

**THE EFFECTS OF WRITING PORTFOLIOS
ON STUDENTS' LANGUAGE LEARNING AT
THE TERTIARY LEVEL¹**

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Abstract

Used as an alternative form of assessment, portfolios are a collection of students' work, which demonstrates students' achievement and knowledge. As a result of learner-centered methodologies and benefits associated with portfolios, more and more teachers are using them for learner development and assessment. Due to this interest, the current study investigates opinions of teachers and students towards using writing portfolios in language learning classrooms at a large state university in Turkey. The study focuses on advantages, disadvantages, and effects of writing portfolios on students' learning process. 12 teachers and 100 prep-school students contributed to the study. Survey type research design is used and data were gathered both from teachers and students' via questionnaires. For dual and multiple comparisons Kruskal Wallis and Mann Whitney U Tests were conducted. Both questionnaires were found reliable with .707 (teacher) and .722 (student) alpha values. The results showed that the majority of teachers have positive opinions and perceptions regarding portfolio keeping and its effects on language learning. However, the students were mostly dubious regarding the effects and benefits of portfolios. Although the research indicates a lot of advantages, some drawbacks of keeping portfolios were also identified by teachers' and students'. The findings show that teachers think portfolios are helpful to students' learning while students are uncertain about the effects of portfolios in learning English.

Keywords: *Writing portfolios, portfolio assessment, alternative assessment, language learning process.*

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Introduction

Teaching strategies in language learning classrooms have changed a lot recently (Caner, 2010) due to the educational shift from teacher-centered approaches to learner and learning-centered approaches. As opposed to the earlier teaching methodologies, the new language teaching strategies focus on developing critical thinking and problem solving skills as well as increased meaningful and purposeful communication with peers. Due to this shift, learner assessment has also evolved so that it involved alternative forms, such as portfolios, as it was difficult to assess the abovementioned skills via traditional assessment. Moreover, such assessment provided room for learner autonomy during which the students are actively involved in the assessment process by selecting and presenting best of their work. Portfolios also enable the learners to monitor their progress, identify their weaknesses and strengths and motivate them to learn as the outcome of the process is more than a number or a grade, rather explanatory and relevant to students' individual progress. Moreover, as Hirvela and Sweetland (2005) state portfolio assessments give students a kind of opportunity to demonstrate their individual differences to their teachers.

Another reason for the growing interest in portfolios is their potential to give better evaluation results (Hamp-Lyon & Condon, 1993). For instance, portfolio assessments clearly show what students are learning and the progress they are making during the language learning process. Involving students in portfolio assessment enable them to develop conscious awareness about their learning. Park (n.d) claims that portfolio gives students a sense of ownership and motivation. He argues that students feel encouraged to reflect on the works they produce. They can make a decision about what to include in their portfolios and how to present their work together with their teacher. By this way the teacher can share the responsibility of assessment with the learner him/herself. Owing to this growing interest in portfolios as an assessment tool, the current study aims at investigating the opinions of university teachers' and students' towards using writing portfolios in language learning classrooms at a large state university in Turkey by focusing on advantages, disadvantages, and effects of them on students' learning process.

Theoretical Background

Caner (2010) asserts that portfolio can be defined as a collection of work which students conduct regularly and it is the concrete evidence showing students' achievements, progress and development in time, and at the same time it is known as a kind of teaching tool helping students develop their language skills. With the help of portfolio assessment, teachers have information about students' learning process (Paulson, Paulson, and Meyer 1991); they can have a better understanding of what students have learnt and in which subjects they have difficulty and need improvement (Caner, 2010). Students may find a way to manage their progress in language learning and assessment process. They can generate their ideas and thoughts with others. They can figure out what they know and what they have learnt so far (Wilcox, 1997).

Fernsten and Fernsten (2006) and Rao (2006) claim that keeping portfolios gives teachers another opportunity to assess students' learning in different areas. Teachers can have a chance to train students to be independent and active by promoting them to look for learning materials, help them design their own plans for learning and cooperate with peers. Portfolios help students improve their language learning skills, give a chance to reflect on their work, their own performances and progress. Portfolios foster and

encourage students to take responsibility of their own learning by giving them a chance to assume control over it (Aydın, 2010). With the help of portfolios, students can reflect and assess their own learning and progress (Carole & Lynn, 2006; Yang, 2006). Aydın (2010) further claims that portfolios encourage students to learn a foreign language as the higher marks received by the students with the help of portfolios promote motivation to learn. Portfolios not only help students to develop their productive language skills but also receptive skills as well, such as vocabulary, grammar and punctuation as a result of the feedback given by their teachers and peers (Aydın 2010; 2014; Ghoorchaei, Tavakoli and Ansari, 2010). Moreover, due to its cooperative nature students develop positive attitudes toward assessment.

