*To my beautiful wife, Senem…*

The Perceptions of ELT Students about the Use of Web 2.o Tools, Particularly

Wikis, in Their Future Language Classrooms

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Ufuk Keleş

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ABSTRACT

THE PERCEPTIONS OF ELT STUDENTS ABOUT THE USE OF WEB 2.O
TOOLS, PARTICULARLY WIKIS, IN THEIR FUTURE LANGUAGE
CLASSROOMS

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Computer and internet technologies have radically changed the way people communicate and process information in the past three decades. Such drastic advances have found their reflections in the field of Computer-Assisted Language Learning (CALL) as part of language teaching. Today, Web 2.0 offers numerous merits to language teachers and learners. While language classrooms are transformed into student-centered learning environments, learners have found the opportunity to break out of the physical boundaries of the classroom walls. Therefore, teachers have been forced to make use of online tools in order to reinforce their teaching practice. Although such transition is unlikely to cease to exist, the amount of studies examining the effects of Web 2.0 tools is rather limited. Wikis are helpful tools for language teachers for they are easy to learn and simple to use. Despite the benefits they offer to language teachers, the present literature about the use of wikis in the language classroom is even less infrequent, and a great majority of the studies examining the use of wikis in language classrooms focuses on their use for the teaching and enhancement of the writing skill. Likewise, there is only one study concentration on the reading skill. However, there has not been a study that reveals

whether wikis can be used for the teaching of grammar and vocabulary. This study investigated the perceptions of the ELT students about the use of Web 2.0 tools, particularly wikis, in their future classrooms. The research was conducted at a state university in Turkey with 12 ELT students who were trained to learn to use wikis in a four-hour workshop. Pre- and post-perception questionnaires were administered in order to collect qualitative data which were statistically analyzed after the training. Follow-up interviews were conducted with four students, and these data were qualitatively analyzed. The statistical analysis of data revealed that although these ELT students were digitally literate, and they made use of several Web 2.0 tools in their daily lives, but they believed that their formal education was not enough for their future careers. There was statistically significant difference in their perceptions when their formal education was concerned. Similarly, their perceptions changed significantly for the teaching of reading, writing, and grammar. On the whole, they initially had positively strong feelings towards the use of Web 2.0 tools in their future classrooms. This positive attitude slightly increased after the wiki training. When the qualitative data derived from the follow-up interviews were evaluated, it was found that although the participants of the wiki training (WPs) had perceived wikis as complex Web 2.0 tools at first, their perceptions changed after being introduced to wikis. This change in their perception about wikis helped them to reconsider their opinions and their prejudices were transformed into confidence that they could learn about the contemporary Web 2.0 tools in order to enhance their teaching abilities. While the relevant literature looked for an answer to the question whether wikis were effective tools for writing, this research study focused on finding new ways to improve language learning performance of the students through the employment of wikis. The findings of the study revealed that wikis could be

employed in the field of ELT via integrating several other Web 2.0 tools into wikis for different purposes including the teaching of writing, reading, vocabulary and grammar.

Key Words: CALL, Web 2.0 tools, Language Teaching, ELT, Wikis, Writing, reading, Grammar, and Vocabulary

# ÖZET

## İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ ÖĞRENCİLERİNİN WEB 2.0 ARAÇLARININ, ÖZELDE WİKİ'LERİN, GELECEKTEKİ DİL SINIFLARINDA KULLANIMI HAKKINDAKİ ALGILARI

Ufuk Keleş

Yüksek Lisans, Yabancı Dil olarak İngilizce Öğretimi Bölümü
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Bilgisayar ve internet teknolojileri, son 30 yıldır, insanların bilgiyi işleme ve iletme yöntemlerini radikal bir şekilde değiştirdi. Bu önemli ilerleme, dil öğrenimi alanının bir bölümü olan Bilgisayar Destekli Dil Öğrenimi'nde (Computer-Assisted Language Learning - CALL) yansımalarını bulmakta gecikmedi. Bugün, Web 2.0 yabancı dil öğretmen ve öğrencilerine sayısız fırsat sunmaktadır. Dil sınıfları öğrenci-odaklı eğitim alanlarına dönüşürken, öğrenciler dersliklerin fiziki duvarlarının sınırlarının dışına çıkma fırsatı yakalamıştır. Bu durum, öğretmenlerin mesleki uygulamalarını güçlendirebilmeleri için çevirim içi araçlarını kullanmasını zorunlu kılmıştır. Süregelen bu gelişmelerin devam etmemesi olasılık dışıdır. Ancak, Web 2.0 araçlarının etkisini inceleyen çalışmaların sayısı da henüz tatmin edici sayılara ulaşamamıştır. Öğrenmesi kolay ve uygulaması basit olan wikiler, yabancı dil öğretmenleri için oldukça kullanışlıdır. Öğretmenlere sundukları faydalara rağmen, literatürde wikilerle ilgili yapılmış çalışma sayısı henüz yeterli değildir. Bununla beraber, wikiler hakkında yapılan çalışmaların büyük çoğunluğu yazma becerisinin öğretilmesi ve öğrencilerin yazma becerisinin geliştirilmesi konularını işlemiştir. Sadece bir çalışma dil öğrencilerinin okuma becerisi hakkındadır. Ancak,

bugüne kadar wikilerin dil ve kelime bilgisi öğretiminde kullanılmasıyla ilgili çalışma yapılmamıştır. Bu araştırma İngiliz Dili Öğretimi bölümü öğrencilerinin, Web 2.0 araçlarının, özellikle wikilerin, gelecekteki yabancı dil sınıflarında kullanımı hakkındaki algılarını incelemektedir. Çalışma Türkiye'deki bir devlet üniversitesinde, wikileri nasıl kullanabilecekleri ile ilgili eğitim alan 12 İngiliz Dili Öğretimi öğrencileriyle yapılmıştır. Nicel veri toplamak için ön ve son algı anketleri verilmiştir. Müteakiben, dört öğrenciyle sözlü mülakatlar yapılmıştır. Bu sözlü mülakatlar nicel olarak analiz edilmiştir.  Değerlendirilen istatistiki veriler göstermiştir ki eğitime katılan öğretmen adayların tümü bilgisayar okur-yazarıdır ve halihazırda bazı Web 2.0 araçlarını günlük yaşamlarında kullanmaktadırlar fakat bölümlerinde verilen eğitim, onları mesleki hayatlarına hazırlamada yeterli değildir. Bu algıları istatistiksel olarak, verilen eğitimin sonucunda daha da güçlenmiştir. Benzer şekilde, Web 2.0 araçlarının öğrencilerin okuma, yazma ve konuşma becerileri ile dil ve kelime bilgilerini geliştireceğine dair algılarında istatistiksel olarak farklılık gözlenmiştir. Genelde, eğitime başlamadan önce de Web 2.0 araçları hakkındaki yüksek oranda olumlu görüşleri aldıkları eğitimin sonunda artış göstermiştir. Sözlü mülakatlardan elde edilen verilere göre, öğrencilerin ilk izlenimlerinin  Web 2.0 araçlarını kullanmayı öğreniminin zor olduğunu düşünmelerine rağmen, wikilerle tanıştıklarında bu düşüncelerinin olumlu yönde değiştiği gözlenmiştir.  Wikilerin kullanımının zor olmadığını anlamaları, önyargılarını ve öncül düşüncelerini yeniden gözden geçirmelerine ve bu olumsuz düşüncelerin özgüvene dönüşmesine yardımcı olmuştur. Alanla ilgili literatür, wikilerin yazma becerisi üzerine etkisi olup olmadığı üzerinde yoğunlaşmışken, bu çalışma, wikilerin kullanılmasının eğitim kalitesini nasıl yükseltebileceğine dair yeni yollar bulunup bulunamayacağı hakkındadır. Çalışmanın bulguları göstermiştir ki

wikiler, diğer Web 2.0 araçlarıyla birleştirilerek öğrencilerin okuma, yazma, dil ve kelime bilgilerini destekleyebilecek bir çok başka amaç için kullanılabilir.

Key Words: CALL, Web 2.0 araçları, Dil Öğretimi, Wikiler, Okuma, Yazma, Dil Bilgisi ve Kelime Bilgisi

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## CHAPTER I: INTRODUCTION

### Introduction

Since the 1950s, the world of English Language Teaching (ELT) has "witnessed dramatic changes in the ways that languages are taught" (Kern & Warschauer, 2000, p.1). Advances in computer and later Internet technologies have enabled language teachers and learners to benefit from communication and information tools to a full extent with an accelerated speed. This rapid change in communication and information technologies has eventually paved the way to the birth of Computer Assisted Language Learning (CALL) as an immense field of language teaching and learning.

The earliest implementation of CALL programs in the 1970s, "strictly followed the computer-as-tutor model" (Kern & Warschauer, 2000, p.8), and "little software was available except for simple vocabulary games like 'Hangman' and drills" (Garrett, 2009, p.722). Between the 1980s and the early 1990s, through the advances in electronic storage devices and interactive software, the role of the computer-as-tutor evolved into computer-as-tool (Warschauer, 2002). Today, thanks to the proliferation and spread of the Internet, computers play "the medium role" which allows language learners to benefit from Computer Mediated Communication (CMC) to have "interpersonal communication, distance learning and identity formation" (Kern, 2006, p.192) on the Internet.

Ever since the Internet evolved from Web 0.1 to Web 2.0 in the last ten years, language learners have obtained an opportunity to interact with native speakers or

other learners from all around the world in various online communities. They are no longer confined within the classroom walls where the teacher plays the central role as a medium for the provision of language learning resources. Considering the current trends in CALL, particularly in the application of CMC and the Web 2.0 tools, teachers should endeavor to adapt to the fast growth in the computer and information technologies. As Brown (2001) points out "[t]he practical applications of CALL are growing at such a rapid pace that it is almost impossible for a classroom teacher to keep up with the field" (p. 145). However, it is crucial for teachers to employ some of these applications in their classrooms in order not to fall behind their students for whom such technologies are part of everyday life. Therefore, teachers ought to benefit from online tools such as wikis, blogs and social media in their classrooms to sustain their guiding role as the mediator of knowledge.

It should also be borne in mind that "Web 2.0 applications have greater potential for building online collaborative learning communities. Wikis, in particular, are showing great promise for enhancing online learning" (West & West, 2009, p. 2). Therefore, this study intends to explore possible new ways for the use of wikis in language classrooms, and it aims to provide both teachers and teacher trainers with some initial findings.

## Background of the study

The first ten years of the Internet is termed as 'read-only Web' and/or 'Web 1.0' as it was difficult for users to edit the content of the web pages, and they were recipients of provided material (Bull & Hammond, 2008).  Today, the Internet enables people to participate, co-create and edit the contents in a collaborative way (West & West, 2009). This new era is currently called 'Web 2.0', 'read-write Web' or 'social web' thanks to the introduction of interactive online tools such as blogs,

podcasts, social network, media sharing and wikis. Among these tools, wikis have a significant share since the open structures of wikis allow others to change what has been previously written or edited (Lund, 2008; Pulman, 2009).

A wiki is a set of linked individual web pages which not only enables users to independently add content but also allows others, sometimes with no preset limitations, to edit and contribute to that content. A wiki can be defined as a "freely expandable collection of interlinked web pages, a hypertext system for storing and modifying information – a database, where each page is easily edited by any user with a forms-capable Web browser client" (Leuf & Cunningham, 2001, p.14). The term 'wiki' is a short form of a word in Hawaiian, wiki-wiki, which means quick and speedy. The word 'wiki' was first used in 1995 by Ward Cunningham who tried to find a practical way to develop a web authoring tool which would be easily edited and updated (Richardson, 2010) so that people could develop their own wikis without any requirements for web design and computer programming knowledge. Moreover, a wiki user does not need to have a computer equipped with any Web-editing software (Green, Brown, & Robinson, 2008).

There are different types of wikis which are free of charge, fee-based or self-hosted and they all offer various features and services (West & West, 2009). Phillipson (2008) describes wikis in five subcategories: the resource wiki, the presentation wiki, the gateway wiki, the simulation wiki, and the illuminated wiki. He further indicates that a resource wiki, which is similar to an encyclopedia, aims at collecting individual work in order to enable later visitors to read. Presentation wikis, however, hold an inward focus on the process of work among the members of a group, who are encouraged to access, organize and manipulate information. A gateway wiki consists of group discussions for the interpretation and analysis of raw

data. Unlike the resource and presentation wikis, the participants of a gateway wiki are expected to elaborate on a given material. The participants of a simulation wiki follow an unpredictable pathway by negotiating different alternatives and exploring several possibilities through real-life models. The illuminated wikis dwell on communal marks-up of specific part of the material, which require the group members to do close reading.

Despite the variety in content and forms, wikis share several characteristics. Pulman (2009) points out that although anyone is allowed to make any change they want, wikis are simple to use. Besides, wikis are a great tool for collaboration (Bradley, Lindström, & Rystedt, 2010); as a result, they can be used for various online projects (Engstrom & Jewett, 2005).

Since the students who were born after the early 1980s have been intensively exposed to the Internet and other communication technologies, they are already wired for online collaborative writing (West & West, 2009). As for teachers, Lund (2008) emphasizes the common meta-features of wikis such as the history pages, notification of revisions, and comment spaces for each page. These are helpful for the teachers to observe the gradual process of projects closely. As a consequence, Bradley et al. (2010) acknowledge the potential of interactive Web environments in a world of online communication, and they suggest a further investigation of the use of wikis for instructional design since they have certain affordances between the participants and the tool.

In spite of their short history, wikis have attracted the attention of many researchers in the field of language learning (Miyazoe & Anderson, 2010). However, the majority of studies conducted on the implementation of wikis in the classroom focus on collaborative writing (e.g., Elola & Oskoz, 2010; Kessler & Bikowski,

2010; Lund & Rasmussen, 2008; Mak & Coniam, 2008), while some concentrate on students' and teachers' perceptions of using wikis mostly as a collaborative writing tool (e.g., Anzai, 2009; Stickler & Hampel, 2010). However, to the knowledge of the researcher, there is only one study focusing on wikis and reading skill (Kussmaul & Albert, 2007), and no studies conducted solely on wikis for the teaching of grammar or vocabulary.

## Statement of the Problem

Ever since wikis were first introduced in 1995, there has been a great deal of research conducted on the use of wikis in foreign language classrooms. Most of these studies focus on either collaboration in writing (e.g., Bradley, et al., 2010; Elola & Oskoz, 2010; Engstrom & Jewett, 2005; Gilbert, Chen, & Sabol, 2008; Kessler & Bikowski, 2010; Lund, 2008; Lund & Rasmussen, 2008; Mak & Coniam, 2008) or teachers' and their students' perception of wikis (e.g., Anzai, 2009; Stickler & Hampel, 2010). However, there is little research conducted on wiki use in reading (e.g., Kussmaul & Albert, 2007), and, to the knowledge of the author, no research on the use of wikis for the teaching of grammar and/or vocabulary. The purpose of this study is, therefore, to provide some initial answers to the question of whether wikis can be employed to enhance learners' reading and writing abilities, and whether they can assist in the teaching of grammar and vocabulary.

At Yıldız Technical University (YTU), the administrators and the teachers frequently express their concerns about the large number of students and the subsequent lack of adequate classroom space. As a consequence, there has been an ongoing feasibility study at YTU to determine how online courses can be implemented in a blended learning environment so as to find at least a partial solution to this critical issue. In the period of transition to this blended learning,

familiarizing teachers with wikis may be of assistance. They may also benefit from wikis whilst planning their lessons, communicating with their students as well as organizing and monitoring student projects.

## Research Questions

The following research questions will be investigated in this study:

1. What are the perceptions of prospective teachers of English Language Teaching (ELT) about the use of Web 2.0 tools in their future classrooms?

2. What kind of effects does training about the use of wikis have on these students' perspectives?

3. Do ELT students find wikis useful for their future classrooms? If yes, do they think wikis can be employed:

   a) for teaching writing?

   b) for teaching reading?

   c) for teaching grammar?

   d) for teaching vocabulary?

## Significance of the Study

Thanks to the advent of Web 2.0, Internet use has ascended into a new phase where people have become more actively involved in online communication technologies. Today, web users are no longer passive consumers of online information (West & West, 2009). They are able to create their own and participate in other people's contents via several online tools such as blogs, podcasts, wikis, media sharing tools and discussion boards. In particular, wikis have caught the attention of English Language Teaching (ELT) professionals since they can be easily employed in and out of the language classroom. As Phillipson (2008) remarks wikis

allow for collaboration including creating, editing and adding to peers' work. To this end, neither the students nor their teachers need to be experts to use wikis in their classroom (West & West, 2009).

Although wikis are a recent phenomenon for the ELT world, the literature hosts a considerable amount of research most of which, however, focuses on wikis' use in collaborative writing activities. Therefore, this study may contribute to the literature by showing other possible ways of employing wikis not only for enhancing the students' writing skill but also their reading skills and for the teaching of grammar and vocabulary.

At the local level, my home institution (Yıldız Technical University) is undergoing a curriculum reformation to create room for online learning environments. Therefore, this study may provide suggestions for those who are redesigning the curriculum so that they can have a better planning for the implementation of online teaching and communication tools. This study may also assist teachers in thinking about ways to use online web tools in their classrooms.

## Conclusion

In this chapter, an overview of the literature on and the in-class use of wikis as a part of Web 2.0 communication technologies in the EFL classroom has been provided. Furthermore, the introduction of the study through a statement of the problem, research questions, and the significance of the study has been presented. The next chapter will review the relevant literature on Web 2.0 communication technologies and focus on use of wikis in EFL classroom in more detail. In the third chapter, the methodology which includes the setting, participants, instruments as well as methods and procedures of data collection will be described. In the fourth chapter, the collected data will be analyzed and reported both qualitatively and quantitatively.

Finally, the fifth chapter will present the discussion of the findings, pedagogical implications, limitations of the study, and suggestions for further research.

**CHAPTER II: LITERATURE REVIEW**

**Introduction**

This chapter aims to introduce and review the literature related to this research study examining the use of online Computer-Mediated Communication (CMC) tools, particularly the use of wikis in English as a Foreign Language (EFL) contexts. In the first section, a general introduction to online CMC tools will be provided with details of synchronous and asynchronous CMC. This section will further present the changing roles of teachers and learners. In the second section, the background of the two evolutionary eras of the Internet, namely Web 1.0 and the Web 2.0 will be presented. The third section will cover Web 2.0 tools in the EFL classroom in more detail concentrating on their potential to serve for current teacher and learner needs along with a discussion of teachers' and learners' attitudes toward Web 2.0 tools. In the last section, the use of wikis in the EFL classroom will be covered by providing a brief history, several definitions, distinguishing features, types, advantages and disadvantages of wikis. Subsequently, learners' perceptions of wiki use will be discussed in this section.

**Computer-Mediated Communication (CMC)**

As a recently emerged branch of Computer-Assisted Language Learning (CALL), CMC may be defined as "[the] communication that takes place between human beings via the instrumentality of computer" (Herring, 1996, p. 1). While CALL consists of "tutorials, drills, games, simulations, and problem solving" (Garrett, 2009), which depend heavily on computer-to-person interaction; CMC is

associated with telecommunication technologies such as e-mailing, online chatting, web conferencing and forums (Chen, Pedersen, & Murphy, 2011).

In the early days of CALL, computers first fulfilled the "tutor" (Warschauer, 2002, p. 453 ) role in foreign language classrooms. In this role, computers provided the learners with corrective feedback, grammar tests, vocabulary exercises, spelling check, and other dimensions of the target language (Kern, 2006). Owing to the later developments in computer technologies, the role of computers changed from tutor to "tool" (Warschauer, 2002, p. 453 ). According to Kern (2006), in this mode, computers acted as a source for reaching various materials with regard to the target language and its culture as well as accessing online dictionaries, corpora and grammar checkers. Today, computers play the role of "medium" (Kern, 2006, p. 192) since they enable language learners to a) have interpersonal communication, b) upload their own as well as reach and edit other's media, c) participate in distance learning, and therefore, d) form online identities in virtual communities. As stated in their early study in 1996, Warschauer, Turbee, and Roberts suggested that

> The most recent … application of the computer as an instrument for communication in the second language classroom is the computer learning network. These networks take advantage of computer mediated communication (CMC) to bring together pairs and groups of students for collaborative learning projects in a single classroom or in various classrooms around the world. (p. 1)

CMC has currently become a part of everyday life through emails, forums, blogs, wikis, online chatting, video sharing and social media (Brandl, 2012). Likewise, CMC has also penetrated into areas which once belonged to traditional face-to-face education via "virtual courses at universities and interdisciplinary research teams or

project groups with members from different nations" (Becker-Beck, Wintermantel, &

Borg, 2005, p. 500). Chen et al. (2011) assert that, through CMC, online learning has

rapidly proliferated with the acceleration in and an abundance of Internet-based

communication. These new network technologies provide language teachers with

both asynchronous CMC (CMCa) and synchronous CMC (CMCs) so that they can

promote collaborative learning (Yamada, 2009) by also taking into consideration the

unique characteristics of their students.

