



T.C.
UFUK UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
ENGLISH LANGUAGE EDUCATION PROGRAMME

**THE EFFECT OF WEB 2.0 TOOLS ON SOCIAL PRESENCE
IN SYNCHRONOUS ONLINE ENGLISH CLASSES: A STUDY
WITH HIGH SCHOOL STUDENTS**

MASTER'S THESIS

ATIYE GAMZE ALTUNAY

SUPERVISOR
LECT. DR. CEYHUN KARABIYIK

ANKARA
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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

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ÖZ

ALTUNAY, Atiye Gamze. Web 2.0 araçlarının eş zamanlı çevrimiçi İngilizce derslerinde sosyal bulunuşluğa etkisi: lise öğrencileriyle bir çalışma, Yüksek Lisans Tezi, Ankara, 2022

Covid19 pandemisinden sonra uzaktan eğitim tüm dünyada daha fazla önem kazanmış ve uzaktan eğitimin kalitesinin artırılması ihtiyacı eğitimin her kademesi için bir zorunluluk haline gelmiştir. Ancak uzaktan eğitimde öğrenciler, çevrimiçi eğitimin kalitesini düşüren izolasyon ve yalnızlık duygularıyla karşı karşıya kalmaktadır. Çevrimiçi öğrenme literatürünün gösterdiği gibi, katılımcıların kendilerini kişisel olarak ifade etmelerini ve çevrimiçi bir topluluğa ait hissetmelerini sağlayan sosyal bulunuşluk teşvik edildiğinde, izolasyon ve yalnızlık duyguları azalmaktadır. Bu çalışmanın amacı, Web 2.0 araçlarının eş zamanlı çevrimiçi dil sınıflarında öğrencilerin sosyal bulunuşluklarını artırmada bir etkisinin olup olmadığını ortaya çıkarmaktır. Araştırma Ankara'da 26 gönüllü 9. sınıf öğrencisi ile gerçekleştirilmiştir. Rourke ve arkadaşları (2001) tarafından geliştirilen sosyal bulunuşluk göstergeleri ile iki öğrenci grubundan oluşan toplam 8 oturum analiz edilmiştir. Online İngilizce dersleri kayıt altına alınmış ve sosyal bulunuşluk çerçevesinde yer alan kodlama şeması ile transkript analizi yöntemi kullanılmıştır. İlk olarak öğrenenlerin sosyal bulunuşluk yoğunlukları ve çerçevede yer alan sosyal bulunuşluğun üç kategorisinde farklılık olup olmadığını ortaya koymak için ANOVA testi uygulanmıştır. Sosyal bulunuşluğun 12 göstergesi ise bağımsız T testi ile analiz edilmiştir. İki grubu karşılaştırmak için ise çok değişkenli varyans analizi (MANOVA) kullanılmıştır. Araştırmada öğrencilerin Web 2.0 araçları olan ve Web 2.0 araçları olmayan derslerdeki sosyal bulunuşluk yoğunluğunun her iki grupta da değişmediği; ancak sadece bazı göstergelerde anlamlı bir fark olduğu bulunmuştur; bunlar etkileşimli iletişim kategorisi altında açıkça başkalarının mesajlarına atıfta bulunmak, iltifat etmek/takdir etmek ve anlamayı ifade etmektir. Araştırmadan elde edilen bulguların, sosyal bulunuşluk alanında yapılan çalışmalara katkı sağlayacağı düşünülmektedir çünkü konu ile ilgili birçok önceki araştırma sadece yükseköğretime odaklanmıştır ve asenkron ortamlarda yapılmıştır ancak şu an dünya genelinde değişen koşullara bağlı olarak eğitimin her kademesinde ve senkron ortamlarda uzaktan eğitimin kalitesinin geliştirilmesine ihtiyaç duyulmaktadır.

Anahtar Sözcükler: Uzaktan eğitim, sosyal bulunuşluk, Web 2.0 araçları, eşzamanlı çevrimiçi lise dersleri

ABSTRACT

ALTUNAY, Atiye Gamze. The effect of Web 2.0 tools on social presence in synchronous online English classes: a study with high school students, Master's Thesis, Ankara, 2022

Distance education has gained great importance all around the world after the Covid19 pandemic and the need for improving the quality it became a necessity for all levels of education. However, in distance education, students face feelings of isolation and loneliness which decreases the quality of online education. As online learning literature shows, when social presence which refers to the extent which makes participants express themselves personally and feel belonging to an online community is fostered, the feelings of isolation and loneliness decrease. The purpose of this study is to find out whether Web 2.0 tools have an effect on promoting the social presence of the students in synchronous online language classes of high school students. The research was conducted with 26 volunteer 9th grade students in Ankara. Two groups of students were formed and 8 sessions were analyzed in total with social presence indicators developed by Rourke et al. (2001). The online English lessons were recorded and the transcript analysis method was used through the coding scheme in the framework. First of all, ANOVA test was applied for depicting whether there are any differences in the social presence density of the learners and the three categories of social presence. The 12 indicators of social presence were analyzed with independent T test. To compare two groups, multivariate analysis of variance (MANOVA) was used. It has been found in the study that, the social presence density of the students in the lessons with Web 2.0 tools and without Web 2.0 tools do not change in both of the groups; however, a meaningful difference was found only in the indicators; *referring explicitly to others' messages, complimenting/expressing appreciation and expressing agreement* under interactive communication category. The findings obtained from the research is believed to contribute to the literature as most studies in the field of social presence have only focused on higher education and conducted in asynchronous learning environments and there emerged a need for improving the quality of distance learning in all levels of education in synchronous environments as a result of the changing circumstances all around the world due to the pandemic.

Keywords: Online education, social presence, Web 2.0 tools, online high school synchronous classes

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LIST OF ABBREVIATIONS

CoI	: Community of Inquiry
ESL	: English as a Second Language
SPSS	: Statistical Package for the Social Sciences
MANOVA	: Multivariate Analysis of Variance
ANOVA	: Analysis of Variance



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INTRODUCTION

Distance education is a major area of interest within the field of education, and it is the most dramatic technology-based innovation that influenced education (Simonson, 2009). Although there are many opposing ideas related to distance education, it started to become more widespread than ever in many higher education institutions all over the world by means of advances in technology. In the last decade, there has been an increase in online courses, and they are seen as an alternative to face-to-face courses especially in language learning as more and more people need to prove their language proficiencies with computer-administered measures (Tarone, 2015). People who need to prove their proficiencies started to join both computer-mediated exams and online courses worldwide. As a result, distance learning outcomes became one of the new research topics in language learning in our times.

It has been proved by many researchers that the needs of learners in online environments are not completely different from those of face-to-face learning environments. One of the basic needs of learners online is social connection which is one of the basic needs of human beings and an important element of education (Akçaoğlu & Lee, 2016). As in all learning environments, learners in distance learning environments need to feel connected socially. Interaction among the learners is one of the most significant factors that creates social connection. Without a doubt, its importance in second language acquisition is beyond dispute as stated by Allwright (1984) in his article “The Importance of Interaction in Classroom Language Learning”. He asserts that “Interaction is an inescapable and inescapably crucial aspect of classroom life” (p. 156). Social interaction is proved to be a vital factor in the motivation of online learners and their feeling of satisfaction with the courses (Beaudoin, 2002; Cobb, 2009; Picciano, 2002; Simonson et al., 2011). In that sense, it has been referred in the literature that social presence is one of the key factors that help to increase student interaction (Akyol, 2009; Aragon, 2003). In that sense, the factors that affect social presence is of critical importance and Web 2.0 tools used in online language classes might have an effect in fostering social presence.

Social presence which is considered to improve the quality of online learning (Garrison et al., 2000; Vonderwell;2003) has various definitions of in literature. One of the most commonly used definitions refers to it as “the ability of participants in a community of inquiry to project themselves socially and emotionally as real people through the medium of communication being used.” (Garrison & Anderson, 2003, p. 28). In another definition, social presence is described as “the degree to which a person is perceived “real” in mediated communication (Richardson & Swan, 2003, p.70). Social presence has paramount importance for language learners as it maintains mediated interaction and while it enhances connectedness, it decreases psychological distance (Satar, 2013). Many studies showed that social presence makes learning effective for many reasons. Social presence is a key factor in increasing interaction among learners (Akyol, 2009; Aragon, 2003), it helps academic success and performance (Gunawardena & Zittle, 1997; Richardson & Swan, 2003; Ubon & Kimble, 2003), it increases student satisfaction in online courses (Crim, 2006) and when social presence decreases, it causes discontent and less participation (Leh, 2001). In the light of these findings, it can be said that social presence is a critical factor in online learning in many aspects.

1. Statement of the Problem

While the disputes related to online learning were going on especially at the higher education level, all of a sudden it ceased to be a choice and turned into a necessity after COVID-19 pandemic not only in the higher education but in all levels of education in the world. According to the statistics of UNICEF, 188 countries stopped face-to-face education in April 2020 and 83 percent of governments used online platforms to deliver education while more than 90 percent adopted digital and/or broadcast remote learning policies (Education and COVID-19, 2020).

It is obvious that the shift from traditional education to online education in this period has been compulsory and immediate. During this period, teachers all around the world had no other option than online education and finding ways for making it as effective as face-to-face education has become their main concern. Teachers of online education have been trying to find strategies not only to motivate their students but also to engage them in the learning process (Alabbasi, 2017) and this quest reached its peak with the compulsory shift to online education after the pandemic. Moreover, it is not an easy task to change the focus from the traditional classroom practice to distance education (Annamalai, 2017)

and the learner requirements of distance learning are more than those of traditional education (Göçmez, 2014).

There have been many studies that compared distance education and traditional education and it has been experienced by the educators and the learners that the dynamics of these education types are different from each other by nature. However, despite the differences, the significant issues that promote learning are similar in both learning types (Berge & Collins, 1995) and creating an active environment by increasing communication and interaction among all members of the online community is as important as it is in traditional education. As Simonson et al. indicated (2011), the focus of distance education research has changed in time and the focus has shifted to learner perceptions and their contributions to the learning environment rather than academic achievement (p. 126). In a review of past literature Maki and Maki (2007), it is concluded that distant education can facilitate learning as much as traditional education when it creates opportunities for students to interact with each other and the instructor.

The fact that collaboration and interaction among learners facilitate learning in online courses was supported by many studies (Harasim et al., 1995; Simonson et al., 2011). Although there are many contradicting ideas regarding to distance education, recent studies showed that improving the quality of online education regarding learning outcomes and the amount of learning is possible if social presence is fostered among students with the help of course structure, emotional support and communication medium (So & Brush, 2008). Maki and Maki (2007) stress that collaboration among the learners is so critical that even courses which do not have a well-designed structure can be effective when compared to well-designed courses without interaction.

Online education has its own drawbacks such as feelings of isolation and connection, concentration difficulty and problems stemming from lack of facial expressions (Satar, 2013) and the effects of the disadvantages of online education on young learners has not been investigated in online education literature as the participants of this type of education were mainly adults until the pandemic. It is important to understand the factors that are affecting social presence of young learners as it is a key factor in online learning since it shows how people interact socially in online learning environments (Mykota, 2018). When the importance of interaction in online learning is taken into consideration, this improvement can be enabled by using tools that fosters social interaction and social presence of the learners as teaching materials can have a positive effect on students'

interaction. The design of the learning contexts adds to the success of online courses and it increases their efficiency (Stickler & Hampel, 2007; Swan & Shih, 2005). The effect of using Web 2.0 tools in lessons has also been under investigation by some researchers in recent years with the improvement of web-based tools. Dunlap and Lowenthal (2009) stated that using such tools enables learners to communicate in a more flexible environment and the social presence levels of the students using those tools may be different from those who do not. In this research, the researcher aims to find out the effect of Web 2.0 tools fostering social presence on high school students in synchronous online learning contexts as it was believed that there can be a positive relationship between them.

2. Theoretical Background

Language education has started to deal with social aspects of language learning in the last decades (Kao, 2010) and one of the theories that focus on interaction in language learning is sociocultural theory. The sociocultural theory has emerged in the 1970s (Larsen et al., 2011) and the main principles of this theory started to be applied in the field of second language education in the 1980s (Yoon & Kim, 2012, p. vii). According to the social-constructivist theory of Vygotsky, learning is a social process and the best way of acquiring knowledge is collaboration among the interlocutors (Vygotsky, 1986). This theory suggests that learning is socially-mediated and the basic requirement of constructing new knowledge is social interaction (Whong, 2011, p. 79). When sociocultural theories which depended on the work of Vygotsky (1986) are adopted to language learning, it became clear that social interaction is the key factor of second language acquisition environments as cognitive development and sociality are indispensable from each other (Fayram, 2017).

The importance of social interaction has been known by educators for a long time and many strategies have been developed to foster interaction in classes. With the emergence of online education in the last decades, the studies shifted their focus to online classes. The sociocultural constructivist point of view puts its emphasis on creating communities in online lessons however creating an online community is more difficult than face-to-face since it needs extra effort (Lamy & Hampel, 2007). Community of Inquiry model (CoI hereafter) the target of which is to create a collaborative and interactive learning community and to support critical thinking (Garrison et al., 2000) is a model used in the last decades for creating online communities. According to the model of Garrison et al. (2000), the main goal is to make online learning more meaningful through developing a

community of inquiry whose main participants are the learners and the instructor. In the model, there are three main components; teaching presence, cognitive presence and social presence, and the combination of these presences leads to meaningful learning experiences in online educational settings and the model was originally developed for the higher education level (Rourke et al., 2001).