Portfolios used for the assessment of the writing skill are ideal to support process writing during which the feedback incorporates to students' ability to pay attention to organization, cohesion and coherence in their paragraphs or essays (Aydın, 2010). Portfolio assessment emphasize the fact that there is always room for development. The feedback from the teacher and peers contributes to this idea (Arslan, 2014) and help to reach positive outcomes by motivating students, which is significant to foster student-teacher and student-student interaction in the classroom.

Although it has been noted that there is a variety of benefits of keeping portfolios, many concerns also have come up. Hirvela and Sweetland (2005) state that it is difficult to evaluate every students' portfolio with the same expectation and standards and to be fair in the process. This brings about some reliability concerns (Song, & August, 2002). Park (n.d.) states that despite being a better alternative to traditional assessment tools, portfolio keeping raises some concerns about the grading system. Similarly, Nezakatgoo (2011) claims that portfolio assessment increases the concern of subjectivity. Students' works in portfolios are not graded according to right or wrong answers, which may result in inconsistency of scores.

Rao (2006) states that another problem about portfolios is that they require a lot of time and students might think that it is a burden for them. He also argues that especially lower-achievers may find it hard to devote their time and energy to prepare their portfolios. Besides, some students may lack the ability to organize their portfolios and manage the materials they select. Song and August (2006) assert that while teachers help students compile portfolios, revising and editing take a lot of time for teachers as well.

Another challenge Aydın (2010) points out according to his results is that some students might have negative attitudes toward portfolios and think that they are uninspiring. Accordingly, some students report that learner-centered approach is not appropriate, sufficient and efficient for them. Although via portfolios, they raised their mid-term grades, they were still unable to figure out the importance of their portfolios.

As seen from the literature, portfolio keeping has many positive effects on many areas including reading materials, writing quality, students' involvement, comprehension and production of the language (Aydın, 2014). Although there are some studies to justify these effects of portfolios, previous research also point out to the challenges of using portfolios. The effects of portfolio assessment can be bound to teachers and students' beliefs about assessment, their former teaching and learning experiences and the contextual factors, which might affect the outcomes as well as the opinions of teachers and students. As opposed to the suggestions in the previous literature, in the context of the study, the portfolios are considered as an end product and thus the students are given feedback

only during the final evaluation of the portfolio. Therefore, the lack of feedback during the process might have an impact on students' understanding of the portfolios. Such an implementation would no doubt be a sign of teachers' understanding of the portfolio as well. Thus in order to identify the effects of portfolios on students' and teachers' perceptions the current study focuses on the implementation of writing portfolios in an EFL context at the tertiary level.

Methodology

The study utilized a quantitative methodology and used survey-type research design by collecting data from teachers and students at a state university in Turkey. As Dörnyei (2007) suggests numerical data collected as a result of the surveys used were analyzed via SPSS 20, aiming to investigate teachers' and students' opinions about keeping portfolios with regards to its effect on students' language learning. In order to collect data from a large group of participants and to increase the generalizability of the results for those in the same research context (Creswell, 2008) this specific research design was chosen.

The following research questions guided the study:

1. What are the teachers' opinions about using writing portfolios in language learning classes?
2. What are the students' opinions about portfolios in terms of improving students' language learning skills?
3. Is there a relationship between teachers' gender and their opinions regarding the effects of writing portfolios on students' language learning?
4. Is there a relationship between teachers' experience and their opinion towards keeping portfolios?
5. Is there a relationship between students' gender and their opinions regarding the effects of writing portfolios on students' language learning?
6. Is there a relationship between students' English levels and their opinions towards keeping portfolios and effects of these portfolios on students' language learning in English?
7. Is there a relationship between gender and level of students and their thoughts about keeping writing portfolios in language learning classes?