 According to Brandl (2012), CMCa, which consists of emails, discussion

boards, video sharing and blogs, can be defined as "an interaction that occurs at

different places and at different times" (p. 86). On the other hand, CMCs also refers

to online communication that takes place at the same time such as chatting, web

conferencing, and several features of social media (Cullimore, 1999). Both CMCa

and CMCs can be used by varying numbers of people. For instance, emailing can be

a private means of communication between only two individuals; however, it can

also be used for sending one message to countless receivers. By the same token, two

or more people can have instant chat depending on the preferences of the attendees.

 Both CMCs and CMCa have their own merits and setbacks for the foreign

language classroom. Peterson (1997) lists the positive and negative effects of CMC

as seen in Table 1:

Table 1

*Positive and Negative Effects of CMC*

| Type of CMC | Positive Effects | Negative Effects |
|---|---|---|
| CMCa | opportunity for reflection before responding | loss of impetus to reply |
| | opportunity to revise written work | slowness in decision-making |
| CMCs | opportunity for more authentic dialogues | need for a skilled moderator to facilitate dialogues |
| | immediate response | techno stress |

As can be seen in Table 1, the benefits and drawbacks of CMC are like two sides of a medallion. While CMCa extends over time and space, it has a potential to slow down the decision-making process, and may even result in reluctance in response. As for CMCs, it offers real-time response in more authentic conversations whereas it may cause anxiety, and requires a third party to moderate the dialogue.

### CMC and the Changing Roles of the Teachers and the Learners

And no man puts new wine into old bottles; else the new wine will burst the bottles, and be spilled, and the bottles shall perish.

(Luke, 5: 37, American King James Version)

The Internet is utilized by language teachers and learners as a medium for communication as well as a vast source of educational materials (Wheeler, 2001). These developments have changed computers' role from 'tutor' to 'medium' as a result of which emerged a need to redefine the roles of teachers and learners in the field of second language acquisition (SLA) (Peterson, 1997). The dominance of the

traditional classroom "defined by four walls and closed door" (Glassman & Kang, 2011, p. 101) where knowledge is generated by the teacher is gradually diminishing whereas online learning, which allows for overcoming the boundaries of the classroom (Cullimore, 1999), is being integrated into modern learning environments. These circumstances pose many challenges both for learners and teachers which lead to "reappraisal of traditional teaching and learning paradigms" (Peterson, 1997, p. 29). Although many SLA researchers note that this shift is inevitable (e.g., Belz, 2003; Hauck & Stickler, 2006; Kern, Ware, & Warschauer, 2004; Kessler, 2007), the role of teachers as instructors in classroom environments, where recent technologies are setup, has not been adequately explored by researchers until recently (Guichon & Hauck, 2011).

Warschauer, Turbee and Roberts (1996) realized the importance of computer as a means of learning in their early study in which they discussed whether online CMC tools can be effective in language learning environments and strengthen learners' performance via the promotion of learner autonomy, the creation of equality among learners, and the development in learning skills of the learners. To answer this question, they examined the impact of CMC through synchronous and asynchronous conferencing as well as e-mail communication as classroom projects. The results revealed that CMC networks hold the potential to develop autonomy, equality and language skills when they are appropriately used by teachers. The researchers suggested that language teachers ought to receive computer training, and understand the changing roles of the learners in order to benefit more from CMC tools.

According to Guichon and Hauck (2011), in order to have "techno-pedagogical competence" (p. 189), teachers need to:

- assess the potential and limits of technologies for language and culture learning,

- carry out a needs analysis to introduce adequate technologies at appropriate moments in a pedagogical sequence,

- handle basic tools and applications, and solve simple technical problems,

- design appropriate tasks,

- design for interactions within and outside the classroom in view of the technologies' affordances,

- rethink the contract with learners and colleagues, and

- manage time and optimize the integration of technologies. (p. 191)

In order to comply with the requirements above, language teachers may need to undergo professional development so that they can assist their students in the acquisition of electronic literacies, which is categorized into computer literacy, information literacy, multimedia literacy, and CMC literacy (Warschauer, 2002).

Goertler (2009) states that CMC, on the whole, offers a number of benefits while there are only a few challenges. CMC a) promotes learners to use the target language with larger numbers of lexical items to negotiate for meaning and to notice errors, b) assists literacy development along with language learning, c) aids in the democratization of participation, d) allows learners to enjoy the activities, and more importantly e) enhances students' attitudes toward language learning. On the other hand, the challenges include the lack of computer literacy skills, inadequacy in hardware equipment and limited access to online tools. No matter what setbacks may occur in practice, administrators of educational institutions are enthusiastic about benefiting from computers, particularly from online communication tools thanks to the opportunities CMC provides. However, language teachers find it difficult to

envision how to use these new tools in their classrooms as they think they need to reshape their teaching style radically and learn to adapt to these new teaching and learning tools.

The literature reveals that employing computer technologies may facilitate language learning in different ways (Zhao, 2003). In his state-of-the-art study, Zhao (2003) lists the benefits of computers and online communication tools for learners saying that they can be used for

- providing access to linguistic and cultural materials

  [by] enhancing access efficiency through digital multimedia technologies [and]

  [by] enhancing authenticity using video and the Internet,

- providing opportunities for communication

  [by] interactions with the computer [and]

  [by] interactions with remote audiences through the computer, and

- providing Feedback

  [through] computer-based grammar checkers and spell checkers,

  [through] automatic speech recognition technology, and

  [by] tracking and analyzing student errors and behaviors. (pp. 13-17)

According to Zhao (2003), "[i]n terms of overall effectiveness of technology on language learning, there is evidence suggesting that technology-based language instruction can be as effective as teacher-delivered instruction" (p. 20).

Since "[t]oday's tech-savvy students are ahead of many of their teachers when it comes to using technology to support learning" (Engstrom & Jewett, 2005, p. 12), language teachers must be ready to find new techniques in preparing activities, monitoring and assisting interaction, assessing success and mastering relevant CMC

tools (Kern, 2006). In addition, teachers have the responsibility to understand and manage the new relationships between themselves and their students as well as the interaction among the students in the networked classroom (Warschauer, et al., 1996). Wheeler (2001) points out that the Internet enables language learning to exceed the classroom walls which means teachers will be obliged to adopt the mediating role between the learners and knowledge in the near future. During this transition period, teachers' authority will be reduced to a coordinator of students' participation in networking projects (Warschauer, et al., 1996), a facilitator of learners' creativity (Greenhow, Robelia, & Hughes, 2009), and a guide to learners' access to knowledge and appropriate materials. Meanwhile, the students will be more autonomous (Peterson, 1997; Wheeler, 2001), gain more power through their own access to and production of knowledge, and share resources with their peers (Wheeler, 2001).

## Background of Web 2.0 Tools

Tim Berners-Lee invented the term World Wide Web in 1989, and five years later, Dale Dougherty coined the term Web 2.0 (O'Reilly, 2007). As a consequence of these two examples of coinage in the terminology of CMC, the short history of the Internet is now divided in two phases although only the use of the Internet changed rather than its infrastructure (Allen, 2012; Ullrich et al., 2008; Warschauer & Grimes, 2007). Today, as West and West (2009) remark, the first 15 years of the commercialized Internet is called the read-only Web (i.e. Web 1.0) whereas the past eight years of the Internet is defined as the read-write Web (i.e. Social Web/ Web 2.0).

In the Web 1.0 era, people could only browse, read and retrieve information on the Internet (Wang & Vasquez, 2012). Human-computer interaction was rather

limited, and internet users were passive receivers of the online materials (West &

West, 2009) provided by small numbers of professional web designers and software

developers (Goertler, 2009; Warschauer & Grimes, 2007). However, as Greenhow et

al. (2009) suggest, Web 2.0 "facilitates 'participatory', 'collaborative', and

'distributed' practices" (p. 247),  which enables users to play an active role in the

creation of online contents. A number of different examples and notions of Web 1.0

and Web 2.0 are listed as seen in Table 2:

Table 2

*Web 1.0 versus Web 2.0\**

| Web 1.0 | Web 2.0 |
| --- | --- |
| Ofoto | Flickr |
| Mp3.com | Napster |
| Britannica Online | Wikipedia |
| Personal Web pages | Blogging |
| Publishing | Participation |
| Content management systems | Wikis |
| Directories (taxonomy) | Tagging ("folksonomy") |

*\*Excerpted from O'Reilly (2007)*

As can be seen in Table 2, the services of Web 1.0 are unidirectional, and users are

only consumers of the presented contents. For Warschauer and Grimes (2007), the

distinction between publication and participation is the key to understand the

difference between Web 1.0 and Web 2.0 because the former  permits users to

publish materials on textual levels with limited opportunity of spreading while the

latter enables users to publish more interactive materials in textual, visual and audial

forms, and share these contents easily through blogs, wikis and social networking sites.

On the whole, Web 2.0 is an umbrella term used for encompassing the changes in the internet use with a number of different possible ways (Cronin, 2009). Butler (2012) defines Web 2.0 as "a wide array of web-based applications which allow users to collaboratively build content and communicate with others across the world" (p.139). Unlike its predecessor, "[a]t the core of Web 2.0 tools is control of data by users, architectures of participation, remixable data and the ability to transform data, and the harnessing of collective intelligence" (Glassman & Kang, 2011, p. 94). According to Goertler (2009), Web 2.0 aids in the democratization of the Internet-based communication as it caters to multiple authoring and contribution to online contents. Currently, millions of people actively use Web 2.0 technologies to interact with their friends, families and colleagues as well as strangers (Warschauer & Grimes, 2007). People are, now, able to have faster communication, work collaboratively, build social networks and entertain themselves thanks to the Web 2.0 technologies that provide various online tools (Cronin, 2009; Wang & Vasquez, 2012) such as blogs, wikis, social networks, virtual reality zones and podcasting (for a detailed list, see Appendix A).

**Web 2.0 in the EFL Classroom**

Today, Web 2.0 technologies have become a part of daily life (Greenhow, et al., 2009; Hsu & Han Woo Park, 2011; McBride, 2009; Richardson, 2010), and despite not being designed for teaching and learning purposes, most of them offer several features that promote the use of these Web 2.0 tools in various educational settings (Ferdig, 2007). Besides, students have already started to share ideas and materials, cooperate while accomplishing school assignments and receiving feedback

online from their peers owing to the benefits offered by Web 2.0 technologies, particularly social networking spaces such as Facebook, MySpace and Twitter (Bicen & Cavus, 2010; Wheeler, Yeomans, & Wheeler, 2008). Clearly, Web 2.0 tools a) posit new and effective benefits for educational purposes (O'Bannon & Britt, 2012), b) require reshaping of conceptualization of classroom (Glassman & Kang, 2011), and more importantly c) compel teachers to keep pace with their students whose lives are surrounded by the Internet (Engstrom & Jewett, 2005).

The literature indicates that there has recently been intensive research investigating the use of Web 2.0 technologies in the language classroom. In their state-of-the-art article, Wang and Vasquez (2012) explore seven databases to present the current state of research on Web 2.0 tools and their roles in second language learning between the years 2005 and 2009, including the first quarter of 2010. The researchers list 43 empirical studies published in 15 journals (see Table 3 below). Wang and Vasquez's (2012) review reveals that the integration of Web 2.0 tools in the classroom enhances learners' confidence in writing, facilitates their use of writing strategies, and improves the overall writing skills of the learners. The review also shows that the implementation of Web 2.0 technologies in the classroom offers several advantages to learners including the creation of comfortable, collaboration-oriented, and social learning environments. These technologies increase the amount of interaction and collaboration among peers resulting in more output, interest and motivation. As for the disadvantages of Web 2.0 tools, particularly of blogs and wikis, the researchers note that a) there is resistance to blog writing by several learners due to privacy concerns, b) some learners felt frustrated when they had difficulty in distinguishing between formal and informal L2, c) learners tend to focus

on the meaning discarding accuracy whilst writing blogs, and d) both wikis and blogs facilitated only reading and writing skills.

Table 3

*Types of Web 2.0 Technology Investigated in Empirical Research between 2005 and 2009\**

| Web 2.0 Technology | # of Research | % |
|---|---|---|
| Blog | 15 | 35 |
| Wiki | 10 | 23 |
| 3-D Virtual World | 5 | 12 |
| Podcasts | 5 | 12 |
| Social Networking (SN)Sites | 4 | 9 |
| Others (Google Docs, Chatbot, Multiple Technologies) | 4 | 9 |
| TOTAL | 43 | 100 |

*\*Adopted from Wang and Vasquez (2012)*

According to Table 3, Wang and Vasquez's (2012) study indicate that blogs and wikis constitute more than half of the studies in accordance with Web 2.0 tools and their effects on language learning. These findings are in alignment with the data presented by Liu, Kalk, Kinney and Orr's 2012 review. Having examined the literature between the years 2007 and 2009 with regard to the incorporation of Web 2.0 technologies into L2 classrooms, Lui et al. (2012) indicated that the top five researched Web 2.0 tools were blogs with 30.5%, wikis with 23.6%, podcasts with 18%, social network with 18%, and Virtual Reality (VR) with 9.7%. When the results of both studies are compared, it is clear that the popularity of blogs is slightly diminishing, podcasts and SN sites are gaining popularity, and wikis are retaining their popularity. It must be borne in mind that the application of blogs dates back in

1999 while Wikipedia (the most well-known wiki) was founded in 2001 (Myers, 2010), which means that wikis are a more recent phenomenon; therefore, attracted the attention of SLA researchers later than blogs did.

**Teachers' Attitudes towards the Benefits Offered by Web 2.0 Tools**

Web 2.0 tools such as blogs, wikis, podcasts, social network sites, and virtual reality hold the potential power to support language learning by moving beyond the physical boundaries of the classroom as well as providing learners with more collaborative activities and more exposure to L2 (Parker & Chao, 2007). This potential is likely to rise even more "as new technologies emerge so the implementation possibilities for language teaching" (Goertler, 2009, p. 82). For teachers, Web 2.0 tools offer several benefits. First, they are easy to have access to so that teachers can employ them without making much effort (Boulos, 2006). Second, they are practical in monitoring the flow of data since they do not require software knowledge at professional levels (Parker & Chao, 2007). Third, they offer a variety of communication forms and means; therefore, teachers can choose the most appropriate tools and abound learning (Glassman & Kang, 2011).

Motivation and self efficacy of teachers play an important role when it comes to put technology into action. In order to enable teachers to be motivated in using new technologies, Zhao and Cziko (2001) postulate three premises by asserting that the teacher must believe that:

- technology can more effectively meet a higher-level goal than what has been used,
- using technology will not cause disturbances to other higher-level goals that the he or she thinks are more important than the one being maintained, and

- he or she has or will have sufficient ability and resources to use

   technology. (p. 6)

Zhao and Cziko (2001) refer to a utilitarian point of view as they emphasize goal-orientation and sufficient knowledge. Similarly, Wozney, Venkatesh and Abrami (2006) list the affecting factors as  a) demographic features of teachers such as their age, educational background, previous experience in technology use, and specialization, b) socioeconomic circumstances their students are in, c) the availability and quality of the technology-based in-service training, d) the presence institutional of strategies for launching plans and policies to promote sustainability, and e) the attitude of administrative staff toward practical applications as the affecting factors defining the teachers' attitude toward new technology.

   Ulrich and Karvonen (2011) reckon if a teacher has positive attitudes toward and satisfactory knowledge about Web 2.0, and if s/he receives support from the institution; s/he may abandon his or her previous practices and favor for interaction, collaboration, and personalized use of Web 2.0 technologies. However, relevant literature does not completely verify this assumption (e.g., Dooly, 2009; Guichon & Hauck, 2011; Zhao & Frank, 2003). Cuban, Kirkpatrick and Peck (2001) argue that the use of computers in teaching may result in minimum innovation if there are not fundamental changes in attitudes and opportunities in the education system. Besides, teachers' attitude is a "decisive" factor (Guichon & Hauck, 2011, p. 189). Although teachers perceive that adaptation to the penetration of the new online communication is of crucial importance (Wheeler, 2001), the process may require a lot of hard work. However, teachers' attitudes may still be refined if sustained training, institutional support, and the access to the necessary hardware and software are provided in

effective ways (Power & Thomas, 2007), and if teachers first find the online tools beneficial for their personal lives (Wozney, Venkatesh, & Abrami, 2006).

Vodanovich and Piotrowski's (2005) study conducted among 87 faculty members at a university in the South East of the US examines the responses to a survey about  the faculty members' habits of Internet usage and their perceived benefits and setbacks of using Web 2.0 tools in their classrooms. The findings indicate that although almost half of the faculty (58.1%) had received either no or very limited formal training, 73.6% of them expressed their positive attitudes while only 47% of them used online tools in their classrooms. The researchers conclude that "favorable attitudes of faculty on Web-based instruction do not necessarily translate into the actual implementation and use of online teaching approaches" (p. 315). According to the researchers, the main reason why nearly half of the faculty was reluctant to use Web 2.0 tools is the lack of formal technology training and the requirements of time to use them.

Although training is an important element in the implementation of new technologies in the classroom, the quality and the content of the training determine its success. Kessler's (2007) study investigates the formal training of 270 randomly selected Teaching of English to Speakers of Other Languages (TESOL) master's degree graduates. The findings of the study reveal that there is a general dissatisfaction among the participants in terms of the integration of Information and Communication Technologies (ICT) into their formal education because teaching members of faculty mostly prefer focusing on theoretical knowledge rather than giving practical information about the implementation of technological tools. The researchers conclude that new graduates favor for informal ways of personal development outside the school since the content of teacher training curricula is still

in its infancy and far from having an impact on graduates' attitudes toward technology.

**Learners' Perceptions about the Benefits Offered by Web 2.0 Tools**

Various studies reveal that the youth born in the 1980s or later have grown up in an environment surrounded by digital media which enables them to have different learning styles and expectations than their parents  (Baird & Fisher, 2006).  Prensky (2001) makes a distinction in between the new and the earlier generation suggesting the terms "Digital Natives [and] Digital Immigrants" (p. 2) for the youth and their parents respectively. While the former needs little effort to integrate computers and the Web into their everyday lives, the latter endeavors hard to learn to use a computer and the Internet (p. 2). Several other terms are also used to describe today's youth such as "Net Gen" (Oblinger & Oblinger, 2005, p. 13), "Millennial Generation" (Greenhow, Walker, & Kim, 2010, p.63) and "Neomillennials" (Baird & Fisher, 2006, p. 5). The rapid development in the online technologies find their reflection in education as  West and West (2009) remark "[l]earners of the twenty-first century have been Web consumers for much of their lives, and are now demanding online instruction that supports participation and interaction" (p. 2). Therefore, "it is important, from an applied perspective, to know if computer-mediated work groups are as effective as FTF [face-to-face] work groups" (Becker-Beck, et al., 2005, p. 501).

In 2008, Conole, de Laat, Dillon and Darby conducted a research with 427 university students attending online courses of four different disciplines. The results indicate that the students used personal computers and mobile devices intensively a) to search data online and store them, b) to communicate with their classmates, and c) to prepare assignments; in general, to integrate online tools into their learning habits.

The findings further suggest that the majority of the students had positive attitudes as they were comfortable with internet use since it was an integral part of their lives, and had the necessary skills to use the Internet effectively.

