

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL STUDIES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**PERCEPTIONS OF A BLOG-BASED ENGLISH STRUCTURE COURSE BY
STUDENTS IN PRE-SERVICE TEACHER EDUCATION**

Ayşegül UYSAL

MASTER OF ARTS

ADANA, 2012

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Supervisor: Assoc. Prof. Dr. Yonca ÖZKAN

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To ukurova University Institute of Social Sciences

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ÖZET

HİZMET ÖNCESİ ÖĞRETMEN EĞİTİMİNDE BLOG TABANLI İNGİLİZCE DİLBİLGİSİ DERS İŞLENİŞİNİN DEĞERLENDİRİLMESİ

Ayşegül UYSAL

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Doç Dr. Yonca ÖZKAN

Kasım 2012, 93 Sayfa

Bu çalışma, blog kullanımının hizmet öncesi öğretmen adayları arasında algıyı nasıl geliştirdiğini belirlemeyi amaçlayan nitel ve nicel verileri buluşturan bir çalışmadır. Çalışmanın örneklemini Çukurova Üniversitesi İngiliz Dili Eğitimi lisans programına kayıtlı 62 hizmet öncesi öğretmen adaylarını içermektedir. Çalışma, 14 haftalık bir zaman dilimini kapsamaktadır.

Veriler, katılımcıların blog girdileri ve yorumlarının kayıtları, her bir hizmet öncesi öğretmen adayı ile bireysel görüşmeler ve araştırmacının çalışma boyunca tuttuğu alan notlarından oluşmaktadır. Bloglara ait tüm veriler arşivlenmiş olup çalışma süresince İnternet üzerinden bu verilere ulaşım mümkün olmuştur. Bu blog girdileri, katılımcıların Bağlamsal Dilbilgisi II dersi boyunca hedeflenen dildeki kavrama ve üretme becerilerini ölçmek için kullanılmıştır.

Sonuçlar şunları göstermektedir: a) Hizmet öncesi yabancı dil öğretmen adayları, blog üzerinde benzer içerikleri çalışmaktadırlar. Bu nedenle, dil bilgisi dersi boyunca tanıma ve üretme becerilerine odaklanmalarını gerektiren blog ödevlerinin gereklerini yerine getirmişlerdir. Tanıma ve üretme becerilerine dair elde edilen bulgular, birbiriyle örtüşmektedir. Bu da göstermektedir ki bu tür blog ödevleri sınıf içi çalışmalarını tekrar etmek için zemin hazırlamakta ve böylece Bağlamsal Dilbilgisi II katılımcılarının kendi başlarına dil çalışması yapabilecek ortamı sağlamakta ve işbirlikçi öğrenme ortamına teşvik etmektedir.

Anahtar Kelimeler: İngiliz Dili Eğitimi, Hizmet öncesi yabancı dil öğretmen adayları, Bağlamsal dilbilgisi, Tanıma, Üretme.

ABSTRACT**ALTERNATIVE ASSESSMENT IN TURKISH PRIMARY EFL CLASSROOMS:
AN INVESTIGATION INTO THE PERFORMANCE TASKS****Ayşegül UYSAL****Master Thesis, English Language Teaching Department****Supervisor: Assoc. Prof. Dr. Yonca ÖZKAN****November 2012, 93 Pages**

This is a mixed type study aiming to examine whether, and if yes, to what extent, blogging enhance perception among pre-service English language teachers. 48 pre-service English language teachers enrolled in the undergraduate programme of English Teacher Education in the Department of English Language Teaching at Cukurova University participated in the study which comprise a 14-week time span of 2011-2012 Spring Term.

Data collection includes records of participants' blog posts and their comments, individual interviews with each pre-service teacher and researcher's field notes are taken throughout the study. All the blog content is archived and still accessible on the Internet throughout the study. These blog postings are used to measure the participants' recognition and production of targeted structures in *Contextual Grammar II Course*.

Results indicate that pre-service language teachers find studying on the blogs very useful since blog serves as a platform involving peer collaboration exposed to with the ones in class content. Therefore, they met the expectations of each blog task which required them to focus on both recognition and production in grammar course. The results of their recognition and the outcome of their production are highly correlated which may imply such blog tasks can provide a platform to revise in-class content thus raise participants' self-confidence in *Contextual Grammar II Course*.

Keywords: English Language Teaching, Language Teacher Education, Contextual Grammar, Blogging, Recognition, Production.

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ABBREVIATIONS

ELT	: English Language Teaching
HTML	: Hyper Text Markup Language
CALL	: Computer Assisted Language Learning
L1	: First Language
L2	: Second Language
TL	: Target Language

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CHAPTER I

INTRODUCTION

1.0. Presentation

This chapter includes the background to the study, the purpose of the study, the research questions and the methodology and definition of terms.

1.1. Background to the Study

Technology is a crucial element of our personal and professional lives. It has become an inseparable part of many professions and a life without technology can hardly be imagined at this age. With the arrival of the 21st century where much of life is dependent on the Internet and communication is globally simultaneous, there are many reactions which are both positive and negative to the development of new forms of literacy, arguing that students ought to be better prepared as communicators and critical thinkers. As a crucial and beneficial product of technology, the internet may be a contributory factor in shifting away from a communicative towards a context-based approach to language teaching pedagogy in an English language teaching (ELT) context (Warschauer, 2002). When the Internet and the World Wide Web are utilized, students can access simultaneously to a range of foreign and local experiences in their target language. In other words, a student can reach to numerous resources via the Internet. The quick and constant access to a huge range of resource enables scholars and students to beware of what is happening throughout the world in their field and how they can contribute to current works. Furthermore, via Internet, a mutual work could be done by scholars or students from different places in the world. Internet increases collaboration and the constant share of the works done at any part of the world.

Technology, being crucial in every aspect of our lives, is also an important element in classrooms in the last decades. It could be utilized at every level and for every subject. There is a huge business which is enormously growing to provide technological materials for classrooms from very young learners to MA classes. In Turkey, for example, even for primary and secondary schools, since 2008, there had

been an opportunity for parents to follow their children's success and marks from internet, via "e-okul" (MEB, 2008). Parents are also able to follow the attendance of their children. Another advantage of technology use in education is that students are accepted to schools, according their ages in their Identity Cards which enable standardization in education at primary level in Turkey.

Weblog (shortly, *blog*) which is a component of Web 2.0, is a frequently updated website that often resembles an on-line journal or a new genre of web-publishing tool. As a second generation Internet tools (Web 2.0), blogs enable people to communicate and demonstrate their works or ideas, as well as receiving feedback from others and evaluate not only events but also works from others' perspective. Collaborative environment, real audience and receiving or giving feedback make the Web and authentic environment (Kennedy, 2003, http://www.techlearning.com/db_area/archives/TL/2003/02-/blogs.-php) and it can turn into something different and useful when it is used by teachers and students to share their works and ideas openly to a group of people.

One of the elements that could ensure the success of educational tools is whether they have *a low threshold and a high ceiling* (Myers, Hudson & Pausch, 2000). The threshold means how difficult it is to learn how to utilize a system and the ceiling refers to how much could be achieved and benefitted by using that system. Thus, it could be claimed that an ideal and a useful educational technology ought to be comprehended and utilized simply and at the same time should provide sufficient benefits to its users.

Blogs which are generally thought to be a new genre of web-publishing tool or an on-line journal, have many types of application; from personal on-line journals or diaries to their use for journalism, politics, knowledge sharing, or as news filters.

In ELT education, blogs could also be utilized in order to serve many purposes such as enabling communication channels among students and teachers or resource center (Oravec, 2002), self-publishing (Kajder & Bull, 2003; Stiler & Philleo, 2003), supporting in-class discussion and interaction (Wang & Hsua, 2008; Wassell & Crouch, 2008) or as learning spaces in a higher education context (Martindale & Wiley, 2005; Williams & Jacobs, 2004).

There is a huge range of blog applications in the context of education. Creating and managing blogs doesn't require any specific knowledge or skill such as HTML programming that is necessary to establish a web page. Furthermore, creating and managing blogs do not require any money thanks to free blog hosting services. All those

features, namely, availability, ease of use and no-cost prove the technology has a low threshold and a high ceiling. This is one of the main reasons why blogs could be utilized easily for ELT classrooms and why they were chosen as the tool for the current study and for many other up-to-date studies.

Many studies all over the world (Bartlett-Bragg, 2003; Brescia & Miller, 2006; Martindale & Wiley, 2005) denoted the instructional benefits of blog use to improve learning and to make it more appealing and permanent. Blogs are also regarded to enhance critical thinking and knowledge construction (Kajder & Bull, 2003; Oravec, 2002). In order to compose their response to others on the Weblogs students consider different viewpoints in the light of their conceptions, and then defend their own opinions more elaboratively and carefully since it will be something published for the whole class member and the teacher.

Oravec (2002, p.618) explains that “the weblog has many dimensions that make it well-suited to students' unique voices” as well as encouraging them to become more critical and analytical in their thinking, prepare their post with more attention and preparation, search properly and be sure of what they claim or express in the blogs.

This study also related to co-constructivism which is also known as social constructivism or social interaction and a common form of constructivism epistemology. This approach defends the influence of cultural and social contexts in learning (Vygotsky, 1962). Co-constructivism claims that we construct meanings socially through language, which can be thought to be similar to situated constructivism yet, unlike situated constructivism, environmental and cultural factors or groups of people functioning together with their shared cultural and lingual practices (Bereiter, 1992) are necessary to construct knowledge according to this view (Duffy, et al., 1993). Thus, it is also an ongoing process. It can be inferred that knowledge is constructed inside the environment we live and to which we are exposed to (Baxter Magolda, 1992) through a social and collaborate process provided with the use of language (Vygotsky, 1962).

The Cognition and Technology Group at Vanderbilt (1993) explains co-constructivism as “Students need to engage in argumentation and reflection as they try to use and then refine their existing knowledge as they attempt to make sense of alternate points of view” Since environmental elements are perceived and knowledge could be constructed through social interaction and negotiation, discussing with other individuals is primary instructional methodology. Learners are able to examine,

evaluate and compare their understanding with other individuals through the instructional methods such as brainstorming, categorizing, Socratic dialogue and small discussion groups in a risk and stress-free environment. Learners should also examine their ideas when they are exposed to alternative contexts, views and situations. They are ought to exchange their opinions in an environment where they can feel secure. Thus, construction of knowledge and ideas can change since it is an ongoing process. *Anchored Instruction* which is able to provide a shared environment and gives chance to meaningful problem solving context (The Cognition and Technology Group at Vanderbilt, 1993).

The blogs in this study aims to create an atmosphere which can be based on the principles of co-constructivism. Learners post their assignments to a group of people composed of their co-learners and teacher. They construct knowledge in their mind and produce some works through what they have learnt in classroom environment. Their social environmental constructions and perception also affect this process. They publish their works and receive feedback from thier co-learners. In this process, it is essential to provide an environment where learners are able to feel safe and can share without fear or hesitation. As they feel safe, they share their work and ideas in a group and this proves they are in a social interaction and negotiation with their co-learners. They recieve feedback and construct new knowledge or alter what they had before which demonstrate that co-constructivism or social constructivism is an ongoing process.

1.2. Statement of Purpose

This study is inspired by the curiosity to understand the effect of blogging in promoting recognition and production skills among pre-service English teachers. The purpose is to examine to what extent blogging affects reconition and production of grammatical structures among 48 pre-service English teachers in a first year contextual grammar course at the English language teaching department of Cukurova University. Utilizing a mixed method design, this study tries to examine the effects of blogging on pre-service teachers' performance regarding their recognition and production skills.

1.3. Research Questions

This study aims to investigate how the integration of blogging in a grammar course affects perception of pre-service English language teachers. The following research questions guide this study:

1. What is the influence of blog-based grammar instruction on EFL pre-service teachers' classroom performance?
2. What are the pre-service teachers' opinions about advantages of blog-based grammar instruction?
3. What are the pre-service teachers' opinions about disadvantages of blog-based grammar instruction?

1.4. Overview of Methodology

In order to answer research questions, exploratory study research was utilized in this study. The nature of the study may allow for an in-depth description of the reality which is dynamic and complex in nature. The researcher describes her case as the development of pre-service English language teachers' perception through blogs since they initiate producing collating their current knowledge. In order to gather comprehensive data, numerous data sources such as archival records of pre-service teachers' blog posts and comments; face-to-face interviews with pre-service teachers and a researcher diary kept during the study were used to collect and triangulate the data.

1.5. Significance of the Study

Almost all ELT programmes around the world seek appropriate ways to implement the technology in pre-service teacher education in order to increase learners' ability to acquire knowledge. The use of blogs with the principles of co-constructivism triggers self-inquiry and professional development once it becomes a habit for the teachers, an ongoing process.

Technology has been employed in ELT programmes especially in practicum studies. However, technology-implemented grammar courses at tertiary level have not been researched in detail. This study based on blogs may compensate such lack in the related literature by providing comprehensive data collected throughout the study.

In addition, there is little research evidence to show whether pre-service teachers have gained recognition and production skills in grammar courses. At this point, there appears a need for detailed analysis to indicate the students' progress in such courses. This study, therefore, can be seen as a significant attempt to explore the students' performance regarding their recognition and production skills in blog-based grammar course.

Another significance of the present study is a possibility of examining if use of blogs can increase self and peer evaluation, and also, if it is only a requirement of the course that makes students to post their self and peer evaluation comments on the blogs.

1.6. Definition of Terms

Weblog (or blog): “A weblog, generally referred to as a blog, is a self-publishing on-line tool which allows individuals to instantly publish “unedited personal reflections, thoughts, and ideas on the Web” (Wang, Fix & Bock, 2005, p.1).

Pre-service teacher: A person who is currently attending to a teacher education program. Thus this person is not yet completed his/ her process of learning.

ELT: It is a term mostly used among teachers whose full version is English Language *Teaching*: A number of Professional duties that should be performed by teachers.

Recognition: Perceiving something as a valid concept and realizing it.

Production: The ability of the utilization of what has been perceived through recognition.

Self-evaluation: The consideration of your own recognition and production skills. This can be achieved by being corrected by another individual(s) or by interacting with others.

CHAPTER II

REVIEW OF LITERATURE

2.1. Pre-service Teacher Education (English Language Teaching Department) in Turkey

Pre-service teacher education enables students to experience teaching before they graduate. Student teachers are required to visit the schools chosen at random by their teachers. In 1981, within Higher Education Law, there were drastic alterations in Turkish higher education. One of those changes was that all higher education institutions are incorporated to universities (Armed Forces and Law Enforcement Agency were excluded). Engineering and Architecture Academies, Financial and Commercial Sciences Academies, Social Services Academies, Health College, Youth and Sports Academies and like other higher education institutions, some institutions (colleges of two years or higher education teacher schools of four years) that bring up teachers are incorporated to universities. Institutions which bring up student teachers are all incorporated to universities.

The concept of pre-service education has altered and gained more popularity in recent years. Previous intention for pre-service ELT teachers was mostly composed of transferring externally defined and anticipated methods (Freeman, 2001; Richards, 2008; Richards & Farrell, 2005) to teachers whose beliefs and early experiences were not taken into consideration (Freeman, 1989; Imig & Imig, 2006). As this approach was not appraised in many aspects of teacher education, the composite structure of teacher's development has shifted to more constructivistic and learner-centered methods. Rather than being passive and practising the theories proposed by others, pre-service teachers have been encouraged now to be reflective practitioners proposing their own ideas. This gave them the opportunity to practice the personalized theories (Griffiths, 2000; Kumaravadivelu, 2003; Wallace, 1995). The main element based on constructivist orientation asserts that student teachers are not empty vessels to be filled with teaching knowledge and skills but they have already constructed prior experiences and personal beliefs which indicate their teaching knowledge and practice (Freeman & Johnson, 1998). Moreover, there are many elements affecting the situation in the classroom, such

as the age of students, conditions in the classroom and the parental back ground of the students. Thus, teaching experiments can not be reduced into a few theories and stable conditions. Rather, students could be able to practice their personal theories which are more similar to the constructivist approach when compared which previous applications.

As a person's belief system is generated through his/her culture, life experiences and upbringing, students of teacher education compose their beliefs of teaching with their experiences and observations during their school years as students (Pajares, 1992; Stuart & Thurlow, 2000). Several studies (Aksu et al., 2010; Bullough & Stokes, 1994; Doyle, 1997; Greene & Magliaro, 2003; Lin & Spodek, 1994; Raths, 2001) pointed out these beliefs of pre-service teachers about teaching influences how they learn to teach. Moreover, Joram and Gabrielle (1998) denoted some of the biased beliefs which pre-service teachers may have or construct throughout their educational process: 1) Pre-service teachers could have the idea that learning at job is the most beneficial way to learn to teach. Thus, they could neglect the theoretical knowledge that they expose to at teacher education courses. 2) Pre-service teachers' personal memories in which they regard themselves as "model" students could mislead them and thus may misinterpret their future students' abilities and learning styles. In this situation, they may not be able to notice problems their students may have at learning issues. 3) Pre-service teachers could have a notion that enabling classroom management is the most crucial element of teaching and as long as they possess this ability, they are good teachers.

Those candidates could also have lack the notion that a well-disciplined curriculum planning and instructional skills are necessary elements of the classroom management.

Pre-service teachers can have their prejudice about if they are not guided to recognize them. Moreover, pre-service teachers' beliefs could alter during their teacher education and they can have different beliefs and notions about their teaching skills and professions (Kagan, 1992).