Participants

The study was conducted with two groups of participants at a university in Turkey. While choosing the participants, convenience sampling method was used. A convenience sample is a group of people who are ready for the study in a convenient manner (Fraenkel, Wallen, & Hyun, 2012). Participants in the study were explained the aim of the study and assured about the confidentiality.

The participants composed of 12 teachers and 100 preparatory-school students. In addition, 30 students contributed to the pilot study. The majority of the teachers (75%) were female and 25% were male. Out of 70 students, 58% of them were female and 41% were male. Students were from different departments such as Engineering, Economics and Administrative Sciences, Architecture and Design and Vocational High School (Foreign Trade, Justice, Public Relations and Advertising).

Data Collection Tools

Quantitative data was collected by adapting a questionnaire originally developed by Yang (2006) both for teachers and students. Another part to gather demographic information was added (Part I) to the questionnaires by the researchers. Part II aimed to collect data about teachers' and students' opinions about the effects of portfolio keeping on students' language learning process as well as the advantages and disadvantages of using portfolios. The questionnaires include 25 items designed as a five-point Likert Scale. The participants were asked to indicate their ideas on a scale that ranges from "strongly disagree" (1) to "strongly agree" (5). The questionnaires were found reliable for both groups of the participants (students' questionnaire $\alpha = 0.722$, teachers' questionnaire $\alpha = 0.707$).

Data Collection Procedure

The data for the study was collected at the end of the first semester of the 2015-2016 academic year. The questionnaire for students was piloted with 30 students for clarity and the comprehensibility of the items. The reliability of the questionnaire in the pilot study was 0.85. After making the necessary changes the instruments were given to the participants.

Data Analysis

The data was analyzed by using SPSS 20. Normality test was computed and it was found out that the data both from teachers and students, were not normally distributed. Therefore, non-parametric tests were carried out in this study. Mann-Whitney U Test for dual comparisons and Kruskal-Wallis Test was computed for multiple comparisons. Moreover, Two-Way ANOVA was computed to find out whether there is a relation with gender and level of students and their thoughts about keeping writing portfolios in language learning classes and their impacts on language learning of students.

Results

Opinions of Teachers about the Effects of Writing Portfolios on Students' Language Learning

The first research question (RQ) aimed to identify the opinions of teachers about the effects of writing portfolios on students' language learning. According to findings (table 1), teachers claim that portfolio requires a clear organization and the content of the portfolios is important in terms of their organization and details including their appearance. However, teachers are dubious about the students' knowledge regarding compilation of a portfolio, but they believe that students can understand why they need to compile these portfolios. Most teachers have a consensus that portfolio keeping doesn't necessarily involve technological knowledge or computer skills. Finally, teachers moderately agree that reflection and self-evaluation is an important part of the portfolio.

Table 1
Opinions of Teachers towards Writing Portfolios in Language Learning

Questionnaire Items	N	M	Std. Dev.
1. Compiling a portfolio requires a clear organization concept.	12	4,33	,65
3. I feel the appearance of the portfolio (including its cover and art design) is important.	12	4,00	,42
5. My students have a clear concept about how to compile a portfolio.	12	3,16	1,11
11. I feel the content of the portfolio (including its organization and details) is important.	12	4,58	,66
14. Preparing a portfolio requires good computer skills and artistic talent.	12	2,08	,79
16. I think reflection and self-evaluation is the most important part of the portfolio.	12	3,83	,71
22. My students still don't understand why they needed to compile a portfolio.	12	1,66	,49

Regarding the teachers' opinions on the advantages and disadvantages of portfolios in terms of their effects on students' language learning (table 2), teachers mostly consider portfolios as advantageous. However, they display a controversy by claiming that writing portfolios do not take a lot of time, and stating afterwards that writing portfolios are burden for their students. Teachers assert that writing portfolios are a clear example of students' effort in English outside of the classroom, and with the help of portfolios students can learn anywhere, without the boundaries of the classroom. The majority of teachers state that writing portfolios illustrates students' language gains and they are helpful to students' learning. Teachers believe that students are always engaged in listening and writing while they are working on their portfolios; however, teachers are not sure whether portfolios encourage students to choose what they like to listen to or read. Teachers also claim that speaking and listening practices can also be easily presented in portfolios by students. It is also asserted that while students are dealing with their portfolios, they can find a chance to reflect on their work and language learning process and arrange and organize their own language learning.