Literature suggests that students already use Web 2.0 technologies in informal settings for academic and non-academic purposes (e.g., Bicen & Cavus, 2010; Brandl, 2012; Cullimore, 1999; Greenhow, et al., 2010; Kessler, 2007). Likewise, language learners also prefer informal online settings to practice the target language informally (Harrison & Thomas, 2009). They watch TV series, listen to music, read newspapers and chat with foreigners on the Internet. In their 2012 study which was based on the self-reporting of five pre-adult EFL learners from France, Sockett and Toffoli point out that Web 2.0 tools serve well for informal language learning. Expressing their satisfaction in doing so, the participants stated that they all subscribed to learning groups of Facebook to seek opportunities to communicate with other learners along with online fan communities to interact with native speakers of English. Three of them said they read and watched online tutorials related to their occupation. According to the researchers, the learners realized that learning took place during these activities although measuring it was not possible for the researchers.

When it comes to formal learning, learning outcome is affected by students' initial opinions about the online learning environment (Howland & Moore, 2002). Hartshorne and Ajjan (2009) assert that "perceived ease of use, perceived usefulness and compatibility" (p. 186) are three paramount factors for language learners to have positive attitude toward Web 2.0 tools. For Mehlenbacher, Miller, Covington and Larsen (2000), online activities need to be simple enough for students to feel comfortable while doing them. Ebner, Holzinger and Maurer (2007) draw attention

to the difficulties in the use of Web 1.0 tools saying that they require HTML skills to create content noting that ease of use is the most important factor in the success of Web 2.0 technologies.

Miyazoe and Anderson's (2010) research on the effectiveness of forums, blogs, and wikis aims at specifying which of these three online writing tools are more favored by 60 sophomore university students in Tokyo. The findings reveal that wikis were the most favored by 55.9 % of the participants, and they were followed by blogs and forums with 30.5 and 13.6 per cent respectively. The majority of the students liked the wikis as they were most satisfied with the usefulness of wikis with regard to knowledge building involved in the project.

The study by Chik and Breidbach (2011) reports on an online language learning history sharing project including seven German language learners from Hong Kong and eight native German participants. During the project, the participants communicated via two different wikis designed by the researchers. The findings of the study show that Web 2.0 tools not only provided the means of real intercultural interaction but also motivated learners to employ learner autonomy since the German language learners from Hong Kong extended the wiki interaction taking initiative, designing their own Facebook group and arranging online conferencing through Skype in order to learn more about the German culture.

Stevenson and Liu (2010) report on the findings of their study that the design and usability of online language learning websites, which employ Web 2.0 tools, play a more important role than the content offered to the learners. Conole et al. (2008) also mention that some learners feel dissatisfied and frustrated while they are the browsing through the Web tools with complex structures and poor design. According to Chen et al. (2011), if the learners think that such tools result in an

"information overload" rather than proving useful in their studies, they may dislike the implication of online tools.

## Wikis as a Web 2.0 Tool

Wikis are asynchronous Web 2.0 tools for communication and collaboration through writing as well as storage of the created data. According to Lamb (2004), the most distinguishing features of wikis include that a) they are unique as people can create, share and store data with the opportunity to have open access for later retrieval, b) they promote collaboration that builds synergy coming from many members rather than an individual, c) they allow open editing; therefore anyone can add any information unless they are not restricted to, d) they are simple to use so people can manage them without expertise, and e) they are evolving, which means they may provide more content and opportunities in the future. Today, several wiki applications such as MediaWiki, PBwiki, and WikiSpaces are gaining popularity (Li, 2012). Owing to their potential for compatibility and usability, a number of wikis have been developed by software companies such as PBWorks and MediaWiki. Lund & Smordal (2006) so that these companies target public, private and enterprise use for their a) support for group projects (e.g. Twiki), and b) multiple-authored content management (e.g. DocuWiki and Wikipedia).

### Background of Wikis

The first wiki page, WikiWikiWeb, was created by Ward Cunningham in 1995 (Cummings, 2008) as a result of his search for an easy authoring tool to enable people to publish their own content (Richardson, 2010). However, wikis earned their own reputation after the introduction of Wikipedia in 2001 (West & West, 2009). Today, Wikipedia, the most well-known wiki, is the sixth ranking website worldwide

with 14 million entries (Li, 2012). Every day, either the existing articles are updated on Wikipedia or the new ones are posted by average digitally literate people who would like to share information about famous people, places, important events in history, and even present news (Richardson, 2010). Likewise, in smaller scales though, individuals, schools (Richardson, 2010), and organizations (West & West, 2009) have started to employ wikis for different purposes. Noticing the rapid increase in their popularity, companies such as Disney, McDonalds, Sony and BMW also created their own wikis (Richardson, 2010). According to the results of a study by Majchrzak, Wagner and Yates (2006), who surveyed 168 companies in the USA, wikis can be sustainable in business life. In general, as Lamb (2004) suggests, wikis provide different people with various ways to use the Web similar to what Tim Berner-Lee intended it to be used in 1989.

### Definitions and Distinguishing Features of Wikis

A wiki is a piece of software consisting of linked individual web pages which allow users to independently create content, and permits others to edit and contribute to that content (Richardson, 2010). Leuf and Cunningham (2001) define wikis as "freely expandable collection of interlinked web pages, a hypertext system for storing and modifying information – a database, where each page is easily edited by any user with a forms-capable Web browser client" (p.14). The name, wiki (intended to be pronounced weekee), derives from a Hawaiian word 'wiki-wiki' which means speedy (Kessler, 2009). According to Leuf and Cunningham (2001), wikis refer to "the simplest online database that could possibly work" (p. 4). Leuf and Cunningham (2001) describe the essential concepts of wikis saying that they a) allow all the users to edit or add to the existing content as well as to engender their own within the wiki Web site, simply via a Web browser which needs no further software, b) encourage

purposeful links between different pages under related topics by allowing for link creation in an easy way as well as by featuring whether an intended target page is present or not, and c) are not a professional production for casual visitors. Instead, wikis seek involvement of the visitors in an ongoing creation and collaboration process that helps the Website constantly change.

Phillipson (2008) places wikis in five subcategories according to their organizational stages of inquiry. First, resource wikis construct knowledge through collective constructivism. They can branch out in time when the authors act like a knowledge building community. Wikipedia is one of the most well-known examples of this kind of wikis. Second, presentation wikis are a means of editing an individual work through collaborative efforts within a group in order to improve it. Third, gateway wikis are in the form of mediation enabling group members to have communal discussion of alternative ways to elaborate on and make meaning from a set of data. Fourth, simulation wikis are an exploratory venue where real-life situations are created and the contributors are expected to offer a variety of solutions with multiple paths for the given contexts. Finally, illuminated wikis are used for explicating of a given task which requires the participants to find the necessary methods and steps to make it comprehensible for others.

West and West (2009) present the features of wikis in 12 subheadings: Access control, storage capacity, editing, customization and skins, advertising, communication, file sharing, administration, number of users, logins and passwords, archiving and version control including security, widgets, and Really Simple Syndication (RSS) feeds. All of these features vary according to the wiki providers and the fee requirements. Several fee-free wiki providers offer capacity, number of users, customization, and skin design in a limited way. Commercial advertisements

are embedded in other fee-free wikis but have expanded features. On the other hand,
fee-based wikis "include more advanced management capabilities, more storage, or
added security" (p. 7), and typically allow for large, or unlimited, numbers of
members and storage space. In general, users need to determine their needs to find
the most appropriate wiki and design their online projects accordingly.

**Wikis in the EFL Classroom**

According to Désilets, Gonzalez, Paquet and Stojanovic (2006), wikis
introduce new ways of mental processes in acquiring knowledge such as "democratic
peer review over editorial control, ease of access and open editing over security and
control, incremental growth over upfront design, [and] free form content over
structured content" (p.19). As a result, wikis have attracted the attention of teachers
as well as researchers (Bradley, Lindström, & Rystedt, 2010). In the process of
learning a language,  the provision of opportunities to create contents in authentic
settings is one of the benefits Web 2.0 technologies offer learners (Kessler, 2009). As
a tool for "knowledge building"  (Glassman & Kang, 2011, p. 108), wikis constitute
a good example of authenticity. "Wikis have the potential to transform the learning
experiences of the students worldwide [and] the benefits appear to outweigh the
limitations" (Wheeler, et al., 2008, p. 994). Therefore, their popularity is estimated to
rise in the future since the trend for learner-centered education continues and the
roles of the teachers and the learners change during this period (Harden & Crosby,
2000).

**Advantages of Wikis for Students**

Literature demonstrates that the advantages of wikis for learners include
thepromotion of interaction (Mak & Coniam, 2008; Wheeler, et al., 2008),

collaboration (e.g., Bradley, et al., 2010; Engstrom & Jewett, 2005), learner autonomy (Kessler & Bikowski, 2010) , flexibility (Baird & Fisher, 2006; Lundin, 2008; Wheeler, et al., 2008), motivation (Chao & Lo, 2009; Lee, 2010), and construction of knowledge (Lund, 2008; Nelson, 2008) without any extra costs and any need for high levels of software programming. Among these, collaboration, learner autonomy and construction of knowledge are the most widely reviewed topics (Li, 2012).

Collaboration is of paramount importance during wiki projects. Cronin (2009) points out that "collaborative editing is the defining feature of wikis" (p. 68). Since learners can edit and add to the content created during individual or group work easily, they are able to build their own knowledge, the form and accuracy of which is strengthened by the feedback they receive from each other. Clearly, as Kessler (2009) suggests, this feature of wikis makes them "unique" (p. 80) among other CMC tools for online learner-centered teaching environment.

In his exploratory ethnographic study conducted among 31 students from a senior high school in Norway, Lund (2008) asserts that wiki activities can challenge the established language production practices since they involve an epistemological shift in the understanding of language production, and the accumulation of knowledge. To this end, the participants in his research, each of whom was provided with laptops, were asked to elaborate on a preset topic and several tasks of wiki use. In the first step, the participants (in groups of two or three) were asked to create an open-ended encyclopedic text on their knowledge of a broad topic. In the second step, the participants could edit, add to, and even delete the works of other groups. The findings of the research show that participants collaborated in two steps: "local collaborative and distributed collective language production" (p. 49). While local

language production step was similar to group work which focused on the fulfilling the demands of the task at hand, the collective language production step allowed participants to advance their knowledge beyond what they individually produced in the first step. As a result of these steps, Lund (2008) stated that the participants had the opportunity to learn through collaborative work, and hence, through social interaction.

### Advantages of Wikis for Teachers

According to Parker and Chao (2007), the integration of wikis into classroom may assist teachers to better educate their students to experience the benefits of wikis. To that end, wikis offer two advantages to teachers. First, they are user-friendly as they require no expert knowledge of software development, which means teachers can design online activities to reinforce collaboration without receiving extensive training (Lundin, 2008). Second, wikis have several meta-features such as 'editing', 'history', notification' and 'discussion' tabs at teachers' disposal (Li, 2012). Teachers can monitor students' progress (Lund & Smordal, 2006) and provide effective feedback (Lai & Ng, 2011). Li (2012) suggests that editing may be useful when there is a need for content revision or deletion. History mode allows teachers to go back to the earlier version of the content and, if necessary, revive previous ones (Cronin, 2009). Notification tab provides a quick look at what has been recently done. Discussion spaces for each wiki page help teachers to organize comments of students and to provide feedback for the ongoing project or the finished products (Li, 2012). Wikis also offer different levels of authoring for teachers. As Lund and Smordal (2006) reports MediaWiki has "administrator and normal" (p. 39) user accounts. To avoid chaos or to have more control over the students, Lundin (2008) suggests that the teacher may have the administrator account while assigning the

students as normal users. However, Richardson (2010) argues against this notion as he believes that the more autonomy teachers give to their students, the better the results be. He also notes that restricting the students' while reinforcing creativity may undermine the students' expected performance.

### Disadvantages of Wikis for Students and Teachers

As for the disadvantages for teachers, wikis pose several challenges similar to other new technologies. First, teachers perceive that wikis require complex knowledge. As Kussmaul and Albert (2007) point out, the number of the entries and the complexity of the history pages may cause inconvenience especially for novice users. The results of Engstrom and Jewett's (2005) study reveal that all of the 11 participating teachers in her project expressed having more difficulty using wikis than other online communication tools. Second, lack of authority is another concern among teachers. This worry manifests itself as a) the experience of difficulty in controlling the progress, and b) losing control of the classroom (Lundin, 2008). Third, reliability of the content is another factor as the content can be altered by those who are tempted to fabricate misleading information (Kessler, 2009). In a collaborative and anonymous environment where anyone can post entries, it may be difficult to define the source of data as well as to distinguish between what is right or wrong in the entries (Cummings, 2008).

### Learners' Perceptions about the Use of wikis in the EFL Classroom

During the period of democratization of the classroom when the authority is shifting from teacher-centered to learner-centered approaches, wikis are a great opportunity for students to build knowledge through collaboration (Richardson, 2010). Already accustomed to using Web 2.0 tools in their daily lives, most students

have positive attitudes toward wikis. Findings of several studies reveal that students think a) wikis are fun and motivating (Chao & Lo, 2009; Lee, 2010; Lund & Smordal, 2006), b) they benefit from the wiki-based collaborative writing projects (Lund, 2008; Woo, Chu, Ho, & Li, 2011), c) they are comfortable with the use of wikis as classroom projects (Lundin, 2008), and d) they are willing to receive feedback from their peers (Kessler, 2009). The findings of Kessler's (2009) study conducted with 40 senior Teaching of English as a Foreign Language (TEFL) students in Mexico suggest that students enjoyed the idea that "[they] can collaboratively construct meaning without any teacher intervention" (p. 92).

O'Bannon and Britt's 2012 study examined how hands-on experience of designing and using a wiki affected the pre-service teachers' (n = 113) perceptions, and increased their knowledge of other Web 2.0 applications. The researchers assisted the participants to learn about wikis, and to practice this newly acquired knowledge. The participants created one wiki of their own at the end of the instruction. In the roles of readers, authors, and editors of this wiki, the participants were allowed to communicate face-to-face, via e-mails, or discussion boards of their wikis. The findings showed that the participants had a remarkable feeling of achievement at the end of the project. A majority of these pre-service teachers reported that learning to design and use their own wiki raised their awareness, and increased their knowledge of Web 2.0 applications. The findings also indicate that discussion boards of the designed pages of the wiki were more frequently used than e-mails as the participants were more inclined to have open discussion in this online learning environment.

Although most of the literature indicates positive attitudes among learners, there are several studies reporting that some learners do not prefer to use wikis in

their classroom assignments (Karasavvidis, 2010). For example, Ma and Yuen (2008) note that only half of the 23 students who participated in their research expressed satisfaction with the process of collaborative writing in the project. Technical issues also cause negative attitudes among students. Although Lund (2008) reports positive results in his study, he mentions that some of the participating students complained about malfunction on the laptops they worked with during the project. Likewise, Wheeler et al. (2008) state that some students felt frustrated when the content they created was deleted by someone else.

Karasavvidis' (2010) study conducted with 38 university students enrolled in an Information and Communication Technologies (ICT) course in Greece indicates several problems that the students encountered during the mandatory wiki task. First, the students felt frustrated when the task required too much time and effort. Second, some students plagiarized from other resources, which caused the feeling of injustice among others. Third, they complained about the limited opportunities for communication. Fourth, for some of them, collaboration turned into competition with each other. Fifth, some students were worried about the subjectivity of the contents they created. Finally, they had hesitation to change the contents others created. According to the researcher, these problems mainly stemmed from pedagogical implementations as technology was used to support traditional teaching techniques which were not modified accordingly.

Wheeler et al. (2008) suggest that wikis should be integrated into the fabric of learning outcomes, and teachers' role should change from instructors to moderators. They further note that teachers must allow students some space so that they can study in a free and democratic classroom. As Lund (2008) suggests "it is the activity not the technology per se that makes difference" (p. 50). Furthermore, according to

O'Bannon and Britt (2012), "[i]f students feel that wikis are an effective learning tool and are comfortable with the process involved in using them, they will benefit from the unique opportunities that wikis offer for increasing their knowledge of specific content" (p. 306).

## Conclusion

In this chapter, the use of wikis in the English language classroom was reviewed and relevant literature was summarized within a broader framework of CMC and Web 2.0 tools. The first section of this chapter provided information about online CMC tools with regard to the changing roles of teachers and learners. In the second section, the background of the Web 1.0 and the Web 2.0 was presented focusing on the use of Web 2.0 tools in the EFL classroom. In the third section, the use of wikis in the EFL classroom was covered with a brief history, several definitions, distinguishing features, types, advantages and disadvantages of wikis. This section was finalized by touching upon the learners' perception of wiki use in their classroom.

## CHAPTER III: METHODOLOGY

### Introduction

This study is an attempt to investigate whether senior English Language Teaching (ELT) students find Web 2.0 tools, wikis in particular, as effective online tools to be employed in their future professional lives for the teaching of reading, writing, vocabulary and grammar. In this respect, this study addresses the following research questions:

1. What are the perceptions of students of English Language Teaching (ELT) about the use of Web 2.0 tools in their future classrooms?

2. What kind of effects does training about the use of wikis have on these students' perspectives?

3. Do ELT students find wikis useful for their future classrooms? If yes, do they think wikis can be employed:

   a) for teaching writing?

   b) for teaching reading?

   c) for teaching grammar?

   d) for teaching vocabulary?

This chapter has four main sections which consist of the participants and settings, the research design and procedure, the researcher's role and data analysis. In the first section, detailed information about the participants and the settings of the study is introduced. The second section provides a description of the research design and the instruments of data collection employed in this study. This section will

further provide detailed information about the steps of the research procedure which includes the recruitment and training of the participants as well as data collection. The third section will discuss the researcher's role in the research process. The final section will cover the overall procedure for the data analysis.

## Setting and Participants

The research was conducted at the English Language Teaching (ELT) Department at a public university in Turkey. The participants of the study were chosen among the senior students at the ELT Department on voluntary grounds. To be able to initiate the research study, first, the researcher received the consent of the Ethics Committee of the university (see in Appendix B).

There are, mainly, two reasons why senior ELT students were involved in the research. First, they had more knowledge and first-hand experience about foreign language teaching and material design than their younger peers as they had taken more lessons including theoretical courses such as Approaches in Foreign Language Teaching (3$^{rd}$ semester), Second Language Acquisition (4$^{th}$ semester), and Teaching of Language Skills I and II (5$^{th}$ and the 6$^{th}$ semester) as well as practical courses such as Introduction to Computer Sciences (2$^{nd}$ semester), Education Technologies and Materials Design (4$^{th}$ semester), Classroom Management (5$^{th}$ semester), Evaluation and Designing of Foreign Language Teaching Materials (7$^{th}$ semester), School Experience (7$^{th}$ semester). They were also taking Teaching Experience (8$^{th}$ semester) while the research was being conducted (see Appendix C for the four-year long education plan of the ELT Department). Second, these senior ELT students had not started to work professionally, which meant they had not formed any actual teaching habits yet. It also meant that they would benefit from the wiki training in their prospective careers.

The initial stage of participant selection was the seminar held by the researcher on Web 2.0 tools. Before the beginning of the seminar, the students were given the pre-questionnaire and an announcement was made inviting them to participate in the following workshop. Table 4 shows the number of participants for each stage of this research study:

Table 4

*The Stages of the Research Study and the Number of the Participants for Each Stage*

| Stage | # | Aim of the Stage |
|---|---|---|
| pre-questionnaire | 37 | to collect data with regard to the students' perceptions towards the use of Web 2.0 tools |
| seminar | 37 | to inform the students about the use of web 2.0 tools; wikis, in particular |
| workshop | 12 | to train the students about the design and use of wikis, and to assist them create their wiki tasks |
| post-questionnaire | 12 | to investigate whether any change occurred in the perceptions of the students after they received the wiki training |
| interview | 4 | to delve more into the students' perceptions towards the use of wikis |

As can be seen in Table 4, after signing in the consent forms (see Appendix D), out of the 37 participants, 21 of them (3 male, 18 female) agreed to participate in the wiki workshop that took place one week after the seminar. However, on the workshop day, 12 students (2 male, 10 female) came in to participate in the

workshop. Therefore, these 12 students constituted the core of this study since they were the ones involved in the wiki project, and the subsequent post-questionnaire and interviews. While all of these 12 students (2 male and 10 female) were asked to complete the post-questionnaire, four of them (1 male and 3 female) were chosen to conduct the interviews with.

