhile, the acquisition of new vocabulary and structures during this process demonstrates that language learning arises from the necessity of completing a "task". Consequently, students have made knowledge permanent and functional by utilizing PLE tools with a social intent.

5. CONCLUSION AND RECOMMENDATIONS

5.1. Results

The research has proven that action-oriented digital vlog production has a profound impact on linguistic development and learner autonomy. The fact that the "Presentation and Interaction" score (3.84) surpassed the "Linguistic Accuracy" score (3.68) in the analytic rubric indicates that language was adopted as a functional tool for action and that the "Online Interaction" and "Mediation" competences of CEFR (2020) were successfully implemented. Recursive (iterative) filming sessions established a self-monitoring mechanism within the PLE, granting students strategic autonomy; furthermore, the success achieved with 100% motivation despite adverse conditions has transformed the participants into "social actors".

5.2. Recommendations

Based on the research results, Teaching Turkish as a Foreign Language (TTFL) curricula should be redesigned to incorporate more digital vlogs and project-based actions that necessitate out-of-class interaction. Rather than merely providing students with ready-made materials, guidance should be offered on how to strategically utilize digital tools—such as dictionaries, AI-supported language tools, and editing software—to construct their own Personal Learning Environments (PLE). Teachers should move beyond the role of a "language fixer" and be trained as "mediators" who facilitate intercultural transitions and as PLE guides. Language education should be delivered through an interdisciplinary model encompassing digital literacy components, including technology, meaning construction, and interaction literacy. Finally, the sustainability of

this model should be investigated through longitudinal studies examining the impact of digital tasks and the PLE construction process on groups at various proficiency levels, such as B1 and C1.

Reference:

1. Council of Europe (2020). CEFR: Companion volume. Strasbourg: CoE Publishing.
2. Ollivier, C. (2018). Digital literacy and a socio-interactional approach. ECML.
3. Ollivier, C. & Puren, C. (2011). Le web 2.0 en classe de langue. Paris: MdL.
4. FİŞEKCİOĞLU, A. (2020). Yabancı Dil Olarak Türkçe Öğretiminde 21. Yüzyıl Dil Kullanıcısı Profili: Kültürel Diplomasi Bağlamında Kültürler Arası "Sosyal Aktör". Fatih Sultan Mehmet Vakıf Üniversitesi Eğitim Araştırmaları Kongresi (FSMVU-EAK2020) Tam Metin Kitabı, 451-466.
5. Coşkun, O. (2017). Yabancı dil öğretiminde eylem odaklı yaklaşım. Dil ve Edebiyat Araştırmaları, 16(16), 83-101.
6. Attwell, G. (2007). Personal Learning Environments-the future of eLearning?.