Since there is great change in society and thus new requirements with professions regarding technology, education is also affected by those rapid changes. In order to keep up with the constant alteration, educational institutions needed to adapt their curriculum. Technology use in teacher education can be examined under the titles of three eras (Betrus & Molenda, 2002):

1. *Early visual instruction courses between 1920s and 1930s*: In this era, the eminent use of technology was visual elements. A course outline suggested by is ‘psychological background of visual aids’, ‘history of visual instruction’, ‘discussion of result of experimentation visual aids, and use of various media composed of flat pictures, globes, object-specimen-model materials, motion picture, and others’ (Starnes, 1937, p.13, as cited in Betrus & Molenda, 2002).
2. *A gradual evolution of content: 1940s, 1950s, and 1960s*: In this era, audial technology such as audio recording and playback were developed. Thus, course of technology improved pallel to these changes. The new theory was communication and “instructional systems” were then used in technological courses (Betrus & Molenda, 2002, p.19).
3. *The information age between 1980s and 1990s*: The fast and constant development of technology in both society and education made it almost compulsory to be benefitted quite often. Computers were the most valuable and fruitful instruments of technology in educational courses. Betrus and Molenda (2002) categorize courses into two. *The classic course* emerged in the first and second era. It includes various types of media utilized in educational settings such as audio-visuals equipments (projectors, tapes, video, pictures and i.e.) and computers. *The new course* was introduced in the third era. It mostly deals with computer technologies rather than other older technologies.

Betrus and Molenda (2002) claim that courses of technology play a vital role especially in teacher education. However, there are some differences between what are taught and what are really utilized at schools. The historical development of technology starts with the introductory technology courses which are currently under constant change because of the rapid development of technologies. Today, the most useful and beneficial technology is computer thus in educational environments the usage of computer is widely common. In the near future, due to the rapid development, there may be other technological tools that could trigger technology courses to change.

2.2. Grammar Teaching

Grammar teaching is basically regarded as the presentation and the practice of concrete grammatical structures. Ur (1996) describes grammar teaching as “presenting and explaining grammar” and “grammar practice activities.” Similarly, Hedge (2000) explains grammar teaching as “presenting grammar” and “practicing grammar”. Both identifications could be regarded to be correct, yet, they are not elaborative enough. Initially, sometimes grammar lessons may include presentation itself, without the need of any practice. Secondly, in a natural environment, learners can discover some grammatical rules themselves, without any presentation or practice. Finally, grammar could also be taught by exposing learners to the language and grammatical rules, again without any need of presentation and practice. It can be inferred that grammar can also be taught by means of giving feedback to the learners on their errors when it is in a context targetting communication. Thus Ellis (2006) describes grammar teaching elaboratively:

“Grammar teaching involves any instructional technique which draws learners’ attention to some specific grammatical form in such a way that it assists them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it”.

There are many theories-from structural grammar to functional grammar- to teach grammar suggested by linguistics. Syllabuses are observed to be widely based on structural or descriptive grammars and structural grammar syllabuses focuses on form rather than meaning (e.g. Lado, 1970). Although structural grammar syllabuses are still preferred today, recent syllabuses give more importance to functions of grammatical forms. According to Ellis (2006) syllabuses should be determined according to the needs of target audience. The possible difficulties that can be encountered ought to be identified and the most beneficial type of syllabus could be chosen.

2.3. Authenticity in ELT

English language is widely becoming more and more popular all over the world and as a consequence, the demands for English language teaching (ELT) materials are increasing as well. It is said that discourse samples and text features have their authenticity.

Authenticity term is generally utilized in order to describe language samples which are both oral and written that reflect the naturalness of form and appropriateness of cultural and situational context (Rogers & Medley, 1988). Authentic materials term could be interpreted differently by different people. In English language teaching (ELT) history, the term of authenticity is taken as equal to realness, truthfulness, reliability, credibility validity and and legitimacy of materials or practices (Tatsuki, 2006). It also said to be an eminent feature of syllabus design, material development, task- based approaches and the main focus of the Communicative Language Teaching (CLT) which has shifted when compared with former perception (Bax, 2003).

Traditionally, materials development and syllabus design have strongly related to the collection of materials and activities. Some syllabus types such as notional-functional, situational, synthetic and text- based are all focus on content. Moreover there are attempts to shift syllabuses into authentic texts. In genre-based syllabuses personal letters, novels, narratives, academic articles and natural audio-taped materials (Dunkel, 1995) can be given examples of authentic materials.

2.4. Constructivism in ELT Environment

Instructivism was thought to be as the main philosophical resource for technology use at initial stages of the introduction of technology into learning environment (Duffy & Jonassen, 1991) and the opposite theory of instructivism is constructivism. In, 1955, “The Psychology of Personal Constructs” is published by George Kelly (Kelly, 1955). In this work, Kelly bases his constructivism theory on a fundamental postulate and 11 corollaries (construction corollary, experience corollary, dichotomy corollary, organization corollary, range corollary, modulation corollary, choice corollary, individuality corollary, commonality corollary, fragmentation corollary and sociality corollary). In his fundamental postulate, Kelly claims "A person's processes are psychologically channelized by the ways in which he anticipates events" (This and all subsequent quotations are from Kelly's 1955 *The Psychology of Personal Constructs*). This is the scientific base of his theory from all aspects (experiment, observation, behaviour, experience, etc. He regards “man as scientist”. Kelly claims that from the very beginning of our lives, we all *anticipate* the world in our own ways. The world makes sense to us through our experiences. Moreover, this is done constantly by forming and checking our hypothesis about the world. Already

constructed knowledge and hypothesis can always be modified or replaced by new constructs. When we are adults, we will already have built a complex model of the world which, according to Kelly, refers to our personalities. Those constructs are bound to constant change.

Vygotsky (1962) claims that knowledge is constructed socially when a language is used and thus everyone has various social experience and as a result, different realities and knowledge exist (Jonassen, 1996). This quite prevalent form of constructivism is known as *co-constructivism* or *social constructivism*. Constructing a knowledge can said to be a socio-lingual process in which there is an ongoing alteration and constant changes in knowledge, building on previous knowledge that results in multi dimensional truth (Spiro & Jehng, 1990; Sprio, Feltovich, Jacobson, & Coulson, 1991). Co-constructivism, unlike constructivism, claims that to construct knowledge, cultural and environmental elements as well as shared practices with cultural features are crucial (Dufft, et al., 1993). Thus knowledge is constucted by social and collaborative practices in the enviroment it is exposed to (Vygotsky, 1962).

Basing on this theory, knowledge is constructed within a socio-linguistic process relied on the content and the environment, thus conversational language is utilized to negotiate meanings which ends up with shared and collaborative knowledge and understandings. Moreover, co-constructivism also claims that knowledge construction is composed of by a dialiectical process in which we check our ideas and knowledge and alter others' knowledge and ideas in the direction of ours. In addition, we are ready to be persuaded by others and and construct new knowledge or modify the previous ones (The Cognition and Technology Group at Vanderbilt, 1991, p.3). The Cognition and Technology Group at Vanderbilt (1993) claims "by continually negotiating the meaning of observations, data, hypotheses and so forth, groups of individuals construct systems that are largely consistent with one another". We construct knowledge through conversations in a language. However, even though our knowledge is constructed collaboratively and socially through conversations, no dialogue of two people will be exactly the same with other people. Our dialogues are shaped by the ideas and knowledge of two, thus they are unique for each person and each biliteral relationship. This view accepts the existance of multiple realities and the fact that we could have shared meanings through conversations. Shared meanings construct the knowledge of reality and they are gained through social negotiations and conversations in a language

(Kuhn, 1962; Vygotsky, 1978). We construct knowledge through negotiation process and as a result, on condition that there is an agreement, the agreement is the reality.

Understanding and constructing knowledge could be possible through interaction with the environment. Once something is learned through practices and interactions, it can not be excluded from how it is learned. Constructing knowledge is not solely related to an individual but related with the whole context.

In compliance with co-constructivism, it is claimed that learners are ought to be 'generative' rather than 'passive' regarding learning activities (The Cognition and Technology Group at Vanderbilt, 1993; Jones, et al., 1997). Co-constructivism denotes that "students need to engage in argumentation [similar to the cognitive constructivist position] and reflection as they try to use and then refine their existing knowledge as they attempt to make sense of alternate points of view" (The Cognition and Technology Group at Vanderbilt, p. 6). Since social interaction assists the construction of knowledge, social negotiation and discussions with other can said to be the the main methodology. Free environment, Socratic dialogue small discussion groups, brainstorming and categorizing and debriefing are examples of co-constructivist methods which enable learners to check and test their understandings and knowledge through other individuals. Learners should also be encouraged to express their views, even if they are against and to create a fruitful environment.

Lastly to provide generative learning, cooperative learning could also be utilized. Cooperative learning is described as "learner-centered instructional process in which small, intentionally selected groups of 3-5 students work interdependently on a well-defined learning task; individual students are held accountable for their own performance and the instructor serves as a facilitator in the group learning process" (Cuseo, 1997). Cooperative enable learners to stimulate their knowledge thus initiate critical dialogue and as a consequence of it, understanding (Vygotsky, 1978; Cuseo, 1997).

Blogging activities could be given as a good example for all co-constructivist and cooperative learning activities. A learner posts blogs to the whole group and even if there is no direct social interaction, this post is viewed by every member of the group thus they have the chance to test their knowledge. They construct a new learning or confirm what they have constructed before. A dialogue, discussion or negotiation can start if a post is replied others. Furthermore, blog use is also learner-centered. Instructor plays the role as the observer. Each learner is regarded as an individual. Posting blogs

tolerates and respects personal differences, such as pace of working, comprehending and composing of each student. Learners have deadlines to post and until this time, they are free to compose their blogs in compliance with their personal differences.

2.5. Technology in ELT Classrooms

Computers and technology play a vital role in our personal and professional lives, and they have become an almost inseparable part of the classroom (Carrier, 1997; Dudeney, 2000; Warschauer, Healey, 1998; Zorko, 2009). They ought to be adapted into lesson plans appropriately and fulfill the requirements (Sharma & Barrett, 2007). Technology is supposed to benefit from assisting teachers and creating interactive lessons for both teachers and students. It also increases the motivation of students because students are attracted by various stimuli. At a classical grammar lesson, students follow their teachers from a grammar book. They do some exercise and memorise some rules. However, the use of technology, aural, visual or audio-visual makes the learning process more diversified and thank to this more attractive to students who comprehend the knowledge easier and faster.

The Internet is an important element of technology. Thus, it could be a contributory factor in shifting away from a communicative towards a context-based approach to language teaching pedagogy in an English language teaching (ELT) context (Warschauer, 2002). Through the assistance of Internet and the World Wide Web, students are able to reach a huge range of foreign resources in any language.

Weblog (shortly, *blog*), is a frequently updated website that often resembles an on-line journal. There are some types of this facility utilised in an ELT context. The *tutor blog*, for instance, is run by the teacher of a class. The content of this type can be limited to the syllabus, course information, assignments, etc.; students are normally restricted to being able to write comments to the teacher's posts. The *class blog* is a shared space, with teacher and students being able to write to the main area. It is best used as a collaborative discussion space, an extra-curricular extension of the classroom. Students can be encouraged to reflect in more depth, in writing, on themes touched upon in class.

The term *Educational Technology* is widely used which could be explained as the application of technology via some instruments. Merrill et. al (1996, pp. 5-6) claim that “instruction is a science and that instructional design is a technology founded in this

science... a technology for the development of learning experiences and environments which promote the acquisition of specific knowledge and skill by students". Solomon (2000, p. 4) defines Instructional Technology as "a confluence of many disciplines including education, communications, the arts and sciences". When the wide varieties of applications of different technologies in these disciplines are considered, it becomes easy to understand "the differing orientations that have emerged in the field, such as behaviorism, cognitivism and constructivism" (Solomon, 2000, p. 4). Just as "every significant shift in educational values, goals or objectives has led to diverse technologies of instruction" (Saettler, 2004, p. 4), the tools used have also been influential in introducing new ways of thinking, acting, speaking or even feeling.

Ever since the early cultures invented pictographs or sign writing to record and transmit their knowledge, new technologies in every age have been used for educational purposes (Saettler, 2004). However, there has been a tremendous technological change since the beginning of the last century. The 20th century has witnessed significant advancements in instructional technology from the development of educational radio, television, film or Skinner's teaching machine (Saettler, 2004) to the digital technologies, computers and eventually the advent of the Internet and the World Wide Web (Kelly, 2008). Consequently, these advancements have changed not only the tools we use, but also our understanding of learning, society, knowledge, and even the meaning of learning (Spohrer, 2000).

As Karagiorgi and Symeou (2005, p. 24) states, "Today, learning is approached as a constructive, self-regulated, situated, cooperative, and individually different process". The environments provided by the prevailing digital Technologies support and necessitate this kind of learning (Carroll, 2000). Recent research has been investigating the impact of these technologies on various aspects of teaching and learning in educational settings including teaching and learning activities, learning outcomes, teachers' and learners' perceptions, learner motivation, technology uptake or professional development (Bennett & Lockyer, 1999).

2.6. Blogs in Education

Even though blogging is a new term that has recently been introduced to the educational use, the demand towards it has been increasing. Besides having a collaborative nature, being easy to use and fiscally beneficial, blogs contribute great

advantages into learning and teaching process. Blogs could be utilized among teachers and among teachers and students in order to facilitate communication and the share of knowledge (Oravec, 2002). Furthermore, teachers are able to include blogging into their teaching methods. Thus, students will be able to involve in discussions and dialogues (Wassell & Crouch, 2008). Blog enable students to be autonomous and being in interaction with other individuals, they can be regarded as transformational technology from the perspectives of teaching and learning (Williams & Jacobs, 2004).

Most of the studies conducted in this field denotes to the instructional benefits of using blog in order to increase learning (Bartlett-Bragg, 2003; Brescia & Miller, 2006; Martindale & Wiley, 2005) Kajder & Bull (2003) and Oravec (2002) based this mainly on knowledge construction and critical thinking features of blogging.

Oravec (2002, p.618) claims that “the weblog has many dimensions that make it well suited to students' unique voices”, encouraging students to express their opinion and knowledge and thus this lead them critical and analytical thinking. Students investigate carefully before they reply to another individual in the Web. They also consider opposite viewpoints of others and prepare a defence or anti-ideas against post of others.

Kennedy (2003) openly claims that “unlike most web sites, which generally combine static and dynamic features, a blog is produced with an active writer in mind, one who creates in an on-line writing space designed to communicate an identity, a personality, and most importantly, a point of view”. Posting in the Web urges individuals to develop their vocabulary and grammatical structures of their sentences. Furthermore, they put more stress on their production, physically and idologically, since it will be viewed by others. Sharing their opinion could make them feel more special and considering the reactions of others on the Net (Mortensen & Walker, 2002).

Brescia and Miller (2006) investigated the instructional benefits of blogging at college level. Rather than than focusing on students' outcomes and comments on blogging, they emphasized the instructional benefits of blogging at college settings from the perspective of experts who prefer implementing blogging. Thus, researchers were asked by the two reasearchers to in three-round survey procedure via email. Participants were all users of blogging at college level and who published academic articles about blogging. They are asked by Brescia and Miller to describe five features of blogging which make it a valuable instructional tool. Results indicate that the participants of this study“find the greatest benefit of weblogging to be the opportunity for self-expression

and perhaps the self-reflection that accompanies considerations” (Brescia & Miller, 2006, p. 49). “The reinforcing of course engagement and the repetition of exposure to coursework” (Brescia & Miller, 2006, p. 44) are some great advantages of blogging which is expressed by most of the experts.

Bartlett-Bragg (2003) expressed her observations as blogging could be an effective tool of learning journals via which students are able to make progress towards self-directed learning which enables a deeper and more effective learning. She proposed a five-stage process that could be utilized during instructional practices where blogs could be included as an effective tool. These five stages assist students to be familiar with blogging process.

The very first stage is establishment in which students are encouraged set up blogs and thus, express openly their thoughts and emotions about learning events in blogs. However, Bartlett-Bragg (2003) claimed that at this stage, students are prone to set up something for their instructor rather than for the audience since they are not fully aware of the phenomena.

The second stage is introspection in which at the initial fifteen-minute of classes, students have discussions about blogging and structures are denoted to lead students into introspection process. This will direct students into reflective thinking about learning events in which still, they reflect and mention on themselves. At the fourth stage which is Reflective Dialogue, the students are conducted into a deeper reflective thinking Process. They are expected to consider what kind of a writing style they prefer, the audience they direct to and the publication of their thoughts and emotions. At the last stage is Knowledge Artifact in which students are asked to beware of themselves both as writers and readers in blog space. They could reflect on their knowledge and comment on each others’s blogs and thus share their thoughts and emotions openly.

Enabling students to write about themselves openly and freely “Blogs have the potential to enhance writing and literacy skills while offering a uniquely stylized form of expression” (Kennedy, 2003).

Kelly (2008) claimed conducted a research on explored the effects of blogging on the instruction of academic writing among eighteen second language undergraduate students. He came into the conclusion that the uses of blog have positive affects on these students such as higher sense of class community, lower level of writing self-efficacy. To sum up, blogging is also valuable in facilitating and developing academic learning and thus, a production skill in EFL students.

When students share their thoughts or emotions through blogs, they could catch the attention of others. Thus, other students will post comments and some other students will reply to those comments. Therefore, there will be an on-going discussion and the share of opinions in the blog. This will enable the owner of the blog and the comments to be in touch with wider audience.