### Research Design and Data Collection Procedure

The first step of the study was the introduction of wikis to senior ELT students via a two-hour seminar and a following workshop that lasted four hours. The consequent step was the survey- and interview-based data collection procedure aiming at finding out the perceptions of ELT students related to the use of wikis and Web 2.0 tools in their future classrooms. A mixed-method research design was employed in this study. The quantitative data were gathered via the pre- and post-questionnaires since surveys are influential and practical ways of collecting data especially when large populations of participants are concerned (Oppenheim, 2000). The qualitative data derived from the follow-up interviews which were designed in a semi-structured way. According to Merriam (1998), pre-determined questions guide semi-structured interviews, yet it is impossible to determine either the exact wording or the order of the responses. When the interview questions were prepared, this perspective was borne in mind as it enabled the researcher to ask spontaneous follow-up questions to elicit vague data more efficiently, or to receive more particular information from the interviewees where necessary.

#### The Seminar and the Pre-questionnaire

The students were informed about the seminar via the copies of the seminar poster (see in Appendix E) which were put up on the notice boards of the ELT

department and the Faculty of Education one week before the seminar. Among 52 senior ELT students, 37 of them (eight male and 29 female) attended the seminar. All of them completed the pre-questionnaire (see in Appendix F) prior to the seminar after signing the consent forms.

The seminar lasted for two hours during which the participants were informed about Web 2.0 tools such as blogs, wikis, social network sites, podcasts as well as online sharing tools through a PowerPoint presentation which was prepared by the researcher. Illustrated examples of these Web 2.0 tools and their use in the field of ELT were discussed in order to attract the students' attention to their importance. The main focus of the seminar, however, was to introduce the participants with wikis, and to mention their potential use in their future careers.

The pre-questionnaire which was developed by the researcher was piloted by nine colleagues of the researcher, who were all instructors of English at Prep Schools of different universities. According to their suggestions, necessary changes were made on the pre-questionnaire which consisted of two sections. Section A included 11 descriptive items related with the students' age and gender as well as their computer and internet literacy. Section B had 16 items regarding the students' perceptions towards Web 2.0 tools. A Likert scale from one (strongly agree) to five (strongly disagree) was employed in this section. Prior to the administration of the pre-questionnaire, it was analyzed for reliability and had a Cronbach's Alpha coefficient of .953, which suggested a high internal consistency

**The workshop**

Following the seminar, a four-hour workshop, which 12 students (two male and 10 female) attended, was administered by the researcher in order to enable students to use wikis effectively. It was designed in two steps. The first step aimed at

training the students how to design and use wikis. To that end, one sample wiki was

created by the researcher, who explained each step to the students in detail. When the

students asked questions, the researcher answered them, and repeated the process to

make sure the students all comprehended the details. After creating the sample wiki,

the researcher taught the students the basics of wiki design such as the categorization

of the pages, the use of Google Gadgets, and monitoring activity logs. For the second

stage, four wiki groups were composed for reading, writing, grammar and

vocabulary. For each wiki, three students were assigned. Each group created their

own wiki with the help of the researcher and prepared a task for the members of

other groups to accomplish. Subsequently, the students completed their assignments

individually.

### Post-Questionnaire and the Interviews

After the wiki project was over, the students were asked to fill in the post-

questionnaire which included the same items in Section B of the pre-questionnaire

(see in Appendix F) so as to figure out if there had been any change in their

perceptions towards the use of Web 2.0 tools in their future classrooms. Later on,

each group decided on one representative to have an interview with the researchers.

The purpose of the interviews was to gain further insight into the students'

opinions about their own performance along with their peers' in the wiki project.

During the interview sessions, four students (one male, three female), who were

chosen on voluntary grounds, were asked open-ended questions (see in Appendix G)

which were mainly about their' opinions concerning the wikis that were created

during the workshop. However, the interviews were designed in a semi-structured

way.

The interview questions were written in English by the researcher and they were translated by one of his colleagues who is an EFL instructor at a prep school at a public university in Turkey. These translated questions were back-translated by another colleague of the researcher into Turkish to increase the reliability of the items Before the interviews were conducted, the interviewees were asked whether they preferred to conduct the interview in English or in Turkish. They all wanted to speak Turkish; hence, the researcher asked the questions and continued the interviews in Turkish. The researcher audio taped the interviews, and then transcribed them in Turkish (see an example page in Appendix H). After the transcription was complete, they were translated into English by the researcher for further analysis (see an example page in Appendix I).

**The Researcher's Role**

The researcher of the study had taught a Contextual Grammar course to the participant students in their first year at university. He was, therefore, familiar with the students, a fact which might have affected the students' behavior and willingness to participate in the wiki training. For the students, the researcher was an instructor. Although no close teacher-student relationship had been established between the researcher and the participants, the students addressed the researcher as their teacher.

During the seminar, the researcher was the knowledge provider who introduced Web 2.0 tools focusing on wikis. He also acted as the trainer during the wiki project; answered the students' questions and guided their organization of the wikis. This superior role might have influenced the success of the research project. For instance, with another trainer, the number of volunteer students might have been less, and the completion of the tasks might not have been achieved as planned.

**Data Analysis**

The data analysis was done in several steps according to how they were gathered. The first step was entering the quantitative data collected via pre- and post-questionnaires into the version 18 of SPSS (a software for running statistical tests for the social sciences) in order to a) specify the descriptive information for the participants' gender, age and computer literacy, and b) their perceptions towards the use of Web 2.0 tools in their future professional lives.

In order to answer the first research question, the researcher looked for changes in the participants' answers to the 16 items in Section B of the pre-questionnaire, which also constitutes the post-questionnaire. In this step of the quantitative analysis, Mann-Whitney U test was used to determine the similarities and the differences between the students who participated in the Wiki project and those who did not. To answer the second research question, Wilcoxon Signed Rank test was conducted in order to identify whether wiki training had any influence on the wiki participants' perceptions about the use of Web 2.0 tools. In order to answer the third research question, the researcher transcribed and translated (from Turkish to English) the participants' audio taped answers to the interview questions, and later conducted a content analysis on the interviewees' responses.

**Conclusion**

In this chapter, the methodology used to carry out the study was described in terms of its setting and participants, research design and procedure, researcher's role and data analysis. In the next chapter, the details of the data analysis as well as the results revealed will be discussed in detail.

# CHAPTER IV: DATA ANAYLSIS

## Introduction

This study is an attempt to investigate whether senior English Language Teaching (ELT) students find Web 2.0 tools, wikis in particular, as effective online tools to be employed in their future professional lives for the teaching of reading, writing, vocabulary and grammar. In this respect, this study addressed the following research questions:

1.  What are the perceptions of students of English Language Teaching (ELT) about the use of Web 2.0 tools in their future classrooms?

2.  What kind of effects does training about the use of wikis have on these students' perspectives?

3.  Do ELT students find wikis useful for their future classrooms? If yes, do they think wikis can be employed

    a)  for teaching writing?

    b)  for teaching reading?

    c)  for teaching grammar?

    d)  for teaching vocabulary?

In this study, with senior English language Teaching (ELT) students, all of whom study at a public university in Turkey, the data were gathered via three different instruments: a pre-questionnaire conducted with 37 students, a post-questionnaire with 12 students, and semi-structured follow-up interviews with four students. With regard to the mixed-methods research design, the data from the pre-

and post-questionnaires were analyzed quantitatively, while the data from the follow-up interviews were first transcribed and translated in English (see Appendix H) and then evaluated qualitatively through content analysis. The results of the study are presented in the order of research questions.

## Data Analysis Instruments and Procedures

This chapter discusses the results of a research study which was embodied by five consecutive steps; namely, administration of a pre-questionnaire, a seminar, a workshop on wikis, a post questionnaire, and interviews. The pre-questionnaire consists of two sections. In Section A, there are 11 items about the background of the participants including their age, gender, computer and internet literacy. Section B includes 13 items about the participants' perceptions on their formal training at university and their potential to use Web 2.0 tools in their professional lives as well as their opinions on Web 2.0 tools' potential to facilitate their prospective teaching practice. The items in Section B also constitute the post perception questionnaire, which was given prior to the interviews and following the seminar and the wiki project. In the post perception questionnaire, designed to investigate whether there is any change in the senior ELT students' perceptions related with the use of Web 2.0 tools in their prospective classrooms, the students were asked to answer a 12-item 5 point likert scale ranging from 1, representing "strongly disagree" to 5 representing "strongly agree". While interpreting the results, the scores between 1.00 and 2.33 were considered that the students disagreed; between 2.34 and 3.67, they were neutral; and between 3.68 and 5.00, they agreed. The 13th item is differently designed as the students are expected to choose the best option: "I would like to use 1- no, 2- limited, 3- moderate, 4-extensive, and 5-only Web 2.0 tools in my classroom."

The data collected via the pre- and post-questionnaires were entered into the statistics software program, SPSS v.18. First, descriptive statistics of the pre-questionnaire (i.e., Section A) were analyzed in detail to provide concrete information about the participants. Section B of the pre-questionnaire, whose items also constituted the whole of the post-questionnaire, was analyzed for reliability and had a Cronbach's Alpha coefficient of .953, which suggested a high internal consistency. Second, the participants of the pre-questionnaire were divided in two groups as volunteering wiki-participants (WPs) and non-wiki participants (NWPs) to examine their overall perceptions towards Web 2.0 tools and further analyze if there was any significant difference between the two groups. By this way, a general picture of the participants' perceptions was provided as an attempt to answer the first research question. Third, the WPs' replies to the pre- and post perception questionnaire items were analyzed in order to answer the second research question. Finally, the results of the interviews, conducted with four students among the WPs, were analyzed via content analysis so as to answer the third research question.

### Analysis of Descriptive Statistics

The demographic data gathered in the questionnaire were analyzed through descriptive statistics. Table 5 shows the statistics of the participants' gender and age, Table 6 shows the statistics about the types of computers they own and their access to the Internet, Table 7 indicates the length of their computer literacy and how they learned to use a computer, and Table 8 illustrates their habits of using the Internet on a daily basis.

Table 5

*Gender and Age of the Participants*

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| male | 7 | 18.9 |
| female | 30 | 81.1 |

| Age | Frequency | Percentage |
|--------|-----------|------------|
| 20 | 2 | 5.4 |
| 21 | 11 | 29.7 |
| 22 | 15 | 40.5 |
| 23 | 5 | 13.5 |
| 24 | 3 | 8.1 |
| 29 | 1 | 2.7 |
| Mean | 22,08 | 100 |
| Total | 37 | 100 |

As can be seen in Table 5, seven male and 30 female senior ELT students filled out the pre-questionnaire. These 37 participants' ages varied from 20 to 29. Although, one student was 29 years old, the mean score for the ages of the participants was 22.08. This means that even the oldest student was born after 1990; therefore, they can all be referred to as members of the "Net Generation" (Greenhow, Walker, & Kim, 2010, p. 64). As examples of this generation, for these students, computers and the Internet are two important elements in their lives. Table 6 indicates that a great majority of the participants (91.9%) has a laptop. Only three of the participants do not have one; though, two of them have a desktop computer, and the other one has a smart phone with wi-fi internet access.

Table 6

*Possession of Computer Types and Internet Access*

| Computer Type | Freq. | % | Internet Access | Freq. | % |
|---|---|---|---|---|---|
| desktop computer | 11 | 29.7 | at home | 28 | 75.7 |
| laptop computer | 34 | 91.9 | at school | 28 | 75.7 |
| tablet pc | 5 | 13.5 | on the phone | 13 | 35.1 |
| smart phone | 16 | 43.2 | other(s) | 2 | 5.4 |

As Table 6 indicates, all of the participants have internet access, which is mostly operated via mobile devices such as laptops, tablet PCs or smart phones. Table 7 indicates that more than half of the participants (64.9%) have known to use a computer for more than four years, which can be further interpreted that they were already computer literate before starting university. A great majority of the participants (94.6%) have been able to use a computer for at least three years. Only two of them, have used a computer for two years.

Table 7

*Ways of learning to use a computer and the length of computer literacy*

| Who taught? | Freq. | % | Length of use? | Freq. | % |
|---|---|---|---|---|---|
| my teachers | 7 | 18.9 | less than a year | 0 | 0 |
| Family member | 6 | 16.2 | two years | 2 | 5.4 |
| my friends | 14 | 37.8 | three years | 3 | 8.1 |
| myself | 28 | 75.7 | four years | 8 | 21.6 |
| other(s) | 0 | 0 | more than four years | 24 | 64.9 |
| Total | 37 | 100 | Total | 37 | 100 |

As is clearly seen in Table 7, the participants have achieved computer literacy mostly through informal ways such as by the help of a family member (16.2%), their friends (37.8%), or simply by themselves (75.7%). The number of participants who report that they learned how to use a computer by their teachers at school is seven, which constitutes only 18.9 percent of the total. Table 8 shows the amount of time the participants spend on the Internet and their active use of Web tools.

Table 8

*Daily Hours Spent on the Internet and Active Use of Web tools*

| Hours | Freq. | % | Web Tool | Freq. | % |
|---|---|---|---|---|---|
| less than an hour | 6 | 16.2 | personal website(s) | 4 | 10.8 |
| one to two hours | 10 | 27.0 | e-mails | 37 | 100 |
| two to three hours | 6 | 16.2 | wikis | 3 | 8.1 |
| three to four hours | 8 | 21.6 | personal blogs | 9 | 24.3 |
| more than four hours | 7 | 18.9 | Twitter | 24 | 64.9 |
| Total | 37 | 100 | Facebook | 29 | 78.4 |

According to Table 8, 83.7 percent of the participants spare at least one hour for their use of the Internet on a daily basis. On average, they spend between two to three hours a day on the Internet for online communication tools such as e-mails (100%), Facebook (78.4%), Twitter (64.9%), and blogs (24.3%). However, only a few of them have personal websites (10.8%) and even fewer of them benefit from wikis (8.1%).

Although they are from a tech-savvy generation, the participants tend to make use of popular Internet technologies for personal communication with their social network. When they were asked how familiar they were with several Web 2.0 tools

(in a five point likert scale through which the mean scores between 1.00 and 2.33 were considered that the students not familiar; between 2.34 and 3.67, they were somewhat familiar and between 3.68 and 5.00, they were familiar), they expressed they were somewhat familiar with social networking and video sharing sites with a mean score of 3.65. Blogs were also somewhat known to the participants with a mean score of 2.92. However, they stated that they were not familiar with wikis, virtual reality gaming zones, and Web Conferencing with the mean scores of 2.24, 2.19 and 1.81 respectively.

Table 9 shows the replies of the participants to the question how often they used or contributed content to similar Web 2.0 tools:

Table 9

*Frequency of the WPs' Use or Content Contribution on Web 2.0 tools*

| Web 2.0 Tool | $\bar{x}$ | SD |
|---|---|---|
| blogs | 2.27 | 1.239 |
| wikis | 1.95 | 1.177 |
| social network sites | 3.73 | 1.194 |
| podcasts | 2.00 | 1.171 |
| knowledge sharing sites | 3.25 | 1.317 |
| social photo tools | 2.64 | 1.397 |
| web conferencing | 1.69 | 1.167 |

*$\bar{x}$ ‹ 1.33 = never, $\bar{x}$ 1.34 and 2.33 = a few times a month, $\bar{x}$ 2.34 and 3.33 = a few times a week, $\bar{x}$ 3.34 and 4.33 = almost every day, $\bar{x}$ › 4.34 every day*

As is seen in Table 9, the WPs said they used social network sites ($M = 3.73$) almost every day while they stated that they used knowledge ($M = 3.25$) and photo sharing ($M = 2.64$) tools as frequently as a few times a week. Blogs followed these with a mean score of 2.27, which means they were used a few times a month.

Wikis and podcasts were used a few times a month on average; 17 of the participants stated that they never used wikis; and 15 said they did not use podcasts. Web conferencing was the least popular among the participants since webferences were not favored by 23 of them (62.2%), who said they never used web conferencing tools.

Table 10 displays the participants' answers to the question how often they used Web 2.0 tools for academic purposes:

Table 10

*Frequency of the WPs' Use of Web 2.0 Tools for Academic Purposes*

| Web 2.0 Tool | x̄ | SD |
|---|---|---|
| blogs | 2.50 | 1.363 |
| wikis | 2.33 | 1.394 |
| social network sites | 3.22 | 1.652 |
| podcasts | 2.22 | 1.174 |
| knowledge sharing sites | 3.75 | 1.273 |
| social photo tools | 2.17 | 1.091 |
| web conferencing | 1.81 | 1.276 |

$\bar{x}$ ‹ 1.33 = never, $\bar{x}$ 1.34 and 2.33 = a few times a month, $\bar{x}$ 2.34 and 3.33 = a few times a week, $\bar{x}$ 3.34 and 4.33 = almost every day, $\bar{x}$ › 4.34 every day

As is indicated in Table 10, knowledge sharing tools were the most popular ($M =$ 3.75) and they were used almost every day. Social network sites were also widely preferred by the participants ($M = 3.22$), who used them at least a few times of the week, too. Blogs ($M = 2.50$) were used a few times a week while wikis ($M = 2.33$) were used a few times a month. For blogs and wikis, it can be said that they were

used for academic purposes slightly more frequently than they were used for general purposes.

The participants' answers to the question how well they could employ online tools also varied as shown in Table 11:

Table 11

*The WPs' Ability to Use Internet Technologies for General Purposes*

| Web 2.0 Activity | x̄ | SD |
|---|---|---|
| design a website | 2.00 | .782 |
| design a wiki | 1.68 | .669 |
| receive and send e-mails | 3.86 | .536 |
| look for information | 3.95 | .229 |
| write on my own blog | 3.03 | .986 |
| download software | 3.68 | .709 |
| upload software | 3.32 | .915 |
| share media | 3.67 | .717 |

*x̄ ‹ 1.49 = "I do not think I can do that, x̄ 1.50 and 2.49 = "I need some time to learn to do that", x̄ 2.50 and 3.49 = "I can do this with little help", x̄ › 3.50 = "I can do that well".*

Since the mean scores for looking for information was 3.95, receiving and sending e-mails was 3.86, sharing media was 3.67, and downloading software was 3.68, it is clear that the participants were all digitally literate and that they already had the basic skills to make use of the Internet technologies. Therefore, it can be said that these students were highly proficient in utilizing computer and information technologies for their daily and academic needs. Although the mean scores for uploading software and blogging were slightly lower, clearly, the participants believed that they could design and write on their own blog with a little help.

On the other hand, 21 participants stated that they needed some time to design a website, and nine of them said they could not do that, at all. The fact that designing a website requires more expertise than designing a wiki shows that the participants were not very well informed about wikis during the computer classes they attended. Since they knew less about wikis than they knew about web designing, 17 participants said they needed time to learn to design a wiki, and 16 of them remarked that they couldn't design a wiki page at all.

The replies to the question how they perceived their place in the introduction of new communication tools in their environment showed that more than half of the participants ($N$=21, 62.2%) confided in themselves for at least they did not think that they were the last or one of the last persons they knew to use a new technology. Moreover, almost a quarter of them ($N$=11, 24.3%) believed that they were the first or one of the first persons they knew to introduce innovations in the communication technologies in their social network. Only a very small number of them (10.8%) said they were the last ($N$=1) or one of the last persons ($N$=3) they knew to use new technologies. These figures indicate that senior ELT students were, on the whole, confident in learning to use new technologies as they did not fall behind their social network when the use of innovative technologies were considered.

**Senior ELT Students' perceptions on the Use of Web 2.0 Tools**

Quantitative data gathered from the pre- and post-questionnaires were analyzed in two consecutive steps in order to answer the first and the second research questions. The first step consisted of a comparative analysis of Section B of the pre-questionnaire. In this step, the answers of the 12 volunteer participants of the wiki project (wiki-participants, WPs) were compared with the answers given by the 25

students who were not involved in the wiki project (non-wiki participants, NWPs) so as to reveal any similarities and difference between the two groups with regard to their opinions on the use of Web 2.0 tools in their future classroom. By doing so, the WPs' profiles were supposed to be understood more in detail in further analyses. During the second step of the analysis, which aimed at answering the second research questions, the answers of the WPs to the 13 items in Section B of the pre-questionnaire were compared with the post perception questionnaire to investigate whether there was any change in their perceptions of Web 2.0 tools following the training about wikis.