Social presence, which is one of the main components of the CoI framework, refers to “the extent to which participants are able to express themselves personally and to experience a sense of belonging to the learning community” (Salloum, 2011, p. 44). When the importance of community in language learning from a sociocultural perspective is taken into consideration, social presence serves as an important element in the language learning environment.

3. Purpose of the Study

The purpose of this study is to find out whether the use of Web 2.0 tools fosters social presence in 9th grade English classes of Ankara Pursaklar Science High School. This quasi-experimental research compares the lessons without random assignment in which web-based tools are used and are not used using the social presence taxonomy of the CoI model (Rourke et al., 2001). Not only the lessons but two classes will be compared in the study with content and regression analysis for reaching a valid conclusion.

4. Significance of the Study

Online education which is a new teaching model used in high schools in Turkey after COVID-19 is implied to be adopted to education routine in high school level in the future and it is already adopted by many universities all around the world. As a result, studies related to the improve the quality of online learning environments gained great importance in recent years. In this research, it is believed that there is a need to determine whether utilization of Web 2.0 tools is a factor that fosters social presence of high school students in ESL courses as most of the studies conducted so far have been carried out with the students of the higher education (Nippard, 2005). This research can help instructors of not only the higher education institutions but high school language teachers to find ways to improve online learning environment by increasing social presence of learners as it is conducted with high school students so that the online learning environments will be more effective and interactive. The results can have implications

for not only English classes but also other lessons as the tools can be used in all courses of high school curriculum.

There are many studies in the existing literature dealing with social presence perceptions of online learners (Akyol, 2008; Annamalai, 2017; Cobb, 2009; Gunawedena, 1995; Nippard, 2005; Tu, 2002). Nevertheless, few studies have investigated the effect of Web 2.0 tools on social presence. This study which examines Web 2.0 effect on social presence of high school students in synchronous online learning environments with the use of the CoI indicators is believed to make an important contribution to the existing literature since the experimental studies of the CoI framework and its dynamics are rare in synchronous environments and with high school students. As the participants of the study are 9th graders, it might be useful for the teachers working in both high schools and secondary schools as the students in this study are new beginners to high schools. The findings of this study will be adopted not only online English lessons, but all online lessons conducted in high schools as the effect of Web 2.0 tools, which can be used in all online lessons, on social presence is examined.

5. Research Questions

In this research, it is assumed that Web 2.0 tools used in the classes will foster interaction among the learners. It is hypothesized that interactive tools will affect social presence of the learners positively in comparison with the traditional presentations by improving the quality and frequency of the interaction among learners. With those assumptions, the researcher aims to find out answers to the following four questions in this study;

1. Do interactive Web 2.0 tools have an effect on learners' perception of social presence when compared to online lessons without Web 2.0 tools according to the CoI framework?
2. Do interactive Web 2.0 tools have an effect on the categories of social presence when compared to online lessons without Web 2.0 tools according to the CoI framework?
3. Do interactive Web 2.0 tools have an effect on the indicators of social presence when compared to online lessons without Web 2.0 tools according to the CoI framework?

4. Is there a meaningful difference between the groups regarding their social presence levels in the online lessons with or without Web 2.0 tools?

6. Assumptions of the Study

In this study, it is assumed that Web 2.0 tools will foster social presence of the high school students considering that these tools will help students feel more connected and create more interaction through their distinguishing features and they have the potential to eliminate barriers of distance education (Barhomi, 2010; Lee & McLoughlin, 2016). It is also thought that the Web 2.0 tools which have a capacity for real-time editing will have a positive effect on increasing collaboration between the learners and the instructor (El Bahri et al, 2019) which will have a positive effect on social presence density. It is also assumed that the samples of the study are representative of the whole population of Ankara Pursaklar Science High School as the study will be conducted with only 9th graders. It is assumed that the participants will attend online courses regularly and participate in the lessons as they do in their regular routine. As the students are accustomed to using Web 2.0 tools during the classes, it is supposed that they will not have technical problems while using the tools. The aim of the study is to show that social presence theory via Web 2.0 tools is a strong indicator satisfaction.

7. Limitations of the Study

There are some limitations regarding the study. First of all, this study is limited to 26 students at Ankara Pursaklar Science High School and 8 online courses will be examined for the research. Both the number of students and the duration of the courses can be a limitation for the study. Furthermore, the courses will be held online and some students can face Internet connection problems during the courses and some may have some technical difficulties both in the connections and the use of Web 2.0 tools. Some students can feel discomfort when they are aware of the fact that the lessons are recorded and may not behave naturally. Although the students are accustomed to using Web 2.0 tools in English classes, the connection problems during the use of the tools can create pauses in the content analysis. Finally, the duration of the lessons can be a limitation for the study as there will be limited time spared for the lesson activities in synchronous online lessons.

8. Definition of Key Terms

The following definitions of the terms are explained in this section so that the clarification of the study will be enhanced.

Community of Inquiry (CoI): It is the conceptual framework developed by Rourke et al. (2001) which defines social, cognitive and teaching presence as the constituting elements of e-learning in which students take responsibility and control of their own learning through a meaningful learning experience.

Social Presence Theory: Social Presence is one of the three elements in the CoI framework whose main phases are affective expression, interactive communication category and group cohesion indicated in the behaviours of expressing emotion, collaboration and trust/risk-free climate. When social presence is created in online environments, students are allowed to express their ideas and emotion to promote collaboration (Farani, 2019).

Web 2.0 tool: This term refers to a group of technologies “which facilitate a more socially connected Web where everyone is able to add and edit the information space.” (Anderson, 2007, p. 5) and it is used to refer “a second-generation of web services that facilitate collaboration and sharing between users” (Bilandzic & Foth, 2013). The users of Web 2.0 tools have a chance both to obtain information and to create and share it (Barhoumi, 2017).

Wooclap: Wooclap is a web-based platform that enables instructors to prepare interactive presentations that can be used both in face-to-face classes and online courses. These presentations can include quizzes, polls, collaborate boards in which students can participate and by means of these tools, students can collaborate with each other by creating and sharing their own response products. Students can use the tool by using PCs, mobiles or Tablets without downloading an application with a code given by the instructor. This tool is used in classes as it is the combination of many educational Web 2.0 tools.

Intimacy: A term used by Argyle and Dean (1965) for the factors that affects communication such as physical distance, eye contact and smiling.

Immediacy: A term used by Mehrabian (1969) for the first time for referring to the distance a person puts himself and the communication medium.



CHAPTER I

LITERATURE REVIEW

Chapter 1 provides an investigation of the salient literature associated with the following titles relevant to this study: an overview of online learning, the CoI model, three main elements of the CoI framework, an overview of social presence theory and its definitions, social presence theory in online settings, the studies related to social presence theory and their implications.

1.1. Online Learning

The definitions of online learning in literature are inconsistent as the terminology used for distance education by many researchers has no consistency and this can lead to conflicting findings in studies (Moore et al., 2010). Although the terms distance learning and online learning are used interchangeably, these two terms may refer to different concepts in education. Distance education is a type of formal education that is institution-based and where the learners are separated and where interactive, telecommunications systems are used to connect learners, resources and instructors (Schlosser & Simonson, 2009, p. 1). Nevertheless, while the term distance learning refers to an individual learning process by using learning materials which are produced and distributed to learners, online learning refers to a collaborative learning environment (Courtney & Wilhoite - Mathews, 2015). In other words, the term online learning refers to an approach using Internet technologies to create learning environments so that learners are able to access the course content and interact with each other at the same time (White, 2003). Harasim et al. (1995) also defined online learning as a transmission of information through the communication using the Internet despite time and place differences. In this research, the term distance education is used as an umbrella term for all distant learning opportunities (Keegan, 1996) and it refers to “principally, individual learners working by themselves, at a convenient time and place as well as, to some extent, their own pace” (Seljan et al. 2006). Online learning, on the other hand, is used to refer to a more recent and improved version of distance learning as it is accepted as the newer version of distance learning although there is not a clear definition in the literature related to the difference of the two terms (Moore et al., 2011).

The idea of “online learning” emerged and became a current issue among educators after early computer conferencing experiences as they were not sure whether a learning community could be created and kept in such an environment (Swan et al., 2009). Online instruction has brought not only challenges but also opportunities to the field of education and training which was a major breakthrough in education because it provides opportunities for all learners including the ones in disadvantaged areas (Crim, 2006; Hill, 1997) and it lessens distance and time problems for both learners and the educators (Moore & Kearsley, 2011). Along with the stated advantages, online learning enables more learners to reach education opportunities as it is cost-effective when compared to traditional education (Oliver, 1999). Especially video-conferencing technologies, which have been used in online learning since the mid-1970s, enabled educators to eliminate geographic, temporal and pedagogic boundaries (Harasim, 1996). When compared to traditional education, online learning gives a chance to more learners to go on their education and which is more economical than traditional education (Richardson & Swan, 2003). According to the meta-analysis done by Maki and Maki, (2007) learning in distance courses is generally greater than learning in traditional courses.

Despite the advantages, online learning has some major drawbacks such as the lack of facial expressions (Satar, 2013), the feelings of isolation and disconnection from teachers and classmates (Sung & Mayer, 2012; Zhang, 2015), the need for more self-discipline and more concentration and difficulty in contacting the instructor and other classmates compared to face-to-face education (Alexander et al., 2012) which can make it less favorable for some learners. Especially in language classes, the lack of verbal cues can be more challenging for language learners since it is possible to compensate a linguistic deficiency with gestures and facial expressions in a face-to-face classroom (Yıldız, 2009) while the only way of communication is the use of language in online classes. However, it is added that some factors determine better learning in distance courses such as strong methodology and if opportunities are created for online students to interact with the instructor and other students, it helps to eliminate the disadvantages and increased collaboration may improve the quality of learning in online courses.

1.2. Synchronous and Asynchronous Online Learning

The terms asynchronous and synchronous online learning are used commonly in distance learning literature for referring to the basic two types of distance education. While synchronous learning refers to real-time communications, asynchronous learning

does not need participants to be online simultaneously (Crim, 2006). Unlike asynchronous learning which enables learners to access ready-made course content at any time from different places, synchronous online learning allows simultaneous learning opportunities for the learners. Both learning types have their own advantages and disadvantages depending on their nature.

Asynchronous online learning is a flexible learning option as it provides learners to organize their own schedule, so they are able to go on their own life issues such as work, family, etc. without any disruption while they are getting education. In asynchronous online learning, by means of media such as discussion boards and e-mail groups, the learners are encouraged to form communities. It is determined by Hrastinski (2008) that this type of learning gives more time to the learners for processing the information as there is no need for an immediate answer. Synchronous learning, on the other hand, is a less flexible option when compared to asynchronous learning; however, it may be a motivating option for the learners as it makes distance learners feel less isolated through the communication with the learner group and enabling learners to get feedback from the instructor and the learner group (White, 2009).

1.3. Second Language Acquisition And Online Learning

The idea of distance education in language learning is old as it started with the invention of educational radios in the 1940s and it was improved by the use of 16 mm films in the 1950s, broadcast TV in the 1960s, audiocassettes in the 1970s and use of videos in the 1980s (White, 2003). In the 1960s, Computer Assisted Language Learning (CALL) emerged and computers were started to be used in teaching and learning a new language (Warschauer & Healey, 1998). With the technological developments, language teaching in online environments changes accordingly. In the mid-1970s, video-conferencing was started to be applied in language teaching and it gained popularity among learners due to its being accessible to many learners (Harasim, 1996). The delivery of online courses all over the world gained considerable attention in the last decades and especially synchronous conferencing systems contributed a lot to online language teaching (Stickler & Hampel, 2007). In language teaching, the learners have a need for feedback, interaction and cooperation and as a result language teaching in distance education is generally developed around the model of synchronous communication (White, 2003).

1.4. Online Versus Face-to-face Learning

When the dynamics of face-to-face education and online education are compared, it is inevitable to find some basic differences between them. One of the most significant issues that challenges the students of online learning is the lack of social presence and interaction as face-to-face contacts are absent in online learning environments (Mayne & Wu, 2011). It is indicated by Hampel (2006) that a lack of such cues in an oral interaction environment could cause anxiety and lower motivation. In a traditional classroom, there are nonverbal cues of body language such as facial expressions which show presence and facilitate communication (Crim, 2006). As the lack of nonverbal cues affect relations between interlocutors and can lead to a sense of isolation (Short et al., 1976; Sung & Mayer, 2012), compensating this absence fosters the quality of online learning.

There is a wide choice of online learning studies available in the literature to find ways to enhance the quality of it especially in the last decades with the growing popularity of online courses all around the world. Simonson et al. (2011) conducted a study related to distance education and they concluded that online education is not a different type of education and the factors that contribute to traditional education are the same in distance education. A review of literature done by Maki and Maki (2007) supports the idea that online learning is no better or worse than face-to-face courses in that the difference depends on “how the learning in each course format is structured.” (p. 548). In the conclusion part of the review, it is stated that along with many factors, collaboration among the learners has a positive effect on the satisfaction of the learners and it is shown in several studies.