This interactive and social feature of blogs could assist instructors to initiate collaborative activities that could cover beyond the physical boundaries of classrooms “reaching out into virtual and professional communities for collaborative opportunities” (Kennedy, 2003). Thus, technology has inevitably been integrated into learning practices which makes learning process more effective.

2.7. Blogging in ELT Courses

According to statistics of 2011/ 2012 of MEB, There are 798,112 students receiving education at any formal higher education institution including undergraduate programmes, open education and associate programmes in Turkey (National Education Statistics, Formal Education, 2011-2012). Thus there is an increasing demand for qualified teachers as the population of students is growing rapidly in Turkey. Since the higher education reform in 1981, it is the responsibility for faculties of education to provide teacher education (Çakıroğlu & Çakıroğlu, 2003). A standartized programme for the faculties of education was introduced with the cooperation of the Higher Education Council, World Bank and the Ministry of National Education in 1998. Previously, until 1998, there was not a standatized curriculum for the faculties of education what led to some disadvantages and inconsistancies both in theory and practice among the faculties of education from different universities (Ağaoğlu & Şimşek, 2006). This triggered some alteration and after the reseraches between 1994 and 1997, one of the most significant changes was proposed as Faculty- School Collaboration Model (Azar, 2003). It targeted the production of pre-service teachers who “effectively, reliably and productively apply the field knowledge and occupational knowledge they acquired and share their duties and responsibilities for their own development” (Ağaoğlu & Şimşek, 2006, p. 175). Still, there are numerous researches on pre-service teacher education regarding current curriculum and practices.

Azar (2003) initiated a case study, for instance, where, mentor teachers’, teacher educators’ and pre-service teachers’ perceptions about the effectiveness of School

Experience I, School Experience II and Practicum courses were examined. 42 mentor teachers, 12 teacher educators and 46 pre-service teachers took part in this study. The results indicated that these three groups of participants had approved the effectiveness of the course. However, participants also proposed a more fruitful cooperation among three groups. They claim that with more effective coordination, the objectives of the course could be realised more thoroughly.

Some other studies also indicate the fact that pre-service teachers encounter many difficulties during their practicum (Gürbüz, 2006; Kiraz, 2002; Üstünel, 2008). These difficulties are generally related to “the classroom discipline, time management, and the practical culture of teaching” (Ekiz, 2006, p. 45). Moreover, Kiraz (2002) claim that the pre-service teachers also have some problems with the communication with their mentor teachers whom they can not choose but their schools allocate to them. This study demonstrated that mentor teachers are not as fruitful as they are supposed to be for the professional development of pre-service teachers.

Kiraz suggested that to solve the problem between pre-service teachers and mentor teachers, a more functional up-to-date model should be adopted.

Gürbüz (2006) conducted a research about mentor teachers', teacher educators' and pre-service teachers' own perceptions of pre-service English language teachers during teaching English at practicum and what they can claim weak and strong elements in this process. She also stressed in his study how point of views of these three groups could differ from each other. 30 pre-service teachers, 6 university-based supervisors and 14 mentor teachers took part in the study. In the open-ended questionnaires, the participants of all of the three groups identified the weak and strong points of pre-service English language teachers during their practicum. Gürbüz (2006) analyses the data and claims that all the three parties have similar perceptions about the strong points of pre-service English language teachers. They are regarded to have motivation, ability to prepare material properly and good rapport with students. On the other hand, when weaknesses are investigated, these groups possess different perceptions. The most common weakness denoted both by supervisors and mentor teachers was the insufficient language skills of pre-service teachers. Even though this is striking weakness pointed out both by supervisors and mentor teachers, it is not mentioned by pre-service teachers. These students were rather anxious about problematic students, classroom management and using initiative. They seem not be aware of what skills they

may lack. This study can be significant for receiving feedback in teacher's education programs.

Gürbüz (2006, p.46) claims that "teacher educators might be encouraged to question the effectiveness of feedback sessions and to improve them to provide teacher trainees with a more realistic picture of what they can and cannot do well". Furthermore, her study carries the significance that "it can be worthwhile to give a chance to all parties involved in such programmes to reflect on and compare their perceptions" (Gürbüz, 2006, p. 46).

Another research was conducted by Ekiz and Yiğit (2006) about teacher education model with the participation of the student teachers who are students at various teacher education programs in Turkey. 352 pre-service teachers from different teacher education programs of Social Science Teacher Education, Primary Teacher Education, Science Teacher Education, and Mathematics Teacher Education participated in 36-item survey that was first implemented by the researchers.

Applied science competence-based reflective teacher education models were the favourite models of the participants from different programs. Ekiz and Yiğit (2006) claim that descriptive qualitative researches could be done with the purpose of exploring the reasons for establishing the grounds on which students and teachers choose the models more willingly. Finally, there are plenty of researches conducted in initial teacher education in Turkey to investigate reflective practices.

Many researches were conducted recently to investigate advances in instructional technology in pre-service teacher education. One of the examples could be Asan's study in 2003. His research was to measure the effectiveness of an interactive and self-paced multimedia tutorial program on pre-service teachers' learning experiences. The study was conducted at Karadeniz Technical University where 45 pre-service teachers took part in the study. Two methods of information delivery were the subject of the study: traditional - without a use of multimedia, and modern - with a use of multimedia. The results demonstrate that the participants who had received multimedia treatment achieved deeper understanding to the real-life school environment; hence, they learn better. Asan (2003, p.21) comments on the results of the study state that "using multimedia in teacher education enriches pre-service teachers' learning and provides them with an opportunity to view and critique various teaching methods and classroom activities collectively".

Baran (2007) conducted another study in pre-service teacher education which deals with the two on-line communities of practice. This study is conducted in three different universities in Turkey and the participants of this study were twenty-eight pre-service teachers who took part in on-line course which was a part of their undergraduate course. Baran has created a portal called Professional Development Circle (PDC). With the utilization of this portal, the participants had the opportunity to Exchange their opinions on various video cases recorded in real classroom environments. Following this, for the lessons which were watched throughout semester, they prepared alternative lesson plans. The next stage was related to having on-going discussion about teaching mathematics, including pre-service teachers, in an on-line environment that is not ordinary.

Observation, reports and interviews were the data collection tools throughout this study. With this case study, some valuable implications were found. Baran (2007, pp. 221-222) claims that in teacher education, these on-line environments could be utilized with the aim of implementing real educational setting into teaching environment, making a novel discussion environment in which pre-service teachers could acquire new opinions or viewpoints or assisting them to examine their ideas and feelings in this interactive collaborative environment from both teaching and learning aspects. Baran (2007) also investigated the motivators and barriers in two on-line communities of practice environments. The motivators participated in her research got more responsible, altruistic, self-confident, sociable and sincere in the environment. On the other hand, the factors such as lack of time, being afraid of misdirecting and misunderstood by others, seeing discussions as a part of fight, the Internet access and computer facilities were identified by pre-service teachers as those keeping them away from on-line activity.

Kuzu (2007) conducted another research to examine pre-service teachers' views on blogging as a social interaction in classroom atmosphere. He set up a blog for the class members of the Information Technology in Education-I course and encourage pre-service teachers to post on to this blog throughout a semester that covers his study. The study was carried out at Anadolu University, Computer Education and Instructional Technologies Department and 30 students were the participants in this study. None of the participants had broad prior knowledge about blogging at the initial stage of the study. Participants were exposed to descriptive analysis of the semi-structured interviews. As a result, it was found that most of the pre-service teachers claimed that

blogs are useful to support instruction. Towards the end of the semester, 18 pre-service teachers set up their own blogs. Participants were content and satisfied with the advantages blogs presented them such as on-line access to their topics and related subjects, being able to test what they had learnt in the classroom environment at that week and sharing some materials on-line which is easy and financially attractive. Regarding social interaction, most of the participants claimed that blogging experiences developed their interactions with classmates. They could also meet the classmates whom they had not met previously. Moreover, pre-service teachers denoted another benefit of their blogging system from social interaction perspective which is their interaction with the course instructor. He was easier to access and reach as they had the opportunity to contact and ask for his help out of class. The better communication between the instructor and the participants led to a better mutual understanding making the instructor-participant bond stronger.

Kuzu (2007), basing on the results of his study, claimed that teacher educators could use blogs in order to support instruction and develop social interaction among pre-service teacher education. Blogging can be regarded as an economically attractive facilitator of student-to-student and student-to-instructor relations. Furthermore, he suggested that technological applications should be integrated into teacher education programs more effectively. He also stated that technological and pedagogic infrastructure in Turkey still lack many elements which ought to alter.

Afore-mentioned recent studies reflect the current situation of pre-teacher education in Turkey. In addition, they examine what could be done in order to develop educational practices in teacher education. Technology and the use of internet can be integrated into learning environments more effectively. However, in Turkey, there is still lack of research in the area of ELT. It is hoped that this study could be able to provide implications with regard to the blog use in ELT grammar classes in pre-service teacher education.

2.8. Advantages of Blogging

Use of technology in learning environment is being supported by more and more institutions since until recently, some institutions were attached to traditional methods rather than interlinking and integrate new methods and concept that requires

interpersonal interaction such as Socratic dialogue, small group discussions, collaborative/cooperative learning, brainstorming, etc.) in education.

However, this opinion has changed recently. New communicative technologies proved to be easy to access and economical. Moreover, it is noticed that they are able to remove the barriers of time and place (Bates, 1995; Ozkan, 2011). In addition, when it comes to blogging, although it is even a newer term than technology which has become popular in the very last decades, there is an increasing demand to implement it in education. Oravec (2002, p. 618) supports this idea by denoting “the weblog has many dimensions that make it well suited to students' unique voices”, empowering them, and thus, encouraging them to become more critical and analytical in their thinking. As a consequence, blogging gains more and more importance since it develops many skills in learners.

Darkenwald and Merriam (1982) summarize the conflict about the use of technology as an intentional and informed practice where decisions regarding the application of technologies are made more reflectively and rationally. Teachers should beware of their philosophical position about the use of technologies in the learning process and how they can benefit from technology to facilitate learning process and make it more appealing and permanent.

2.9. Disadvantages of Blogging

Although from the results of the research we could infer that blogging is such a valuable tool of technology for education, there still exist some disadvantages of it. The first problem which could be mentioned is that it is not private, yet public. As everyone allowed in the blog can comment or see the posts of others, this situation may affect individuals differently. Some individuals who are reserved or have less self-esteem are detected not to be fully comfortable with blogging phenomena. A student who lacks self-esteem and confidence can hold the fear of publishing his/ her ideas/ thoughts openly and thus, viewed by others. Furthermore, there may exist some grammatical or syntagmatic mistakes in one's post. This even could be an idiolect or a regional difference, such as a word or an accent. When the individual posts his/ her comment without knowing that it contains some mistakes, he/ she may be embarrassed afterwards.

Secondly, some students during interviews denoted that they do not possess computers/ laptops or internet access. Thus, this is a huge problem for those students.

They have to go out for their assignment which is not a comfortable or easy situation for them. Furthermore, they spend more time and even money for those activities. They need to go to places with computer where they have to pay at either a café or internet café.

Another drawback that students may encounter derives from computers. Computers could be slow or may not have compliance with the programmes or Word version if they began to do something previously at another computer. Thus, this consumes a great deal of time and may discourage student. Moreover, it may cause financial problems to the student in a longer term.

Lastly, if students do not have enough computing skills, it is another reason for a student to spend a great deal of time to utilize blogging. Ozkan (2011) and Popescu (2010) after conducting a research encountered the similar findings as what is found in this study. Although generally blogging in education is quite beneficial, there are some minor drawbacks and she explains her negative findings as “As far as the high amount of time needed, this can be explained by the fact that this experiment was a premiere for the students, so they needed some time to get accustomed with the required tasks and the new collaborative work approach. Finally, exposing one's work, ideas and thoughts to the others may be frustrating for some participants (although usually it has the contrary effect: increased motivation and competitiveness).

2.10. Computer Assisted Language Learning (CALL)

Educational or Instructional Technology term is utilized for the instructions of technological applications. Merrill et. al (1996, pp.5-6) explain this term as “Instruction is a science and that instructional design is a technology founded in this science...A technology for the development of learning experiences and environments which promote the acquisition of specific knowledge and skill by students”. Solomon describes (2000, p.4) as “a confluence of many disciplines including education, communications, the arts and sciences”. As also claimed that “Every significant shift in educational values, goals or objectives has led to diverse technologies of instruction” (Saettler, 2004, p.4), new variations of technological instruments have affects in promoting new ways of thinking, speaking and feeling.

Since pictographs or sign writing to record were invented with the aim of passing their current knowledge to others and to the next generations, new technological

instruments have been utilized for educational purposes at every age (Saettler, 2004). Yet, there has been a constant and great change in technology since the very beginning of the 20th century. In the previous century, there has been tremendous development in instructional technologies in educational radio, film, television digital technologies and Skinner's teaching machine (Saettler, 2004) to computers and finally the advent of the Internet and the World Wide Web (Kelly, 2008). As a result, these advancements have altered tools to be utilized, as well as the way we understand of learning, knowledge, society and even *learning* term means to us (Spohrer, 2000).

As Karagiorgi and Symeou (2005p.24) denotes, "today, learning is approached as a constructive, self-regulated, situated, cooperative, and individually different process". The environment where digital technologies prevail, the need to promote this type of learning also becomes significant (Carroll, 2000). Throughout the recent researches the affects of these new technologies have been examined on numerous aspects of teaching and learning, learner motivation, learning activities and teachers' and learners' perceptions (Bennett & Lockyer, 1999).

Throughout the history of language learning, especially in second or foreign language learning technology of that current time has always been a part of teaching. Audio technologies were predominantly utilized in language learning - one out of four basic skills of learning a foreign language is listening-prior to the advancements of computers. With the advancement in computer technologies, new ways to facilitate language learning have been emerged. Warschauer (1996) considers those new types of technological tools to simplify language teaching and thus divides the history of Computer Assisted Language Learning (CALL) into three phases; behavioristic CALL, communicative CALL, and integrative CALL. Each phase consists of the theories of language teaching and learning. As generally referring to Skinner's teaching machine (Saettler, 2004), in the behavioristic phase of CALL, computer programs had the purpose to grant language learners the possibilities of making drills and practices that basically deal with receptive skills. 1970s and 1980s, when communicative approach was the dominant language teaching approach, more communicative tools were required for the application of this teaching approach which assisted the composition of communicative CALL. Communicative skills and teaching language in context has become significant. Thus, text reconstruction and cloze exercises could be given as the examples of communicative CALL. With the advancements of multimedia computers and the Internet, *integrative CALL* term was proposed. Furthermore, this term basically

contributed crucial applications and renovations to the education. “For the first time, language learners can communicate directly, inexpensively, and conveniently with other learners or speakers of the target language 24 hours a day, from school, work, or home” (Warschauer, 1996).

CHAPTER III

METHODOLOGY

3.0. Presentation

This chapter includes a detailed description of the mixed method employed in this study. Selected research methodology, research design, data collection methods, process of data analysis, researcher's role and trustworthiness of the study will be presented.

3.1. Selected Research Methodology: Mixed Type

This study is a mixed method type design involving both qualitative and quantitative data. Quantitative data was obtained from questionnaire and the qualitative data from blog posts and interview transcriptions. By using triangulation, the researcher tried to validate the current data. As there are some changes in paradigms, in social sciences, qualitative research methodologies have utilized widely (Guba & Lincoln, 2005; Yıldırım & Şimşek, 1999).

Since quantitative research aims to investigate explanatory and universal laws in order to gain reality, qualitative research enables a deeper explanation of the assumed reality that has the nature of being dynamic and sophisticated. Guba and Lincoln (2005, p.212) explain the alteration in paradigm regarding the reality perception as:

“The assumption that there is no single “truth” ... leads us ineluctably toward the insight that there will be no single “conventional” paradigm to which all social scientists might ascribe in some common terms and with mutual understanding. Rather, we stand at the threshold of a history marked by multivocality, contested meanings, paradigmatic controversies, and new textual forms. At some distance down this conjectural path, when its history is written, we will find that this has been the era of emancipation: emancipation from what Hannah Arendt calls “the coerciveness of Truth”, emancipation from hearing only the voices of Western Europe, emancipation from generations of silence, and emancipation from seeing the world in one color”.

As blogs are utilized to examine how beneficial they are for pre-service English language teachers and their beliefs, feelings as well as knowledge should also be examined with the aim of comprehending their viewpoints and perspectives thoroughly. Therefore, this study, regarding its aim, requires an in-depth analysis and explanation of the blogs used by pre-service language teachers. A deeper research is conducted when there is a new technological tool such as blogging, and this may lead to new insights of developing such technologies. Qualitative research methodology is chosen for this study for the aforementioned reasons.

3.2. Participants

The study was conducted with freshman university students in the department of English language teaching at Cukurova University in Turkey. The students in this department are trained to be teachers of English as a foreign language. They complete the four-year undergraduate programme where they receive pre-service teacher training. When the students graduate from the department, they work as English teachers at public or private schools at different levels. Two students out of 48 are of Arabic origin while the rest are all Turkish. The L1 of participants is Turkish. The students' age range is from 19-21, with a mean of 20. Total number of the students that took the questionnaire was 48 and six of them were male. The rest, 42, were female. All of the students graduated from state school. Seven out of 48 graduated from Teacher High School and six of them graduated from Anatolian High School. One of the students indicated that he/she completed his/her education at a Super High School whereas another one filled the education background part as multi-programmed high school. The participants were not asked but three of them pointed out that they were multi-lingual. Most of the participants are graduates of state high school where they received 8 hours of English. Their families are mostly working class parents having a full-time job at state such as police officer, nurse, teacher and etc.