Table 2
Opinions of Teachers about Advantages and Disadvantages of Writing Portfolios in language Learning

	Questionnaire Items	N	Mean	Std. Dev.
2.	It takes a lot of time to compile the portfolio for my students.	12	2,83	,71
6.	The portfolio helped my students to organize and arrange their English learning.	12	4,08	,99
8.	The portfolio increased the burden of my students' study.	12	4,00	,73
9.	The portfolio allowed my students to choose what they like to read or listen to according to their personal interests.	12	3.25	,75
10.	The portfolio increased my students' willingness to learn actively.	12	3,16	,83
13.	The portfolio allowed my students to choose how to plan and learn English according to their learning style.	12	3,58	,79
15.	The portfolio helped my students understand their strengths and weaknesses in English.	12	4,00	,85
17.	I feel some practices (like listening or speaking) could not be easily presented in the portfolio.	12	2,66	1,15
19.	I feel the portfolio can present my students' learning results.	12	4,41	,51
20.	The portfolio made my students realize that they can learn anytime and anywhere, not just in the classroom.	12	4,16	,83
21.	Portfolios can show my students' efforts in learning English outside of the classroom.	12	4,41	,66

23.	When compiling the portfolio, my students had a chance to reflect on their English learning of this semester.	12	4,08	,79
24.	I feel the portfolio is not helpful to my students' learning.	12	1,50	,67
25.	The portfolio helps my students to keep the habit of listening to, reading, or writing English regularly.	12	4,08	,79296

The third RQ aimed to identify the relationship between teachers' gender and their opinions regarding the effects of writing portfolios on language learning of students. According to the results of the Mann-Whitney U Test, no statistically significant difference was found between gender of teachers (female n= 9, male n= 3) and their opinions about effects of writing portfolios on language learning of students ($U = 6,000$; $p = 0,165$; $p > 0,05$).

The fourth RQ investigated the effects of experience on teachers' opinions about writing portfolios. For this reason Kruskal-Wallis Test was computed. According to the results, there is no statistically significant difference between years of experience of teachers and their point of view about impacts of writing portfolios on language learning of students [$(\chi^2)(2)=2.422$; $p=,298$; $p>0,05$]. However, it should be kept in mind that the number of participants in the groups were not equal (novice-less than a year n= 2; experienced n= 2), teachers with 1-5 years of experience being the most crowded group (n= 8).

Opinions of Students about the Effects of Writing Portfolios on Students' Language Learning

The second RQ investigated the students' opinions about portfolios in terms of improving students' language learning skills. Results revealed that students were dubious regarding the many aspects of portfolio keeping such as the importance of the organization, content, and appearance of portfolios. Moreover, whether it required computer skills and the ability to make reflection and self-evaluation as well as their need to keep a portfolio were some other areas of portfolio keeping that the students were not clear about.

Table 3
Opinions of Students about Perception towards Writing Portfolios in Language Learning

	Questionnaire Items	N	M	Std. Dev.
1.	Compiling a portfolio requires a clear organization concept.	70	3,66	,85
3.	I feel the appearance of the portfolio (including its cover and art design) is important.	70	3,50	1,38

5.	I have a clear concept about how to compile a portfolio.	70	3,74	,99
11.	I feel the content of the portfolio (including its organization and details) is important.	70	3,38	1,40
14.	Preparing a portfolio requires good computer skills and artistic talent.	70	2,89	1,33
16.	I think reflection and self-evaluation is the most important part of the portfolio.	70	3,32	,94
22.	I still don't understand why we needed to compile a portfolio.	70	2,90	1,35

In terms of the effects and advantages of portfolios on students' language learning, the results revealed that, students have doubts except for one item. The only thing they agreed was that portfolios increased their burden, which was similar to the teachers' responses to the item (Table 4).