Social interaction is a significant factor both in the motivation of the learners and their satisfaction with the courses (Cobb, 2009; Picciano, 2002). In his examination of the relationship between student interaction and learning, Beaudoin (2002) found that high interaction results in high performance. Forming a community of learners is critical in online learning as it affects student satisfaction and the quality of learning (Brown, 2001; Gabelnick et al., 1990; Powers & Mitchell, 1997). Rather than individual participation, creating collaboration and group interaction can be the priority (Simonson et al., 2011). Harasim et al. (1995) also stated that social interaction is inevitably important in online learning environments because non-verbal cues are missing in technology-mediated learning situations which can lead to a disruption in learning processes. What makes

learners to feel isolated is the absence of nonverbal cues (Crim, 2006) and in an earlier study conducted by Walther and Burgoon (1992) concluded that computer-mediated communication resembles to face-to-face communication in time provided that interaction is provided among the learners and they become familiar with each other.

1.5. Theories of Interaction in Second Language Acquisition

Recently, there has been a growing interest in the social aspects of language education (Kao, 2010) and the importance of interaction in learning a second language has been examined by the experts in the field since the early 1980s (Gass et al., 1998) as it was believed that comprehensible input alone is not enough to learn a second language (Fayram, 2017). Long's interaction hypothesis (1981) supports the idea that language acquisition is also related to learner interaction as well as cognitive processes since interaction and collaboration make it easier for the learners to make sense in the target language. Moreover, language learning is not limited to internal and external factors, but it also depends on the learners' active engagement with the language (as cited in Whong, 2011). Language learning is the result of the interaction between the learner and the users of the language and collaborative creation of the meaning and negotiation of the meaning (Richards & Rodgers, 2014).

Sociocultural constructivist learning theory pays attention to the importance of interaction, and it posits the idea that the internalization of a new language is not solely contingent on input and output processes. In other words, while explaining the dynamics of language learning, focusing on only cognitive processes is not enough because people learn from each other as well. The sociocultural constructivist theory of Vygotsky puts emphasis on social factors in learning and it asserts that learning occurs dependent on the social environment, and it is not something totally individual (Vygotsky, 1978). According to Vygotsky (1986), one of the basic needs of people is social interaction and it is also a critical factor in learning processes. The main focus in sociocultural theory is the notion of collaboration in interaction (Fayram, 2017) because the way to construct knowledge is the interaction with the dynamics of the learning environment and to reflect own experiences of the learners (Simina & Hamel, 2005).

The social environment is the main focus in the theory as they assert the idea that "higher mental functions are, by definition, culturally mediated" and they cannot be separate from the world and the people that we interact (Cole & Wertsch, 1996, p. 252).

In other words, the main factor that makes learning possible is joint activity and it is a process that triggers cognitive activity (Lamy & Hampel, 2007). Vygotsky (1986) and Cole and Wertsch (1996) focused their sociocultural studies on language perspective as a result of its effect on shaping human discourse and behaviours. As language which has cultural, institutional and historical settings is the medium for interaction, human actions are socio-culturally performed (Hatano & Wertsch, 2001). In the last decades, researchers started to deal with theories of interaction in online learning environments and sociocultural theory is proven to be help develop insight to online learning and how it contributes to language learning (Warschauer, 2006).

From a sociocultural constructivist point of view, creating a community that is able to cooperate has paramount importance in online learning environments. Goodyear et al. (2004) state the importance of community building with a disputed remark and say that “there is no point to networked learning if you do not value learning through co-operation, collaboration, dialog, and/or participation in a community” (p. 2). In a community, there are individuals who feel themselves belong to a social unit and in online environments it is directly related to the concept of presence which enables learners to feel a part of a group and interact with the members of the group (Picciano, 2002). Nevertheless, creating an online community is more difficult than a face-to-face community since collaborating with the people in just virtual environments and establishing identity behind screens need extra effort (Lamy & Hampel, 2007).

1.6. Community of Inquiry Model

The CoI model was originally developed by Charles Sanders Peirce, John Dewey and Jane Addams which refers to a group of people who are connected as a result of a common problem, issue or interest (Shields, 1999). John Dewey, whose ideas affected the model, believed that individual progress depends on community. Philosophically the idea of the CoI framework depends on John Dewey’s conception of education in which collaboration between the students and learners has paramount importance (Beckett, 2019). As concluded by Garrison et al. (2000), education is a collaborative reestablishment of experience according to John Dewey. It is not possible for an online learner to develop an identity in online settings unless the learner is able to engage himself into the community (Garrison et al., 2004).

CoI is a conceptual framework that was developed by Garrison et al. (2000) and “whose core function is to manage and monitor the dynamic for thinking and learning collaboratively” (Garrison, 2017, p. 24). The goal of this conceptual framework was to study the effectiveness of computer conferencing in the higher education level by providing a methodology so that a valuable educational experience can be described, defined and measured (Garrison et al., 2010). The CoI model uses a collaborative-constructivist approach for understanding the dynamics of an online learning experience (Arbaugh et al., 2008). For achieving a common learning goal, this framework helps to create a collaborative learning environment for learners in which they can support each other and enhance their own learning experience (Akyol et al., 2009a). The CoI framework shows how to create meaningful learning experiences by developing three main elements; social presence, cognitive presence and teaching presence (Garrison, 2017) and it is a model which develops out of the interaction of these three presences (Anderson et al., 2001). As seen in Figure 1, an educational experience depends on three presences; social, teaching and cognitive and their presences also depend on how discourse is supported, the contents selected and how the climate of the lesson is set.

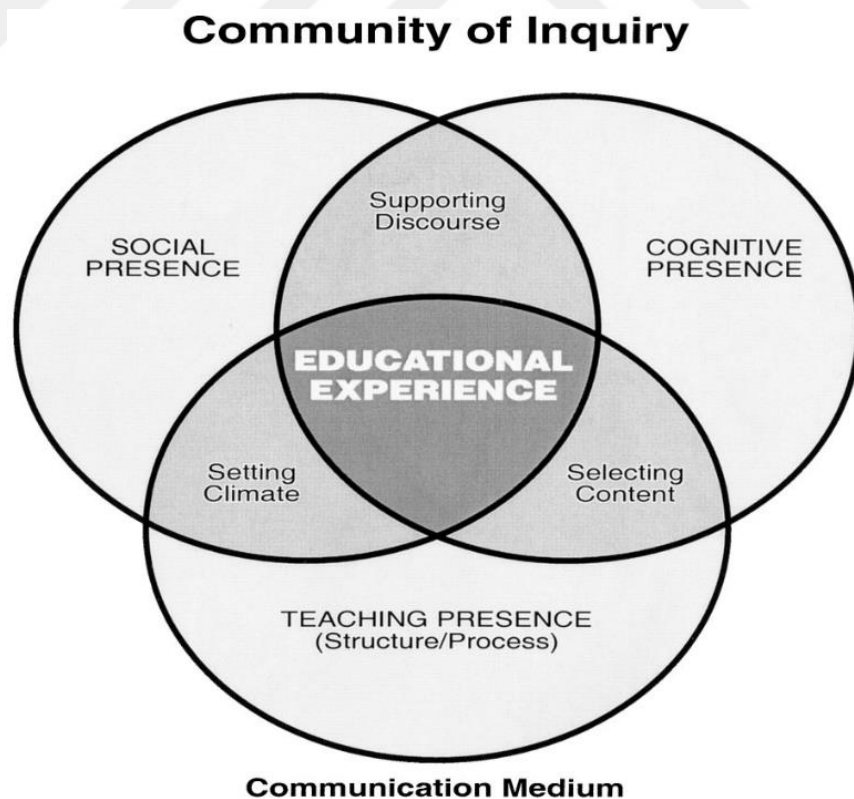


Figure 1. Elements of Educational Experience Community of Inquiry Model by Garrison, Anderson and Anchor (1999)

1.6.1. Presences in the CoI framework

The CoI framework is composed of three presences, these are teaching presence, cognitive presence and learning presence, which function correspondingly and overlap for building a productive education atmosphere. The construction and confirmation of meaning by way of mutual reflection and communication is described as “cognitive presence” in the CoI framework (Garrison et al. 2000). In other words, cognitive presence is related to the development of meaning by the agency of investigation and dialogue (Salloum, 2011). Cognitive online presence is important in online learning environments for the effectiveness of teaching experience and the ways to foster cognitive presence are facilitating interaction and clear instructional practice (Boothe, 2017). According to the CoI model, the phases of cognitive presence are triggering event, exploration, integration and resolution. In this model, all the items in the categories have some indicators and these are a sense of puzzlement, information exchange, connecting ideas and application in cognitive presence.

The other main element of the CoI framework is teaching presence which is described as “the design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes” (Anderson et al., 2001). In the model of Garrison et al. (2000), the first phase of teaching presence is the design and organization which indicates itself in setting curriculum and activities. This phase is followed by facilitating discourse whose indicator is shaping constructive exchange and the final phase is direct instruction the indicator of which is focusing and resolving issues.

The third element in the CoI framework is social presence which is defined “as the ability of participants in the CoI to project their personal characteristics into the community, thereby presenting themselves to the other participants as real people.” (Garrison et al., 2000). In an online learning community social presence describes the degree of learners’ connection with the others in an online learning community (Sung & Mayer, 2012). With the growing interest and demand to online education and expanding efforts to increase the quality of online education in the last decades, the term social presence became a prevailing topic for educational research as social presence is a critical factor in determining instructional effectiveness (Tu, 2000) and in developing, maintaining and facilitating interaction (Chen et al., 2015).

1.6.2. Social Presence Theory

Social presence theory was originally developed by Short and his friends while they were making research related to telecommunication technology in 1976 (Wei et al., 2012) to understand interpersonal communication and how the relations are built when telecommunication media is used (and they defined social presence as “the degree of salience of the other person in a mediated communication and the consequent salience of interpersonal interactions.” (Short et al., 1976, p. 65). In their social presence theory, their focus was on comparing face-to-face interactions with the interactions that are enabled by media and observed that sense of intimacy and immediacy could be affected by the communication medium (Sung & Mayer, 2012).

Social presence theory has evolved in time, and it started to be used for various contexts (Cui et al., 2013). The researchers of communication used social presence theory in CMC in the late 1980s and early 1990s (Lowenthal, 2009b). Gunawardena (1995) defined social presence as “the degree to which a person is perceived as a ‘real person’ in mediated communication” (p. 151). In 1997, Garrison defined social presence as “the degree to which participants are able to project themselves affectively within a medium” (p. 6). The development in telecommunication technologies made distance learning possible and the modern definitions of social presence were adopted to online learning environments. However, a controversy occurred related to the definitions of social presence in an educational context, and it is asserted by Lowenthal (2009a) that defining social presence is complicated since the definitions in the literature depend on the resolution of the researcher which makes it difficult to differentiate what is referred in the studies related to the term. In a review conducted by Chen et al. (2015), 189 studies related to the social presence definitions, its focus and its measurement were revived and found that social presence was a still complicated term to define.

According to the definition of Tu and McIsaac (2002), social presence is “the degree of feeling, perception, and reaction to another intellectual entity in the computer-mediated communication environment.” (p. 146). Sung and Mayer (2012) stated that “social presence can be conceived of as the degree of feeling emotionally connected to another intellectual entity through computer mediated communication.” (p. 1738). The idea lying under social presence theory is that contact is the main dynamic creating presence and social presence will be increased by more contact (Ko, 2012). Richardson and Swan (2003) described social presence as “the degree to which a person is perceived

‘real’ in mediated communication” (p. 70). In the definition of Salloum (2011), “Social presence refers to the extent to which participants are able to express themselves personally and to experience a sense of belonging to the learning community” (p. 44). After long years of study on social presence, Biocca (2003), in his review, summarized social presence as “the sense of being with another” and social presence studies “how the sense of being another is shaped and affected by interfaces” (p. 456). As seen in the definitions, the term social presence was used in distance education literature to refer how learners perceive other people in a learning environment (Chen et al., 2015) and their level of attachment to others.

There are many studies that have been conducted related to social presence in literature and many researchers in the field most have found that enhancing social presence in online education environments influence motivation, academic success and performance (Garrison et al., 2000; Gunawardena & Zittle, 1997; Richardson & Swan, 2003; Ubon & Kimble, 2003). It has been found by Rodriguez (2015) that there is a strong connection between social presence, academic success, and student satisfaction and Crim (2006) also concluded that social presence perception of the students positively affects their overall satisfaction with online courses. Social presence creates comfort and the feeling of attachment among learners in online learning environments in which learners can collaborate (Akyol, 2009; Aragon, 2003). On the other hand, the lack of social presence in learning environments causes more discontent and less participation among learners (Leh, 2001; Vonderwell, 2003).

There are three main phases of social presence which are affective expression, interactive communication category and group cohesion and their indicators are expressing emotion, trust/risk-free climate and collaboration/interactivity (Garrison et al., 2000). The indicators of the phases, on the other hand, are emotion expression, risk-free climate and interactivity. These indicators are later on revised by Rourke et al. (2001) and in his taxonomy, the categories are collected under three indicator categories which are affective communication (affective responses), interactive communication (interactive responses), and cohesive communication (cohesive responses).