3.2.1. Data Collection Tools

3.2.1.1. Questionnaire

The questionnaire was piloted with twelve pre-service teachers. As a result of this study, the questionnaire and interview questions were designed which are quite

parallel to each other. Moreover, as an observer, I attended classes during the semester and what I inferred at the end of the pilot study rectified what I experienced and observed inside the classroom.

According to the results the reliability of the results was 0.70. Based on the reliability of the questionnaire items, the questionnaire was conducted to the total sample of the study. The questionnaire consists of two parts. In the first part five open-ended questions were inserted. In the second part, 22 statements were prepared based on Likert Scale. The questionnaire was conducted at the end of the term 2011-2012 Academic Year at Spring Term. 30 minutes were allocated to complete the questionnaire. The researcher helped students when necessary during this process. The first part of the questionnaire which included open-ended questions was exposed to content analysis. Comments of the pre-service teachers were perused for recurring themes, and additionally, in order to substantiate the analysis procedure, common themes were later assigned numerical values, and a frequency test was run to identify most commonly occurring themes. Valid percentages were taken into account for data interpretation. A chi-square test was also run in order to observe any significant differences in the dispersion of overall themes, using Statistical Package for Social Sciences (SPSS) v.16.

The second part of the questionnaire involving Likert Scale questions was analysed by using SPSS v.16. and the descriptive statistics were presented.

3.2.1.2. Interview

48 participants of the study were interviewed by the researcher using semi-structured model. Each participant was interviewed in order to observe whether what was stated in the blogs did match the voiced views. The interview, conducted in English, with a total duration of about 326 minutes (approximately 5 to 7 minutes per student), was performed face to face at the end of the semester. During the interviews, the following issues were taken into account.

- One question was asked at a time.
- The interviewer verified unclear responses.
- Students were asked open-ended questions (see Appendix 3).

3.2.1.3. Blogs

48 participants posted their comments on blogs each week in 2011-2012 Academic Year, Spring Term. The participants posted comments 12 weeks. Each week was allocated for a specific grammatical structure (See Appendix 1). This course titled *Contextual Grammar II Course* was lectured by one of the assistant professors at the ELT Department of Cukurova University. The researcher observed each week both class context and blog platform in order to comprehend and involve in the research completely. The instructor of the course gave the researcher a permission to use the class blog so that the researcher could easily reach the comments and analyze her comments regularly.

A content analysis was conducted for all 720 blog comments were analyzed for this purpose. Comments were used for recurring themes, and additionally, in order to substantiate the analysis procedure, common themes were later assigned numerical values, and a frequency test was run to identify most commonly occurring themes. Valid percentages were taken into account for data interpretation. A chi-square test was also run in order to observe any significant differences in the dispersion of overall themes, using Statistical Package for Social Sciences (SPSS) v.16.

contgr-ii.blogspot.com/2012/05/duygu-balo-1n1-orhanpamuk-young-turk.html

Arama

Contextual Grammar-II

Saturday, 5 May 2012

Duygu Balo
1N1

Orhan Pamuk: A young Turk

Dileep Padgossakar, TNN Oct 13, 2006, 06:41am IST

Every year for the past decade or so Orhan Pamuk's name popped up in the list of contenders for the Nobel prize for literature. It scaled a notch or two higher with the publication of each new book. **When the prize eluded him, his admirers, who are legion, consoled themselves with the explanation that the Nobel jury reserved that accolade for writers who were at least septuagenarians.** Pamuk, born in 1952, could afford to wait. This was my impression when my wife and I met the Turkish author over dinner at a restaurant on the island of Heybelada, where he spends the summer months, in August last year. After this meeting, I started to be interested in his works. **And I saw his pieces done without a blemish.**

His collegian looks, volubility and self-deprecating humour taken together were quite out of sync with the image of a Nobel laureate. **In a first encounter, he indeed seemed to lack the gravitas of an avuncular wordsmith.**

However, the work itself suggested otherwise. In his novels and essays, Pamuk emerges as a contemporary writer endowed with uncommon gifts. Critics have placed him alongside the likes of Kafka, Calvino, Borges and Garcia Marquez. When his first novel was published in an English translation 'The White Castle' the New York Times made bold to assert: 'A new star has arisen in the East.' Since then leading critics in America and Europe have spoken about his fiction and non-fiction alike in language that seems close to hyperbole.

In our conversation Pamuk explained in a perfectly matter-of-fact way the possible reasons for his success though he did insist that the success was not only of a critical nature. In his native Turkey his books have been best-sellers and his fame at home was assured long before he earned it abroad. **He told us that in his work he attempted to project a broad historical vision of Turkish society from the Ottoman times to the present but with forms and techniques that were Western and even post-modern.** At the core of his concerns was the dilemma Turkey has faced throughout: how to live in a westernised manner in an essentially non-western country.

While addressing these concerns he had run afoul of secularists and Islamists alike. The former, who swear by Kemal Ataturk's hard secularism, suspected him of harbouring latent sympathies for the religious right while the latter charged that he was an intellectual without roots.

Both, in turn, joined the military and political establishment to revile him for his public stand on two sensitive issues: the 'genocide' of Armenians in the wake of the first world war and the repression of the Kurdish separatist rebellion in the south-eastern region of the country. **(These positions made him seriously trouble later but he escaped a jail sentence by a whisker.)**

We spent some time talking about his visit to India some three years ago which was barely noticed in the Indian media. Pamuk carried vivid memories about it: about many words he had heard which were minor variations of Turkish words but which carried the same meaning; about the similarities he found between the Crawford Market in Bombay and the Grand Bazaar in his native Istanbul; about the 'glorious abundance of humanity' he had seen in Madurai. And he recollected the time his parents took him to watch Hindi films and how Raj Kapoor's Awara in particular had held all of Turkey in absolute thrall.

But India has never figured in his work because, as he told, the history of Turkey has focussed on the West. Its intellectuals never saw it belonging to anything that resembled the East, including the non-aligned movement. All they wanted was acceptance by the West as a country which practised a 'tight' Islam.

But here is some news that is bound to bring cheer to Indians who have lately been discovering the hugely gifted writer: his next novel will say something about Indian films which were a rage in his childhood and adolescence. **He told us that they echoed a sentiment which is the hall-mark of Turkish history and Turkish life: a sentiment called huzun which translates as a deep and abiding melancholy of people trapped between two cultures, life-styles and values.**

RECOGNITION

When the prize eluded him, his admirers, who are legion, consoled themselves with the explanation that the Nobel jury reserved that accolade for writers who were at least septuagenarians. = Tensed Sub. Cl.

And I saw his pieces done without a blemish. = Participle Sub. Cl.

In a first encounter, he indeed seemed to lack the gravitas of an avuncular wordsmith. = To Inf. Cl.

In our conversation Pamuk explained in a perfectly matter-of-fact way the possible reasons for his success though he did insist that the success was not only of a critical nature. = Tensed Sub. Cl.

He told us that in his work he attempted to project a broad historical vision of Turkish society from the Ottoman times to the present but with forms and techniques that were Western and even post-modern. = Tensed Sub. Cl.

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İbrahim alanc literature 1/1

BURCU AVŞAR 1/1 Literature

BURCU AVŞAR 1/1 Free Time
'Admirer'

NEELMAN BLOE 1/1 ARABIC
LITERATURE

SINEM CANER 1/1 2012/7/30
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LITERATURE

SINEM CANER 1/1 Leisure
Activities: The Way To Be

ELÇİN ÇOLUK 1/1 -) SHORT
STORY

BURCU AVŞAR / Pinterest
Time: 16/05/2012, 14

Fatma Alyüz 1/1 Literature

Fatma Alyüz 1/1 Leisure

Duygu Balo 1/1 2012/05/05 - A
Film: Turkish/India

DUYGU ÇEVİK 1/1

AYGÜL AYŞAN 1/1

Zelika DİKEN 1/1 Subordinate &
Literature

MELİS YAGMUR KAVADAR 1/1

Gulşah Baker 1/1 Literature

ZUHAL BAYDUR 1/1

SEYRAN AKŞAN 1/1

Merve Arik 1/1

Simeyye Aldemir 1/1 / Literature
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ZUHAL BAYDUR 1/1

SEYRAN AKŞAN 1/1

Merve Arik 1/1

Simeyye Aldemir 1/1 / Literature
Çağla ÇAĞRI 1/1 Literature

IRVAN BEDİZ 1/1

Ezgi Balo 1/1

► April (44)

► May (153)

► February (68)

Contributors

long canbalat 1/1

Reading Class

► April (44)

► May (153)

► February (68)

Contributors

long canbalat 1/1

Reading Class

İda demir

Simeyye Aldemir

SEVGİ

Sema çetinkaya

İlhan Çetinkaya

Özür Duman

neilhanbalge

Ali EMRE GÖREN 1/1

name

eyüp acar

Zekiye adabali

iran

Figure 1. Blog for the course *Contextual Grammar II*

3.3. The Course

Contextual Grammar Course I and II are freshman courses for pre-service language teacher education departments proposed by YÖK (2009). The course is three hours per week a term. The primary goal of these courses is to make pre-service teachers be aware of English grammatical units' examples and try to make them use language in context. Three different instructors are giving this course at the ELT Department of Cukurova University. For this very aim of the study the instructor utilizing blog in Grammar Course were chosen to be observed and studied to see the effects of blogging in grammar teaching and learning with pre-service language teachers. The instructor of the course prepared a negotiated syllabus including grammatical points to be covered in the Spring Term. Only one targeted grammar point was dealt in each week. After lecturing the students in the class were expected to find authentic texts related to the topic assigned at the very beginning of the term and mentioned in the syllabus and then analyze the context with the aim of highlighting the targeted point of that specific week. The students were also assigned to do self-assessment and peer assesment and post these at regular intervals on the blogs.

Participants are evaluated in according with these criteria: 25% of midterm, 25% of blogs and 35% of final exam and 15% of active participation. The mid term was parallel to what was taught inside the classroom. The instructor followed the order of classroom, the book, *Discovering Grammar* of Lobeck and the syllabus was negotiated with students. For each week the instructor and the students together decided on a topic to deal with each grammatical structure. The instructor dealt with each grammar point for one class hour. The other two hours were allocated to the student task involving recognition and production activities. The participants were expected to bring one authentic article based on the topic they preferred and recognize the targeted grammatical elements in their specific text. As a following activity, they were expected to produce similar structures to the ones in their texts. By this way they could revise the grammar point dealt by instructor and raise their awareness on this specific element. The instructor encourages the students to actively participate in the class by sharing their task with other members of the classroom. 15% of all class work was allocated to active participation. The students were expected to talk about their authentic text and the related task. And after the class, they were all responsible for posting comments on blogs since this blogs task comprised 25% of all course work. Being a part of class

content blogs were perceived as a routine for the students in this classroom. As the participants do their blogging assignments weekly, they revise their recognition skills and utilize production skills. They also expected to use their recognition and production skills during midterm and final exam (see Appendix 4). As it can be seen in course evaluation, they results prove that many students were able to use both of this skills.

3.3.1. Institution

The study was conducted at Cukurova University which is an eminent university in Turkey. Every year following National University Entrance Examination students with high scores are admitted to Cukurova University. The medium of instruction at Cukurova is dominantly English. The Department of Foreign Language Education at Cukurova offers B.A. and PhD programs in English Language Teaching. Students can take courses in four different disciplines which are the English language, English literature, methodology and linguistics. The graduates are expected to work as qualified teachers of English at any level of education institutions since students are educated to become the teacher of both very young learners and adult learners.

3.4. The Design of the Study

The study made use of a mixed method research design since the researcher wanted to verify the qualitative data. In order to verify qualitative data, quantitative analysis throughout SPSS v.16 was conducted.

3.5. Data Collection Procedure

Four instruments were utilized by the researcher in order to obtain pre-service teachers' perceptiona about contextual grammar course: a) Questionnaire b) Face-to face semi-structured interviews c) Blog entries d) Researcher's diary including field notes. The questionnaire consisted of two parts. The first part included open-ended questions and the second part included five-point Likert scale questions (strongly agree=5, agree=4, neutral=3, disagree=2, strongly disagree=1). The first part tried to seek answers to the student perceptions use of blogs in structure courses and simliarily the second part try to figure out students' perception of benefits of blogs. The

questionnaire was piloted with 14 pre-service teachers based on the feedback received from pre-service teachers' instructions were revised in order to clarify the meaning. Some of the vocabularies within items were simplified.

Semi-structured interviews including 8 questions were also conducted with each pre-service teacher to ascertain their thoughts and perceptions about blog use in structure course. The researcher explained the purpose the end the content to each participant and recorded each interview. The time allocated each student was approximately seven to eight minutes. The recordings were transcribed by the help of another researcher in the same department to check the occurring themes. The pre-service teachers were encouraged to express their opinions freely throughout the interview. The interview questions were:

- 1- For which purpose do you think academic blogs are useful/ helpful?
- 2- How about from social perspective/ friendship?
- 3- Do you feel OK/ comfortable with this?
- 4- You have blogging system for your class but do you have any difficulties in using computer or internet access?
- 5- Do you have any other difficulties or complaints?
- 6- Do you think it is fruitful and well- assessed? If not why?
- 7- What changes you think can be done to make blogging better?
- 8- Do you think peer assessment is a good method?

3.5.1. Blogs

The class blog was created at the very beginning of the academic year. In order to post their blogging assignments, students nede to participate in *Contextual Grammar II* course which lasted approximately three hours per week. During classes, they followed the book of A. Lobeck, *Discovering Grammar* which is published by Oxford University Press in 2000. The initial part of the course is rather similar to traditional grammar course in which a book is followed and the instructor explains grammar and the students follow. However, through the classes observed by the researcher, it can be denoted that the participation of the students were so high even though there was no attendance paper. Pre-service teachers are regarded that they comprehend the topic of that week and raise their hands in order to go to the board to do an exercise about the

related grammar topic. The atmosphere is friendly and comfortable. Participants are relaxed and confident during classes as they revise weekly. Due to the fact that they revise regularly, at least they are sure about their knowledge related to previous weeks. Thus, these factors encourage them to participate in the lesson. In addition, the instructor provided a constructivist environment as she was quite open and even encouraging to be corrected by the participants. Hence, some psychological barriers were eliminated automatically and the pre-service students were even appreciated by the instructor that they corrected her. Then, the instructor assigned the pre-service teachers with a topic such as food and health, sports, festivals and etc. The participants found an article about food for example and post this to their blog. In this paragraph, they marked the related grammatical structure which they were expected to that week as their assignments. Then, below the paragraph, they dealt with the structure which they marked in red. They did grammatical classification or what expected them for that week. The rest of the participants were able to review such assignments. The participants of the blog mentioned in this research were limited with the classroom members who were all participants in this study, instructor and the researcher as observation due to the fact that the blog they worked the previous semester crashed and all the information and posts disappeared. These posts were modelled by other participants or at least gave some ideas about what or how to do their assignments. Furthermore, in longer term, this might assist participants to comprehend how different a topic could be interpreted by different individuals. Even though they were in the same class with the same educational level, there came out 48 different articles with various grammatical rules analyzed by the participants. In this respect, it can be said that this factor also emphasizes the constructivist characteristics of this blog, initially referring to the principle of “uniqueness”.

There were 290 blog entries. Each pre-service teacher was expected to post their blog once a week related to each week’s topic (See Appendix 1). The duty of each participant on blog is to find a related topic and analyse targeted structure within that specific article they found. In this article, two major objectives should be accomplished:

- a) Participants are expected to *recognize* targeted grammatical element and then produce similar structure to the ones in their articles. By doing recognition and production work, pre-service teachers are expected to revise the class content throughout blogs by means of peer collaboration.

3.5.2. Field Notes/ Observation

Conducting interviews in detail with the participants might lead insights into participants' ideas, opinions and their experiences. However, involving in the whole process while they take place could direct not only a more accurate indication of those activities but also gives the researcher a possibility to explore unexpected phenomena about the particular case. Therefore, the researcher kept an observation log throughout the semester. She took notes during courses. (See Appendix 2)

Furthermore, researcher followed the blogging process of the participants even though she didn't leave any comments on pre-service teachers' assignments.

The logs the researcher kept was intended to be used when the data was analyzed and interpreted by two coders.

3.6. Data Analysis

“An essential part of research is analyzing the collected data as a means of constructing concepts, testing hypotheses, explainin relationships, calculateing measurements, and making forecasts” (Cargan, 2007, p. 259). In this study both qualitative and quantitave data analysis techinques were utilized since questionnaire, interviews, researcher's diary and the analysis of blogs perfomed as the means of data collection tools. The SPSS v.16 was used for the analyses of the quantitative data. The instrument for the qualitative data collection was Likert- scale. The answers of the each participant entered into the SPSS program with numeric values.

Initially, the researcher read all the texts and then coded the data with the modified version of Ho and Richards' (1993) framework. For the parts of data which require new codes, the researcher made a categorization of those parts of the data and grouped them into similar dimensions, and named them. Then the researcher composed of common themes or patterns among these particular sets of data, and then directly interpreted them. The second rater adopted a similar approach with coding the data by using the same categories and adding new codes to the ones described in the framework. The second rater, however, didn't analyze the whole data. Instead, she analyzed and coded 20% of each participant's randomly selected blog postings. The two raters' results of the data analysis were compared. It was observed that almost 90% of the

codes suggested by two coders matched each other. The coders discussed the different parts and reached a consensus about them.