To explore the results of the perception questionnaire in more depth as well as to answer research question 3, the follow-up interviews conducted with four wiki-participants were analyzed qualitatively. The interviewees were selected, on a voluntary basis, as representatives by the members of each of the four wiki groups, namely, the Reading Wiki (RW), the Writing Wiki (WW), the Vocabulary Wiki (VW) and the Grammar Wiki (GW). Once the interview data were gathered, a content analysis was conducted on the data collected via the follow-up interviews. Content analysis was used because most of the themes were predetermined by the interview questions while others emerged.

**A comparison of Wiki-Participants with the Non-Wiki-Participants**

In order to examine the differences between the WPs and the NWPs as well as to further look for an answer to the first research question, two independent samples tests were conducted as can be seen in Tables 12, 13, and 14.

Table 12

*Perceptions of ELT Students with regard to Their Training on the Use of Web*

*2.0 Tools*

| Questionnaire Items | PWW* | N | x̄ | Mean Rank |
|---|---|---|---|---|
| **b12.** My formal training at university is enough to use Web 2.0 tools in my future classes. *(reverse item)* | no | 25 | 3.36 | 18.86 |
| | yes | 12 | 3.42 | 19.29 |
| **b13.** I want to receive online courses at university to be prepared for using Web 2.0 tools. | no | 25 | 3.96 | 17.80 |
| | yes | 12 | 4.33 | 21.50 |
| **b15.** An English teacher must learn to use Web 2.0 tools to be good at his or her job. | no | 25 | 4.12 | 17.04 |
| | yes | 11 | 4.42 | 21.82 |
| **b16.** I can survive in my class without receiving any training on Web 2.0 tools. *(reverse item)* | no | 25 | 3.32 | 17.80 |
| | yes | 12 | 3.33 | 21.50 |

*\*Participation in the Wiki Workshop*

*x̄ ‹ 2.33 = disagree, x̄ › 3.68 = agree, x̄ 2.34 and 3.67 = neutral*

According to the Mann-Whitney *U* test (as seen in Table 12), the differences on the items, which focused on the senior ELT students' perceptions with regard to the formal training they received at university (b12) as well as their perceptions in relation to being able to use Web 2.0 tools in their professional lives (b13, b15, and b16), were not, as expected, statistically significant, $z$ = -.119; -1.069; -1.395; -1.013 (p‹.906; p‹.285; p‹.163; p‹.311). For the item b12, both WPs and the NWPs were neutral, which shows that they were neither dissatisfied nor content with their formal

training at university. However, they all agreed that they would like to receive online learning courses at university to be proficient in their jobs in the future. However, the WPs had slightly more positive perceptions towards Web 2.0 tools.

Table 13

*ELT Students' Perceptions with regard to the Use of Web 2.0 Tools in the Future*

| Questionnaire Items | PWW* | N | $\bar{x}$ | Mean Rank |
|---|---|---|---|---|
| **b14.** Web 2.0 tools will play a more important role in teaching English language in the future. | No | 25 | 4.12 | 17.60 |
| | Yes | 12 | 4.50 | 21.92 |
| **b17.** The Internet is a good source for me to facilitate my future teaching practice in the classroom. | No | 25 | 4.24 | 18.62 |
| | Yes | 12 | 4.42 | 19.79 |
| **b18.** Using Web 2.0 tools will make my teaching more entertaining than traditional ways of teaching. | No | 25 | 4.20 | 16.98 |
| | Yes | 12 | 4.67 | 23.21 |
| **b19.** The use of Web 2.0 tools will make my teaching more effective than traditional ways of teaching. | No | 25 | 4.16 | 17.56 |
| | Yes | 12 | 4.58 | 22.00 |

*\*Participation in the Wiki Workshop*

$\bar{x}$ ‹ 2.33 = disagree, $\bar{x}$ › 3.68 = agree, $\bar{x}$ 2.34 and 3.67 = neutral

The results of the Mann-Whitney *U* test (as seen in Table 13), showed that the differences on the items b14, b17, b18, and b19, which focused on the senior ELT students' perceptions with regard to the use of Web 2.0 tools in their prospective classrooms, were also not statistically significant, $z$ = -1.238; -.342; -1.820; - 1.289 (p‹.216; p‹.732; p‹.069; p‹.197). However, WPs had slightly more positive

perceptions towards Web 2.0 tools especially when item b17 is concerned. These findings further indicated that both the WPs and the NWPs agreed that Web 2.0 tools would play a more important role in the future, and that the Internet was a good source for them since using Web 2.0 tools would make their future teaching practice more entertaining and more effective than traditional ways.

Table 14

*ELT Students' Perceptions with regard to the Use of Web 2.0 Tools in the Future for Language Skills and Vocabulary, Grammar and Pronunciation Knowledge*

| Questionnaire Items | PWW* | N | $\bar{x}$ | Mean Rank |
|---|---|---|---|---|
| **b20.** The use of Web 2.0 tools will make my future students improve their **reading** skills. | no | 25 | 3.76 | 16.90 |
| | yes | 12 | 4.42 | 23.38 |
| **b21.** The use of Web 2.0 tools will make my future students improve their **writing** skills. | no | 25 | 3.80 | 17.70 |
| | yes | 12 | 4.25 | 21.71 |
| **b22.** The use of Web 2.0 tools will make my future students improve their **listening** skills. | no | 25 | 4.28 | 17.94 |
| | yes | 12 | 4.58 | 21.21 |
| **b23.** The use of Web 2.0 tools will make my future students improve their **speaking** skills. | no | 25 | 3.92 | 17.92 |
| | yes | 12 | 4.33 | 21.25 |
| **b24.** The use of Web 2.0 tools will make my future students improve their **pronunciation** skills. | no | 25 | 4.16 | 18.32 |
| | yes | 12 | 4.42 | 20.42 |

| | | | | | |
|---|---|---|---|---|---|
| **b25.** | The use of Web 2.0 tools will make my future students improve their **vocabulary** skills. | no | 25 | 4.20 | 17.20 |
| | | yes | 12 | 4.67 | 22.75 |
| **b25.** | The use of Web 2.0 tools will make my future students improve their **grammar** skills. | no | 25 | 3.68 | 17.72 |
| | | yes | 12 | 4.09 | 21.67 |
| Total Mean | | no | 25 | 4.44 | N/A |
| | | yes | 15 | 4.02 | N/A |

*Participation in the Wiki Workshop

$\bar{x} < 2.33$ = disagree, $\bar{x} > 3.68$ = agree, $\bar{x}$ 2.34 and 3.67 = neutral

The results of the Mann-Whitney *U* test (as seen in Table 14), indicated no statistical difference between the WPs and the NWPs, $z$ = -1.829; -.1.139; -.968; - .930, -.603; - 1.633; - 1.115  (p‹.067; p‹.255; p‹.333; p‹.352, p‹.546; p‹.102; p‹.265) for the items b20, b21, b22, b23, b24, b25, and b26 that focused on the senior ELT students' perceptions in accordance with use of Web 2.0 tools to improve their prospective students' four language skills along with their vocabulary, grammar and pronunciation knowledge. Although the WPs had a slightly higher mean score (4.44) than the NWPS (4.02), these results, on the whole, showed that both the WPs and the NWPs agreed that Using Web 2.0 tools would enhance their students' language learning, in general.

In sum, both groups stated that their formal training was not enough to be prepared for implementing Web 2.0 tools in their future teaching practice. They both considered Web 2.0 tools as facilitative and effective tools to enhance their prospective students' English learning. By the same token, there was no statistical difference in between their answers to item b27,   $z$ = -.993 (p‹.321), which was

about their preferences in the use of Web technologies (with a scale consisting of five options: 1-no Web tools, 2-limited Web tools, 3-moderate Web tools, 4-extensive Web tools, 5-only Web tools), the mean score of the WPs was 3.67; the NWPs, 3.63. This meant that they all wanted to use Web 2.0 tools at least moderately. Among the 12 WPs, nine students stated that they wanted to use Web 2.0 tools extensively. As for the NWPs, nearly half of them remarked that they were in favor of using Web technologies extensively.

### An Analysis of the Pre- and Post-Perceptions of the Wiki-Participants

Data gathered from the replies of the WPs to the 13 items in Section B of the pre-questionnaire was compared with their replies to the same items in the post-questionnaire in order to look for an answer to the second research question, which was, whether there would be any change in ELT students' perceptions after they were introduced to wikis. To that end, two related samples tests were conducted to investigate a) whether they found their formal training enough for their profession in the future, and how much they needed to learn more about Web 2.0 tools (Table 15); b) how important learning about Web 2.0 tools was for their prospective teaching practice (Table 16); and c) whether they thought the use of Web 2.0 tools would improve their prospective students' four language skills along with their vocabulary, grammar and pronunciation knowledge (Table 17).

A Wilcoxon signed-ranks test was conducted to determine how the WPs perceived their actual training and whether they would prefer to be taught more courses on the use of Web 2.0 tools. Table 15 shows the results of this test.

Table 15

*Perceptions of WPs towards Their Training on the Use of Web 2.0 Tools*

| Questionnaire Items | | $\bar{x}$ | SD | T-test | | |
|---|---|---|---|---|---|---|
| | | | | Df | t | p |
| **b12.** My formal training at university | pre | 3.42 | 1.084 | 11 | -3.079 | .010 |
| is enough to use Web 2.0 tools | post | 4.25 | .452 | | | |
| in my future classes. *(reverse)* | | | | | | |
| **b13.** I want to receive online courses | pre | 4.33 | .651 | 11 | -1.773 | .104 |
| at university to be prepared for | post | 4.67 | .492 | | | |
| using Web 2.0 tools. | | | | | | |
| **b15.** An English teacher must learn to | pre | 4.42 | .996 | 11 | .000 | .1000 |
| use Web 2.0 tools to be good at | post | 4.42 | .669 | | | |
| his or her job. | | | | | | |
| **b16.** I can survive in my class without | pre | 3.33 | .985 | 11 | -3.767 | .003 |
| receiving any training on Web | post | 4.42 | .515 | | | |
| 2.0 tools. *(reverse)* | | | | | | |

$\bar{x}$ ‹ 2.33 = disagree, $\bar{x}$ › 3.68 = agree, $\bar{x}$ 2.34 and 3.67 = neutral

As Table 15 indicates, the differences between items b13 and b15 were not

statistically different (p‹.104; p‹.1000). Although there was a slight increase in the

mean scores of the item b13 (pre = 4,33, post= 4,67), the mean scores of item b15

remained the same (pre = 4,42, post = 4,42). Therefore, it can be asserted that the

WPs kept their strong feelings that they would like to be formally trained about the

use of Web 2.0 tools as they believed such training was important for them to be

good at their jobs in the future. As for the items b12 and b16, it can be said that there

was statistical difference (p‹.010; p‹.003). These results indicated a positive change

in the perceptions of the WPs after they were introduced to wikis for the item b12

(pre = 3.42; post = 4.25) and for b16 (pre = 3.33; post = 4.42). Although, prior to wiki training, they had neutral opinions to the questions whether their formal education at university was enough for them to use Web 2.0 tools and whether they could survive in their future professional lives without receiving any training about online technologies, the WPs' opinions changed and they stated that their formal education was not enough and they had to learn about Web 2.0 technologies.

According to the results of the Wilcoxon signed ranks test, for item b12, only one students' perception changed negatively. There were three ties and eight students had positive perceptions. For item b13, half of the students kept the same opinions while one student's perception changed negatively and five students' positively. Item b15 had the most negative occurrences of perceptions with three students. Only one student had a more positive perception while eight of them maintained their opinions. For item b16, there were not any occurrences of negative change, but eight students' perceptions changed in a positive direction while four students held the same opinion. In general, it can be concluded that the WPs either maintained their strong feelings about the importance of learning to use Web 2.0 tools in the future or they had even stronger ones following the wiki training.

For the items b14, b17, b18, and b19 examining the WPs' perceptions towards the use of Web 2.0 technologies, another Wilcoxon signed-ranks test was run. However, no statistical difference was identified (p‹.053; p‹.053; p‹.104; p‹.054) as can be seen in Table 16.

Table 16

*The WPs' Perceptions with regard to the Use of Web 2.0 Tools in the Future*

| Questionnaire Items | | | x̄ | SD | T-test | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | *Df* | *t* | *p* |
| **b14.** Web 2.0 tools will play a more | pre | | 4.50 | .798 | 11 | -2.171 | .053 |
| important role in teaching | post | | 5.00 | .000 | | | |
| English language in the future. | | | | | | | |
| **b17.** The Internet is a good source to | pre | | 4.42 | .793 | 11 | -2.171 | .053 |
| facilitate my future teaching | post | | 4.92 | .289 | | | |
| practice in the classroom. | | | | | | | |
| **b18.** Using Web 2.0 tools will make | pre | | 4.67 | .651 | 11 | -1.773 | .104 |
| my teaching more entertaining | post | | 5.00 | .000 | | | |
| than traditional ways. | | | | | | | |
| **b19.** The use of Web 2.0 tools will | pre | | 4.58 | .669 | 11 | -2.159 | .054 |
| make my teaching more | post | | 5.00 | .000 | | | |
| effective than traditional ways. | | | | | | | |

*x̄ ‹ 2.33 = disagree, x̄ › 3.68 = agree, x̄ 2.34 and 3.67 = neutral*

The results of the Wilcoxon signed-ranks test showed that there were no incidences of negative changes in the WPs' perceptions towards the use of Web 2.0 tools. Since they had already regarded Web 2.0 tools as important in the pre-questionnaire, their perceptions either remained the same or showed a slight increase. For instance, for items b14, b17, and b19, eight of the WPs; for the item b18, nine of the WPs maintained their already strong feelings that Web 2.0 tools will continue gaining importance, will facilitate their teaching practice, and will make their teaching more effective and more entertaining, while for each of these items; the remaining WPs gained even more positive perceptions.

As for the WPs' perceptions of improvement of their future students' language skills and vocabulary, grammar and pronunciation knowledge through the use of Web 2.0 tools, which were represented by items b20, b21, b22, b23, b24, b25, and b26, the results of the Wilcoxon signed-ranks test indicated that statistical significance occurred only for the reading, writing and speaking skills as well as the grammar knowledge ($p<.012$, $p<.005$, $p<.013$, $p<.007$), as represented by items b20, b21, b23 and b26 in Table 17.

Table 17

*WPs' Perceptions with regard to the Use of Web 2.0 Tools in the Future for*

*Language Skills and Vocabulary, Grammar and Pronunciation Knowledge*

| Questionnaire Items | | x̄ | SD | T-test | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | | | *df* | *t* | *p* |
| **b20.** The use of Web 2.0 tools will | pre | 4.42 | .669 | 11 | -3.023 | .012 |
| make my future students improve | post | 5.00 | .000 | | | |
| their **reading** skills. | | | | | | |
| **b21.** The use of Web 2.0 tools will | pre | 4.25 | 754 | 11 | -3.447 | .005 |
| make my future students improve | post | 5.00 | .000 | | | |
| their **writing** skills. | | | | | | |
| **b22.** The use of Web 2.0 tools will | pre | 4.58 | .669 | 11 | -2.159 | .054 |
| make my future students improve | post | 5.00 | .000 | | | |
| their **listening** skills. | | | | | | |
| **b23.** The use of Web 2.0 tools will | pre | 4.33 | .778 | 11 | -2.966 | .013 |
| make my future students improve | post | 5.00 | .000 | | | |
| their **speaking** skills. | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **b24.** The use of Web 2.0 tools will make my future students improve their **pronunciation** skills. | pre | 4.42 | .793 | 11 | -.692 | .504 |
| | post | 4.58 | .515 | | | |
| **b25.** The use of Web 2.0 tools will make my future students improve their **vocabulary** skills. | pre | 4.67 | .651 | 11 | -1.773 | .104 |
| | post | 5.00 | .000 | | | |
| **b26.** The use of Web 2.0 tools will make my future students improve their **grammar** skills. | pre | 4.08 | .669 | 11 | -3.317 | .007 |
| | post | 4.58 | .515 | | | |

*$\bar{x}$ ‹ 2.33 = disagree, $\bar{x}$ › 3.68 = agree, $\bar{x}$ 2.34 and 3.67 = neutral*

Although the findings for the remaining items indicated no statistically significant change, two WPs changed their perceptions negatively for item b24, which was about the improvement of pronunciation knowledge via Web 2.0 tools. Conversely, three WPs changed their attitudes towards this item in a positive way while more than half of them maintained their initial answers. In general, WPs had more positive perceptions for the items in Table 17. For items b20, b23 and b26, six students; for b24 and b25, three students; and for b21, seven students had more positive perceptions in the post questionnaire. Although changes generally occurred positively, the reason why a statistical difference did not exist can be linked to the density in the number of the ties. The WPs kept their opinions to a great extent; for example, six students in items b20, b23 and b26; five in b21, eight in b22; seven in b24 and nine in b25 had the same opinion in the post questionnaire as in the pre-questionnaire.

All in all, the reason why few incidences of statistical difference occurred can be concluded by the fact that, in the pre-questionnaire, the WPs already had positive attitudes towards the integration of Web 2.0 tools in their future teaching practice

with an overall mean score of 4.36, which means they had already agreed to a certain extent that Web 2.0 tools were important, hence, they needed to be taught more about these tools. What is more, the students already strongly agreed on several items. Therefore, it was not possible for them to express more positive perceptions. Nevertheless, the overall mean score of the post questionnaire was 4.83. This meant the more they were exposed to Web 2.0 tools, the more they preferred to use these tools in the future.

As for item b27, which was about their preferences on the use of Web technologies (with a scale consisting of five options for the use of Web 2.0 tools: 1-no, 2-limited, 3-moderate, 4-extensive, 5-only), the mean score of the pre-questionnaire was 3.67 (SD = .492). In the post questionnaire, this rose to 3.75 (SD = .452) although this positive difference was not statistically different (p‹.674). While the perceptions of only two WPs negatively changed, three had more positive, and seven the same perceptions.

## The Interviewed Wiki-Participants' Perceptions towards Wikis

In order to shed light on the WPs' perceptions of the use of Wikis in their professional lives; thereby, to provide an answer to the third research question, four of the WPs were interviewed. By doing so, WPs' perceptions were more deeply explored through semi-structured interviews. The items of the interviews focus on their thoughts about wikis in general and the wiki project in particular.

Among the twelve WPs, for each of the four wikis (the RW, the WW, the VW, and the GW), four representatives were selected by the members of each wiki group. Pseudonymous names were used for each of these interviewed wiki participant (IWP). First, descriptive statistics about the IWPs are presented in Table 18, displaying their characteristics. Second, the findings derived from the interviews

are discussed in detail with relation to the sub-categories of the third research question as well as the repeated themes in the replies of the IWPs.

Table 18

*General Characteristics of the IWPs*

|  | **Emel (WW)** | **Melda (RW)** | **Melis (VW)** | **Hasan (GW)** |
|---|---|---|---|---|
| gender | female | female | female | male |
| age | 20 | 22 | 21 | 24 |
| possession of a computer | a laptop, a desktop | a laptop | a laptop, a desktop | a laptop |
| ability to use a computer (years) | +4 | +4 | +4 | +4 |
| self-learning to use a computer | Yes | Yes | Yes | Yes |
| frequency of computer use (hour) | 1 – 2 | 3 – 4 | 1 – 2 | +4 |
| internet access (location) | H, S | H, S, P* | H, S, P | H, S, P |
| familiarity with social network sites | very | very | extremely | extremely |
| familiarity with wikis** | not too much | not too much | somewhat | not too much |
| Self-efficacy in designing a wiki** | 1 | 2 | 2 | 1 |

*\*Home, School, Phone*
*\*\*prior to wiki training*

*1 = I do not think I can do that; 2 = I need some time to learn to do that;*
*3 = I can do this with little help; 4 = I can do this very well*

As is seen in Table 18, three of the IWPs were female and one was male. Their average age was 21.75. Four of them at least had a laptop while two had desktop computers additionally. They had been able to use a computer for more than four years, which indicated that they were digitally literate before they started university. They all stated that they learned to use a computer by themselves; however, two said they learned from their friends, too. The fact that only one IWP, Melda, stated that she learned from her teachers as well showed that they learned to use a computer mostly in informal ways before university. This further indicated that they were already digitally literate; therefore, they were able to learn more about computer and online communication technologies.