According to what Gunawardena and Zittle (1997) suggest intimacy and immediacy are two basic concepts of social presence. Palmer (1995) emphasizes that intimacy and immediacy are the terms which are generally used for the definition of

behaviors, nevertheless; these are also indicators of cognitive states showing how much a person is present in the interaction.

1.6.3. Intimacy

One of the components of social presence is intimacy which refers to the factors such as eye contact, physical proximity, the topic of conversation and smiling in communication and when the level of intimacy is high, people tend to feel more familiarity, self-disclosure, and trust (Argyle & Dean, 1965). In other words, feelings of familiarity, concern and empathy are the marks of intimacy (Heath & Bryant, 2013). The individuals tend to change their attitude with the aim of keeping their ideal comfort level in the case of encountering a discomforting level of intimacy and this is called equilibrium (Short et al., 1976). Intimacy research generally focuses on the physical dynamics of communication (Satar, 2013).

1.6.4. Immediacy

Immediacy concept was first used by Mehrabian (1969) for face-to-face environments, and it points to verbal expressions and nonverbal cues, which develops a relationship enhancing closeness among the communicators. Although the concept refers to both verbal and nonverbal cues, the research about immediacy focuses on physiological distance (Satar, 2013). In the study of Mehrabian (1969), the importance of nonverbal cues is stressed as they are the strong and important indicators of communication. As explained by the researcher, “Greater immediacy is due to increasing degrees of physical proximity and/or increasing perceptual availability of the communicator to the addressee” (p. 203). In teaching, immediacy is an important dynamic as it creates a more fruitful learning environment by “reducing the distance between the people” and “greater immediacy creates greater mutual stimulation” (Andersen, 1979, p. 544). For learners online, one of the most important issues is teacher immediacy behaviors as well as the presence of others (Swan, 2003).

1.7. The Importance of Social Presence in Online Environments

There exists a considerable body of literature on the contributes of social presence to the learning settings and how to foster it. Although the researchers have used several different definitions of social presence, they have concluded some similar findings related to the concept (Lowenthal, 2009a). The term is used as an indicator to evaluate

the opinions of learners related to the social dynamics of a learning environment in the studies (Chen et al., 2015). As enhancing social presence in online settings has proven to reduce the negative effects stemming from online environments (Wei et al., 2012) and it has paramount importance for effective instruction development in online learning experiences (Tu, 2002), this has been discussed by a great number of authors in the literature with the aim of finding the elements that affect social presence in online learning environments.

A study conducted by Tu (2002) related to dynamics of social presence with the aim of analyzing students' perceptions of social presence in online learning environments showed that interaction among the learners can occur when social presence is high. In other words, social presence is vital for fostering interaction (Tu, 2000). A series of recent studies have indicated the importance of social presence on course satisfaction and effective learning (Gunewerdana & Zittle, 1997; Picciano, 2002; Richardson & Swan, 2003; Rodriguez, 2015; Russo & Benson, 2005; So & Brush, 2008; Swan & Shih, 2005; Yamada & Goda, 2012). Ko (2012) summarized the way to increase social presence in a simple way saying that "More contact will increase social presence". There are many studies in the literature that is related to enhancing social presence and its fruitful effect on online learning environments as a result, the strategies that foster social presence and promote interaction among the learners may be examined and adopted to classes in order to improve the quality of online learning environment.

Aragon (2003) offered some strategies for enhancing social presence and in his model, the strategies are systemized for course designers, instructors and participants. He put emphasis on the development of social relations in online environments and for this reason designing collaborative activities is accepted to be a critical strategy in the model. He also emphasized the active role of instructors and for improving social presence, teachers can contribute to discussion boards, provide immediate feedback by using students' names, strike up a conversation by sharing her/his own personal stories and s/he can use of humor and emoticons through a lesson in view of fortifying social relations. It was reported by the author that improving the quality of online classes by enhancing social presence needs effort and is not easy; however, it is possible and effective if the strategies are incorporated into the learning settings.

Previous studies on social presence have shown the importance of collaborative learning in online educational contexts. A study conducted by So and Brush about

fostering social presence in online learning (2008) with 48 graduate students who took health education in blended format showed that collaborative learning fosters social presence and the main components of such a learning environment are course structure, emotional support, and communication medium. It is also argued in the study of Maki and Maki (2007) that when compared to face-to-face courses, even unstructured courses can be more effective on the condition that collaboration among learners occurs. The study of Tu and McIsaac (2002) underlined the fact that the recurrence of the participation is not an accurate indicator of high social presence, but it is the quality of participation. It must be noted here that collaboration does not mean to enhance social presence among the learners, instead it means to create an environment that learners communicate naturally, consciously, and gradually by sharing their ideas, asking questions, or expressing themselves (Akyol et al., 2009b). Vanek et al. (2018) stress the high priority of collaboration and meaningful communication among online language learners as it eases and helps communication in the target language and authentic writing.

1.8. The Importance of Course Design on Social Presence

As Hall stated (2007), a sociocultural design of an online language course must include some activities which help learners to function as a community. One of the factors that influence social presence conceptions of the learners is the design of the online learning contexts. In other words, the qualities of the learning environment influence social presence perceptions of the learners (Özonur et al., 2018). Yıldız (2009) investigated the effect of computer-mediated communication on social presence with 2 groups of 48 adult learners in total from three different countries; Taiwan, Turkey and Denmark and the data were collected through forum postings and interviews with the participants after 8 weeks of lessons. It was found in the study that lesson activities and the course structure which is organized in an appropriate way can have a positive effect on learners' perception of social presence. In a case study conducted by Stickler and Hampel (2007) with 7 German tutors in the higher education level showed after 10 weeks of teaching that the success of online language lessons lies both in teaching style, pedagogy, tasks, and materials design. Akyol (2009) examined the development of a CoI in online and blended learning contexts pertaining to students' perceived learning and satisfaction. The study was conducted with adult students of a Master of Education program who are mostly over 30 in both courses in Turkey. In this study, it is proven that along with the class size and participant characteristics, course design is critical for

heightening social presence. The tasks of online learning are useful when they give cognitive and social support to learners by encouraging learners' collaboration and making them connect to each other more easily (Herrington et al., 2006).

In online learning environments, the importance of medium is clear as the members of an online community who maintains networking communication are able to communicate through that medium and the social cues of the physical environment are limited in virtual learning environments. Biocca (2013) described networking communication as "a person using a medium to be with another" and he added that "a set of pixels shaped like a smiling face, a voice crackling through a speaker, or a line of text emerging on a chat room screen create the sense of being with another." (p. 456). The original definition highlights that social presence is "the quality of the medium itself" (Short et al., 1976, p. 65). In the definition of Savicki and Kelley (2000), it is echoed that the medium used in online communications have some restrictions and social presence is the ability to express a sense of self despite those restrictions.

The relationship between social presence and the technological tools used in the lesson is the topic of some latest studies of social presence. Additionally, according to media richness theory (Trevino et al, 1987), media richness refers to the capacity to transmit information and it is the highest on face-to-face communications and the way to compensate for the features of face-to-face communication is using rich media (Kuyath & Winter, 2006). When this theory is taken into consideration, the social presence of online learners increases according to the richness of the media used in classes (Newberry, 2001). Nevertheless, it is important to note here that as explained in the online courses review of Maki and Maki (2007), the design of the online courses is more important than the medium used.

When the studies of social presence related to lesson design are examined, it is seen that the use of some technological features can be effective in the enhancement of social presence. One of the most well-known studies conducted by Gunawardena and Zittle (1997) which had 50 participants over 40 from 5 different universities in the USA showed that the use of emoticons in online environments fosters social presence. Their research provided enough evidence for the relationship between high social presence level and the learners' expression of their feelings and being willing to express themselves through the use of emoticons. Garrison et al. (2000) later recognized emoticons as one of the indicators of emotional expression in their CoI framework. Although using emoticons

for expressing feelings can be seen as unprofessional in academic contexts (Dunlap et al., 2016), further studies proved how effective they are for self-projection for the online learners whose expression of their own identity is restricted as a natural result of the dynamics of online settings (Cobb, 2009; Dunlap, 2016; Yamada & Akahori, 2007).

Social presence of the learners is not a stable situation that can be kept in all the courses, and it is affected by many factors such as teacher immediacy behaviors and learners' skills of using technology, but it has been also found that the lesson design can affect the learners' social presence (Ko, 2012; Swan & Shih, 2005). Some strategies that are adopted by the teacher can be useful to establish and keep social presence (Steinweg et al., 2009) such as timely response to messages and tasks used in classes (Tu & McIsaac, 2002). In the research of Swan and Shih (2005), 51 students ranging in age from 21 to 50 from four online graduate classes in a large public university joined discussion threads during the term and they filled out an online questionnaire at the end of the semester. It was proven in the study that the design of the courses has an effect on social presence and finding ways in which students can present themselves and improving the qualities of online discussions can be useful for the development of social presence. Their study also revealed that the presence of teachers is more important than the presence of peers in online learning settings.

In a study conducted by Vanek et al. (2018) a social media webpage was used to find out whether the use of Facebook would affect the learners' social presence and a special Facebook group was created for the study and the original posts of high school students were analyzed. It was clearly found that when students have a chance to post media, use like button and maintain a thread by means of ability to reply, their social presence perceptions improve. An interesting finding revealed in the study is in contradiction with one of the most common definitions of social presence which defines the term as reflecting one's own identity as being real people in online learning environments (Gunawardena & Zittle, 1997) as it is found that the participants participated to the activities and collaborated more when they use fake names and unreal personalities. It is concluded in the study that the incorporation of social media interaction may help especially beginner level language learners' social presence perceptions by facilitating communication among them as a result the adoption of these strategies can help instructors to improve the quality of online education. The research related to the use of technology for fostering social presence is limited and as it is stated by Yamada and

Goda (2012), the research studies on social presence should also focus on technology use in online classes when the rapid advances in technology are taken into consideration.

1.9. The Effect of Web 2.0 Tools in Online Education

Web 2.0 software refers to a group of technologies “which facilitate a more socially connected Web where everyone is able to add to and edit the information space” (Anderson, 2007, p. 5). They enable learners to communicate in a less formal way and they help to increase interaction among them and they can be adopted to online classes to enhance the quality of online learning so that learners can communicate and share their ideas more easily (Lee & McLoughlin, 2010). In traditional classes, students have many opportunities for interaction however in online classes, those opportunities should be created by the people in charge and Web 2.0 software tools can be an effective way for reaching this target in modern online courses (Cunningham, 2017). As suggested by Cui et al. (2013), it is expected from learners to create more social presence in the Web 2.0 environment as their communication via those tools are more friendly and flexible.

The trends in distance education have also evolved in the last century and the technological improvements have a positive effect on it (Cunningham, 2017). When the existing literature related to the use of Web 2.0 tools in language classes is examined, positive effects of those tools on many aspects are seen. For online learning, these tools can be advantageous as they can eliminate the feelings of isolation and loneliness if they are used appropriately without technical difficulties (Lee & Mc. Loughlin, 2010). Guksu (2020) in his examination related to the use of Web 2.0 tools in language settings created two groups for assessing the effectiveness of these tools on the writing performance of 40 university students and the research found no meaningful difference in their writing performance, it confirmed that the use of these tools affected the frequency of students’ feedback to each other. Girgin (2020) also used Web 2.0 technologies in language classes in her study with ten students studying in 12th grade in Turkey and found that these technologies put learners at the heart of the learning process by increasing student participation and help them to be more active users by increasing motivation.

Roberts et al. (2006) conducted a study about manifestations of social presence in three different settings: face-to-face, face-to-face using collaborative software, and virtual using collaborative software. They conducted the research with the participation of 439 university students and the social presence perceptions of the learners and the

factors affecting it in separate settings were compared. It was discovered in the study that not only collaborative tools but also their interfaces affect social presence positively by contributing to group interaction thus the effect of different and new technologies on social presence was suggested to be examined in future studies. Walker (2007) also conducted a study which compared the use of blackboards and a software application in a synchronous online learning environment to find out whether the use of software which creates a mutual context for learners will help to foster presences of university students. At the end of the research, it was seen that the use of such tools had a direct impact on increasing social presence owing to the fact that those tools create a more natural environment for learners to communicate. As the work of Dunlap and Lowenthal (2009b) suggested Web 2.0 tools give the opportunity to the users to have a more casual and a more flexible communication environment and the social presence of the learners using Web 2.0 tools in their online lessons may be different from those of the presences of the learners in traditional online settings.

There are also some contradicting studies related to the use of Web 2.0 tools in online classes. For instance, in the study of Cunningham (2015) in which he used avatars to create a sense of social presence in an asynchronous online language class with 40 participants of the higher degree, he found that Web 2.0 technologies he used in the lessons were not as effective as teaching methods. O' Neil and Wels (2016) also used Facebook for educational purposes with postgraduate students and analyzed its effect on the students. In the research, although positive contributions of Facebook to the learning environment were found, there were no statistical differences in the groups' responses before and after Facebook integration into the classes. Moreover, it was observed that social presence of the learners was low in both cases. They concluded that the benefits of Facebook could be observed when participation in the classes was required, and teaching presence was heightened.