The Researcher's Role and interviews the quantitative method was applied using SPSS v.16 software in order to analyze the responses. Also thematic analysis was conducted in analyzing themes formulated out of data collection tools.

3.7. Trustworthiness

The term of trustworthiness especially in qualitative research has been argued since the concepts it contains such as validity and reliability can not be regarded as in a naturalistic work. In their qualitative studies, some investigators like Pitts tried to seek answers to such questions regarding validity and reliability. An author such as Guba, who is rather a naturalistic investigator, believed that the four criteria he suggested would assist researchers who pursue trustworthiness. These criteria are:

- a) Credibility (in preference to internal validity);
- b) Transferability (in preference to external validity/generalisability);
- c) Dependability (in preference to reliability);
- d) Confirmability (in preference to objectivity).

These constructs of Guba's are employed by many researchers even though Lincoln in 1990s claimed that qualitative research area is still being developed.

Guba (1981) suggested the following strategies regarding the criteria for validity of the qualitative research with the aim of ensuring the trustworthiness of this qualitative study:

➤ The researcher's prolonged participation

In the methodology part, the role of the researcher in this study was explained. She prolonged her participation in the study in order to overcome distortions generated by her presence, and it was thought that such participation may enable the researcher with an opportunity to test her biases and perception.

➤ Persistent observation

In order to comprehend the case thoroughly, the researcher observed the whole process.

➤ **Reflexivity**

With the purpose of ensuring reflexivity, the researcher observed the classes throughout the semester and kept observation log. In this log, she mentioned about her reflections regularly.

➤ **Presentation of data collection and analysis procedures**

Various data collecting techniques which are applied in this study were explained in the method section in detail. The interviews conducted with the participants were audio-recorded, and then transcribed. The written artifacts of the study which are the participants' blog postings were archived and available on the Internet throughout the study.

The data were coded by two different coders. Following the completion of coding procedure, two coders discussed, examined in detail and reached a consensus for the parts coded in a different way. The views of a competent colleague assisted the researcher ensure the credibility of the research findings.

➤ **The detailed description of the context**

Providing detailed description of the context, the researcher presented descriptive, context-relevant information so that these case studies will assist others to identify with the setting. Thus, transferability of the findings of the study can be ensured.

➤ **Triangulation**

Triangulation is regarded as one of the most common strategies to ensure credibility and confirmability of the qualitative research (Denzin & Lincoln, 2003; Patton, 2002; Stake, 2003). Triangulation which is a process of utilizing multiple methods, data sources, and data collection strategies, "reflects an attempt to secure an in-depth understanding of the phenomenon in question (Denzin & Lincoln, 2003, p.8), and helps to "clarify meaning by identifying different ways the phenomenon is being seen (Stake, 2003, p. 148). Instead of relying only on one data collection method, various data collection methods including pre- and post-study interviews the blog postings, and in-class observation have been employed in this study with the aim of ensuring the trustworthiness and credibility of the research findings.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.1. Introduction

Russell, McPherson & Martin (2001) claimed that at the initial stage of graduate students of ELT department, they may encounter inconsistencies between what they learn in their university education and what is expected from them to be successful in schools. To overcome such difficulties or the challenges they face in their daily practices, they should be encouraged to take risks and learn from their experiences (Yurkiw, 2006). This can only be achieved through constructivist approach on one's actions, eliminating psychological barriers since those help the practitioners analyze and cope with the complex situations (Spalding & Wilson, 2002), spurring self-inquiry and professional development (Farrell, 1999; Pennington, 1995).

In an attempt to comprehend how constructivist approach could be promoted among the pre-service teachers, this current study tried to find out how blogging might be employed for this aim. Many educators all over the world support the practice of constructivism as it focuses on the uniqueness of individuals. Thus, this humanistic approach encourages individuals to participate in learning. In teaching practice, these features assist pre-service language teachers to analyze and solve complex situations that they encounter. Furthermore, with the application of such a humanistic approach, individuals could initially promote self-esteem. Since they believe in uniqueness of each person in the process of learning, they accept and respect each other. After becoming self-aware individuals, pre-service teachers can transfer such perception to their professional development.

Thus, this research was based on a grounded theory in the literature that more authentic constructivist approaches should be utilized with the aim of encouraging pre-service language teachers to engage in a range of conversations with and within themselves, and that blogs as a transformational technology for teaching and learning can facilitate the construction of knowledge through interaction and collaboration with others with a common purpose. Furthermore, it is found out that there are numerous benefits of utilizing such a technological tool to do assignments. All participants took

the the advantage of blog use from different aspects such as improving computing skills, research and Word skills. This study aimed to examine whether the use of blogs based on constructivist approach among pre-service language teachers' perceptions of participants grammar course and language learning.

The results of this study indicate that blogging affects the pre-service teachers' perceptions positively. All of the pre-service teachers are found to be benefited from the use of blogs to a certain extent. From their social interaction to computing skills, each participant is affected by the utilization of blogging in a positive way at the end of the semester.

However, there are difficulties that the participants encountered throughout the study. Lack of internet access and not possessing a computer at home could be mentioned as pitfalls. Even though participants were freshman students, there were some pre-service language teachers who already decided to utilize blogging in their teaching career as a facilitator tool which also proves that they were satisfied by the blogging system.

Moreover, posting blogs, unlimited access to the works of others, to the other participants and the instructor, social interaction and collaboration are found to intensify their sense of belonging to a community and their autonomy as learners.

4.2. Data Results

In this part, descriptive statistics for each item will be presented. The frequency and valid percent results are displayed in tabular form. Chi-square results are also incorporated into the tables.

Table 1

Descriptive Statistics of Item 1

ITEM 1	Frequency	Valid Percent
3,00	7	14,6
4,00	14	29,2
5,00	27	56,2
Total	48	100,0
		Asymp. Sync :002

Based on the descriptive statistics of item 1 (*When I was doing my blogging assignments, I revised.*), the 56.2% of all the pre-service teachers in the study believed blogging enabled them to revise the class content. 29.2% of the participants agreed that blogging affected revising. The small amount (14.6%) of the participants asserted that they were not sure about the revising effect of blogging.

Table 2

Descriptive Statistics of Item 2

ITEM 2	Frequency	Valid Percent
1,00	3	6,3
2,00	4	8,3
3,00	11	22,9
4,00	18	37,5
5,00	12	25,0
Total	48	100,0

Asymp.Sync :003

Item 2 was *I studied daily*. 37.5% of the students agreed that they study daily and thus regularly when they post their blog assignments. 22.9% of pre-service teachers denoted that are not sure if posting blogs also assists them studying daily. 25% of the participants strongly agreed that when they post blogs, they study daily. 8.3% of all pre-service teachers did not support the assertion that through blogging, they study daily. The smallest percentage (6.3%) of the participants strongly disagreed that blogging enables them to study daily and regularly.

Table 3

Descriptive Statistics of Item 3

ITEM 3	Frequency	Valid Percent
3,00	2	4,2
4,00	8	16,7
5,00	38	79,1
Total	48	100,0

Asymp. Sync:000

Item 3 was *it was an advantage before exam as I studied regularly and weekly*. The biggest amount of the pre-service teachers strongly agreed the assertion that posting blogs regularly is an advantage form them before exams. 16.7% of the participants denoted that they also think posting blogs regularly is beneficial for them before they take exams. The smallest percentage (4.2%) of the students who participated in questionnaire are not certain if they have positive affects of blogging regularly before exams.

Table 4

Descriptive Statistics of Item 4

ITEM 4	Frequency	Valid Percent
2,00	2	4,2
3,00	13	27,1
4,00	23	47,9
5,00	10	20,8
Total	48	100,0

Asymp. Sync:000

Item 4, *It improved my vocabulary skills*, is agreed by 47.9% of the participants. 27.1% of pre-service teachers are not sure about the effects of blogging on their vocabulary skills. 20.8% of the participants strongly agreed that blogging improved their vocabulary skills whereas such a small percentage like 4.2% of them disagreed the assertion that posting blogs and finding aricticles to post and thus encountering new vocabulary had no positive effects.

Table 5
Descriptive Statistics of Item 5

ITEM 5	Frequency	Valid Percent
2,00	6	12,5
3,00	2	4,2
4,00	17	35,4
5,00	23	47,9
Total	48	100,0

Asymp.Sync :000

Almost half of the pre-service students, 47.9% of them, strongly agreed that *blogging improved their general knowledge*. The following percentage was 35.4%, where participants agreed that their general knowledge was improved when they utilized blogging. 12.5% of them do not agree about the improvement of their general knowledge through blogs whereas 4.2% of the pre-service students are not sure about the effects of blogs.

Table 6
Descriptive Statistics of Item 6

ITEM 6	Frequency	Valid Percent
4,00	17	35,4
5,00	31	64,6
Total	48	100,0

Asymp.Sync :043

Item 6, *I know how to search for an article*, is marked by participants in two positive ways. 64.6 of the participants claimed that they strongly agreed and 35.4 of them agreed the improvement of them about how to search an article.

Table 7
Descriptive Statistics of Item 7

ITEM 7	Frequency	Valid Percent
2,00	1	2,1
3,00	8	16,7
4,00	13	27,1
5,00	26	54,1
Total	48	100,0

Asymp. Sync:000

Item 7 was *I know where I should search for an article now*. 54.1% of the pre-service students strongly agreed that when they search for an article, they learnt where to search and how to search. 27.1% of the participant agreed this assertion where as 16.7% of them were not sure about what to comment. The smallest percentage (2.1%) of the participants do not agree that the research they did to post their blogs didn't alter their their habit of research.

Table 8
Descriptive Statistics of Item 8

ITEM 8	Frequency	Valid Percent
1,00	9	18,8
2,00	8	16,7
3,00	18	37,4
4,00	11	22,9
5,00	2	4,2
Total	48	100,0

Asymp. Sync:008

Item 8 was *blogging improved my friendship as I check my assignments with my friends before posting* and majority of the participants (37.4%) were not sure about the affects of this item. 22.9% of the participants agreed that when they utilized blogging, their friendship improved as there was cooperation. 18.8% of the pre-service teacher strongly disagree with this assertion and 16.7% of them barely disagreed. However,

4.2% of the participants strongly agreed that posting blogs improved their friendship as they cooperate and exchange opinions on their assignments.

Table 9

Descriptive Statistics of Item 9

ITEM 9	Frequency	Valid Percent
1,00	9	18,8
2,00	9	18,8
3,00	13	27,0
4,00	12	25,0
5,00	5	10,4
Total	48	100,0
Asymp.Sync :395		

Item 9 was *I felt tense with the idea that somebody may correct my assignments* and there were different replies to this item. The majority of the participants (27.0%) asserted that they can not claim something certain. 25% of the participants agreed that they feel tense when their posts are commented by others. 18.8% of them strongly disagreed and the same amount of the participants also only disagreed. 10.4% of the pre-service students strongly agreed this assertion.

Table 10

Descriptive Statistics of Item 10

ITEM 10	Frequency	Valid Percent
1,00	22	45,8
2,00	6	12,5
3,00	3	6,3
4,00	10	20,8
5,00	7	14,6
Total	48	100,0
Asymp. Sync :000		

Item 10 was *I had difficulties when I was using computer*. The majority of the participants (45.8%) denoted that they had almost no difficulties with computing skills since they marked “strongly disagree”. 20.8% of the participants agreed that they had difficulties with using computer. 14.6% of them strongly agreed that the use of computer caused some difficulties. 12.5% of them marked disagree which means that using computer made almost no difficulties for them whereas 6.3% of them were not sure about what to say.

Table 11

Descriptive Statistics of Item 11

ITEM 11	Frequency	Valid Percent
1,00	18	37,5
2,00	9	18,8
3,00	6	12,5
4,00	4	8,3
5,00	11	22,9
Total	48	100,0
Asymp. Sync :016		

In the analysis of the item 11 which was *I had difficulties to access to internet*, there is not a dominant reply. The majority of the participants (37.5%) strongly disagreed this sentence most probably because of internet access at home. 22.9% percentage follows the majority which is, on contrary, “strongly agree”. 18.8 % of the pre-service teachers disagree with this assertion while 12.5% of them were not sure. Finally, 8.3% of the participants agreed that they had difficulties to access to internet.

Table 12

Descriptive Statistics of Item 12

ITEM 12	Frequency	Valid Percent
1,00	13	27,0
2,00	7	14,6
3,00	8	16,7
4,00	12	25,0
5,00	8	16,7
Total	48	100,0
Asymp. Sync :551		

Item 12 is another negative item which is *it took too much time to prepare blogging assignments*. 27.0% of the participants claimed that they strongly disagree with this sentence whereas the second highest percentage (25.0%) belongs to the option of “I agree”. 16.7% percentage is obtained from the options of both “strongly agree” and “not sure.” 14.6% of the pre-service language teachers disagree with the assertion that they spend too much time to prepare blogging assignments.

Table 13

Descriptive Statistics of Item 13

ITEM 13	Frequency	Valid Percent
2,00	2	4,2
3,00	5	10,4
4,00	12	25,0
5,00	29	60,4
Total	48	100,0
Asymp. Sync :000		

I think it was useful was the item 15 and the majority of the participants (60.4%) strongly agreed with this sentence. 25.0% of them only agreed and 10.4% of the pre-service teachers were not sure if blogging was useful. The smallest percentage (4.2%) of them disagreed with the idea of blogs being useful.

Table 14

Descriptive Statistics of Item 14

ITEM 14	Frequency	Valid Percent
1,00	2	4,2
2,00	3	6,3
3,00	4	8,3
4,00	11	22,9
5,00	28	58,3
Total	48	100,0
Asymp. Sync :000		

Item 14 was *I think it was advantageous*. Majority of the participants (58.3%) strongly agreed that blogging experience was advantageous for them. 22.9% of the pre-service teachers agreed the advantaged of blogging. 8.3% of the participants were not sure if blogging was advantegous for them. 6.3% of pre-service teachers disagreed and 4.2% of them strongly disagreed the advantages of blogging.

Table 15

Descriptive Statistics of Item 15

ITEM 15	Frequency	Valid Percent
1,00	1	2,1
3,00	4	8,3
4,00	13	27,1
5,00	30	62,5
Total	48	100,0
Asymp. Sync :000		

Item 15 asserts that *I learnt how to use blogging*. The highest percentage was 62.5% of the participants who strongly agree. 27.1% of the pre-service teachers solely agree with this and 8.3% of them were not certain about this sentence. Lastly, 2.1% of the participants strongly disagreed with this idea.

Table 16

Descriptive Statistics of Item 16

ITEM 16	Frequency	Valid Percent
1,00	7	14,6
2,00	5	10,4
3,00	8	16,6
4,00	14	29,2
5,00	14	29,2
Total	48	100,0
Asymp. Sync :125		

I received feedback was item 16 and as can be understood from numbers, there is not a dominant percentage. %29.2 of the participants both agreed or strongly agreed with receiving feedback during their blogging experiences. 16.6% of the pre-service teachers claimed they are not sure and 14.6% of them strongly disagreed. A small amount of participants (10.4%) solely disagreed that they received feedback when they used blogs.

Table 17

Descriptive Statistics of Item 17

ITEM 17	Frequency	Valid Percent
1,00	6	12,5
2,00	3	6,2
3,00	16	33,4
4,00	11	22,9
5,00	12	25,0
Total	48	100,0
Asymp. Sync :027		

Item 17 was *the feedbacks I receive improved me a lot* and 33.4% of the participants were not sure what to say about this assertion. 25.0% of them strongly agreed and 22.9% of them only agreed. 12.5% of the pre-service teachers strongly disagreed and in addition, 6.2% of them disagreed.

Table 18

Descriptive Statistics of Item 18

ITEM 18	Frequency	Valid Percent
1,00	2	4,2
2,00	6	12,5
3,00	12	25,0
4,00	18	37,5
5,00	10	20,8
Total	48	100,0
Asymp. Sync :004		

From time to time, assignments of others assisted and conducted me was item 18. 37.5% was the highest percentage which confirms the agreement of the participants to this idea. 25.0% of the participants were not sure and 20.8% of them strongly agreed that when they examined the assignments of the others, it was beneficial for them. 12.5% of the pre-service teachers disagreed with this assertion and 4.2% of them strongly disagreed.

Table 19

Descriptive Statistics of Item 19

ITEM 19	Frequency	Valid Percent
1,00	4	8,3
2,00	3	6,2
3,00	7	14,6
4,00	19	39,7
5,00	15	31,2
Total	48	100,0
Asymp.Sync :000		

Item 19 was *when I had troubles with comprehending the topic, I checked the examples of my friends*. This item is like a confirmation of the item 18. 39.7% of the pre-service teachers agreed that when they have problems with their assignments of blogging, they check the examples of others. 31.2% of them strongly agreed with this.

14.6% of the participants were not sure about this assertion whereas 6.2% of them strongly disagreed. Finally 6.2% of them disagreed that the blog posts of others did not assist them.