In their private lives, they all used a computer or went online for at least one to two hours daily. Moreover, two students, Melis and Hasan remarked that they spent more than two hours on their computers. All of the IWPs had Internet connection both at home and at school. Except for Emel, the IWPs had Internet access on their phones, as well. These findings indicated that the Internet was a part of these IWPs' lives, and they could go online whenever and wherever they wanted. In addition, they were all very familiar with Social Network Sites. However, they did not know much about wikis since only one IWP, Melis, stated that she was somewhat familiar with them. Since they did not know much about wikis, Emel and Hasan said they did not think they could design a wiki. As for Melis and Melda, they both stated that they needed some time to learn to design a wiki.

**The IWPs' Perceptions with regard to the Complexity of Wiki Design**

The responses of the IWPs in accordance with learning to design a wiki (as seen in Table 11) indicated that they thought wikis were difficult only because they did not know much about them. However, during the interviews which took place

after they participated in the wiki project, all of them expressed opinions that they perceived wikis as not difficult to design and use.

> Emel: Actually, it was easy to use wikis. Therefore, I did not experience any hardship.

> Melda: I had some difficulty until I learned (to use wikis), but it was not very difficult. I mean, we are all familiar with the Internet, so I did not have a lot of troubles.

> Melis: Yes. It is easy. We already earn more experience on similar issues while we are studying ELT.

> Hasan: Once you get to know wikis, you can see that designing a wiki is easy. I think that people who know how to use a computer can design wikis by themselves.

Obviously, the IWPs found wikis easy to use as can be seen in their replies above. According to their responses, an English teacher who a) could use a computer, b) was familiar with the internet, c) could use (Microsoft Office) Word and PowerPoint programs, d) had a Facebook account, and e) carefully followed the instructions prepared by the wiki providers could easily design wikis. While he or she might experience some difficulties at first, as Melda stated, once learning the basics, they are not likely to have any trouble:

> Hasan: It may seem to require serious expertise when looking from outside… Well, once you get accustomed to wikis, you can see that they are not difficult to create… Believe me, when you understand the basic rationale, it is very easy.

> Emel: (An English teacher) does not need to be trained by somebody else. He or she can learn to use wikis after tinkering with it for a while.

When the IWPs were asked about the problems they experienced through the wiki Project rather than with the wikis themselves, the problems they mentioned were not directly rooted in the wiki project. For instance, Melis had internet connection problems since she was staying at a dormitory, and Hasan said it was difficult for him and his peers to decide on what grammar subject they wanted to prepare their wiki for. These problems can be regarded irrelevant as they do not address the issue of complexity of the wiki project. Therefore, it can be concluded that none of the IWPs stated any overwhelming problems that caused demotivation throughout the wiki project.

**The IWPs' Perceptions about the Advantages and the Disadvantages of Wikis**

When the IWPs were asked about the advantages of using wikis in their future practice, the answers varied. Melis said the most important advantage of wikis was that learners could see each other's work which could promote peer correction. According to Emel, students' motivation could increase if wikis were employed in teaching English. She asserted that "since today's children are born into (computer) technologies, they know how to use them. This is what already draws their attention". Hasan's response was in alignment with what Emel suggested. He said "if the students do their homework on the computer over wikis, they may not feel they are actually studying". According to him, through wikis, materials could be more interactive owing to pictures and videos. For Melda, the biggest advantage of wikis was that they were time saving since they helped distance education to some extent. In addition, she said that once a wiki was created, the materials could be recycled for different classrooms.

As for the disadvantages, Emel and Melis stated none. However, Melda mentioned the digital divide and added that unless all of the students had the necessary knowledge and the equipment, using wikis could cause some problems. She also stated that teachers might not be able to give instant feedback. Hasan added that it might be difficult for teachers to realize whether their students plagiarized in their assignments. He also approached the issue from a parental angle. He said it might be difficult for parents to monitor their children's studies due to lack of digital literacy.

**The IWPs' Opinions about the Wiki Project**

When the IWPs were asked about their opinions with regard to the wikis designed by them and their peers, the answers varied. (Two snapshots for each created wiki can be seen in Appendices J, K, L and M.)

Table 19 shows the IWPs' most and least favorite wikis, which were created during the wiki project.

Table 19

*IWPs' Most and the Least Favorite Wikis*

|  | **Most Favorite Wiki** | **Least Favorite Wiki** |
| --- | --- | --- |
| Emel | reading (RW) | grammar (GW) |
| Melda | grammar (GW) | writing (WW) |
| Melis | grammar (GW) | vocabulary (VW) |
| Hasan | reading (RW) | vocabulary (VW) |

As can be seen in Table 19, two of the IWPs stated that they liked the RW most. Both Emel and Hasan stated that they enjoyed doing the tasks of the RW. Emel said:

> I liked the RW most because my friends [those who worked on the RW]
> provided the   reading text and videos together. Well, then, listening activities
> can be covered. Many [other] vocabulary activities can be provided, too. I
> mean, different activities can be prepared for all the skills [through reading
> wikis]. Therefore, I believe the RW can be   useful for all of them [all of the
> skills].

Emel said she liked the RW as the reading activity was integrated with listening through videos. The reason why Hasan liked the RW was similar to Emel's. He said that "the materials and the visuals were very interesting." Melda and Melis remarked that they liked the GW most for the same reasons. When they were asked why they liked it, their responses were:

> Melis: Because the pictures and the instructions were great. The pictures were
> very interesting.

> Melda: I liked the GW most because there were interesting pictures that drew
> the students' attention. Students [members of the other wiki groups]
> accomplished the tasks in a fun way.

As is clear from all of the four IWPs, they liked the visuals of both the RW and the GW. These replies indicated that when the visuals were interesting enough, the students' enjoyed doing the tasks.

Although the GW was chosen to be their favorite by two IWPs, it was also the least favorite of one of them, Emel, who said that she chose it only because she felt obliged to choose one despite the fact that she liked it as well as she liked the other wikis. Although Melda said that her favorite was the grammar wiki, she expressed that the number of the exercises was more than necessary.

As for Hasan and Melis, they both stated that they liked the vocabulary wiki the least for the same reason, which was lack of enough efforts. Hasan said: "I liked all of them but the VW could have been prepared much better." Melis agreed with this criticism although she was one of the WPs who designed the vocabulary wiki. Her own response to the same question could be interpreted as self-criticism: "Honestly, I think our design was not very effective because, well, we had to do it in a rush - because we were very busy at that time." For Melda, her least favorite wiki was the writing wiki since the students were asked to take a picture as part of the task. She objected to this requirement because taking a photo was a spontaneous activity. She said expecting students to do something that they might not have the necessary equipment at that time would result in reluctance.

On the whole, the reasons for disliking a wiki stemmed from lack of planning. As can also be seen in Appendices J,K, L, and M, it was only the VW which had no uploaded pictures. The other three wikis had visuals both in the front page and the task pages. Except the VW, each wiki was also reinforced by some Google gadgets and hit counters. Therefore, it can be concluded that when a wiki was well-planned and presented by visual aids, the possibility of making the students like the wiki and drawing their attention increased. Conversely, the students were unlikely to enjoy the wiki if they felt they were not well-organized or were presented in a visually poor way.

**The IWPs' Perceptions with regard to the Use of Wikis in Their Future Practice**

All of the IWPs remarked that they could use wikis in their future practice for various reasons such as a) giving home assignments, b) providing feedback to home assignments, c) reinforcing language skills, and d) communicating with the students

outside the classroom. According to Hasan, students who were already in front of the computer and online could sign in the wiki and complete the assignments without leaving their computer desk. Emel believed that wikis could provide her students with more listening and video activities. Despite not giving details, Melda stated that she could make use of wikis to improve her students' language skills as she thought it was necessary.

When the IWPs were asked the question whether it was appropriate to use wikis for reading, writing, listening and speaking skills as well as grammar, pronunciation and vocabulary knowledge, their answers varied:

Emel: I think wikis are appropriate for all of them. Ideal for all. Well, actually, the students can upload their voice recording on the wiki. Then, for listening, students can do the activities uploaded on the wiki. For vocabulary, there are numerous possible activities. In short, wikis can be employed for all the skills.

Melda: Grammar, reading, writing… it may be difficult to use wikis for listening. It will be even more difficult for speaking. Well, I would not use [wikis] for speaking.

Melis: Writing. Well, I am not very sure about ours [vocabulary], but I think [wikis] can be important for the other three [grammar, writing and reading].

Hasan: I think [wikis] are appropriate for reading, writing and grammar. They are also suitable for vocabulary teaching. However, for listening - I mean – we can indeed upload videos. They [students] can listen to these. I think for speaking there are more suitable programs. [Wikis are] not appropriate for pronunciation. I mean, it depends on how you do it. For example, for grammar, we provided hyperlinks to other websites where they [the students]

can read details. Therefore, existing resources can be benefited from instead
of explaining grammar rules one by one.

As is clear in the responses of the IWPs, wikis are considered good for reading and
writing skills and grammar teaching. These three areas of teaching do not necessarily
require face-to-face interaction. Melda and Hasan pointed out that wikis were not
beneficial for speaking. Hasan said that there were other Web 2.0 tools to be
employed for speaking. However, Emel remarked that students could upload their
recorded speeches on the wikis. For Hasan, wikis were not good for pronunciation,
either. Melda believed that wikis might not be practical to be employed for listening.
All in all, it can be asserted that the IWPs all agree that wikis can be used for
reading, writing and grammar.

**Conclusion**

In this chapter, the data obtained from three instruments (a pre-questionnaire,
a post questionnaire, and follow-up interviews) were analyzed in order to investigate
the perceptions of senior ELT students of a public university in Turkey with regard
to the use of Web 2.0 tools, particularly wikis, in their future professional lives. First,
descriptive statistics gathered via the first section of the pre-questionnaire were
analyzed quantitatively to identify the characteristics of these ELT students. Second,
the perceptions of these students were examined quantitatively with the help of the
second section of the pre-questionnaire. At this stage, the perceptions of those who
participated in the follow-up wiki project (WPs) were compared with those who did
not (NWPs) to find similarities and differences in between and to further answer the
first research question. Third, the WPs' pre- and post-perceptions were analyzed
quantitatively to indicate whether the wiki workshop resulted in any significant
differences and to find an answer to the second research question. Finally, the

interviews conducted with four of the WPs were analyzed qualitatively to answer the third research question.

In general, the results suggested that senior ELT students were digitally literate and they spent at least one or two hours a day on their personal computers to communicate with others through social network sites and e-mails. However, most of them did not know how to direct their digital literacy into their prospective teaching practice. When the perceptions of both WPs and NWPs were concerned, there was no significant difference in between since a great majority of them had positive attitudes towards the use of Web 2.0 tools in teaching English. There was also no statistical difference between the pre- and post-perceptions of the WPs' although there was a slight increase on the whole. As for the results of the follow-up interviews, it was obvious that all of the IWPs affirmed that they would use wikis in their future practice.

The next chapter will continue with a discussion of the findings, pedagogical implications, limitations of the study, and implications for further studies.

## CHAPTER V: CONCLUSION

### Introduction

The purpose of the present study was to investigate whether senior English Language Teaching (ELT) students perceive Web 2.0 tools, particularly wikis, as effective online tools to be used in their prospective classrooms for the teaching of reading, writing, vocabulary and grammar. In this respect, this study addressed the following research questions:

1. What are the perceptions of students of English Language Teaching (ELT) about the use of Web 2.0 tools in their future classrooms?

2. What kind of effects does training about the use of wikis have on these students' perspectives?

3. Do ELT students find wikis useful for their future classrooms? If yes, do they think wikis can be employed

   a) for teaching writing?

   b) for teaching reading?

   c) for teaching grammar?

   d) for teaching vocabulary?

The sample of this study comprised 37 senior English Language Teaching (ELT) students, 30 females and seven males, at a public university in Turkey. The data were collected via three different instruments: a) a pre-questionnaire conducted with 37 students, b) a post-questionnaire with 12 students who participated voluntarily in the wiki training, and c) semi-structured follow-up interviews with

four students, who were selected as representatives from the four wiki groups. In accordance with the adopted mixed-methods research design, the data from the pre- and post-perception questionnaires were analyzed quantitatively while the follow-up interviews were evaluated qualitatively via content analysis.

The data analysis consisted of three steps. First, in order to find out what the perceptions of senior ELT students were with regard to the use of Web 2.0 tools in their future classrooms, their responses to the items in the pre-questionnaire were analyzed through a Mann-Whitney $U$ test along with a comparison of the students who participated in the wiki project (WPs) with those who did not (NWPs). Second, after receiving training about how to use wikis, to identify the possible changes in the perceptions of the WPs with regard to the use of Web 2.0 tools in their professional lives, via Wilcoxon signed-ranks tests, their replies to the items in Section B of the pre-questionnaire were compared with their answers to the post perception questionnaire. Finally, to explore whether the ELT students would like to use wikis in their future lives, and to investigate their perceptions with regard to the complexity, advantages and disadvantages of wikis, follow-up interviews were evaluated qualitatively through content analysis.

In this chapter, the research findings will be discussed and evaluated in light of the research questions and the relevant literature. Within the scope of the chapter, pedagogical implications, limitations of the study, and suggestions for the further research will also be presented.

**Findings and Discussion**

**The Overall Profile of Senior ELT Students' Digital Literacy**

When the responses of the 37 senior ELT students to the descriptive items in Section A of the pre-questionnaire were evaluated, a great majority of them appeared to be digitally literate. Among these 37 students, 34 of them said they had laptops. The remaining three students had either a desktop computer or a smart phone to have internet connection for private use. Approximately two thirds of these students (64.9%) stated that they had been able to use a computer for more than four years, which means they were already tech-savvy before they started high school. In addition, considering the fact that the average of their ages is slightly higher than 22, it is clear that they belong to a generation that is called "Net Gen" (Oblinger & Oblinger, 2005, p. 13), "Millennial Generation" (Greenhow, Walker, & Kim, 2010, p. 63) or "Neomillennials" (Baird & Fisher, 2006, p. 5). This generation's common characteristics that distinguish them from their parents include their being born into a world of computers and their being surrounded by digital media in every phase of their lives. Likewise, Baird and Fisher (2006) assert that the members of this young generation are "digital natives" (p. 2) as they do not need to make any effort to integrate computer-mediated communication technologies into their lives for they are already born into it. According to Baird and Fisher (2006), their parents are "digital immigrants" (p. 2) since they have to learn to use computer and internet technologies simply because these terms are new to them. Clearly, the participants of this research have similar characteristics since most of them said they learned to use a computer in informal ways. The percentage of those who said that they learned from their teachers in addition to informal ways was 18.4 while 75.7 percent stated that they learned to use a computer by themselves.

In their 2008 study conducted with 427 university students, Conole, de Laat, Dillon and Darby found that the participants used computers and mobile devices intensively for online data search and communication with their classmates. Likewise, as examples of the 'Net Gen', the senior ELT students in this study, on average, use the Internet two to three hours a day. They spend much of this time on Social Network Sites almost every day, and they use knowledge sharing tools at least a few times a week both for general and academic purposes. Additionally, they are highly competent in looking for information on the Internet, receiving and sending e-mails, downloading software, and sharing media with mean scores of 3.95, 3.86, 3.68, and 3.67 respectively. These findings are similar to the participants' answers in Conole et al.'s (2008) study, at the end of which they assert that today's youth have the necessary skills to make use of the Internet in effective ways. All in all, the findings here confirm what the relevant literature suggests postulating that the youth already use Web 2.0 technologies in informal settings both for academic and non-academic purposes (e.g., Bicen & Cavus, 2010; Brandl, 2012; Cullimore, 1999; Greenhow, et al., 2010; Kessler, 2007).

**The Senior ELT Students' Attitudes towards Their Formal Education with regard to the Use of Web 2.0 Tools Professionally**

When it comes to using Web 2.0 tools in formal educational settings, the reflections of the participants' being net-savvy are clearly seen. It must be noted, first, that although the responses of the students who participated in the wiki project (WPs) were slightly more positive than of those who did not (NWPs), there was no statistical difference between them for any of the items in Section A of the pre-questionnaire. Therefore, the replies of the WPs and the NWPs can be discussed and analyzed together.

Prior to the wiki training, both the WPs and the NWPs agreed that English teachers must learn to use Web 2.0 tools to be proficient in their jobs (item b15, $M = 4.21$), and they wanted to receive online courses at university to be prepared for using Web 2.0 tools (item b13, $M = 4.08$). However, they remained neutral when they were asked whether their formal training at university was enough to use Web 2.0 tools in their future classes (item b12, $M = 3.37$), and whether they could survive in their classes without receiving any training on Web 2.0 tools (item b16, $M = 3.32$). The reason why they remained neutral for the items b12 and b16 while they agreed with the items b13 and b15 might be that they trusted their informally acquired knowledge of Web 2.0 tools, and they possibly thought they could still employ this kind of knowledge with or without receiving formal education although they preferred to be trained about Web 2.0 tools by their instructors at university. West and West (2009) also remark that learners of the twenty first century are already Web consumers for most of their lives, and now they prefer online instruction. The answers of the participants to item b27, which is about the degree to which they preferred using Web 2.0 tools, affirm what West and West (2009) point out. Out of a scale of five options (1 meaning no Web 2.0 tools; 2, limited use of Web 2.0 tools; 3, moderate use of Web 2.0 tools; 4, extensive use of Web 2.0 tools; and 5, the use of Web 2.0 tools only), the overall mean score was 3.64 indicating that they wanted to use Web 2.0 tools at least moderately in their future classrooms.

The participants of this study are, on the whole, aware of the fact that knowing how to use the Internet and Web 2.0 tools will be beneficial for their future teaching practice since they all agree that a) Web 2.0 tools will play an important role in the future (item b14, $M = 4.24$), b) the Internet is a good source for them to facilitate their future practice in the classroom (item b17, $M = 4.29$), and c) using

Web 2.0 tools will make their teaching more entertaining (item b18, $M$ = 4.35) and more effective (item b19, $M$ = 4.29) than traditional ways of teaching. These findings show that they already have the motivation and self-efficacy to use Web 2.0 tools in the future. According to Zhao and Cziko (2001), motivation and self-efficacy as well as sufficient knowledge play an important role in putting technology into action. Therefore, it can be concluded that the participants of this research study will possibly employ Web 2.0 tools in their future careers since they confide in themselves and since they believe it is necessary to do so.

When the participants were asked whether the use of Web 2.0 tools would make their future students improve their reading, writing, listening and speaking skills along with their pronunciation, vocabulary and grammar knowledge, they all agreed with an overall mean score of 4.30 that Web 2.0 tools would help them improve their students' performance while learning English. These findings indicate that the participants of the study assume that a variety of Web 2.0 tools might be used for different skills either in classroom settings or outside the class.

### The Effects of Wiki Training in the Perceptions of WPs about the Use of Web 2.0 Tools

The analysis of Section B in the pre-questionnaire, which also constitutes the post perception questionnaire, indicates no statistical difference between the WPs and the NWPs' answers. However, the overall responses of the WPs ($M$ = 3.81) appear to be slightly higher than the NWPs' responses (M = 3.66) indicating that the WPs appreciated learning how to use Web 2.0 tools more than their classmates, which might be the reason why the WPs wanted to join the wiki training.

When the WPs' responses to the items in the pre- and post perception questionnaires (b12, b13, b15, and b16), which are related to the perceptions of the

WPs toward their formal training on the use of Web 2.0 tools, were compared, it was

clear that there occurred a positive change in their perceptions of the use of Web 2.0

tools although this change did not show any statistically significant difference for

items b13 and b15.  For item b12, in which they were asked whether they found their

formal education at university was enough for them to use Web 2.0 tools in their

future classes (pre $M = 3.42$, post $M = 4.25$; p‹.010), and for item b16, which asked

whether they could survive in their class without receiving any training on Web 2.0

tools, there was significant difference in the perceptions of the WPs (pre $M = 3.33$;

post $M = 4.42$; p‹.003). While they were neutral for both items prior to the wiki

training, they changed their opinions positively after the training agreeing that their

formal education was not enough to survive in their future classes when the Web 2.0

tools were considered. The reason why they changed their opinions might be related

to the fact that they did not have any knowledge about how to use wikis although

they had computer classes in their curriculum, and although they were digitally

literate. When they saw that wikis were easy to use and beneficial for their students,

they possibly changed their minds about the formal education they previously

received by their instructors. If they had been informed about the basics of the wikis

in their computer classes, they might still be content with their formal education.