However, there are several studies which supported the idea that the use of Web 2.0 tools leads to positive learning outcomes. To illustrate, Felea and Stanca (2010) used wiki spaces in language courses of adult learners and 35 learners attended the study from Romania. In the study, it is found that the use of Web 2.0 technologies had a beneficial impact on learning. The study conducted by Moghadam and Shamsi (2021) in Iran during the global lockdown with 64 language learners between 28 to 41 years old supported the finding. In the research, 15 sessions of interaction were analyzed, and it was also found

that the use of social networking technology in language courses was motivating for the learners, and they were found to be effective tools in learners' engagement. Scott et al. (2015) also adopted a social network system in university courses and analyzed 287 posts of the adult learners of a higher education program with the CoI framework. It was found in the study that adopting Web 2.0 tools in learning had positive effects on learners. They not only supported learning in informal environments, but they also helped learners to interact more easily with others. Cummings (2016) who adopted Web 2.0 tools to his courses observed that when students had the freedom to share materials, it led them to be more creative and discover new ideas. He also added that the use of Web 2.0 tools increased student interactivity and performance in language classes.

In the study of Ruan and Medwell (2020), social networking websites were used in language courses of 9 students who were 13-14 years old in United Kingdom both in synchronous and asynchronous environments and they evaluated all the presences in the CoI model. It was seen in the research that, the activities promoted greater social presence and it played the most important role among all presences. It was also found that students' interactive responses identified as the most common category in social presence. It should be kept in mind that most the participants of social presence studies conducted so far were with higher degree students who were approximately between 18-25 years old as seen in the studies and in that case their approach to using Web 2.0 tools may be different from high school students whose age range is between 14-18. In other words, the benefits of Web 2.0 tools in online classes can be affected by the age of participants. Furthermore, the results can be various depending on the online teaching environment. As seen, most of the studies were conducted in asynchronous learning environments which can be different in online synchronous learning environments.

As the literature review suggests, there is little research regarding to Web 2.0 tools on social presence and the participants of existing literature are adult learners. Online courses of young learners and their quality is getting important in our age as all levels of students started and got used to online education during pandemic period. Social presence is a key factor in online learning settings as it shows how people interact socially when they are in online environments (Mykota, 2018) and the factors affecting it on young learners can help to keep it in optimum levels. Web 2.0 tools which are easy to be used by young learners can have a positive effect on social presence as the learning experience in online settings cannot be independent from the medium used in the classes.

CHAPTER II

METHODOLOGY

In this chapter, there will be a detailed explanation of the research design, how the study was conducted, how the data was collected and analyzed will be presented. Along with those, the participants of the study and how they are selected, and the limitations of the study will be explained as well.

2.1. Research Design

This research was a quasi-experimental study, and the aim of the researcher was to find out whether interactive Web 2.0 based internet applications would foster social presence of high school students in synchronous online learning environments in English lessons. To find out whether the use of Web 2.0 tools in online classes affect social presence in online synchronous English classes, two groups of students were observed in 8 recorded lessons in total and with each group, 4 lessons were conducted. While Web 2.0 tools were used in two lessons for each group, they were not used in the remaining lessons. Finally, those lessons were compared according to the indicators of social presence in Rourke et al.'s taxonomy (2001).

Research having quasi-experimental design deals with “whether a treatment made a difference in a particular outcome rather than to explain why the difference occurred.” (Cook, 2015, p.1). The studies are conducted in social natural settings so that unexpected situations and conditions can be analyzed at the same time (Campbell & Riecken, 1968). As social presence may be examined better in the natural learning environment of the learners according to the indicators of Rourke et al. (2001) which has been used in many studies (Akyol, 2009; Fayram, 2017; Lomicka & Lord, 2007; Nippard, 2005) and in this study, the researcher aims to observe social presence of the learners according to their natural reactions.

In quasi-experimental studies there can be a control group and a treatment group; however, when it is not appropriate for the nature of the study, comparison groups can be created according to matching technique (White & Sabarwal, 2014). In other words, the treatment group is matched to a comparison group that carry the similar qualities with the treatment group. In this study, the effect of Web 2.0 tools on fostering social presence

was observed in synchronous online language lessons and the participants' indicators were compared according to the tool used in online classes. As the observation of only one group may not be enough for valid findings, a comparison group was created with the aim of concluding an accurate result. In this research, the students of four classes from the same school and the same grade were chosen as the treatment group and the comparison group so that both groups would carry the same characteristics. Eight lessons were observed in total and for each group, two lessons with Web 2.0 tools and without Web 2.0 tools, four lessons in total, were observed in the natural online environment of the students.

This research was conducted with high school students in Turkey who had never attended online lessons before the Covid19 period, and they were not accustomed to getting education in online settings as a result students had difficulty in expressing themselves in online settings. During online lessons, it is difficult to check out who left the class as the system shows just the participant list and the moment when students joined the session as a result it is difficult to observe who remained from the beginning to the end. A high percentage of social presence studies was conducted with university students and generally in asynchronous settings however in this research, the participants are high school students, and the online education system was synchronous. This research was conducted with 26 students, so the sample size is small, and the lessons were limited to 8 lessons. Moreover, in the literature, there is a gap related to the measurement of social presence when the results of the studies are compared.

2.2. Participants

The participants of this study were 9th graders of a state high school in Ankara, Turkey. The students were not selected as the setting of the study must be natural to reach valid results. The students were told that there would be online English classes along with face-to-face classes and it is not compulsory to attend online classes. The researcher also told the participants that the lessons would be recorded so that they could be used in the research and as a result of this explanation, only 26 volunteer students which formed two groups participated in the classes. The age of participants was 14-15 and their English level was A2 and B1; in other words, they were not beginners in English, but they were not advanced at the same.

In quasi-experimental research, the observations help the researcher to depict influential effects and the randomization of the participants was not used when they were observed in their natural environments (Kontopantelis et al., 2015) In this study, the random assignment was not possible as it is conducted in different classes and all learners of the class became natural participants of the research as they were observed in their natural online classroom environments. In quasi-experimental qualitative research, the sample size may depend on the “primary outcome variable and in reference to the scientific literature in that area” (Maciejewski, 2020). When the related literature was examined, it was seen that the number of participants can be so different from each other. In the study of Akayoğlu et al. (2009), five-lesson sessions were observed, and, in each session, the participant number ranged from 11 to 14. In the study of Satar (2013), there were 10 students in total and in the study of Akyol (2009), 28 learners participated to the study. In social presence studies, the natural reactions of the participants are observed so the sample size can be different according to the population of the classes.

Table 1.
The Number of Participants in Each Session

Session	Participant Number	
	Group A	Group B
Session 1	14	12
Session 2	13	12
Session 3	12	11
Session 4	13	12

In this study, 8 sessions were observed in total, there were two groups in the study and the number of participants of each session is seen above in Table 1. In each class, 2 lessons were planned with Web 2.0 tools and 2 of them were planned without using Web 2.0 tools and the same lesson plan was used in both groups.

2.3. Instruments

As social presence is an important indicator that shows the efficiency of the learning environment, many existing studies pertaining to the concept have examined how to measure it in online learning environments. Not only the definition but also the measurement of social presence evolved in time according to the changing definitions (Cui et al., 2013) so it is not only difficult to define and is also difficult to measure as a result of its dynamic nature (Nippard, 2005) and “it fluctuates with the progress of the

communication” (Chen et al., 2015, p. 1803). Owing to the differences in conceptualizations, many different types of measurements have been used in determining social presence levels of the learners (Cui et al., 2013). The questionnaires that are commonly used in the measurement of social presence in previous research are the scales of Short et al. (1976), Gunawardena and Zittle (1997), Tu (2002), Richardson and Swan (2003) and Yamada and Akahori (2007).

In recent years, an alternative way of measuring social presence is the content analysis method of Rourke et al (2001). The 3 categories of social presence were first introduced in the CoI framework of Garrison et al. (2000) and later they developed a taxonomy of social presence by using specific indicators of social presence by renaming the categories and adding observable situations such as using emoticons and conventional expressions of emotions so that the researchers of social presence can analyze all lesson by using the transcripts of the courses. (Rourke et al., 2001). The instrument was developed originally for analyzing the records of asynchronous online learning environments at the university level however it can be also applicable to be used in synchronous online learning environments of secondary schools (Nippard, 2005).

The Web 2.0 tool that was used in the classes is Wooclap. This tool was chosen as it offers to use many educational Web 2.0 tools together. In other words, the website enables teachers to create interactive presentations by adding various Web 2.0 educational activities. It is a web-based tool that students can access via an internet connection, they do not have to upload an application for using it, and this tool enables learners to access the presentation of the instructor interactively. It enables learners to answer the questions on the presentation and the answers can be seen both by the teacher and the other learners if wanted. Students not only answer the questions in real time, but they can also use collaborative boards, attend competitions, do brainstorming, rate the items and use polls. It is an easy tool to use, and students can use it with their mobiles, PCs and tablets. In a study conducted with 56 university students, 80% of the participants stated that learning was more active when interactive presentation tool is used and 84% stated that using an interactive presentation software is easy (Dewi, 2021). Hirtz (2020) also studied the effects of interactive presentation software on high school students in his study and found that it led to a significant increase in the engagement of students. Tetik and Korkmaz (2018), suggested using Kahoot, a similar Web 2.0 tool to Wooclap, in online classes is in order to eliminate the disadvantages of online learning such as insufficient interaction.

This research investigated the relationship between the use of Web 2.0 tools and social presence in online classes. To make a valid comparison, 2 classes were used and the lessons with Web 2.0 tools and without Web 2.0 tools were observed and the indicators of social presence were compared according to the taxonomy of Rourke (2001) as seen in Table 2. Table 2 shows the indicators of social presence which are divided into three categories. Rourke (2001) used the transcript analysis method while depicting social presence levels and they treated all indicators equally. The indicators were then revised by some researchers; Swan (2003), Hughes et al. (2007), Nippard (2005), Lowenthal and Dunlap (2014), Akyol (2009), and used in their studies. Nonetheless, social presence measurement remained problematic for a few reasons; first, the literature pertaining to social presence has mixed and contradictory results, secondly different types of online courses are used and using survey data alone is not adequate enough to measure such a concept (Lowenthal & Dunlap, 2014).

Table 2.
Categories and Indicators of Social Presence (Rourke et al., 2001)

Category	Indicators	Definition of Indicators
Affective Communication	Expression of Emotions	Conventional expressions of emotion, includes repetitious punctuation, conspicuous capitalization, emoticons
	Use of Humor	Teasing, cajoling, irony, understatements, sarcasm
	Self- Disclosure	Presents details of life outside of class, or expresses vulnerability
Interactive Communication	Continuing a Thread	Using Reply feature of software, rather than starting a thread
	Quoting from Other messages	Using software features to quote others entire message and pasting sections of others' messages
	Referring Explicitly to other messages	Direct references to contents of others' posts
	Asking Questions	Students ask questions of other students or the moderator
	Complimenting, expressing appreciation Expressing agreement	Complimenting others or contents of others' messages Expressing agreement with others or content of others' messages

Cohesive Communication	Vocatives	Addressing or referring to participants by name
	Addresses or Refers to the Group using inclusive pronouns	Addresses to the group as we, us, our, group
	Phatics/ Salutations	Communication that serves a purely social function; greetings, closures

2.4. Data Collection

In this research, data were collected through the recordings of 8 sessions and for each class, 2 lessons were planned using Web 2.0 tools, and the rest 2 were planned without the use of Web 2.0 tools. As the participants were accustomed to using Web 2.0 tools in their English lessons, no pre-study was done with the aim of introducing Web 2.0 tools. The data was collected in the natural environment of the students and the lesson plans were done according to the curriculum of 9th graders.

All the lesson plans were compatible with the curriculum and in both types of the English lessons, with or without Web 2.0 tools, the researcher followed the same types of activities in the same row using the same topic so that it would be possible to compare both techniques in a reliable way. In both of the lesson types, the topic was technology because it was thought that the topic can be effective in the reactions of the participants. In other words, if the main discussion topic of the lesson had been different, the interest levels of the students could be different as well, so the same topic was discussed during both of the classes. Moreover, the instructor designed both types of the online language classes in a collaborative way rather than exploratory so that students will participate more so that their reactions will be able to be observed. The plans of the lessons are stated in Table 3.

Table 3.
Lesson Plans of The Sessions Conducted

Session Number	1		
Type of Lesson	Lesson without Web 2.0 tools		
Objective	By the end of the lesson, students will be able to talk about their mobile phone habits and everyday actions.		
Activities	Description	Materials	Time
1. Warm up Questions	Greet the students and explain that they will talk about mobile phones in the lesson. Ask which daily item they use the most in their daily life. Ask how much time they spend using their mobile in a day.	Power-Point Presentation	5 min.
2. Revision	Revise how we talk about our everyday life. Elicit Simple Present Tense structure and give examples.	Power-Point Presentation	5 min.
3. Listening Activity	Ask students to read the items on the screen and explain them that they will tick the items they hear. Play the recording twice. Give feedback to the answers.	Audio	15 min.
4. Post Listening Activity	Ask students to look at the items on the screen about the use of mobiles and ask them for what functions they use their mobile phones.	Power-Point Presentation	10 min.
Session Number	2		
Type of Lesson	Lesson without Web 2.0 tools		
Objective	By the end of the lesson, students will be able to talk about their mobile phone habits and everyday actions.		
Activities	Description	Materials	Time
1. Vocabulary Practice	Explain students that they will learn commonly used words related to mobiles. Ask students to look at the sentence on the screen and try to find/choose the missing word.	Power-Point Presentation	15 min.
2. Speaking Practice	Let students answer questions related to mobile use of them and their family members. Encourage them to use the words mentioned in the lesson and give feedback.	-	10 min.