Table 20

Descriptive Statistics of Item 20

ITEM 20	Frequency	Valid Percent
1,00	2	4,2
2,00	5	10,4
3,00	8	16,7
4,00	16	33,3
5,00	17	35,4
Total	48	100,0
Asymp. Sync:001		

Item 20, which is *Blogging improved my Word skills*, is related to a skill which can be developed and it seems the majority of the participants achieved this. 35.4% of them strongly agreed that their Word skills improved and 33.3% of them agreed with this. 16.7% of the participants were not sure if they improved their skills and 10.4% of them disagreed. Finally 4.2% of them strongly disagreed with this sentence.

Table 21

Descriptive Statistics of Item 21

ITEM 21	Frequency	Valid Percent
1,00	1	2,1
2,00	3	6,2
3,00	11	22,9
4,00	20	41,7
5,00	13	27,1
Total	48	100,0
Asymp. Sync :000		

Blogging improved my Reading skills was item 21. Most of the participants (41.7%) agreed that when they tried to find appropriate articles for their assignments, they improved their reading skill. 27.1% of them strongly agreed with this whereas 22.9% of the participants were not sure about the effects of blogging on their reading skills. 6.2% of the pre-service teachers disagreed and 2.1% of them strongly disagreed with this assertion.

Table 22

Descriptive Statistics of Item 22

ITEM 22	Frequency	Valid Percent
1,00	4	8,3
2,00	3	6,2
3,00	7	14,6
4,00	16	33,3
5,00	18	37,6
Total	48	100,0
Asymp. Sync :000		

The last item of this part was *blogging improved my Writing skills*. 37.6% of all the pre-service teachers strongly agreed with this sentence. 33.3% of them agreed and 14.6% of the participants were not sure. 8.3% of them strongly disagreed whereas 6.2% of the participants disagreed that throughout posting blogs, their writing skills didn't improve.

Table 23

Descriptive Statistics of Item 23

ITEM 23	Frequency	Valid Percent
Revision	34	16.7
Peer Evaluation	24	11.8
Technology	21	10.3
Self-evaluation	19	9.3
Lexicon knowledge improvement	13	6.4
Recognition Skills	15	7.4
Production Skills	12	5.9
Research Skills	11	5.4
Reading	10	4.9
Writing	8	3.9
Asymp. Sync :000		

This item mirrors answers to the following question: *What is the use of blogging in your contextual grammar course?* And it is observed that there is a statistical difference among the themes. Majority of the participants (16.7%) mentioned that blogging was very effective in *revising* language work. The theme with the second highest percentage was *peer evaluation* with 11.8%. The participants perceived blogs as a platform to collaborate and perform peer evaluation. 10.3% of the participants denoted that blogs enhance their technologic knowledge and its application. Since technology is a part of reality in the 21st century, the participants may have come up with such a common concept as technology. 9.3% of the pre-service students denoted that blogging assisted to enhance their self-evaluation since they could receive feedback. %7.4 of the participants think blogging was useful to improve their recognition skills. Lexicon knowledge improvement was marked by 6.3% of the participant since when they read a lot of articles to choose and post, they subconsciously encounter many grammatical structures which they later use. 5.9% of them assert that they improved their production skills as they produced many sentences to post as their assignments. 5.4% of the participants claimed that their research skills are better now as they had to do a lot research to find the appropriate article. 4.9% of them improved their reading skills and 3.9% of them enhanced their writing skills.

Table 24

Descriptive Statistics of Item 24

ITEM 24	Frequency	Valid Percent
Access to Internet	11	16.7
No problem	26	39.4
Technical problems	12	18.2
Find appropriate articles with the week's topic	6	9.1
Time consuming	8	12.1
Asymp. Sync :000		

The second question - *Do you have any difficulty in posting blogs?* – was responded in the following way. The majority of the pre-service teachers mentioned that they had no problem during their use of blogs. 18.2% of them encountered technical problems whereas 16.7% of the participants had problems with the access to the internet. 12.1% of them claimed that it was time consuming and probably those are the students who do not have computers or internet Access. Lastly, 9.1% of pre-service teachers experienced difficulties in finding appropriate articles with he week's topic which we can partially relate to lack of knowledge of where and how to search.

Table 25

Descriptive Statistics of Item 25

ITEM 25	Frequency	Valid Percent
No suggestion, OK	31	81.6
Find simple topics	4	10.5
Provides with Internet access	1	2.6
Continuous teacher feedback	2	5.3
Asymp. Sync :000		

Item 25 asks *What are your suggestions regarding blog use in your grammar course?* And the majority of the participants (81.6%) claimed that they had no suggestions and everything is fine. 10.5% of the pre-service teachers suggested finding

simple topics. 5.3% of them asked for the continuous teacher feedback and 2.6% of the participants put forward providing with internet access.

Table 26

Descriptive Statistics of Item 26

ITEM 26	Frequency	Valid Percent
Read new articles, improving reading	18	20.0
Improve vocabulary	14	15.6
Listen to lectures, create blogs accordingly	7	7.8
Recognize grammatical terms	18	20.0
Improve world knowledge	33	36.6

Asymp. Sync:000

What is the advantage of blogging in your recognition of the targeted structure? Was analysed and item 26 is composed of the results. The majority (36.6%) claimed their knowledge of world improved. 20.0% of the participants both denoted that they read new articles and improved their reading and another same amount claimed they recognized some grammatical terms. 15.6% of the pre-service teachers improved their vocabulary and finally 7.8% of them listened to the lectures and created blogs accordingly.

Table 27

Descriptive Statistics of Item 27

ITEM 27	Frequency	Valid Percent
Make creative sentences	14	9.7
Improve active vocabulary	19	13.4
Use creative language in writing	12	8.3
Use accurate language	11	7.6
Make advanced level sentences	13	9.0
Write coherently	15	10.4
Correct own mistakes, rewrite	30	20.8
Give peer feedback	30	20.8
		Asymp. Sync :.001

Item 27 seeks an answer to this question: *What is the advantage of blogging for your production of the targeted structure?* 20.8% of the participants both claimed that they corrected their own mistakes and rewrote and gave peer feedback. 13.4% of the pre-service teachers claimed the advantages of blogging regarding production in the targeted language as an improvement of active vocabulary. 10.4% of them interpreted this as writing coherently and 9.7% of the participants made creative sentences. 8.3% of the participants used creative language in writing and the smallest percentage (7.6%) of the participants claimed they use accurate language for the production in the targeted language via blogs.

4.3. Data Results

4.3.1. Research Question I: *What is The Influence of Blog-Based Grammar Instruction on EFL Pre-Service Teachers' Classroom Performance?*

The participants denoted that they find using blogs quite beneficial. They denoted 10 positive themes whereas the negative themes they mentioned were solely 4. They revised what they did in the class to post their blogs. And as they study regularly, they comprehend each subject fully and this gives them self-confidence in the classroom. Thus, they had stimuli to enjoy class hours. They feel competent and they

cherish it. As Karagiorgi and Symeou (2005) states, “Today learning is approached as a constructive, self-regulated, situated, cooperative and individually different process” (p.24). In a blog-based environment, they feel confident and they are able to be unique when they produce what they have learnt inside the class. They can reach their instructor and classmate 7 days 24 hours as there are no limits on the Internet. They can also notice how differently a subject can be discussed and this can broaden their horizons.

As they produce some assignments basing on their knowledge, they also improve another production skill of languages which is writing. Excerpt 1 support this assertion:

Excerpt 1:

I improved my writing skills as when I search for an article, I came across with new verb phrases and linkers. Then I used them when I am writing something. Furthermore, after some time, I noticed that I started to write similar to the texts that I have viewed (S 7).

With the aim of producing, the participants are initially expected to understand fully. To achieve this, they should recognize what they are going to work on. Figure 2, 3 and 4 illustrate some examples how they recognize and produce.

The figure consists of three screenshots of a web browser displaying a blog post. The browser's address bar shows the URL: contgr-ii.blogspot.com/2012/02/seyran-askan-111_29.html. The page title is "Contextual Grammar-II".

First Screenshot: Shows the top of the page. The date is "Wednesday, 29 February 2012". The main heading is "SEYRAN AŞKAN 111". Below it, the category is "Food & Health". The text begins with: "Browse here for issues relating to food as it affects our children's health, from childhood through to old age. We aim to put new and existing research into perspective and most important of all, keep a common sense view on how science should or should not influence what we eat and what we feed our children. Above all food should be enjoyed and so a healthy diet must remain pleasurable and easy to achieve. These pages include useful information to help guide healthy and enjoyable food choices".

Second Screenshot: Shows the middle section of the text. It continues: "It would be difficult not to be aware that our children's diets are a serious cause for concern, given the recent publicity through the media. There have been a number of reports highlighting the unhealthy state of children's diets and the media can be congratulated for taking the issue seriously and helping to raise awareness across the nation. **National surveys(NS)** have highlighted the problem of children's food and exercise patterns. New research findings that reinforce the crucial links between diet, lifestyle and health are regularly published these days. Alongside the science are the frightening statistics concerning **obesity rates, heart disease, cancer** and most recently, **types II diabetes**. The basic link between lifestyle and health is no longer in question, but the best ways to go about improving".

Third Screenshot: Shows the bottom section of the text and a list of related posts. The text continues: "We have known for some time that the increasing rates of **obesity** over the last 30 years are more closely related to TV viewing figures (hours/week) and the number of cars per household, than to how much we eat. It has now become a high profile media issue, with the slimming industry experiencing major growth. The fact is our energy and fat intake has reduced, however energy expenditure has reduced by even more – hence a net increase in weight over time. (Prentice & Jebb, 1995). Even more disturbing is the revelation that type II diabetes is now occurring in children as young as 13. **Type II diabetes** is increasingly common in overweight older adults, who are at significantly increased risk of developing the disease, although until now, it has been rare in children. If current obesity trends continue, type II diabetes is likely to affect more children, who consequently will be more susceptible to premature cardiovascular disease. For many years now it has been recognised that physical activity has a beneficial role to play in protecting our health, particularly from heart disease and even some cancers. It is only recently however that the full effects of physical activity and it's relationship to our health, particularly in old age have been studied to any great degree. This is significant since as a society we have become more sedentary (less active) than ever before, with modern technology doing increasing amounts of work that previously ensured we flexed our muscles and used up calories through the movements required to do the jobs directly ourselves! – yes, unfortunately washing dishes whilst standing at the sink does our health far more good than watching TV after loading the dishwasher!".

The list of related posts includes: "NIDA DEMİR CookingUtensilsn Gaziantep, rather tha...", "NIDA DEMİR Cooking Utensilsn Gaziantep, rather th...", "Melis Yağmur KAVADAR 111 FOOD & HEALTH", "DERYA BOZKURT 111", "ZELİHA DİKEN 111 FOODS AND HEALTH", "GÖKHAN SABİT 111", "SEVGİ CANBOLAT 111", "MERVE ZİLE 111 FOOD AND HEALTH", "Tuğçe AKKOYUN 111 FOOD & HEALTH", "AYGÜL AYRAN 111", "DERYA KAN 111", "SİNEM CANER 111 Food, Nutrition & Health Over...", "Fatma Nur DOĞAN 111", "Sümeyye AKDEMİR 111 / Food & Health", "NESLİHAN BİLGE/HEALTHY FAST FOOD", "Vildan BALABAN 111 - FOOD AND HEALTH", "MERVE ZİLE 111 AMBIGUOUS SENTENCES", "Ezgi Balci 111".

Figure 2. Blog for the course *Contextual Grammar II*

In this figure, the participants are expected to find a text about health and then to identify the following: blending words, acronyms, compound words and morpheme analysis. Each of the participants tried to do morpheme analysis about each word in the text. Here in this figure above, morpheme analysis is depicted on student blog. The participants rewrite the text to obtain words related to the grammatical structures that will be worked on. Furthermore, the participants add some sentences or omit some paragraphs to get the ideal text for their use.

The screenshot shows a web browser window displaying a student blog. The main content area features two identical syntactic tree diagrams for the sentence "The landlord painted the walls with cracks." The first diagram is labeled "3-The landlord painted the walls with cracks." and the second is labeled "4-The landlord painted the walls with cracks." Both diagrams show a hierarchical structure starting with the root node 'S', which branches into 'NP' (Noun Phrase) and 'VP' (Verb Phrase). The 'NP' branches into 'det' (determiner) 'the' and 'noun' 'landlord'. The 'VP' branches into 'v' (verb) 'painted' and another 'NP'. This second 'NP' branches into 'det' 'the', 'noun' 'walls', and 'PP' (Prepositional Phrase). The 'PP' branches into 'P' (preposition) 'with' and 'noun' 'cracks'. The browser's address bar shows the URL 'contgr-ii.blogspot.com/2012/02/v-behaviorurldefaultvml.o.html'. The taskbar at the bottom includes icons for Windows, TEZ, Data-Analysis, Skype, Contextual..., Windows LI..., ABSTRACT..., Data-Analysi..., Blog-MA.pd..., and the system clock shows 11:28 on 27.07.2012.

Figure 3. Blog for the course *Contextual Grammar II*

In this figure the student did syntactic analysis of an ambiguous sentence “*The landlord painted the walls with cracks*”. The participant tried to draw a tree diagram of this specific sentence.

The figure displays three sequential screenshots of a Blogger blog page. The top screenshot shows the main content of a post titled "DERYA KAN 111" with the sub-heading "LEONARDO DA VINCI INVENTIONS". The text discusses Leonardo da Vinci's inventions, including flying machines, springs, and war machines. The middle screenshot shows the same text with grammatical annotations: "1. was SEM:stative M:suppletion S:VP=V+NP", "2. possessed SEM:action M:V2 past S:VP=V+NP", "3. led SEM:action M:suppletion S:VP=V+PP", and "4. came SEM:action". The bottom screenshot shows the comments section with four comments from users 'ezgi balci', 'Derya Kan', 'imran', and 'ezgi balci', along with their replies.

Contextual Grammar-II
Sunday, 11 March 2012

DERYA KAN 111

LEONARDO DA VINCI INVENTIONS

Many of us know that Leonardo Da Vinci was a brilliant artist with celebrated and poignant masterpieces such as the Mona Lisa, The Vitruvian Man and The Last Supper. These works have resonated within circles of art lovers for centuries, and their true meanings are debated in classrooms, cafes and art galleries all over the world. Aside from his masterful, artistic talent, Da Vinci also possessed an acute scientific mind that he put to good use by inventing and reinventing dozens of contraptions. However, Leonardo Da Vinci inventions have been somewhat overlooked and one might be pleasantly surprised to discover some of the ideas that have sprung from this artist's mind.

Flying Inventions
Leonardo Da Vinci's fascination with machines began when he was merely a boy. His earliest sketches depict the inner workings of various machines from his era. Eventually, his creativity led to the outlines of flying machines, weapons and musical instruments. Leonardo first became enamored with the idea of flight in the 1480s. He designed what is called the ornithopter flying machine. Although the invention never came to fruition during his time, many believe that the helicopter was indeed inspired by Da Vinci. His creations may also have given rise to today's hand glider and parachute.

Springs and Things
Da Vinci inventions were diverse. He is credited with creating one of the first primitive alarm clocks, a contraption based on the flow of water. A thin stream of water would drip from one container to another until the second container was full, at which time the legs of the sleeping Da Vinci would be lifted by a combination of pulleys and gears, hence rousing him awake. Although never actually constructed, Da Vinci designed a crane capable of moving large boulders effortlessly and efficiently, most likely intended for gathering stones from a quarry.

War Machines
Leonardo Da Vinci inventions encompass the ordinary as well as the fantastic. He has been credited with designing the first war tank. It had to be moved with cranks by the hands of men or could be pulled by horses. The one major flaw in Da Vinci's design was that the front and back wheels were made to turn in opposing directions. Rumors have it that this phenomenon may have been intentional as Da Vinci was believed to be an anti-war individual. He took the makings of slingshots, crossbows and other hand-held weapons and worked on improving their functionality. He fashioned a short-range catapult that, although not far-reaching, was easier and quicker to load than any gun of that time. Committing many of his sketches to paper, it is rumored that Da Vinci had dozens of journals that depicted his fantastical ideas - most of which might have been viewed as foolhardy.