For the items regarding the WPs' perceptions of the use of Web 2.0 tools in

the future (b14, b17, b18 and b19), they had already agreed with the importance of

the Internet (b14) as a good source to facilitate their teaching practice (b17) in more

entertaining (b18) and effective ways (b19) with an overall mean score of 4.54 in the

pre-questionnaire. This already high mean score increased to 4.92 in the post

perception questionnaire, a fairly large but not statistically significant change. The

reason why no statistical significance occurred might be the already high mean

scores of the pre-questionnaire. However, in the post perception questionnaire, except item b17, the mean score of which was slightly lower than the maximum ($M =$ 4.92), all of the WPs strongly agreed ($M = 5.00$) that Web 2.0 tools would play more important roles in the future making the WPs' teaching practice more effective and more entertaining than traditional ways. Therefore, it can be asserted that these responses of the WPs confirm the findings of the relevant literature. For example, O'Bannon and Britt (2012) point out that Web 2.0 tools posit new and effective benefits for educational purposes, and that know-how plays an important role in a successful career.

When the items b20, b21, b22, b23, b24, b25 and b26, which were about the WPs attitudes towards the improvement of the reading, writing, listening and speaking skills as well as the pronunciation, vocabulary and grammar knowledge of their future students, were analyzed, the findings were similar to those of the previous ones. With an overall mean score of 4.37, the WPs had already strong positive feelings about Web 2.0 tools, believing these tools would improve their students' skill-based performance and their overall knowledge of English language. While the answers to the items related to the reading (b20), writing (b21) and speaking (b23) skills as well as grammar knowledge (b26) indicated statistically significant changes in the perceptions of the WPs (p‹.012, p‹.005, p‹.013, p‹.007), the remaining items did not show any statistical difference although there were also slight increases in their mean scores (b22, pre M = 4.58, post M = 5.00, p‹.054; b24, pre M = 4.42, post M = 4.58, p‹.504; b25, pre M = 4.67, post M = 5.00, p‹.104).

Since the WPs are members of the digitally native generation, who already started to use Web 2.0 in their personal lives, they are likely to benefit from the Web 2.0 tools in their professional lives, too, as Wozney, Venkatesh, and Abrami (2006)

assert saying that teachers who have access to high quality technology-based in-service training are likely to use Web 2.0 tools in the future. This assertion might explain the slight increase in the WPs answers to item b27, which was about their preferences about the use of Web 2.0 tools (1 meaning no use of Web 2.0 tools; 2, limited use; 3, moderate use; 4, extensive use; and 5, using only Web 2.0 tools) . Prior to the wiki training, the mean score of this item was 3.67, which increased to 3.75 after the project. This increase can be explained by the fact that they possibly started to think that using Web 2.0 tools was not as difficult as they thought before the wiki project.

As previously mentioned, the wiki training did not result in an overall significant change in the perceptions of the WPs. However, they had more positive responses to the items in the post perception questionnaire after they received the wiki training. These findings affirm the results of Vodanovich and Piotrowski's (2005) study where they found that nearly half of their participants were at first reluctant to use Web 2.0 tools because of the lack of formal technology training but they changed their minds after being introduced to the new online tools. Moreover, "perceived ease of use, perceived usefulness and compatibility" (Hartshorne & Ajjan, 2009, p. 186) are key factors in changing the attitudes of teachers towards Web 2.0 tools in a positive way. Once the participants of this research study participated in the wiki project, they were better informed about Web 2.0 tools, and they realized that using Web 2.0 tools was not as difficult as they presupposed. They might have changed their attitudes towards Web 2.0 tools positively through making a generalization that wikis were beneficial, and easy to use so would other Web 2.0 tools be. That being said, such evaluation is parallel to what two of the interviewed WPs (i.e., IWPs) stated:

Hasan: It may seem to require serious expertise when looking from outside…
Well, once you get accustomed to wikis, you can see that they are not
difficult to create… Believe me, when you understand the basic rationale, it is
very easy.

Emel: [An English teacher] does not need to be trained by somebody else. He
or she  can learn to use wikis after tinkering with it for a while.

On the whole, when the answers to the post perception questionnaire were
analyzed by running a Wilcoxon signed ranks test, it was seen that the number of
negative ranks was only nine ($M = 0.56$) while positive ranks were 58 ($M = 3.62$).
These findings show that the occurrences of positive changes in the WPs' perception
about the use of Web 2.0 tools were six times more than the negatively changing
perceptions. Despite these findings, the reason why no overall statistically significant
changes occurred might be linked to the fact that WPs maintained their already
strong beliefs about the importance of the Web 2.0 tools throughout the research
study. This conclusion might also be supported by the number of ties displayed by
the Wilcoxon signed ranks test. The number of ties is 89 ($M = 5.56$), which
outweighs the total amount of the positive and the negative ranks. It shows that, on
average, approximately half of the participants preferred to keep their already strong
beliefs, which was the initial reason why they wanted to learn to design and use
wikis.

To conclude, belonging to the 'Net Gen', the WPs were already competent in
using the Internet and several Web 2.0 tools in their daily lives without receiving
much formal education. They were born into a society in which internet technologies
have already changed, and are still changing the way people communicate with each
other. They strongly believe that Web 2.0 tools will evolve in time and infiltrate in

many other fields of life including education, particularly foreign language teaching. Therefore, the WPs feel compelled to keep pace with the upcoming generations whose lives will be captivated by the Internet (Engstrom & Jewett, 2005). The WPs are aware that the next generations will demand more online instruction. Such awareness is clear in their responses to the pre- and post-perception questionnaires, in which their positive perceptions towards Web 2.0 tools are reflected.

**The IWPs' Perceptions towards Wikis as a Web 2.0 Tool to Be Employed in Their Professional Lives**

There were four wiki groups in the project, each of which prepared a wiki; the Reading Wiki (RW), the Writing Wiki (WW), the Vocabulary Wiki (VW), and the Grammar Wiki (GW). Each group had three members. Out of the 12 WPs, four volunteers were chosen by their peers in the same wiki group during the wiki project to be interviewed as the representative of their wiki group. Emel was the representative of the WW; Melda, the RW; Melis, the VW; and Hasan, the GW. They were all asked similar open-ended questions and their replies were evaluated via content analysis.

Wikis are not very popular Web 2.0 tools in Turkey for they are rather new in the field of computer-mediated communication as well. The first wiki was invented by Cunningham in 1995 (Cummings, 2008), and wikis started to became popular in the Western countries after Wikipedia was introduced in 2001 (Richardson, 2010). The interest in wikis as a Web 2.0 tool to be employed in English language teaching is an even more recent phenomenon, but it is gaining more popularity (Bradley, Lindström, & Rystedt, 2010; Li, 2012). Recent literature shows that wikis draw the attention of researchers and teachers in the field of ELT as they offer many advantages, which outweigh the disadvantages, including the ease and flexibility of

use as well as the promotion of interaction, motivation, learner autonomy and collaboration (e.g., Bradley, et al., 2010; Chao & Lo, 2009; Kessler & Bikowski, 2010; Mak & Coniam, 2008; Wheeler, Yeomans, & Wheeler, 2008).

These advantages were also mentioned by the IWPs during the interviews when they were asked to talk about any possible advantages of wikis. Their responses were usually centered around the fact that teachers who could surf on the Internet and use basic word processing computer programs could also design a wiki according to their preferences and needs after being trained about the basics of the composing elements of a wiki although it might take some time to get accustomed to manage it. For instance, Hasan said "[o]nce you understand the basics [of wikis], believe me… it is very easy". For the flexibility of use, they stated that they could use wikis for various purposes such as giving homework (Hasan) and feedback (Melis and Emel), making announcements (Hasan), and completing the activities that could not be finished (Emel). For Emel, when the students are guided by the teacher through wikis, they might want to do more activities on the Internet for self-study, as well.

For the promotion of interaction and collaboration, Emel and Melis stated that wikis could be an opportunity to enhance the students' performance through peer feedback and assistance. In addition, the IWPs believed that students' motivation would also be increased since they would be benefiting from computers and the Internet rather than books and notebooks, which they perceived as conventional, thus, boring. This supposition was clearly stated by Hasan, who said wikis could increase motivation because the new generation loves spending time on the computer much more than reading books. According to Hasan, today's children already spend

too much time on computer games; therefore, if they did their homework on wikis, they would not feel that they were doing homework.

On the whole, all of these replies indicate that the IWPs were aware of the advantages of wikis. Considering that they had stated they did not know much about wikis before the training, it is clear that they still reached similar conclusions to those of previous studies. In a way, their opinions about wikis confirm the relevant literature.

As for the disadvantages of wikis, the literature includes statements that a) wikis can be initially perceived by teachers that they are complex (Kussmaul & Albert, 2007), b) they can cause lack of authority, hence, the experience of difficulty in controlling the progress (Lundin, 2008), and c) the reliability of the content is not very high (Cummings, 2008; Kessler, 2009).

First, it must be noted that although the IWPs had been able to use a computer before the wiki project was launched, they stated that they at least needed some time to learn to design a wiki. Their answers to the pre-questionnaire show that they first thought it was difficult to design a wiki since they were not very well familiar with them. Interestingly, although designing a web page requires expertise in HTML coding whereas wikis do not, Hasan believed that it would be easier for him to design a web page than to create a wiki. It might be because he had known what a web page was but he had no idea what a wiki was. However, the IWPs participation in the wiki project, during which they learned to design their own wikis, proved otherwise. On the whole, these replies confirm Kussmaul and Albert's (2007) claim that teachers had prejudices against wikis as they thought wikis were complex and required expertise. However, this disadvantage can easily be overcome simply by

introducing the basics of wikis through updated curricula in the ELT departments

and in-service training for practicianers.

Another disadvantage of wikis is about the content control. Similar to

Lundin's (2008) assertion, Hasan stated that it might be difficult for parents to

monitor their children's studies on the computer. Hasan seemed to be aware of the

digital divide between the parents, whom Prensky (2001) refers to as "Digital

Immigrants" (p. 2), and their digitally native children. Melda was concerned about

the digital divide, as well. However, she was more concerned with the lack of

equality of opportunity among the peers. She said it would be difficult to use wikis if

some students had access to the necessary technology while some others did not have

that chance. For the issue of the reliability of the content, Hasan said it might be

difficult for teachers to trace plagiarism while the students would be completing the

wiki tasks.

To conclude, it can be asserted that the replies of the IWPs confirm the

relevant literature when the advantages and the disadvantages of the wikis are

considered. The IWPs appear to be aware of the opportunities and the limitations of

the wikis, which means that they are likely to design and manage wikis in effective

ways consciously if they decide to use them.

**The IWPs' Perceptions towards Wikis for the Teaching of Writing,**

**Reading, Vocabulary and Grammar**

The third research question of this research study aimed at answering the

question whether pre-service English teachers thought wikis could be employed to

enhance the grammar and vocabulary knowledge of their future students as well as to

improve their reading and writing skills. Before discussing the findings of the study,

it must be borne in mind that the majority of studies were about the effectiveness of

wikis in writing, and many of these studies concentrate on students' and teachers' perceptions of using wikis mostly as a collaborative writing tool. Literature shows that wikis are effective Web 2.0 tools for the teaching of writing as they promote writing in authentic contexts (e.g., Elola & Oskoz, 2010; Kessler & Bikowski, 2010; Lund & Rasmussen, 2008; Mak & Coniam, 2008) through collaborative activities (e.g., Anzai, 2009; Stickler & Hampel, 2010).

The analysis of the interviews and the contents of each wiki reveal that the IWPs find wikis effective for the teaching of reading, vocabulary and grammar along with writing since they could use wikis by a) directing students to other Web pages which offer detailed grammar instructions and additional exercises, b) embedding open access codes of numerous videos from YouTube or any other video sharing Web sites to do interactive activities such as watching a video to write an essay in response to it, c) inserting Google Gadgets to have vocabulary quizzes, and d) uploading text files to read, and then answer comprehension questions.

All of the IWPs agreed that if the wiki pages were organized well and if the textual materials were presented along with interesting visuals, using wikis would definitely help their future students' progress in general. For instance, both Melis and Melda said they liked the GW because the pictures were funny and enjoyable. For Emel and Hasan, their favorite wiki was the RW because there were some videos embedded on the wiki page, which allowed the others to do listening activities as well. Conversely, both Hasan and Melis stated that their least favorite wiki in the project was the VW because the layout was not well organized and the materials were not presented well.

On the whole, it can be concluded that all of the IWPs preferred visually attractive wikis which drew the attention of the students through interesting videos or

pictures which helped them have fun. While the relevant literature looked for an answer to the question whether wikis were effective tools for writing, this research study focused on finding new ways to improve language learning performance of the students. The findings of the study revealed that wikis could be employed in the field of ELT through integrating several other Web 2.0 tools into wikis for different purposes.

<div align="center"><b>Pedagogical Implications of the Study</b></div>

Ever since the Internet penetrated into every phase of life, language learners have been provided with many opportunities including interaction with native speakers or other learners from all around the world in various online communities. Today, language learners are no longer confined within the classroom walls where the teacher plays the central role as a medium for the provision of language learning resources. These changes cannot be simply ignored by English teachers. Considering the current trends in the Web 2.0 tools, teachers should try to adapt to the fast growth in the computer and information technologies. As Brown (2001) points out "[t]he practical applications of computer-assisted language learning are growing at such a rapid pace that it is almost impossible for a classroom teacher to keep up with the field" (p. 145).

The participants of this study were pre-service English teachers who could be regarded as a bridge between teaching and learning as they are students yet they will be teachers in the future. As students, they are digitally literate, and aware of the fact that internet Technologies have revolutionized the way language learning takes place. According to West and West (2009), today's youth are no longer passive consumers of online information. The participants of this study constitute good examples as active users of the Internet since they confide in themselves that they are

able to create their own and participate in other people's contents via several online sharing tools such as blogs, social network sites, and knowledge and media sharing. As prospective teachers, the participants of this research study know that it is crucial for themselves to employ at least some of the Web 2.0 tools in their classrooms so as to sustain their guiding role as the mediator of knowledge. To that end, they are aware of the fact that they should acquire digital literacy in order not to fall behind their students for whom such technologies are part of everyday life as West and West (2009) also suggest.

The findings of this research study revealed that wikis were easy-to-use Web 2.0 tools with a number of advantages offering the senior ELT students the opportunity to keep pace with their already tech-savvy students. For them, receiving training about the use of wikis was a good opportunity to realize that employing online communication technologies in language teaching was not as difficult as they initially thought. Although the WPs had perceived wikis as complex Web 2.0 tools at first, their perceptions changed after being introduced to wikis. This change in their perception about wikis helped them to reconsider their opinions and their prejudices were transformed into confidence that they could learn about the contemporary Web 2.0 tools in order to enhance their teaching abilities. Their initial responses might be the underlying reason why English teachers are reluctant to learn about the new techniques and opportunities. However, their experience in learning how to design and manage a wiki might shed light to teacher-training programs and the development of current curricula in the field of ELT, as a result of which the integration of online learning tools might be accelerated.

**Limitations of the Study**

There are several limitations of this study which suggest that the results should be interpreted cautiously. As mentioned before, if the wikis had been poorly-designed both visually and organizationally by a group of participants who were not , there would not be any positive change in the perceptions of the WPs. Therefore, it can be asserted that the success of any other wiki projects is directly linked to the planning, organization and application of the wiki project. As a result, the findings of a similar research study can be very different from than those of this study.

Distance can be considered to be another limitation of the study. During the research study, the researcher was in another city which was six hours away from the public university where he conducted the study. Such a distance caused some inconveniences such as arranging the date and duration of the seminar, the wiki project and the follow-up seminars. Although, the created wikis and e-mailing made it possible to communicate with the participants, more participants could have been persuaded to participate in the wiki training if the researcher had been able to address the NWPs in face-to-face conversations.

Timing is another limitation of the study. For the whole project, six weeks were allotted for the research due to the convenience issues. If more time had been allowed for the participants, the tasks they prepared could have been multiplied and the participants could have completed them without being concerned with deadlines.

All in all, this present study was conducted as an extra-curricular training. If it had been applied as part of a credited course at the ELT department, the number of the participants would be more than the number of the actual WPs of the study. With more participants, the results might have been enriched since having a larger population of the participants means more possibility to reach more diverse opinions.

In addition, more tasks could have been prepared and later completed, which would have eventually resulted in more detailed data to be compared and analyzed. As part of a credited course, the wiki training might have been taken more seriously as the researcher would have been the instructor who could monitor the participants' studies more closely. Since it would have been an action research, the researcher would have the opportunity to get to know the participants in person with no time and distance issues, which would have led to better understanding of the feelings and the opinions of the participants.

**Suggestions for Further Research**

Based on the findings and the limitations of this study, several suggestions can be made for further research. First, this study can be replicated with in-service teachers, too. By doing so, the effect of their age depending on their level of digital literacy can be studied to gather further data. Second, the participants could be actual students whose performance would be evaluated by their actual teachers. Therefore, more concrete data could be gathered and analyzed to have further results depending on practical rather than theoretical assumptions.

Second, the perceptions of the senior ELT students about the development of language learners' speaking and listening skills along with their pronunciation knowledge can also be included in a future research. By this way, a more holistic approach to the relationship between language learning and wikis can be developed. In addition, the ELT students' perceptions towards other Web 2.0 tools can be better evaluated in a study with all of the language skills as well as their grammar, vocabulary and pronunciation knowledge.

Third, wikis can be compared with different Web 2.0 tools in order to find out find out whether certain Web 2.0 tools are more suitable for particular skills. For

example, blogs and wikis can be employed by the same participants and their perceptions can be analyzed to see whether one is perceived more positively for the teaching of writing. Another comparison is possible for wikis and social network sites for the promotion learner autonomy via the reading skill.

## Conclusion

This study revealed that today's senior ELT students perceive Web 2.0 tools, particularly wikis, positively, and they believe they need to learn more about online learning and teaching environments in order to be successful in their professional lives although they are digitally literate  in using online communication tools. They demand courses channeling this digital literacy into their prospective teaching practice to keep pace with the fast growing communication technologies; hence, to be able to strengthen their guiding role in their future classrooms.

Although they had positive perceptions about the integration of Web 2.0 tools, especially of wikis, in their future practice, the wiki project did not result in an overall statistically significant change in their perceptions. The reason might stem from their already strong beliefs in the necessity of using Web 2.0 tools in the language classroom. The wiki project, however, resulted in slightly more positive attitudes on the whole. With results both confirming and contributing to the previous research, this study has a unique place in the literature of English language teaching through the application of current online tools. The most important contribution of this study is that it created an awareness among the WPs that wikis can also be applied in the teaching of reading, grammar and vocabulary on condition that the materials are supported with the use of interesting visuals to attract the students' attention. New technologies allow wikis to be the center for different sources which

are gathered through various other Web 2.0 tools, and which can be easily managed

under the guidance of the teachers.

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## Appendix A

## An Overview of Web 2.0 Tools for the Foreign Language Classroom

| Tool | Description | Example | Use |
|------|-------------|---------|-----|
| Blogs | Online diary in multimedia format | blogger.com blogspot.com | To share personal experiences or personal views with a selected or unlimited group of readers while giving them the opportunity to comment |
| Wikis | A collection of web pages where multiple authors can contribute; usually changes are tracked | wikipedia.org wikispaces.com pbworks.com | To collaborate with other users to create an information resource on a topic of specialization |
| Virtual Reality | A virtual environment where users have avatars and interact with others | Second Life | To meet people, to create and explore a new (imaginary) world |
| Social Networking | A network of websites where users create their own site and communicate with others and share | facebook.com twitter.com livemocca.com | To stay in touch with friends, to make new friends, to link people or information, to rank and share information |
| Podcasts | Broadcasting of video, audio and textual files on a website | podcast.com podfeed.com | To choose their own online content instead of the TV and radio model of broadcast |

*Excerpted from Goertler (2009)*

## Appendix B

## The Consent of the Ethics Committee



YILDIZ TEKNİK ÜNİVERSİTESİ
Akademik Etik Kurul

Sayı:B.30.2.YIL 0.00.00/604.01.0 -76                    Tarih: 04.03.2013

Konu:Akademik Etik Kurul Onayı

**Sayın,** Öğr.Gör. Ufuk KELEŞ

YTÜ Etik Kurulu, Üniversitemiz mensubu (Yabancı Diller Meslek Okulu, Modern Diller Bölümü Öğretim Görevlisi) olarak, Eğitim Fakültesi Yabancı Dil Öğretimi 4. sınıf öğrencilerine uygulamak için hazırladığınız anketi etik açıdan incelemiştir. Sunulan anketle ilgili akademik etik ihlali oluşturabilecek herhangi bir bulguya rastlanmamıştır.