Table 4

Opinions of Students about Advantages and Disadvantages of Writing Portfolios in Language Learning

	Questionnaire Items	N	Mean	Std. Dev.
2.	It takes a lot of time to compile the portfolio for me.	70	3,40	1,03
6.	The portfolio helped me to organize and arrange my English learning.	70	3,46	1,12
8.	The portfolio increased the burden of my study.	70	4,10	1,18
9.	The portfolio allowed me to choose what I like to read or listen to according to my personal interests.	70	3,16	2,13
10.	The portfolio increased my willingness to learn actively.	70	3,10	4,37

13. The portfolio allowed me to choose how to plan and learn English according to my learning style.	70	2,99	1,10
15. The portfolio helped me understand my strengths and weaknesses in English.	70	3,21	1,21
17. I feel some practices (like listening or speaking) could not be easily presented in the portfolio.	70	3,50	1,02
19. I feel the portfolio can present my learning results.	70	3,45	1,12
20. The portfolio made me realize that I can learn anytime and anywhere, not just in the classroom.	70	3,12	1,24
21. Portfolios can show my efforts in learning English outside of the classroom.	70	3,21	1,13
23. When compiling the portfolio, I had a chance to reflect on my English learning of this semester.	70	3,24	1,09
24. I feel the portfolio is not helpful to my learning.	70	3,29	1,27
25. The portfolio helps me to keep the habit of listening to, reading, or writing English regularly.	70	3,34	1,14

With regard to the effects of gender on students' opinions about the effects of writing portfolios on their language learning (RQ 5), Mann-Whitney U Test was carried out. According to the test results there is a statistically significant difference between the gender of students and their opinions about the effects of writing portfolios on language learning of students ($U=412,000$; $p=,029$; $p<0,05$). Female students ($n=41$) have a more positive perceptions than male students ($n=29$) towards portfolio keeping and its effects on their language learning.

The relation between English level of students and their thoughts about keeping portfolios (RQ 6) was also investigated. For this reason, Kruskal-Wallis Test was computed. However, there is no statistically significant differences between students' class levels and their points of view about the impact of writing portfolios on their language learning [$(\chi^2/2) =2.109$; $p=,348$; $p>0,05$]. Class levels of students are determined according to their results in the proficiency exam, and range from A1 to B2, therefore, the

number of students at each level is different. When interpreting the results unequal group numbers should be kept in mind (A1 n= 6; A2 n= 41; B1 n= 53).

A Two-Way ANOVA- was carried out to examine closely the relation between students' gender, level and opinions about using portfolios (RQ 7). Two-way analysis of variance showed a significant main effect for the gender factor, $F(4,34) = .040$, $p < .05$; no significant main effect for the level factor, $F(1,88) = .309$, $p > .05$; and no significant interaction between gender and level, $F(1,82) = .167$, $p > .05$. It can be concluded that female students in A1 have the highest mean value, but male students have the lowest mean value. Therefore, in A1 level, gender differences hugely matters. Female students in B1 have more positive opinions about using portfolios in language learning classrooms than male students in B1. However, in A2 classes, gender does not have a role. Mean value of female students and male students in A2 overlap with each other.

Discussion

The study aimed to investigate the opinions of teachers and students about writing portfolios implemented in a university context in Turkey. The results reveal differences between teachers and students with regard to their opinions. Regardless of their gender and years of experience, teachers mostly had positive perceptions and considered portfolio keeping as advantageous, whereas, the students were doubtful regarding the effects and advantages of portfolios.

Similar to previous research, it is found out that advantages of portfolios outnumber the disadvantages or challenges of portfolios according to the teachers' perceptions. However, the findings of the present research revealed that students have limited understanding and awareness regarding the effects of portfolios on language learning. The diversity of opinions of the participants indicate a need to discuss the reasons for portfolio keeping and the advantages they bring to the learning process with the students. Moreover, the teachers' understanding of portfolios also needs to be clarified for the correct implementation. One common opinion with students and teachers was that portfolios are a burden for students, which may be due to the fact that portfolios are considered as an extra duty rather than a learning tool for students.

Kabilan and Khan (2012), Rao (2006), and Yang (2006) state that portfolios foster students to identify their own weaknesses and strengths. The teachers' views in the present study support previous research. Accordingly, the teachers claim that with the help of writing portfolios, students can find a chance to reflect on their own learning; have a better understanding of their strengths and weaknesses through evaluating themselves and their portfolios and become aware of their own learning strategies with the aid of portfolios. However, the students in the present study do not have any idea whether they can realize their strengths and weaknesses through portfolios. One major reason for this outcome can be attributed to the lack of feedback during the process. It seems that the teachers considered reflectivity is something that occurs during the process without any support or guidance. However, as the results reveal, the students were unable to do it on their own. Moreover, as also found by Caner (2010), this study presents that some students are uncertain as to how portfolios help planning their learning. They are not sure how to reflect on themselves and their own learning and how to evaluate themselves. This does not necessarily mean that students reject the idea of self-evaluation and self-reflection, but this may indicate that students need guidance and feedback to practice reflection by using portfolios.