1. was SEM:stative
M:suppletion
S:VP=V+NP

2. possessed SEM:action
M:V2 past
S:VP=V+NP

3. led SEM:action
M:suppletion
S:VP=V+PP

4. came SEM:action

Posted by Derya Kan at 15:49

4 comments:

ezgi balci 14 March 2012 19:56
It's good article and I could not find any mistakes :)
Reply

Derya Kan 14 March 2012 20:57
Thank you for your comment :)
Reply

imran 16 March 2012 02:36
ezgi :) these articles are not created to find mistake.and Derya I like your blog :)
Reply

ezgi balci 16 March 2012 19:39
yes I know dear imran :) I mean It has been done perfectly and it is free of defects and faults...
Reply

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2012 (290)
May (25)
April (44)
March (153)
NESLIHAN BILGE 1N1/ICE CREAM
NESLIHAN BILGE 1N1 /The Legend of St. Valentine
Nida demir 1n1 AbstractsThis article analyses the ...
GOKHAN SABIT 1N1__ POLITICS
DUYGU CEVIK 111

Figure 4. Blog for the course *Contextual Grammar II*

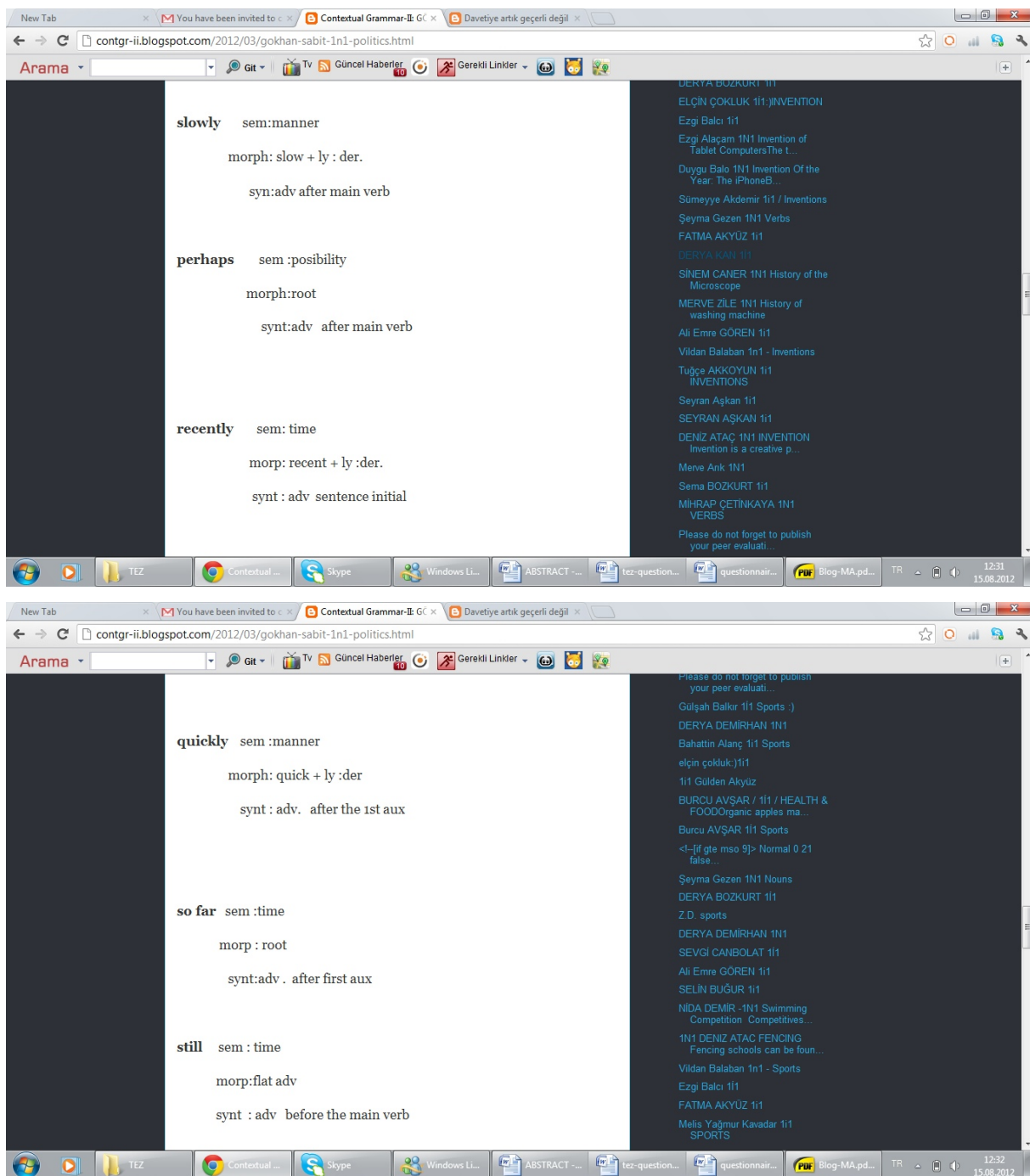


Figure 5. Blog for the course *Contextual Grammar II*

4.3.2. Research Question II: *What Are The Students' Opinions about Advantages of Blog-Based Grammar Instruction?*

Computers and technology play a vital role in our lives and they have become an inseparable part of classrooms (Carrier, 1997; Dudeney, 2000; Warschauer, Healey, 1998; Zorko, 2009). They ought to be interegrated into educational applications and

adapted into lesson plans appropriately in order to fulfill recent requirements (Sharma& Barrett, 2007). Table 28 demonstrates the statistical results of the positive themes of blog use obtained after the analysis of data through SPSS v. 16;

Table 28

Descriptive Statistics of Item 28

Positive Themes	Frequency	Valid Percent
Regular Study	41	12.6
Lexicon Improvement	23	7.1
Culture	21	6.5
Recognition Skill Improvement	31	9.5
Peer Cooperation	28	8.6
Peer feedback	33	10.2
Modelling	55	16.9
Writing Improvement	29	8.9
Preparation fort he Midterm and Final Exams	38	11.7
Computing Skill Improvement	26	8.0
		Asymp.Sync :001

As this table demonstrates, 16.9% of the participants denoted that modelling each others' work is the most beneficial part of blogging for them. 12.6% of them claimed that blogging enabled them to do regular study. 11.7% of the pre-service teachers had the advantage of posting blogs regularly by being prepared for the midterm and final exams. 9.5% of the participants claimed blogging enhanced their recognition skills whereas 8.9% of them claim the same enhancement for their writing skills. 8.6% of the participants regard the advantage of blogging as peer cooperation and 8.0%of them do it as computing skill improvement. 7.1% of the participants mentioned that

they improved their lexicon knowledge whereas 6.5% did it with their cultural knowledge.

In addition to this the Table 28, the results of data analysis, interview and the researcher's observations indicate that participants found blogging rather beneficial. They pointed out that they developed their technological skills, research skills, Word skills, peer assessment and thus social collaboration. The use of blogging in *Contextual Grammar II* course broadened their horizon.

Most of the participants improved their research skills which were item 6 and 7 in the methodology part. The sentence is almost repeated to order to ensure credibility. All participants claimed that they know where to search for an article now furthermore; this item has the highest percentage of acceptance where participants only agreed or strongly agreed. This is also the most homogenous distribution among item analysis. The following excerpt could be given as an illustration of these opinions:

Excerpt 2:

Our instructor directed us to some search engines where we can easily access to articles. We became familiar with some web pages of the newspapers, like The Guardian. I directly go and search for an article there. I can make my topic more specific now and focus on what I should search (S 13).

Secondly, it is found that they studied regularly and revised weekly in order to post their assignments to blog which is open to all class members and the instructor. After interviews and my observations, as a researcher I can say that most of the participants gave extra care to their blogs posts since all of their classroom members would be able to see their posts. In addition, in order to post, they had to revise what they learnt that week in the class. Excerpt 3 reinforces these opinions:

Excerpt 3:

As you know, first of all, a university student never studies regularly. Normally, we come and throw our books and notebooks but when we are preparing our blogs, we open our books and notebooks and check what we did this week in the class. In order to post our blogs, we need revise weekly. We have to comprehend the subject fully (S 9).

41 out of 48 participants claimed that they revised regularly which was also an advantage for them before exams. Kennedy (2002) claims that “unlike most web sites which generally combine static and dynamic features, a blog is produced with an active writer in mind, one who creates in an on-line writing space designed to communicate an identity, a personality and importantly, a point of view (http://www.techlearning.com/db_area-/archieves/TL/2003/02/blogs.php) which is similar to our findings. Oravec (2002) gave the similar idea that “the weblog has many dimensions that make it well suited to students’ unique voices”.

33 out of 48 pre-service students agreed or strongly agreed with the assertion that blogging improved their vocabulary skills. As they read many texts in order to find the appropriate article which also attracts them as they were free to find it, they encountered many new vocabulary. Sometimes because of curiosity, sometimes because of necessity, they tried to find out what did that new word mean. Thus, their vocabulary knowledge improved. 33 of them asserted that their reading skills also improved due to the fact that they read many texts. Excerpt 4 supports the findings:

Excerpt 4:

We read a lot of articles to prepare our blog assignments. Meanwhile, as we read a lot, we learnt “skimming” and “scanning”. I also read the texts of my friends from time to time if the title is interesting for me. I learn new vocabulary and reading fast (S 27).

Majority of the participants, 40 out of 48, denoted that during finding the appropriate article which they like, they read a lot of things. They chose an article they like and they think that reflected their personality and likes. Hence, they read, encounter and learn about world, news, culture etc. After finding the correct article, participants sometimes re-wrote those paragraphs in order to fulfill the grammatical structural needs of that week. Thus, as 34 out of 48 of them confirmed, their writing skills also improved which is also approved by Kennedy (2003) as “Blogs have the potential to enhance writing and literacy skills while offering a uniquely stylized form of expression.”

18 out of 48 pre-service teachers were not sure if blogging improved their social interaction in a positive way. 13 of them found blogging effective in social interaction and collaboration in a positive way whereas 17 of them disagreed with this sentence. Baran (2007) found out the similar results after her research that factors such as lack of time, being afraid of misdirecting and understood by the others and regarding

discussions as a part of a fight kept pre-service teachers away from being active online. However, as in excerpt 5, there were some participants who really benefitted from peer collaboration:

Excerpt 5:

When I can no understand a topic fully, I ask a friend to explain it to me. Then, I can do my assignment. This improves our friendship. First, I had tried to do it on my own but I wasn't successful. Then I asked my friends to help me. I study with my friends in the dormitory. At least I ask them to check my work. We see what we all did and compare and share our ideas. If there is a topic that one of us understood but the rest did not, this friend explains to all of us (S 34).

Majority of the participants, 41 out of 48 thought that the use of blog was useful and 39 of them found it generally useful. A vast majority of participants 43 out of 48 claimed that they learnt how to use blogging even though some of them had had some difficulties at the beginning. This is the second most homogenous distribution. 28 out of 48 participants received feedback on blogs and 13 of them regarded blogging as something that improved them whereas 13 of the participants were not sure about this assertion. As Karagiorgi and Symeou (2005, p.24) states "Today learning is approached as a constructive, self-regulated, situated, cooperative and individually different process". Barlett-Bragg (2003) also supports this idea by expressing her observations about blogs as an effective tool of learning journals via which students are able to make progress towards self-directed learning that enables a deeper and more effective learning.

28 out of 48 participants also claimed that from time to time the assignments of the others directed them. However, 12 out of 48 pre-service teachers were not sure about this sentence. 34 out of 48 agreed or strongly agreed on a similar assertion asked to ensure credibility which was *When I had troubles with comprehending the topic, I checked the examples of my friends*. Excerpt 6 and 7 demonstrate how the participant benefitted from modelling the blogs of others:

Excerpt 6:

I didnt come to the class last week. Thus, I checked the assignment of the others and did mine. It was very beneficial for me. I did my assignment and at the same time I learnt the subject that I missed. It was great! (S 41)

Excerpt 7:

When there is something that I am not sure, I go through the blogs and see what others have posted. Modelling the work of others really helps me. I can see what is done and how is done (S 19).

The instructor and the rest of the members of the blogging group were easy to reach 24 hours 7 days which removes barriers among individuals and takes learning process out of classroom. Individual pace is a factor which emphasizes the constructivist approach of this study. For participants, it gave the participants the freedom of working as they feel comfortable and as long as they wish. The fact that they were able to choose the article to post was another freedom granted to participants. Finally from the results, it seems clear that the participant truly improved their recognition and production skills throughout blogs. This improvement can easily be observed in their classroom performance and summative test results.

4.3.3. Research Question III: *What Are The Students' Opinions about Disadvantages of Blog-Based Grammar Instruction?*

Table 29 presents analysed data of negative themes through SPSS v.16;

Table 29

Descriptive Statistics of Item 29

Negative Themes	Frequency	Valid percent
Access Difficulty	19	28.4
Time Consuming	11	16.4
Lack of Continuous Teacher Feedback	7	10.4
Lack of Computing Skills	30	44.8
Asymp. Sync :000		

The majority of the participants (44.8%) mentioned that they lack computing skills and this is a negative element for them regarding the use of blogging. 28.4% of the pre-service teachers claimed that they experience difficulty in accessing to internet or/ and computer. 16.4% of them were not content about the fact that they spend quite a lot of time to post their assignments. Lastly, 10.4% of them denoted that they lack continuous teacher feedback which can't enable them to correct themselves.

Although the integration of technology into learning environments is regarded as useful and beneficial, there are also minor drawbacks. 15 out of 48 participants denoted that they encounter difficulties in accessing to the Internet. Thus, for those participants, blogging could be a tough task rather being a type of learning which they enjoy and can fully benefit from. As Solomon (2000, p.4) claims blogging should be “A confluence of many disciplines including education, communications, the arts and the sciences”, then it can be completely fruitful.

Furthermore, 17 of the pre-service teachers participated in this study claimed that they had difficulties since they do not have computers in the places they stay such as home or dormitory. Thus, for 20 participants out of 48, it took too much time to post their assignments and those pre-service students were the ones who either do not have computers or internet access. From the results of the study, it can be inferred that those participants were not able to benefit from the use of blogging and out of class activities such as peer assessment. Excerpt 8 and 9 illustrate this opinion:

Excerpt 8:

When I start to search for an article with the related grammar subject, it sometimes takes 4 or 5 days to find it. My internet is also too slow. Then, it is not enjoyable (S 38).

Excerpt 9:

I stay in a dormitory and Internet is a huge problem there. I can use the Internet there but the computers are very slow and old. I have to wait for the computer to function very often. It takes a lot of time to write something there. I save my work to my pen drive and when I insert it to another computer, I sometimes can not see my work at all. On the other hand, the electricity goes off quite often and if I did not save what I have prepared recently, most of my work is gone (S 29).

On the other hand, 17 out of 48 participants were not happy about the fact that somebody might correct them and 13 of them were not sure about such assertion. Even though number of the participants who agree and disagree with such a sentence doesn't differ drastically, peer assessment seems to be something which participants did not really appreciate. As a researcher, I also relate this to the cultural structure of Turkey since as a nation; we are not open to criticism and critising. Popescu (2010, p.4) came up with the same results after conducting a research about using blogs in education. She also found out that blogs are rather beneficial but there are some minor pitfalls and she explains as "As far as the high amount of time needed, this can be explained by the fact that this experiement was a premiere for students so they needed some time to get accustomed with the required tasks and the new collaboative work approach". Finally, exposing one's work, ideas and thoughts to the others may be frustrating for some (although usually it has the contrary effect: increased motivation and competitiveness).

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Conclusion

This study has presented: a) A pedagogical perspective and description for blog use in contextual grammar course b) Feedback from 48 students in this course. c) A description of researcher experience in blog-based contextual grammar course.

As demonstrated by the data of the study, the participants benefitted from blog use in grammar class. Over 60% participants stated that they enjoyed posting, peer-evaluation, making comment about their friends work. A large majority also found the blogging system useful, motivational and effective for their recognition and production skill in their grammar course.

5.2. Limitations of the Study

This is a mixed type study exploring 48 pre-service teachers' blogging experience as throughout *Contextual Grammar II* course. Furthermore, it may be claimed that the sample size of this study was rather small, and that the results of this study cannot be generalized to the other contexts. However, it is not the generalizability but the transferability of the results regarding qualitative research. With the aim of establishing the transferability of the results of this study, the researcher provided as much detailed context-relevant information as possible so that "Others can see the setting for themselves" (Gay, Mills & Airasian, 2009, p. 375).

Researchers are not free from the qualitative research process. The way the researcher thinks, her bias, her back ground, and how she interacted with the participants influenced the direction and thus, the results of this study inevitably. The researcher sought to solutions to minimize this effect by observing the participants, and conducting interviews and a questionnaire with each participant. Furthermore, the researcher demanded the assistance of colleagues of hers who was an expert in the field to code the data. Thus, in order to maximize the trustworthiness of the results, two coders participated in the data coding procedure. Moreover, in order to remove

psychological barriers between participants and her, the researcher attended the course from the very beginning of the semester, prior to starting interviews and the questionnaire, in order for participants to get accustomed to her. The researcher also stayed together with the participant during breaks and after classes in order to make the participants feel comfortable with her existence. In addition, such friendly conversations are believed to boost their trust towards the researcher. They regarded her as a student and friend rather than just a researcher related to their instructor. As I researcher, I can claim that this attitude was successful as they asked if the information they would provide was going to be safe and solely between us. Then, they told about minor complaints or difficulties they encountered throughout the use of blog even though the number of the participants acted in this way was low.

The pilot study was limited to 12 pre-service teachers attending to a *Contextual Grammar II* course. Three out of 12 participants did not have computers at their homes. They could have access to Internet either at Internet cafes or in their dormitories. On the other hand, the other 4 participants lived in dormitories and had access to the Internet solely in the computer labs. The fact that they had difficulties in accessing to the Internet is of the factors had influence on their engagement in blogs. However, as our blogs are based on constructivism which enabled participants to study in accordance with their pace and whenever they want in a day, this element might eliminate such a serious barrier for the participants. Furthermore, seven participants denoted that they had never heard of blogs before starting to use them for their course. Even though this might not be considered as a direct limitation to the study, it can be inferred that majority of the participants in the study had low technological skills which may have limited the participation of them in this study. Gender could be regarded as another limitation since there were solely six male participants. The number of the female participants was 42. The population of the classroom was taken without any change. Thus, the class was chosen at random and no change is made regarding the members of the classroom. However, female-dominated classrooms are quite common in language departments. The fact the classroom dealt with in this study was also a female-dominated classroom. Thus, it can be claimed to be another limitation. Finally, an experimental study depicting the effect of blog use in contextual grammar course can be carried out to understand the potential effects of blogging.