3. Assignment / Closure	Tell students that they will complete a writing task after the class and explain the details before ending the lesson.	Padlet	5 min.
Session Number	3		
Type of Lesson	Lesson with Web 2.0 tools		
Objective	By the end of the lesson, students will be able to talk about social media and their everyday actions.		
Activities	Description	Materials	Time
1. Warm up Questions	Greet the students and explain that they will talk about social media in the lesson. Ask students to use the passcode to attend Wooclap presentation. Ask students which social media pages they use the most in their daily life using rating tool. Ask students what comes to their minds when they hear the term “social media” and ask them to rate the pages.	Wooclap Rating tool Word cloud tool Brain storming tool	10 min.
2. Listening Activity	Ask students to read the items on the screen and explain them that they will tick the items they hear. Play the recording twice. Give feedback to the answers.	Audio	15 min.
3. Post Listening Activity	Ask students which speaker’s idea they agree the most about the use of social media.	Wooclap	10 min.
Session Number	4		
Type of Lesson	Lesson with Web 2.0 tools		
Objective	By the end of the lesson, students will be able to talk about social media and their everyday actions.		
Activities	Description	Materials	Time
1. Vocabulary Practice	Explain students that they will learn commonly used words related to social media. Ask students to look at the sentence on the screen and try to find/choose the missing word.	Wooclap -Multiple Choice Questions - Open Questions	15 min.
2. Speaking Practice	Let students answer questions related to social media. Encourage them to use the words mentioned in the lesson and give feedback.	-	10 min.
3. Assignment / Closure	Tell students that they will complete a writing task after the class and explain the details before ending the lesson.	Padlet	5 min.

Since the ages of the participants were under 18, as a first step ethics committee approval was taken from the institute and the Ministry of Education for the allowance of recording, observing and analyzing the lessons and after that approval, the consent form was taken from both the parents and the participants after they were informed about the study and they were sure that the lessons would be as the same as ordinary English lessons.

2.5. Data Analysis

There are two types of social presence data analysis in literature; in the first approach, questionnaires are used and in the second one content analysis of the discussion/lesson transcripts are applied (Ferreira et al., 2020). In this research, content analysis was used to analyze the data as it was done in all the studies measuring social presence with the indicators (Akayoğlu et. al, 2009; Kovanovic, 2014; Lowenthal & Dunlap, 2014; Nippard, 2005). The main target of contents analysis is to see what is behind the transcripts (De Wever et al., 2006) and it is a research methodology in which the researcher applies a collection of procedures with the aim of reaching valid conclusions in computer-mediated environments. (Anderson et al., 2001).

In the content analysis method, the researcher works with recorded materials in which the first step is to define the variable and then the data is conceptualized and categorized (Weber, 1990). In this research, the categories were defined in accordance with the indicators. One of the most common techniques in content analysis is the word frequency count (Stemler, 2000) and this technique is used in the measurement of social presence in asynchronous settings in discussion boards. This research aims to find out social presence in synchronous environments and the recordings were taken from online synchronous lessons as a result rather than the frequencies of the words, the frequencies of the indicators were analyzed using the coding scheme that was applied to the taxonomy of Rourke et al. (2001) in the content analysis method.

After the transcript analysis according to the frequency of social presence category of the CoI presences, the frequencies of the analysis were converted to percentage values as the aim of this research is to compare the differences between the language lessons with and without Web 2.0 tools. First of all, an ANOVA test was applied for depicting whether there are any differences in the social presence density of the learners and in the three categories of social presence. The 12 indicators of social presence

were analyzed with an independent T test. T tests are used in the studies in which the samples have a normal distribution, equal variance and when they are independent (Kim, 2015) and an independent T Test is used in the analysis as two groups which were analyzed were independent of each other. There were two variables in the study; the first one is the use of Web 2.0 tools in the lessons and the other one is the two groups that joined the online classes. To compare two groups, multivariate analysis of variance (MANOVA) was used as it is an analysis method which is used the data observed were multivariable (Chatfield & Collins, 2018).



CHAPTER III

FINDINGS

The aim of this chapter is to present the findings of the synchronous lessons which were completed with the 9th grade students in a web-based environment. The goal of the observations was to find out whether social presence levels of the students were affected when interactive tools were used in online classes. The findings were analyzed under three categories; affective, interactive, and cohesive, according to Rourke et al.'s Categories and Indicators of Social Presence (2001). In each category, the indicators were compared and analyzed. Social presence was analyzed by using the content analysis method using the transcripts, but the coding was done according to the indicators of social presence under three categories; affective expression, interactive communication category and group cohesion. After content analysis of the transcripts, further analysis was conducted to find out statistical differences between the lessons with Web 2.0 tools and lessons without Web 2.0 tools.

3.1. Preliminary Analyses

3.1.1. Reliability Test of Data

First, Cronbach's Alpha coefficients were checked in order to determine the reliability of the data collected in the study. As Table 4 shows, it was found that Cronbach's Alpha value of affective communication was .92, while it is .88 in interactive communication and .78 in cohesive communication.

Table 4.
Cronbach's Alpha Values of Categories

	Cronbach's Alpha
Affective communication	.92
Interactive communication	.88
Cohesive communication	.78

3.1.2. Homogeneity

The homogeneous distribution of the data collected in the study in the groups was examined with the Levene's tests and the results of these analyses are shown in Table 5.

Table 5.
Levene Test of Social Presence Categories

Category		F	Sig.
social presence	Group 1	.70	.43
	Group 2		
Affective communication	Group 1	.94	.36
	Group 2		
Interactive communication	Group 1	.24	.63
	Group 2		
Cohesive communication	Group 1	2.52	.16
	Group 2		

First, Levene's test for homogeneity of variances indicated that variances in two groups were homogeneous, $F(1, 6) = .70, p > .05$. in terms of social presence. They also indicated that variances in two groups were homogeneous, $F(1, 6) = .94, p > .05$. in the matter of affective communication. In the category of interaction, they indicated that variances in two groups were homogeneous, $F(1, 6) = .24, p > .05$. and in cohesive communication category, it was homogeneous with a result of $F(1, 6) = 2.52, p > .05$.

3.1.3. Normality

In order to determine whether the study is suitable for normal distribution, the skewness and kurtosis values of the scores were examined and the Kolmogorov Smirnov test was applied. George and Mallery (2019) stated that skewness and kurtosis values should be between ± 1.0 for an acceptable value, but in most cases, a value between ± 2.0 is also an acceptable value (p. 114).

The skewness and kurtosis values of the affective communication, interactive communication, and cohesive communication indicators of the data collected in the study are shown in Table 6 and Kolmogorov-Smirnov results are stated in Table 7.

Table 6.
Kurtosis and Skewness Values of the Collected Data

	n	Skewness	Kurtosis
Social presence	8	.29	-1.61
Affective communication	8	-.68	.41
Interactive communication	8	.99	1.37
Cohesive communication	8	.84	.29

Table 7.
Kolmogorov-Smirnov Test

	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Social presence	.22	8	.20
Affective communication	.15	8	.20
Interactive communication	.19	8	.20
Cohesive communication	.24	8	.18

*p < .05

According to the information shown in Table 7, it was determined that the skewness and kurtosis values of the collected data were within the acceptable limits. It was found that distribution scores in the Kolmogorov-Smirnov test was $D(12) = .20$, $p > .05$. Accordingly, it was determined that the collected data met the normal distribution condition. Parametric test techniques were used in the study because of the normal distribution condition.

3.2. Descriptive Statistics Obtained from the Research

The descriptive statistics of the participants' affective communication, interactive communication, and cohesive communication indicators are presented in Table 8.

Table 8.
Descriptive Statistics Regarding the Scores Obtained in the Study

		N	Min.	Max.	M	SD
Affective Communication	Expression of Emotions (IE)	8	.00	6.00	2.25	1.83
	Self disclosure (IS)	8	.00	2.00	1.50	.75
	Use of humor (IH)	8	.00	3.00	2.00	1.41
Interactive Communication	Continuing a thread (OCt)	8	.00	.00	.00	.00
	Quoting from others' messages (OQ)	8	.00	.00	.00	.00
	Referring explicitly to	8	.00	1.00	.62	.51

		N	Min.	Max.	M	SD
Cohesive Communication	others 'messages (OR)					
	Asking questions (OA)	8	.00	3.00	1.62	1.06
	Complimenting, expressing appreciation (OCa)	8	.00	6.00	1.62	2.06
	Expressing agreement (OE)	8	.00	8.00	2.37	2.66
	Vocatives (CV)	8	.00	5.00	1.12	1.72
	Addresses of refers to the group using inclusive pronouns (CA)	8	.00	4.00	1.50	1.30
	Phatics, salutations (CS)	8	.00	6.00	3.62	1.99

As seen in Table 8, when students' participation scores in the affective communication category are examined, the mean of the scores obtained from the *affective expression* (IE) category dimension is 2.25, and the standard deviation value (SD hereafter) is 1.83. The mean of the scores obtained from the *self - disclosure* (IS) dimension is 1.50 and the SD value is .75. Finally, the mean of the scores obtained from the *use of humor* (IH) dimension is 2.00 and the SD value is 1.41.

When the participation scores of the students in the interactive communication category are examined, the mean of the scores from the indicator *continuing a thread* (OCt) dimension is .00, the SD value is .00. The mean of the scores from the *quoting from others' messages* (OQ) dimension is .00 and the SD value is .00. The mean of the scores obtained from the indicator *referring explicitly to others 'messages* (OR) dimension is .62, and the SD value is .51. The mean of the scores from the indicator *asking questions* (OA) dimension is 1.62, and the SD value is 1.06. The mean of the scores from the indicator *complimenting, expressing appreciation* (OCa) dimension is 1.62, and the SD value is 2.06. The mean of the scores from the indicator *expressing agreement* (OE) dimension is 2.37 and the SD value is 2.66.

When the participation scores of the students in the cohesive communication category are examined, it is seen that the mean of the scores obtained from the indicator *vocatives* (CV) dimension is 1.12 and SD value is 1.72. The mean of the scores obtained from the indicator *addresses of refers to the group using inclusive pronouns* (CA) dimension is 1.50, and the SD value is 1.30. The mean of the scores from the indicator *phatics, salutations* (CS) dimension is 3.62, and the SD value is 1.99.

3.3. Research Questions

In this part, the answers of the research questions will be explained by the use of statistics obtained from the findings.

3.3.1. Is There a Meaningful Difference in the Social Presence of the Participants Between Lessons With Web 2.0 tools and Without Web 2.0 Tools?

One-Way Analysis of variance was applied to examine the relationship between participants' social presence levels in the online lessons with Web 2.0 tools without Web 2.0 tools. Values related to the analysis are presented in Table 9.

Table 9.
The Comparison of Social Presence Density of the students in Online lessons with Web 2.0 and without Web 2.0 tools

	Sum of Squares	df	M	F	Sig.
Between Groups	288.00	1	288.00	3.57	.10
Within Groups	483.50	6	80.58		
Total	771.50	7			

*p < .05

According to the information given in the Table 9, it was found that the difference in the use of Web 2.0 tools related to social presence was not significant $F(1,6) = 3.57, p > .05$.

3.3.2. Is There a Meaningful Difference in the Categories of Social Presence Between the Lessons With Web 2.0 Tools and Without Web 2.0 tools?

To get an accurate answer for this research question, all categories were analyzed separately, and the results will be explained for each category below.

3.3.2.1. Analysis of Affective Communication

One-Way Analysis of variance (ANOVA) was applied to compare lessons with Web 2.0 tools and without Web 2.0 tools under *Affective Communication* category. Values related to the analysis are presented in Table 10.

Table 10.
Affective Communication Comparison in Online Lessons with and without Web 2.0 tools

	Sum of Squares	df	M Square	F	Sig.
Between Groups	.88	1	.88	.78	.41
Within Groups	6.83	6	1.13		
Total	7.72	7			

According to the information given in Table 10, it was found that there was no significant difference in the use of Web 2.0 tools in the Affective Communication Dimension, $F(1,6) = .88$, $p > .05$. The findings showed that Web 2.0 tools do not change the behaviors of the students on their expression of emotion, their density of using humor and their self-disclosure.

3.3.2.2. Analysis of Interactive Communication

One-Way Analysis of variance (ANOVA) was applied to compare lessons with Web 2.0 tools and without Web 2.0 tools under interactive category. Values related to the analysis are presented in Table 11.