Further, Aydın (2010) and Abhakorn (2014) find that students can see their progress in English via writing portfolios. Portfolios improve students' vocabulary, grammar knowledge and reading and speaking skills. Students show their efforts while writing their portfolios. However, in this research, students were uncertain whether they can see their progress with ease through writing portfolios. This might be due to students' limited information about portfolio keeping. Students may be informed about the benefits of portfolio keeping beforehand.

Similar to the findings in the study conducted by Caner (2010), the present study revealed that students are uncertain whether they can learn anytime and anywhere. However, contrary to the findings in the study by Caner (2010), this study presents that students are again not sure whether they can display their learning efforts outside the classroom or not. Similarly, Fahim and Jalili (2013) note that portfolio keeping is not an easy task and not suitable to do it outside the classroom.

Although there are a lot of benefits of portfolios on language learning of students from the point of view of teachers, there are also some challenges and drawbacks of portfolios from students' point of view. First of all, compiling a portfolio is a burden for students. While dealing with their exams, students have to compile a lot of portfolios and present these portfolios to their teachers. Surprisingly, majority of teachers also have a consensus with students about that portfolios are a burden for students. Earlier study conducted by Caner (2010) in the same context has similar results. Caner (2010) claims that portfolios give students extra responsibilities and duties. As understood from the context, although portfolios are alternative assessment tools they do not replace pen and paper exams, therefore the students seem to consider them as a burden as they have to double their effort to be successful by taking the exams and compiling their portfolios. One way to change this negative perspective of students might be to use portfolios for the assessment of students and reduce the number of pen and paper exams. Another drawback is that compiling a portfolio takes a lot of time. Some students spend too much time on compiling a portfolio while some of them are not sure about how much time portfolios take. Similarly, other research also show that portfolio keeping is boring and a waste of time (Aydın, 2010; Caner, 2010; Fahim& Jalili, 2013). This is might be due to the students' limited knowledge on the benefits and use of portfolios for language development. Unless the students and the teachers consider portfolios as necessary tools for language assessment and development the learners will unlikely to receive the benefits of using them.

Conclusion

The results of the current study present the opinions of teachers and students about portfolio keeping. Teachers have positive opinions toward portfolio keeping while students have no idea about it. Students are uncertain whether portfolios are helpful for their language learning, and identifying their weaknesses and strengths in English or not. Students also are not sure about organization and content of the portfolios, which indicates that portfolio keeping is conducted without adequate information provided to the students. Therefore, they seem to keep it as it is a compulsory part of their education rather than considering it as a need. It can be suggested that students should be informed about the advantages of portfolios in terms of being a learning and assessment tool. As the implementation of portfolios require reflectivity and awareness, any use without explaining and demonstrating the benefits seem to fail.

All in all, teachers' positive perceptions regarding writing portfolios are promising and necessary for the effective implementation of portfolio assessment. However, it is clear from the results that students need extra guidance, feedback, and support during the process. Moreover, it is also essential to provide necessary information to students so that they can also develop an understanding toward using portfolios.

Another reason for students' doubts about portfolio use and its benefits might be due to the fact that the data for the study was collected at the end of the first term. It is possible that students' awareness might increase by the end of the second semester as they get more experience with the portfolios. However, still, this will take a lot of the time and may result with students' negative attitudes toward this tool. Hence, in any context before applying portfolios, both the teachers and the students need to be given necessary information that might affect the outcomes. In so doing, the students will not only benefit from the whole process right from the beginning of its use but also it will help them to develop positive attitudes.

The present study is significant in that it brings dual perspectives from different participants of the same process, but more important than that, it emphasizes the importance of preliminary preparation for any learning activity that is new to the students and/or teachers. None of the teaching methodologies, techniques and/or assessment tools is valuable unless they are implemented appropriately with their intended participants. It would be lot to expect more from teaching practices that are misunderstood by the teachers and students. Therefore, for educational success, it is not only important to consider students as the center of instruction but also to involve them cognitively and metacognitively in the process by helping them to see and experience the benefits themselves.

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