5.3. Implications for Practice

The beliefs and understandings of pre-service teachers' are crucial as they will lead future actions and conduct researches. Thus, during their university an education that prepares them to become teachers, their notions and feelings towards their profession should be scrutinized. Therefore, educators of teacher ought to provide opportunities which will enable changes in individual understanding. Blogging creates such a flexible and professional platform in which bloggers to find opportunities to develop their own unique voices, self-pace, participation and take responsibility of their learning.

As Oravec (2002) asserts, blogging empowers the students and hence, develops their critical and analytical thinking. Since their blog posts are presented to an audience, bloggers formulate their thoughts with ultimate care. A collaborative atmosphere is important in a constructivist course. As blogs provide such a collaborative and communicative atmosphere, before stating their viewpoints, participants should consider others'. Therefore, they could construct their knowledge through multiple perspectives. This multivocality atmosphere should be enjoyed by teacher educations to go beyond the confines of their classrooms.

Pre-service language teachers solely are encouraged to take part in such an activity if they can share and exchange their viewpoints in a non-threatening, friendly, non-evaluative and a collaborative atmosphere (Mewborn, 1999). The findings of this study indicate that encouraging the participation of the pre-service in such a friendly atmosphere where they can interact with their colleagues enhances their self-evaluation. As the participants utilize blogging under such circumstances, they are stimulated to "negotiate their meaning and, by doing so, to extend and reframe the ways in which they look at their own practice" (Bailey, Hawkins, Irujo, Larsen-Freeman, Rintell & Willet, 1998, p. 537). Moreover, noticing that they share the same problems and similar expectations with other members of the blog, participants regard their problems one more time from a new perspective and feel that they are understood which is a beneficial stimulus for young individuals. As Bailey et al (1998, pp. 543-544) clearly denote, "The act of decontextualizing an issue is a powerful one as it enables all the members to gain ownership of the discussion and helps limit the constraints of our own ways of viewing the situation". As a consequence, teacher educators ought to put more emphasize on preparing blogging tasks and activities that present an atmosphere where

the pre-service teachers can interact with others and generate their knowledge and viewpoints through multiple perspectives.

Beed et. al (2005, p.163) point out, “by articulating our rationales for actions through writing, by uncovering our beliefs and examining our actions in light of those assumptions, we engage in inquiry or knowledge-generating”. In line with the findings of Beed, the results of this study demonstrate that blogging might improve the participants writing skills and thus increase the quality of the students’ writing since they present that they write to an audience. Kelly (2008), in her dissertation, examined the effects of blogging on the instruction of academic writing among 18 second language undergraduate students. Her findings indicated that blogs are able to facilitate and enhance writing skills especially by creating positive conditions which are self-efficacy and higher sense of class community and lower level of writing apprehension. Blogs can be enjoyed as authentic tools in EFL classes in order to stimulate the individuals to reflective writings.

Another benefit of blogging is that it also enables the bloggers to reread and review what they have written about previously. As blogs are archived, bloggers could view what they posted or in what direction their thoughts and beliefs were before. Furthermore, when the problems of “the legibility of handwritten documents, instructor response time, record-keeping concerns, and the tranformation of written student journals” (Stiler & Philleo, 2003, p. 789) are considered. The use of blogs as on-line journals might provide teacher educators with practical advantages over traditional methods such as pen-and-paper journaling. Lastly, with such a practice, they are also economical and environment-friendly.

Teacher educators who desire to benefit from blogs in their courses should also consider some practical considerations such as available facilities, access to computers and the Internet. Problems regarding such conditions might limit or even restrict what can be enjoyed out of the application. To eliminate some possible technical problems, reliable sources of technical support such as on-line documentations and the safety of blogs should be ensured.

5.4. Suggestions for Further Research

The current study is a mixed type study which tried to explore the blogging experience of 48 pre-service English language teachers during a semester-long study span. Such a period of time is not sufficient to claim that this blogging experience might help them nurture ability or grant them some skills. Therefore, a follow-up should be conducted in order to find out whether this blogging experience has resulted in enabling constructivist-based atmosphere. As it is also suggested in the previous section, researchers might explore if the habits which seems to be acquired by pre-service teachers are permanent or lasted solely during blog use. In addition, integration of blog use into the teacher education programs on instructional practices could be further investigated. Such inquiry will need to focus on the decision-making processes of the novel teachers, who had blogging experiences in their professional lives before.

In this study blogs were used as on-line self-publishing journals to enable the pre-service teachers a constructivist environment integrated with technological features. Although the results cannot be generalized, the study identified many other contributions that blogs might provide. It is obvious that the rapidly growing and changing social software technologies have started to question the ways we teach and learn languages.

Blogs, as a promising and developing Web 2.0 tools, introduced novel forms of discourse, new forms of literacy or authorship, and new ways to establish learning communities. In order to explore these alterations, future research dealing with the instructional benefits of blogging should extend into different learning environments.

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APPENDICES

Appendix 1. Course Syllabus

YDI 102 Contextual Grammar

Instructor: Dr. Yonca ÖZKAN

2011-2012 Spring Term

Course Objectives

This course will enable the students to:

- Recognize structural patterns and their functions within predetermined advanced level texts.
- Analyze English sentence, clause and phase structures at suprasentential level within authentic materials.
- Produce texts comprising structures studied and analyzed at advanced level.

Lectures

Week 1 (Feb 13-17): Chapter 2: Phrases

Week 2 (Feb 20-24): Phrases+ Article discussion

Week 3 (March1-2): Chapter 4 Nouns+ Article discussion

Week 4 (March 5-9): Chapter 5 The forms and meanings of verbs

Week 5 (March12-16): Verbs+ Article discussion

Week 6: Midterm

Week 7 (March 19-23): Midterm tutorial

Week 8 (March 26-30): Chapter 7 Adjectives and Adjective Phrases

Week 9 (Apr 2-6): Adjectives + Article discussion

Week 9 (Apr 9-13): Chapter 8 Adverbs and Adverb Phrases

Week 10 (Apr 16-20): Adverbs+ Article discussion

Week 11 (Apr 23-27): Chapter 9: Prepositions+ Article discussion

Week 12 (May 1-4): Chapter 11 Complements + Article discussion

Week 13 (May 7-11): Course Review

Requirements

- Active participation is expected: Discussion on selected authentic material in class.
- Students will take one midterm and one final examination.

Course books:

Lobeck, A. (2000). *Discovering grammar*. New York: OUP.

Kolln, M. (2003). *Rhetorical Grammar*. Longman. (Course book of the previous term)

Appendix 2. Researcher's Diary

Feb

At the beginning of the course, participants were confident and comfortable during lessons. They were a bit anxious and excited about new topics and grammatical structure. Attendance was high.

March

In March, there were five weeks and thus it was the longest month. Students were better prepared I can say after semester holiday. Student attendance to class although there was no attendance sheet. They silently listen to the teacher first, follow the book and then attend the class and go to board. They were again, quite confident.

April

In April, attendance was still high and the participants generally were enthusiastic about going to the board and do exercises about related grammar structures such as subordination. What I liked and surprised the most was that the instructor was so open to be corrected. A pre-service teacher corrected her and she was sensitive and even

May

Attendance in May was a bit low since it was spring and end of semester. As they had a mid-term and got satisfactory marks, participants were still enthusiastic about going to the board. They had only two weeks of lecture since the semester ended and the course was revision. They were happy about blogging and they were in a cooperation, even in a classroom and the atmosphere in class was

6. Please order the use of blogging using scale below

Strongly Agree (SA)	Agree (A)	Not sure (N)	Disagree (D)	Strongly Disagree (SD)
5	4	3	2	1

- 1- When I did my blogging assignments, I revised.
- 2- I studied daily.
- 3- It was an advantage before exam as I studied regularly and weekly.
- 4- It improved my vocabulary skills
- 5- It improved my general knowledge.
- 6- I learnt how to search for an article.
- 7- I know where I should search for an article now.
- 8- Blogging improved my friendship as I check my assignments with my friends before posting.
- 9- I felt tense with the idea that somebody may correct my assignments.
- 10- I had difficulties when I was using computer.
- 11- I had difficulties to access to internet.
- 12- It took too much time to prepare blogging assignments.
- 13- I think it was useful.
- 14- I think it was advantageous.
- 15- I learnt how to use blogging.
- 16- I received feedback.
- 17- The feedbacks that I received from my friends improved me a lot.
- 18- From time to time, assignments of others assisted and conducted me.
- 19- When I had troubles with comprehending the topic, I checked the examples of my friends.
- 20- Blogging improved my Word skills.
- 21- Blogging improved my Reading skills.
- 22- Blogging improved my Writing skills.

Appendix 4. Sample Course Assessment

2011-2012 Academic Year/ Spring Term

YDI 101 Contextual Grammar/Final Exam

Name:

A) Analyze the underlined words and phrases in the text (30 Pts).

The vaccines that bring hope to the children of Africa

At first light mothers gather outside dozens of small health clinics in one of Nairobi's teeming slums. They emerge from thousands of homes made of rusted metal sheets and sodden **cardboard (1)**, and wait next to rivers of sewage and waste where goats **forage (1)** for breakfast.

Each mother carries a small **infant (2)** on her hip, or in a **makeshift (3)** sling across her back. They are **queuing up (4)** for the life-saving vaccines for their children that many of us take for granted.

Across **Africa (5)**, **preventable (6)** diseases are **still (7)** claiming the lives of children in their hundreds of thousands each year. "The se clinics are busy every day, every session – mothers with children are lining up all morning and in the afternoon," said Josephine Odanga, an emergency health officer with Unicef in Kenya.

"The highest infant **mortality (8)** rates are in high-density areas, and in remote areas where care-givers have to travel long distances to reach some communities. We need to do more to get health services to them."

Every year, more than 2.5 million lives are saved and countless illnesses prevented because of vaccines. Comic Relief is working **closely** with the Gavi Alliance to support its immunisation programmes, funding pentavalent, rotavirus and pneumococcal vaccines.

Far from **bustling** (9) Nairobi, on the other side of the continent in a remote, clinic in Sierra Leone, tiny two-and-a half-year-old Abdul was close to death when he and his mother, Aisha got there. "He's been sick for four days," Aisha said. "He **had** diarrhoea and he kept getting **weaker**. He lost his appetite and stopped playing. Whatever he ate, he threw up. I just didn't know what to do."

"Diarrhoea cases **here** (10) are a common, common condition," said Mohamed Tarawally, the community health officer at Abdul's clinic. "**Sometimes** (11), before the parents get here, the child dies on the way."

Sierra Leone has applied to the Gavi Alliance, a public-private international health partnership, for a vaccine that will protect children against rotavirus, the leading cause of severe infant diarrhoea. Rotavirus-related diarrhoea kills more than half-a-million children every year. "The rotavirus vaccine would be perfect if it is **introduced** (12) in our country," said Mr Tarawally.

from the Independent, Friday 23 March 2012

Part B) Write the sentence types of the following structures (15 Pts).

1. Internet dating is not all rainbows and flowers as sometimes more hearts are broken than matches made.
2. At the moment, almost all universities charge the maximum of £3,290 a year so there is no market in fees.
3. Scottish and EU students studying in Scotland do not have to pay any fees.
4. However, if the fees charged by English universities are much lower than those charged in Wales and Scotland, universities there could fall behind English institutions.
5. The government can withstand as many as 42 MPs voting against it.

Part C) Identify the rhythm type in the following structures (10 Pts).

1. If you're planning to spend the day shopping or strolling around town checking out the holiday displays, wear comfortable, supportive shoes.
.....
2. Also, leave the heavy purse at home and opt to take only the bare essentials.
.....
3. Men will lie about their height, men and women will lie about their age, some people even upload photos of other people and pretend it's them.
.....
4. A few simple tips can help spare your body from the burden.
.....
5. When Time Out magazine recently ran a cover story offering free on-line dating for every reader, it was dangling a huge metaphorical carrot.
.....

Part D) Analyze the paragraph within the perspective of writer's voice concept (15 Pts).**Elite universities welcome flexibility to triple students' fees**

Elite universities welcomed the government's plans today to raise tuition fees to £9,000, almost three times the current level, if colleges agree to increase scholarships intended to ensure that the poorest are not priced out of a degree. The universities minister, David Willetts, announced proposals for what he described as "progressive" reforms to raise the "basic threshold" for tuition fees from the current £3,290 a year to £6,000. Institutions will be able to charge up to £9,000 only in "exceptional circumstances" and only if they agree to much tougher targets to fund undergraduates from poorer families.

The elite Russell Group of universities welcomed the plans, though the Million+ group of new universities said it was "unlikely" that the proposals would sustain university funding in the long-term and expressed concerns over social mobility. The National Union of Students attacked what it described as an "ideological move" to transfer the costs of university education away from the state, and the British Medical Association warned it could have a devastating impact on young people from poorer backgrounds who aspire to be doctors. Labour said the fee rises were "a tragedy for young people".

source: from The Guardian, Thursday, 4 November 2010

Tone of the text:

Author's Point of View:

Diction:

Metadiscourse signals and their types:

Part E) Identify the errors in the following structures and correct them (30 Pts).

1. She became a woman of very strong convictions and who always said what she thought.
.....
2. What happened when four Guardian writers caught up with their childhood popular, comedy and sport idols?
3. There is a speculation, that Schwarzenegger will be offered role of energy car in Obama administration.
4. Wherever he went, Griffin could trust the house bands playing with him to know those songs and many others - not just their melodies, so their underlying harmonies, too, allowing the musicians to improvise new melodies off the song, in real time, all night.
.....
5. The difference in jazz ands pop are that the interpretation may stray so far that the original tune becomes unrecognisable.

- 6. The defendant failed to check her rear-view mirror before changing lanes, therefore she breached a duty owed to the plaintiff.

- 7. A manager should always be honest with their employees.

- 8. There is a problem with the television however no one is available to fix it
.....

- 9. The new coach is a smart strategist, an effective manager, and works hard.....

- 10. 'Things, the Street, blues," the great Chicago saxophonist Johnny Griffin used to mutter to the total strangers of the new rhythm section it would encounter each night as he travelled the world's jazz clubs with his sax.

GOOD LUCK!

Appendix 5. Course Evaluation

Participants	Midterm Score 25%	Final Exam Score 35%	Blog Score 25%	Active Participation in Class 15%	Mean Score
1	77	80	85	100	83,5
2	89	70	90	100	84,25
3	79	86	85	80	83,1
4	85	91	90	80	87,6
5	77	78	80	80	78,55
6	89	91	95	90	91,35
7	88	88	95	90	90,05
8	79	87	85	85	84,2
9	82	89	85	85	85,65
10	87	93	90	90	90,3
11	88	90	90	100	91
12	81	88	85	80	84,3
13	88	92	90	90	90,2
14	76	89	90	95	86,9
15	68	82	85	75	78,2
16	79	86	85	75	82,35
17	89	90	90	90	89,75
18	88	83	90	95	87,8
19	68	70	80	80	73,5
20	59	76	75	70	70,6
21	78	93	85	80	85,3
22	89	89	90	90	89,4
23	90	94	95	90	92,65
24	89	97	100	100	96,2
25	87	94	95	95	92,65
26	84	96	90	90	90,6
27	87	89	90	95	89,65

28	59	77	80	75	72,95
29	89	93	95	90	92,05
30	67	87	90	85	82,45
31	73	82	90	90	82,95
32	59	89	90	85	81,15
33	90	93	90	90	91,05
34	89	95	90	100	93
35	67	79	75	70	73,65
36	78	89	80	85	83,4
37	92	94	90	100	93,4
38	78	92	70	70	79,7
39	79	85	90	90	85,5
40	82	89	90	90	87,65
41	87	89	95	95	90,9
42	92	97	100	85	94,7
43	69	78	80	90	78,05
44	79	77	75	80	77,45
45	69	74	75	80	73,9
46	89	87	90	90	88,7
47	94	90	100	90	93,5
48	67	87			47,2

CURRICULUM VITAE

Personal information

Date of birth :28.02.1987

First name(s) / Surname (s) : Aysegul Uysal

E-mail(s) : ayseguluysal07@gmail.com

Nationality(-ies) : Turkish

Work experience

2012-present- **Private Toros University**

Instructor

2008 - 2011 - **Private Adana Primary School**

English Teacher for very young learners

2007 – 2011 - **Freelance Translations**

2006 - 2007 - **TEGV, Turkey**

Volunteer Teacher

Education and training

2006-2007- **Ministry of Culture and Tourism of Turkey**

Trainee

2011 September- 2012 February - **Pedagogical University of Cracow**

ERASMUS MA Programme

2009 – present - **MA at Cukurova University**

English Language Department

2004 – 2008 - **BA at Hacettepe University**

English-Turkish Translation and Interpretation Department

2001 – 2004 - **Private Adana High School**

(graduation with the title of the most successful student)

Private Adana Secondary and Primary Schools

Personal skills and competences

Mother tongue(s)

Turkish

Other language(s)

Self-assessment

European level ()*

Understanding		Speaking		Writing
Listening	Reading	Spoken interaction	Spoken production	

English

C2	C2	C2	C2	C2
----	----	----	----	----

Italian

A2	A2	A2	A2	A1
----	----	----	----	----

German

A2	A1	A2	A2	A2
----	----	----	----	----

Polish

A2	A1	A2	A2	A1
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() Common European Framework of Reference for Languages (CEF) level*

Social skills and competences

English dramas and shows at school

Organisational skills and competences

Drama classes

A certificate as an activity leader from UK, Mablethorpe

A member of Hacettepe University Translation/ Interpretation Department Group

Computer skills and competences

Microsoft Word and Excel

Other skills and competences

Driving licence(s) YES

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