Table 11.
Interactive communication Comparison in Online Lessons with and without Web 2.0 tools

	Sum of Squares	df	M Square	F	Sig.
Between Groups	3.01	1	3.01	8.58*	.02
Within Groups	2.80	6	.46		
Total	6.81	7			

* $p < .05$

According to the information given in Table 11, it has been determined that there is a significant difference in the use of Web 2.0 tools in the interactive communication dimension, $F(1,6) = 8.58$, $p < .05$. T test was applied to determine the direction of the

significant difference in this dimension. The values of the applied test are presented in Table 12.

Table 12.
T Test Scores of interactive communication in Online Lessons with and without Web 2.0 tools

	WEB 2.0	N	M	SD	t	Sig. (2-tailed)
Interactive communication	YES	4	1.75	.84	2.93	.02*
	NO	4	.33	.47	2.93	.03*

*p < .05

According to the information presented in Table 12, the mean of the interactive category points ($\bar{X}=1.75$) in the courses where Web 2.0 tools are used is significantly higher than the mean of the interactive communication points ($\bar{X}= .33$) in the courses that Web 2.0 tools are not used. According to these findings, it can be said that the level of interactive communication in the courses in which Web 2.0 tools are used is higher than the courses in which Web 2.0 tools are not used.

3.3.2.3. Analysis of Cohesive Communication

One-Way Analysis of variance (ANOVA) was applied to compare lessons with Web 2.0 tools and without Web 2.0 tools under *Cohesive Communication* category. Values related to the analysis are presented in Table 13.

Table 13.
Cohesive Communication Comparison in online lessons with and without Web 2.0 tools

	Sum of Squares	df	M Square	F	Sig.
Between Groups	.50	1	.50	.22	.65
Within Groups	13.22	6	2.20		
Total	13.72	7			

According to the information given in Table 13, it was found that there was no significant difference in the use of Web 2.0 tools in the Cohesive Communication Dimension $F(1,6) = .22, p > .05$.

3.3.3. Is There a Meaningful Difference in the Indicators of Social Presence Between the Lessons With Web 2.0 Tools and Without Web 2.0 Tools?

When all the indicators of social presence under three categories were examined in the study during the lessons with and without Web 2.0 tools, it has been found that there is a meaningful difference in some of the indicators of interactive communication category; these are *referring explicitly to others* ‘*messages, complimenting/expressing appreciation and expressing agreement*. In the indicators of affective communication and cohesive communication, there is no meaningful difference between the lessons in both groups.

3.3.3.1. Investigation of the Effect of Web 2.0 Tools on the indicators of Affective Communication

“Independent Samples T-Test” was applied to investigate the effect of Web 2.0 tools on the indicators of affective communication category. Values related to the analysis are presented in Table 14. According to the information given in Table 14, none of the indicators of affective communication category; *affective expression* $t(8) = 1.19, p > .05$, *self-disclosure* $t(8) = .92, p > .05$ and *use of humor* $t(8) = .00, p > .05$, shows a statistically significant difference according to the use of Web 2.0 tools during the courses.

Table 14.
The effect of Web 2.0 Tools on the Indicators of Affective Communication

	WEB 2.0	N	M	SD	t	Sig.(2-tailed)
Affective Expression (IE)	YES	4	3.00	2.16	1.19	.27
	NO	4	1.50	1.29	1.19	.28
Self - Disclosure (IS)	YES	4	1.75	.50	.92	.39
	NO	4	1.25	.95	.92	.40
Use of Humor (IH)	YES	4	2.00	1.41	.00	1.00
	NO	4	2.00	1.63	.00	1.00

3.3.3.2. Investigation of the Effect of Web 2.0 Tools on the Indicators of Interactive Communication Category

“Independent Samples T-Test” was applied to investigate the effect of Web 2.0 tools on the indicators of interactive communication category. Values related to the analysis are presented in Table 15.

Table 15.
The effect of Web 2.0 tools on the indicators of Interactive Communication

	WEB 2.0	N	M	SD	t	Sig. (2-tailed)
Continuing a thread (OCt)	YES	4	.00	.00 ^a		
	NO	4	.00	.00 ^a		
Quoting from others' messages (OQ)	YES	4	.00	.00 ^a		
	NO	4	.00	.00 ^a		
Referring explicitly to others' messages (OR)	YES	4	1.00	.00	3.00*	.02
	NO	4	.25	.50	3.00	.05
Asking questions (OA)	YES	4	2.25	.50	1.98	.09
	NO	4	1.00	1.15	1.98	.11
Complimenting. expressing appreciation (OCa)	YES	4	3.00	2.16	2.48*	.04
	NO	4	.25	.50	2.48	.08
Expressing agreement (OE)	YES	4	4.25	2.50	2.78*	.03
	NO	4	.50	1.00	2.78	.05

*p < .05

According to the information given in Table 12, the interactive category indicators *continuing a thread* (OCt) and *quoting from others' messages* (OQ) have the SD of .00 in both groups, so the T-test could not be carried out in these indicators. When other indicators are examined, *referring explicitly to others' messages* (OR) showed a statistically significant difference according to the use of Web 2.0 tools in the courses, $t(8) = 3.00$, $p < .05$.

The mean of the indicator *Referring explicitly to others' messages* (OR) scores ($\bar{X}=1.00$) in the courses in which Web 2.0 tools are used is significantly higher than the

mean of *OR* scores ($\bar{X} = .25$) in courses that do not use Web 2.0 tools. According to these findings, it can be said that the level of *OR* indicator in the courses in which Web 2.0 tools are used is higher than the courses in which Web 2.0 tools are not used.

In the *asking questions (OA)* indicator, there was no statistically significant difference according to the use of Web 2.0 tools in the course, $t(8) = 1.98, p > .05$. *Complimenting, expressing appreciation (OCa)* indicator, on the other hand, showed a statistically significant difference according to the use of Web 2.0 tools in the course, $t(8) = 2.48, p < .05$. The mean of *complimenting, expressing appreciation (OCa)* scores in the courses using Web 2.0 tools ($\bar{X} = 3.00$) and the mean of *complimenting, expressing appreciation (OCa)* scores ($\bar{X} = .25$) in courses that do not use Web 2.0 tools are significantly higher. According to these findings, it can be said that the level of *OCa* indicator is higher in the courses in which Web 2.0 tools are used, compared to the courses in which Web 2.0 tools are not used.

Likewise, when the *expressing agreement (OE)* sub-dimension was examined, it showed a statistically significant difference according to the use of Web 2.0 tools in the course, $t(8) = 2.78, p < .05$. The mean of the *expressing agreement (OE)* scores in the courses using Web 2.0 tools ($\bar{X} = 4.25$) is significantly higher than the mean scores in the courses not using Web 2.0 tools ($\bar{X} = .50$). According to these findings, it can be said that the *expressing agreement (OE)* level in the courses in which Web 2.0 tools are used is higher than the courses in which Web 2.0 tools are not used.

3.3.3.3. Investigation of the Effect of Web 2.0 Tools on the Indicators of Cohesive Communication

“Independent Samples T-Test” was applied to investigate the effect of Web 2.0 tools on the indicators of cohesive communication category. Values related to the analysis are presented in Table 16.

Table 16.
The effect of Web 2.0 tools on the indicators of Cohesive Communication

	WEB 2.0	N	M	SD	t	Sig. (2- tailed)
Vocatives (CV)	YES	4	1.75	2.21	1.02	.34
	NO	4	.50	1.00	1.02	.36
Addresses of refers to the group using inclusive pronouns (CA)	YES	4	1.75	1.70	.51	.62
	NO	4	1.25	.95	.51	.63
Phatics,salutations (CS)	YES	4	3.50	2.64	-.16	.87
	NO	4	3.75	1.50	-.16	.87

According to the information given in Table 16, *vocatives* (CV) indicator under cohesive communication did not show a statistically significant difference according to their use in the course, $t(8) = 1.02, p > .05$. Second indicator *addresses of refers to the group using inclusive pronouns* (CA) also did not show a statistically significant difference according to the use of Web 2.0 tools in the course, $t(8) = .51, p > .05$. Finally, in the indicator *phatics,salutations* (CS) under the same category, there was no statistically significant difference according to the use of Web 2.0 tools in the course, $t(8) = -.16, p > .05$.

3.3.4. Is there a Meaningful Difference Between the Groups Regarding Their Social Presence Levels in the Online Lessons With or Without Web 2.0 tools?

To find whether the group has an effect on the social presence levels of the students, MAVOVA test was applied and as it is shown in Table 17, no meaningful difference was found between the groups. This finding showed that social presence levels of the students of both groups were not affected from the use of Web 2.0 tools in general. In other words, the result is the same in both Group A and Group B.

Table 17.
The Comparison of Group A and Group B in terms of Social Presence in the lessons with Web 2.0 and without Web 2.0 tools

Source	Dependent Variable	Type III Sum of Squares	df	M Square	F	Sig.
GROUP * WEB2	Social Presence	.12	1	.12	.47	.53
	Affective Communication	.05	1	.05	.06	.80
	Interactive Communication	.05	1	.05	.16	.70
	Cohesive Communication	.50	1	.50	.20	.67

According to the information given in the Table 17, it was found that there was no significant difference in the dimension of social presence between the branches to which the students participated, according to the use of Web 2.0 tools, $F(1,1) = .47$, $p > .05$. The difference of the categories which are affective communication $F(1,1) = .06$, $p > .05$, interactive communication $F(1,1) = .16$, $p > .05$ and cohesive communication $F(1,1) = .20$, $p > .05$ were also found to be insignificant.

These findings showed that Web 2.0 tools alone do not have a positive effect on social presence perceptions of young learners but it helps to increase interaction as the only meaningful difference was found in interactive category.

CHAPTER IV

DISCUSSION AND CONCLUSION

4.1. Introduction

In this chapter, the findings of the research questions will be discussed and there will be some suggestions for future research in the light of the findings. Although the research related to social presence is various and rich, there is limited research on the field of social presence in synchronous online environments (Akayoğlu, 2009). Moreover, no research was found on the relationship between social presence and the use of Web 2.0 tools in synchronous language learning environments of high school students. As a result, in this part, the findings of the research cannot be compared with the findings of other research, but it will be compared with the results of social presence studies in social presence literature.

The aim of this study is to figure out whether using Web 2.0 tools in online language classes has an effect on the social presence perceptions of the learners. To find out the answers to the research questions, eight lessons were recorded with two groups and analyzed through social presence indicators of the CoI framework (Rourke, 2001). The researcher tried to find out whether Web 2.0 tools in synchronous online English lessons had any effect on social presence perceptions, the categories of social presence and the indicators of social presence. No questionnaires were used in the research because as stated by Lowenthal and Dunlap (2014), it will be problematic to limit the indicators to the questions as they should be observed naturally. The lessons were recorded with two groups of 9th graders in a public high school. With each group, four English classes in total were conducted with Web 2.0 tools and without Web 2.0 tools so that the results would not be affected by classroom dynamics.

4.2. Web 2.0 Tools and Social Presence Relation

As social presence theory suggested, students can feel presence by means of creating an identity in online environments (Nippard, 2005) and both the structure of the course and course activities can improve learners' perception of social presence. In this research, it was thought that Web 2.0 tools would foster social presence density of the students owing to the fact that the existing literature asserts technological features of the

tools used in language classes may have a positive effect on social presence (Fayram, 2017; Ko, 2012; Satar, 2011; Yamada & Akahori, 2007). However, it was seen that Web 2.0 tools had no meaningful effect in social presence levels of the students and in the categories of emotional expression and group cohesion. Regardless of the tool used in the lessons, students' affective expressions and their expressions of emotions, use of humor and self-disclosure remained the same. In other words, it was found that Web 2.0 tools made no meaningful difference in most of the behaviors of the students during the lessons. Moreover, it was observed that the use of Web 2.0 tools had no effect on cohesive responses such as the use of vocatives, the frequency of referring others using pronouns and the behaviors of saluting the others in the learning environment. To illustrate, if a student had an intention to salute others and the teacher, he went on to act in the same manner no matter what tool is used. Likewise, when a student felt comfortable during the classes, he tended to use humor regardless of the tool used in the lessons.

This finding is not parallel to the finding of the research conducted by Elverici and Karadeniz (2018) which adopted a Web 2.0 tool to online language classes to find out whether it has an effect on social presence levels of the 8th-grade students. There was a control group and an experimental group, and it was found that the social presence levels of the students in the experimental group, who used a social media website in online language lessons, were higher. Nevertheless, it is parallel in that in the research when social presence scales of two groups were compared, the levels remained the same. The researchers found out the difference after they conducted interviews with the participants. These findings suggest that the development of a community of inquiry depends on the learning environment and the occurrence of each presence can be different based on the dynamics of the learning environment (Akyol & Garrison, 2008). In the study of Satar (2010), it was concluded that "Each learner's patterns of projecting social presence are unpredictable because of individual variation. It appears that each learner projects their presence into the interaction, while constantly interpreting that of others" (p.349) and in this study, it was also seen that the social presence projection could be unpredictable.

4.3. Web 2.0 Tools and Social Presence Categories

In this study, it was found that the only category that had a meaningful difference out of the three categories of social presence was the interactive response category. This finding shows that interactive responses of the participants can improve with the use of Web 2.0 tools. In literature, there are some studies whose findings found that the most

frequent response of social presence was in the interactive response category (Saude et al., 2012; Thayalan & Shanthi, 2011; Yıldız, 2009). This result also showed that as increased interaction fosters social presence (Ko, 2012; Aragon, 2003; So&Brush, 2008), the lesson tools can have a positive impact on the density of social presence of the learners in online settings.

Although the researcher assumed that Web 2.0 tools would have a positive effect on all categories of social presence of, the finding showed that they had an effect only in some of the indicators under the interactive communication category which were referring explicitly to others ‘messages, complimenting/expressing appreciation and expressing agreement. Rourke et al. (2001) stated that the CoI framework gives equal importance to indicators, but the indicators’ density can be different and more studies should be conducted in order to improve the framework in terms of indicators and their density; and they added that “It is likely that further research will reveal that each of the indicators defines social presence differentially” (p 14). As foreseen by Rourke et al. (2001), when the studies related to the indicators of social presence using the CoI framework were examined, it was observed that the density of the indicators could change in their reflection of social presence.

To illustrate, the study of Akayoğlu et al. (2009), in which social presence was examined in synchronous text-based computer-mediated communication, found meaningful differences under different categories. In the study, the use of *vocatives* which is under cohesive communication category is the most frequently used social presence function along with the indicators *expression of emotion* and *asking questions* which are under affective and the interactive communication category. Eggins and Slade (2004) found that one of the most visible indicators of social presence is the *use of humor*, while Ko (2012) suggests that social presence manifests itself the most significant in the *use of emoticons* which are both under the affective category.

4.4. Web 2.0 Tools and Social Presence Indicators

In the research, the indicators having meaningful differences are in line with the explanation of Kehrwald (2008) who concluded that social presence manifests itself in visible actions such as posting messages, responding to others and participation to the group activities. One of the indicators that had a meaningful difference in the lessons with Web 2.0 is *referring explicitly to others’ messages*. The behaviours such as using software

features to quote others' entire message or cutting and pasting selections of others' messages are some of the behaviors observed under this indicator. In synchronous online lessons, by means of Web 2.0 tools, students can have a chance to see each other's answers which facilitates an interactive way of exchanging information and can create collaboration. In the study, it was observed that when students had a chance to observe what the others were doing during the classes, they had a chance to comment about each other's answers. In this study, it was observed that the students started to give feedback to each other and make comments about the posts of their friends when Web 2.0 tools were used in the classes.

Complimenting/ expressing appreciation is another indicator that had a meaningful difference. In this indicator, it is expected from students to complement the messages of other participants during classes such as "Good answer!" which is a sign of high social presence. It was found in the study that when Web 2.0 tools were used in the classes, the frequency of the students complimenting each other increased as a result of the fact that they had a chance to see the screen full of answers of the other students. When the answers were observable, they started to comment on each other using the expressions such as "X made a mistake here", "Y and me answered", "Z said that", "He didn't understand the question". Beside from the explicit expression of complimenting, it was seen that the students showed appreciation more easily through the use of like buttons. After they completed the task themselves, they started to read the messages of other students and showed their appreciation by using the like buttons.

Similarly *expressing agreement* is the last indicator that had a meaningful difference in the study. It was challenging to differentiate the second and the third indicator in the analysis especially in the use of like buttons because it was difficult to understand whether they liked the message or agreed to the idea. As a result, the use of like buttons was accepted as the sign of both indicators. Except for this, their expressions such as "I agree", "Yes, you are right", "Yes, I don't know the answer too" and "X is right" were included to this indicator analysis. It was found that when Web 2.0 tools were used in the classes, students had more tendency to express agreement in English classes especially in question-answer activities. As explained by Tu (2000), if students have a chance of receiving feedback from each other, it can contribute to their degree of salience in the interaction.

The indicators that had no meaningful difference under the interactive communication category were *continuing a thread*, *quoting from others' messages* and *asking questions*. In the first two, there were no behaviors detected in both of the lessons with Web 2.0 and without Web 2.0. These two indicators might be more observable in asynchronous settings as the students generally start a thread in asynchronous environments and while they are doing so, they tend to quote from others' messages. In a live lesson, which has a limited time duration, students might have little opportunity to start a thread or read all the messages of a thread. The last indicator that had no difference was *asking questions*. In the research, the students knew how to use the Web 2.0 tools as they used them in their previous classes, so they did not ask questions regarding to their use. The frequency of asking questions did not change according to the tool used in the class, in other words, students asked questions in the lessons with Web 2.0 tools as much as they asked in the lessons without Web 2.0 tools.

Tu (2002) argued that social presence is a dynamic variable which is affected by not only the medium but also users' perceptions and it was added by Tu (2002) that high social presence can be conveyed with a medium which enables two-way communication and interaction. He also found that the components of interactivity are immediate response and the potential for feedback and these two components help the density of social presence. In this research, the meaningful difference in the indicators of the interactive response category may show that Web 2.0 tools which enable learners to participate more in the classes help students to interact each other more easily with the help of their own features. When the importance of interaction in language learning settings is taken into consideration, this finding can be useful for online language classes. It can be concluded from the study that Web 2.0 tools which enable learners to participate in the classes help students to interact with each other more easily with the help of their own features and it might be concluded that when Web 2.0 tools are integrated into online English classes, students interact more with each other which is a critical factor both in social presence and learning a language. Nevertheless, as found by Picciano (2002), the success of online courses cannot be limited to interaction stemming from the instructional design.

4.5. Suggestions

In this research, the relationship between social presence and Web 2.0 tools in language classes were examined using the CoI framework. In the following studies, the

relation of Web 2.0 tools and other presences can be examined as they have an influence on each other. Fayram (2017) stated that there is a gap in the CoI literature related to the interplay of presences and the researchers tend to deal with presences alone without focusing on how they affect each other, and he added that the role of the tutor in language learning contexts is vital and learners can give more importance to teaching presence which affects social presence in a positive way. In this study, the researcher did not examine the relationship between Web 2.0 tools and the other presences of the CoI framework, which are cognitive and teaching presences. In the study of Akyol (2009) in which all presences of the CoI framework were examined in blended learning environments, a meaningful relationship was found in cognitive and teaching presences depending on the course design and organization; however, there was no difference regarding social presence. As a result, further studies are needed to determine the relationship between the presences and studies might be conducted about what factors contribute to the presences in online synchronous learning environments.

As the settings of online environments can be various, the researchers such as Swan (2003), Hughes et al (2007), Nippard (2005) and Akayoğlu et al. (2009) so far have added and deleted some indicators depending on their natural online environments however in this research all indicators were preserved according to the original categories and indicators of social presence by Rourke et al. (2001) as the framework has not been used frequently in the studies in synchronous learning environments and with high school students. However, in synchronous learning environments, students do not have a chance to *quote from others' messages* and *continuing a thread* and these are the indicators of the interactive communication category. These indicators can be revised in the studies which investigate social presence in synchronous learning environments.

In this research academic success of high school students in terms of their social presence density was not taken into consideration and more studies can be conducted to find out the relationship between social presence and success. What is more, more studies can be conducted with high school students and younger groups due to the fact that the participants of social presence studies were generally higher-grade students. There can be also more studies related to the effect of age and Web 2.0 tools on social presence.

The use of Web 2.0 tools affects lesson dynamics in that they make online lessons observable as when the cameras are off, teachers cannot observe what students are doing. With the use of Web 2.0 tools, students become aware of the fact that their

answers and reactions will be seen not only by teachers but also by the other students. As a result of this, its relationship with the cognitive and teaching presence can also be investigated since a meaningful learning experience can be created by all three presences (teaching, cognitive and social) in CoI framework. Finally, in this research all the participant students were from the same school as a result further research can be conducted with groups from different backgrounds and with the participants that have never met before.

4.6. Conclusion

Online education is a hot topic in recent years because it became a necessity all around the world even at elementary levels. Social presence which is a critical factor in online learning settings for creating a sense of identity (Nippard, 2005) is a controversial concept whose measurement has been discussed by many researchers (Lowenthal, 2012; Lowenthal and Dunlap, 2014; Biocca et al., 2003; Cui et al., 2013). The studies conducted so far were mostly with the higher education students as there were no online courses for other education levels. It seems that studies related to online education and social presence will not lose their popularity as people became aware of its advantages and its flexibility. Moreover, both the students and the teachers learned the technical aspects of online education and they got used to online lessons which would lead both groups to use online learning when necessary. As a result, this study may help them to make online learning environments more efficient.

There has been more research in the literature related to asynchronous learning environments as they used to be more common in education. It is important to keep in mind that the CoI framework was originally used in asynchronous environments which may make it challenging to adopt in synchronous environments despite the claim of the founders that it can be adopted in all online learning environments. This study was conducted with high school students and in a synchronous learning environment which enables this study to contribute to the field of online education. It will help other researchers to examine synchronous learning environment both in language classes and in other lessons in terms of social presence as it has a critical role in improving the quality of education.

The findings of this study cannot be generalized because of its small sample size and analysis of limited lessons. What's more the dynamics of education can be different

in each learning community as education is a concept which can be affected by many factors. When the findings of social presence are examined, it is seen that they have no consistency. Nevertheless, this study can help researchers who would like to study social presence in terms of the CoI framework. As suggested by Swan et al. (2009) more studies are needed in to find out the relations between the CoI presences and their categories.



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APPENDICES

APPENDIX-A: Consent Form of Parents

Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, Çevrimiçi Derslerde Sosyal Bulunuşluk: Lise Öğrencileri ile Bir Çalışma adıyla, 2021-2022 eğitim yılı 1.döneminde yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Öğrencilerin çevrimiçi derslerde sosyal bulunuşluklarına Web 2.0 araçlarının olumlu etkisi olup olmadığını gözlemlemek

Araştırma Uygulaması: Gözlem şeklindedir.

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamen gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Araştırmada yalnızca çevrimiçi ders gözlemi yapılacak ve öğrencilerin derslerde sosyal bulunuşluğunu Web 2.0 araçlarının etkileyip etkilemediği araştırılacaktır. Öğrencilere herhangi bir soru yöneltilmeyecek, doğal ders akışı gözlemlenecektir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse dersi yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Atiye Gamze ALTUNAY

İletişim bilgileri :

*Velisi bulunduğum sınıfı numaralı öğrencisi
.....'in yukarıda açıklanan araştırmaya katılmasına izin
veriyorum. (Lütfen formu imzaladıktan araştırmacıya bunu mail yoluyla teslim ediniz*).*

.../.../.....

Soy isim İmza

İsim-

Veli Adı-Soyadı :

APPENDIX B: Consent Form of Students

Sayın Katılımcımız

Katılacağınız bu çalışma, *Çevrimiçi Derslerde Sosyal Bulunuşluk: Lise Öğrencileri ile Bir Çalışma* adıyla, Atiye Gamze ALTUNAY tarafından 2021-2022 eğitim yılı 1.döneminde yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Öğrencilerin çevrimiçi derslerde sosyal bulunuşluklarına Web 2.0 araçlarının olumlu etkisi olup olmadığını gözlemlemek

Araştırmanın Nedeni: O Bilimsel araştırma çalışması Tez

Araştırmanın Yapılacağı Yer(ler): Çevrimiçi dersler

Araştırma Uygulaması: O Anket Görüşme
 Gözlem

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul/kurum yönetiminin izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Atiye Gamze ALTUNAY

İletişim Bilgileri :

Yukarıda bilgileri bulunan araştırmaya katılmayı kabul ediy

.../.../.....

Katılımcı Adı-Soyadı :

Telefon Numarası :

APPENDIX C: Ethics Committee Approval



T.C.
UFUK ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL
ARAŞTIRMA VE YAYIN ETİĞİ KURULU KARARI

Karar Tarihi : 28.04.2021
Toplantı Sayısı : 2021/03
Karar Sayısı : 2021/36

İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi **Atiye Gamze ALTUNAY**'ın, Dr. Öğr. Üyesi **Ceyhan KARABIYIK**'ın tez danışmanlığında devam ettirdiği "Social Presence in Online Classes: A study with High School Students (Çevrimiçi Derlerde Sosyal Bulunuşluk: Lise Öğrencileri ile Bir Çalışma)" başlıklı tez çalışmasına ilişkin başvurusu görüldü.

Yapılan incelemeler sonucunda hazırlanan tez çalışmasının, bilimsel araştırma ve yayın etiği açısından uygun olduğuna karar verildi.

ETİK KURUL ÜYELERİ	İMZA
Prof. Dr. Semih BÜKER	
Prof. Dr. Cenap ERDEMİR	
Prof. Dr. Emel ERDOĞAN BAKAR	
Prof. Dr. Orhan AYDIN	
Prof. Dr. Mehmet TOMANBAY	
Prof. Dr. Türkmen DİRDİYOK	
Prof. Dr. C. Sencer İMER	

CURRICULUM VITAE

Personal Information

Name & Surname : Atiye Gamze ALTUNAY

Education Status

Undergraduate Education : Hacettepe University, American Culture and Literature,
2007

Graduate Education : Ufuk University, English Language Teaching, 2022

Known Foreign Languages : English

Work Experience

Worked Institutions : The Ministry of National Education (teacher, 14 years)
The Ministry of National Education (course book writer,
3 years)