Saygılarımla,

Prof.Dr.Turgut KOCATÜRK
Rektör a.
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**Appendix C**

**Dört Yıllık Öğretim Planı**

| Kodu | Adı | Kodu | Adı |
|------|-----|------|-----|
| **1. Yarıyıl** | | **5. Yarıyıl** | |
| 0921011 | Eğitim Bilimine Giriş | 0923011 | Sınıf Yönetimi |
| 0931111 | Bağlamsal Dilbilgisi 1 | 0933111 | Çocuklara Y. Dil Öğr. 1 |
| 0931121 | İleri Okuma ve Yazma 1 | 0933121 | Özel Öğr. Yöntemleri II |
| 0931131 | Dinleme ve Sesletim I | 0933131 | Dil Beceri. Öğretimi I |
| 0931141 | Sözlü İletişim Becerileri I | 0933141 | Edb. ve Dil Öğretimi I |
| 0931161 | Bilgisayar I | 0933151 | İkinci Y. Dil I |
| 0931171 | Etkili İletişim Becerileri | 0933161 | Drama |
| 9061021 | Türkçe 1 | | |
| **2. Yarıyıl** | | **6. Yarıyıl** | |
| 0921012 | Eğitim Psikolojisi | 0922012 | Ölçme ve Değerlendirme |
| 0931182 | Bağlamsal Dilbilgisi II | 0923212 | Topluma Hizmet |
| 0931192 | İleri Okuma ve Yazma II | 0933182 | Uygulamaları |
| 0931202 | Dinleme ve Sesletim II | 0933192 | Çocuklara Yabancı Dil |
| 0931212 | Sözlü İletişim Becerileri II | 0933202 | Öğretimi II |
| 0931222 | Sözcük Bilgisi | 0933212 | Türkçe- İngilizce Çeviri |
| 9031140 | Temel Bilgisayar Bilimleri | 0933222 | Dil Becerilerinin Öğretimi II |
| 9061022 | Türkçe 2 | | Edebiyat ve Dil Öğretimi II |
| | | | İkinci Yabancı Dil II |
| **3. Yarıyıl** | | **7. Yarıyıl** | |
| 0922011 | Öğr. İlke ve Yöntemleri | 0924011 | Okul Deneyimi I |
| 0922021 | Türk Eğitim Tarihi | 0924021 | Rehberlik |
| 0932121 | İngiliz Edebiyatı I | 0924031 | Öğr.Bireysel Farklılıklar |
| 0932131 | Dilbilim I | 0934121 | Y. Dil Öğr. Mat. İnc. ve Gel. |
| 0932141 | İng. Öğretiminde | 0934131 | İkinci Yabancı Dil III |
| 0932151 | Yaklaşımlar I | 9011021 | Atatürk İlk.ve İnk. Tarihi 1 |
| 0932161 | İngilizce- Türkçe Çeviri | - | Mesleki Seçimlik 1 |
| | Anlatım Becerileri | | |
| **4. Yarıyıl** | | **8. Yarıyıl** | |
| 0922022 | Öğr. Tek.ve Mat. Tasarımı | 0923012 | Türk Eğt. Sis. ve Okul Yön. |
| 0923031 | Özel Öğretim Yöntemleri I | 0924012 | Öğretmenlik Uygulaması |
| 0932192 | İngiliz Edebiyatı II | 0924032 | Karşılaştırmalı Eğitim |
| 0932202 | Dilbilim II | 0934182 | Yab. Dil Öğr. Ölçme ve Değ. |
| 0932212 | İng. Öğr.Yaklaşımlar II | 9011022 | Atatürk İlk.ve İnk. Tarihi 2 |
| 0932222 | Dil Edinimi | - | Mesleki Seçimlik 2 |
| 0932232 | Bil. Araştırma Yöntemleri | - | Mesleki Seçimlik 3 |

*Excerpted from* http://www.yde.yildiz.edu.tr/yde/4/%C3%96%C4%9Fretim-Plan%C4%B1/75

## Appendix D

## Bilgilendirilmiş Onam Formu

| | |
|---|---|
| **Araştırmanın adı** | : İngilizce Öğretmenliği Bölümü Öğrencilerinin Wikilerin Sınıf İçinde Kullanımıyla İlgili Algı Ve Yaklaşımları |
| **Araştırmacının adı** | : Ufuk KELEŞ |
| **Adresi** | : YTÜ Yabancı Diller Yüksek Okulu Modern Diller Bölümü Esenler İstanbul |
| **E-mail adresi** | : ufuk.keles@bilkent.edu.tr, ukeles@yildiz.edu.tr |

Sayın öğrenci,
Bilkent Üniversitesi'nde "Yabancı Dil Olarak İngilizcenin Öğretimi Yüksek Lisans Programı" öğrencisiyim. Tez çalışmam için bilimsel bir araştırma projesi yürütmekteyim. Bu çalışmanın amacı "İngilizcenin Yabancı Dil Olarak Öğretimi" son sınıf öğrencilerinin Web 2,0 araçlarını, özelde Wikileri, gelecekteki sınıflarında kullanmaları hususundaki algı ve yaklaşımlarının incelenmesidir. Bölüm Başkanınız Yrd. Doç. Dr. Suzan Hatipoğlu Kavanoz sizlerin bu çalışmaya katılmanıza izin verdi. Araştırmamda bana yardımcı olmanız için sizleri bu projeye katılmaya davet ediyorum. Kararınızdan önce araştırma hakkında sizi bilgilendirmek isterim. Aşağıdaki bilgileri okuduktan sonra araştırmaya katılmak isterseniz lütfen bu formu imzalayınız.

Bu araştırmaya katılmayı kabul ettiğiniz takdirde öncelikle hazırlamış olduğum "Wikilerin Yabancı Dil Sınıflarında Kullanımı" konulu seminere katılmanızı ve 28 soruluk bir anketi doldurmanızı rica edeceğim. Bu anket, Web 2,0 araçlarına bakış açınızı ve gelecekte bu araçları kendi sınıflarınızda kullanma konusundaki fikirlerinizi daha iyi anlamamda bana yardımcı olacaktır. Bu anketi doldurmak en çok 10 dakikanızı alacaktır.

İkinci olarak, önümüzdeki hafta aranızdan gönüllülük esasıyla seçilmiş öğrencilerle dört saat sürecek bir atölye çalışması düzenleyeceğim. Bu atölyenin amacı seminerde teorik olarak anlattığım bilgilerin nasıl uygulanacağını öğrenmenize yardımcı olmaktır. Bu atölye çalışmasının ardından bir anket uygulaması daha yapacağım. Son olarak atölye çalışmasına katılan öğrencilerle, yine gönüllülük esasına dayalı olarak, sözlü bir mülakat yapacağım.

Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinizin gizliliği esas tutulmaktadır. Ses ve(ya) video kayıtlarınız, cevaplandırdığınız anketler hiçbir şekilde başka bir kurumla paylaşmayacağımı ve bilgileriniz gizli tutacağımı belirtmek isterim.

Bu araştırmaya katılmak tamamen isteğe bağlıdır. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekme hakkına da sahipsiniz. Araştırma projem hakkında ek bilgi almak istediğiniz takdirde lütfen benimle e-posta yoluyla temasa geçiniz.

Eğer bu araştırma projesine katılmayı kabul ediyorsanız, lütfen bu formu imzalayınız.
_____
Ben, ..........................................., yukarıdaki metni okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkânı buldum. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzlukla karşılaşmayacağımı anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Formun bir örneğini aldım / almak istemiyorum (bu durumda araştırmacı bu kopyayı saklar).

| | |
|---|---|
| Atölye çalışmasına da katılmak istiyorum. | Katılımcının Adı-Soyadı: İmzası: E-posta: |
| Evet ☐     Hayır ☐ | Telefon: Tarih: 22.02.2013 |

**Appendix E**

**Seminar Poster**

# Appendix F

# Pre- and Post Questionnaires

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**QUESTIONNAIRE**

*I am an MA TEFL student at Bilkent University, and presently doing a project on **pre-service English teachers' use of and attitudes towards Web 2.0 tools, particularly wikis, in their future classrooms**. I request you to kindly fill the questionnaire below and assure you that the data generated shall be kept confidential.*

Ufuk KELEŞ

**School No.  :**                    **Age:**                    **Gender  :** M / F

<u>**Section A**</u>

**Think about your use of computers as a means of online communication. Please tick (✔) the best option that suits you most.**

**1. How long have you been using a computer as a tool for communicat  on?**

| less than a year | | two years | | three years | | four years | | more than four years | |
|---|---|---|---|---|---|---|---|---|---|

**2. Do you have any of the below? (You can tick more than one box.)**

| a desktop computer | | a laptop computer | | a tablet computer | | a smart phone | |
|---|---|---|---|---|---|---|---|

**3. Who taught you how to use a computer? (You can tick more than one box.)**

| my teachers | | someone in my family | | my friend(s) | | myself | | other (specify) ............................. |
|---|---|---|---|---|---|---|---|---|

**4. Do you have internet access? (You can tick more than one box.)**

| at home | | at school | | on your phone | | other (specify) …………….......................|
|---|---|---|---|---|---|---|

**5. How often do you use the Internet on a daily basis?**

| less than an hour | | one to two hours | | two to three hours | | three to four hours | | more than four hours | |
|---|---|---|---|---|---|---|---|---|---|

**6. Do you actively use any of the below? (You can tick more than one box.)**

| personal website(s) | | e-mail | | wikis | | online communities (specify) ................................................................. |
|---|---|---|---|---|---|---|
| personal blog(s) | | Twitter | | Facebook | | other (specify) ................................................................. |

| 7. How familiar are you with these Web 2.0 tools? | not at all | not too much | somewhat | very | extremely |
|---|---|---|---|---|---|
| blogs | | | | | |
| wikis | | | | | |
| social network sites | | | | | |
| podcasts | | | | | |
| video sharing | | | | | |
| virtual reality gaming zones | | | | | |
| RSS Feeds | | | | | |
| Web conferencing | | | | | |

| 8. How often do you use or contribute content to the following? | every day | almost every day | a few times a week | a few times a month | never |
|---|---|---|---|---|---|
| blogs | | | | | |
| wikis | | | | | |
| social network sites | | | | | |
| podcasts | | | | | |
| knowledge sharing sites | | | | | |
| RSS Feeds | | | | | |
| Web conferencing | | | | | |
| social photo tools | | | | | |

| 9. How often do you use these Web 2.0 tools for academic purposes? | once a day | a few times a week | once a week | once a month | never |
|---|---|---|---|---|---|
| blogs | | | | | |
| wikis | | | | | |
| social network sites | | | | | |
| podcasts | | | | | |
| knowledge sharing sites | | | | | |
| RSS Feeds | | | | | |
| Web conferencing | | | | | |
| social photo tools | | | | | |

| 10. How well can you do these on the Internet? | I can do this very well | I can do this with a little help | I need some time to learn to do it | I do not think I can do it |
|---|---|---|---|---|
| design a website | | | | |
| design a wiki | | | | |
| receive and send e-mails | | | | |
| look for information | | | | |
| write on your own blog | | | | |
| download software | | | | |
| upload software | | | | |
| share media | | | | |

**11. Which of the following statements best describes you?**

| | |
|---|---|
| I am **the last** person I know to use new communication technologies. | |
| I am **one of the last** people I know to use new communication technologies. | |
| I am **neither the last nor the first** person I know to use new communication technologies. | |
| I am **one of the first** people I know to use communication technologies | |
| I am **the first** person I know to use new communication technologies. | |

## SECTION B

**Please, comment on the statements (12-25) below on a scale from 1 to 5.  Circle the best option that suits you most.**

| 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree | | strongly disagree | disagree | neutral | agree | strongly agree |
|---|---|---|---|---|---|---|
| 12. | My formal training at university is enough to use Web 2.0 tools in my future classes. | 1 | 2 | 3 | 4 | 5 |
| 13. | I would like to receive online learning courses at university to be prepared for using Web 2.0 tools in my future classes. | 1 | 2 | 3 | 4 | 5 |
| 14. | Web 2.0 tools will play a more important role in teaching English language in the future. | 1 | 2 | 3 | 4 | 5 |
| 15. | An English teacher must learn to use Web 2.0 tools to be good at his or her job. | 1 | 2 | 3 | 4 | 5 |
| 16. | I can survive in my class without receiving any training on Web 2.0 tools. | 1 | 2 | 3 | 4 | 5 |
| 17. | The Internet is a good source for me to facilitate my future teaching practice in the classroom. | 1 | 2 | 3 | 4 | 5 |
| 18. | The use of Web 2.0 tools will make my teaching more **entertaining** than traditional ways of teaching. | 1 | 2 | 3 | 4 | 5 |
| 19. | The use of Web 2.0 tools will make my teaching more **effective** than traditional ways of teaching. | 1 | 2 | 3 | 4 | 5 |
| 20. | The use of Web 2.0 tools will make my future students improve their **reading** skills. | 1 | 2 | 3 | 4 | 5 |
| 21. | The use of Web 2.0 tools will make my future students improve their **writing** skills. | 1 | 2 | 3 | 4 | 5 |
| 22. | The use of Web 2.0 tools will make my future students improve their **listening** skills. | 1 | 2 | 3 | 4 | 5 |
| 23. | The use of Web 2.0 tools will make my future students improve their **speaking** skills. | 1 | 2 | 3 | 4 | 5 |
| 24. | The use of Web 2.0 tools will make my future students improve their **pronunciation** skills. | 1 | 2 | 3 | 4 | 5 |
| 25. | The use of Web 2.0 tools will make my future students improve their **vocabulary** knowledge. | 1 | 2 | 3 | 4 | 5 |
| 26. | The use of Web 2.0 tools will make my future students improve their **grammar** knowledge. | 1 | 2 | 3 | 4 | 5 |
| 27. | **Which of the following best describes your preference in teaching English courses in the future? Please put a tick (✔) in the box for the best option that suits you most.** | | | | | |

| | |
|---|---|
| I prefer teaching courses that use **no** Web technologies. | |
| I prefer teaching courses that use **limited** Web technologies. | |
| I prefer teaching courses that use **moderate** Web technologies. | |
| I prefer teaching courses that use Web technologies **extensively**. | |
| I prefer teaching courses that **only** use Web technologies. | |

**Appendix G**

**Oral Interview Questions /** *Sözlü Mülakat Soruları*

1.  Which of the wikis did you prepare with your friends?

    *Arkadaşlarınızla hangi wikiyi hazırladınız?*

2.  Did you have any difficulties while preparing your wiki? If yes, did you overcome the(se) problem(s)? How?

    *Wikinizi hazırlarken hiç zorluk yaşadınız mı? Yaşadıysanız, bu zorluğu/zorlukları aşabildiniz mi? Nasıl?*

3.  Do you think wikis are easy to use?

    *Sizce wikilerin kullanımı kolay mıdır?*

4.  Do you think you will use wikis in your future language classroom? If yes, with what purposes?

    *Gelecekteki yabancı dil sınıflarınızda wikileri kullanmayı düşünüyor musunuz? Öyleyse, ne amaçlara yönelik?*

5.  How techno-literate an English teacher should be to be able to use wikis?

    *İngilizce öğretmenlerinin wikileri kullanabilmek için teknoloji bilgi seviyesi nasıl olmalıdır?*

6.  Do you think wikis have any advantages? If so, what are they?

    *Sizce wikilerin avantajı var mıdır? Varsa, bunlar nelerdir?*

7.  Do you think wikis have any disadvantages? If so, what are they?

    *Sizce wikilerin avantajı var mıdır? Varsa, bunlar nelerdir?*

8.  Which language skill(s) do you think wikis are useful for?

    *Sizce wikiler hangi dil becerisi ya da becerileri için uygundur?*

9.  Which wiki did you like the most during the project? Why?

    *Projede yer alan wikilerden en çok hangisiniz beğendiniz? Neden?*

10. Which wiki did you like the least during the project? Why?

    *Projede yer alan wikilerden en az hangisiniz beğendiniz? Neden?*

**Appendix H**

**A Sample Page for the Transcription of Interviews**

Hasan   : Yok. Yani… Bir kere tanıyınca, wiki hazırlamanın kolay olduğunu

görebilirsin. Bence, bilgisayardan az çok anlayan biri, kendi başına da wiki

tasarlayabilir. Tabi, biraz zaman alır böyle… eee… yani… böyle bir süreç

ama imkansız değil. Zaten sizin verdiğiniz eğitimle, bu süreç… eee…

bence çok hızlı geçti… Temel mantığını anladıktan sonra… eee… inanın

bence çok kolay.

…

Hasan   : Açıkçası… Çok yaşlı hocalar için kolay olacağını düşünmüyorum.

Mesela… şey… hani… e-posta bile gönderemeyen hocalar var. Ancak

İnternet'te sörf yapmayı bilen, Facebook hesabı olan… ne biliyim… word

belgesi yazabilen her hoca, bence… eee… wikileri çok rahat kullanabilir.

Yani, dışarıdan bakınca ciddi bi(r) uzmanlık gerektiriyo(r)muş gibi

gelebilir ama öyle değil.

...

Hasan   : Düşünürüm. Ama bu konuda öğrencilerin seviyesi de önemli. Wikiyi

kullanabilmeleri için bilgisayar da öğretmem gerekecekse ben tercih

etmem. Ama ortaokul ve lisedeki öğrencilerin çoğunun bilgisayar

kullanmayı bildiklerini görüyoruz. Düşündüğümüzden… sanırım… daha

iyi bi(r) bilgisayar bilgileri var gibi…

**Appendix I**

**A Sample Page for the Translation of the Transcribed Interviews**

Hasan     : No. Not at all. Once you get familiarized with it, you can see that

designing a wiki is easy. I think that a person who somewhat knows how

to use a computer, can create a wiki alone. Of course, it may take some

time. Well, I mean, it requires progress but it is not impossible. With the

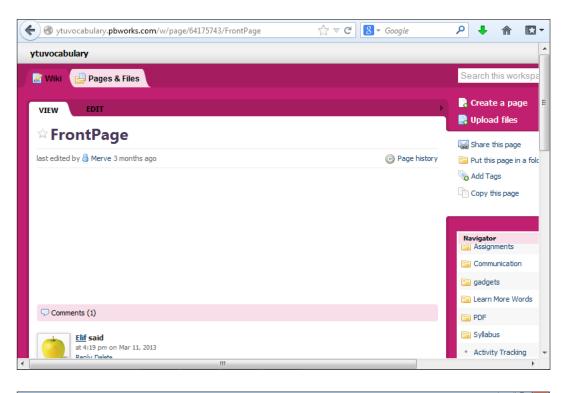your training, I think we have made a fast progress. Once you understand

the basics, well, believe me, it is very easy.

…

Hasan     : Actually, I do not think it will be easy for very old teachers. For example,

well, I mean, there are teachers who cannot send e-mail, but any teacher

who can surf on the Internet, who has a Facebook account, I do not know,

who can use a word processor on a computer, I believe, can use wikis

easily. I mean, it may seem to require serious expertise when you are not
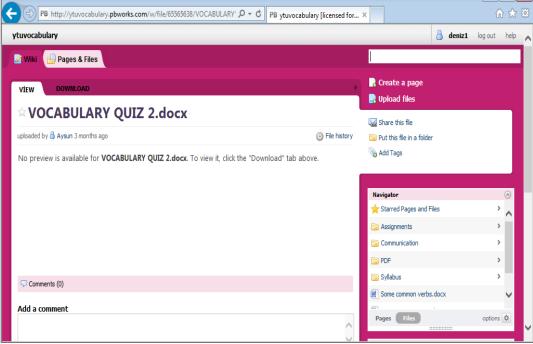
in it, but it does not.

...

Hasan     : Yes, I do. However, the students' level is important, too. If I have to teach

how to use a computer to maket hem use wikis, I would not prefer to use

them, at all. However, we see that most of the teenagers are able t use a

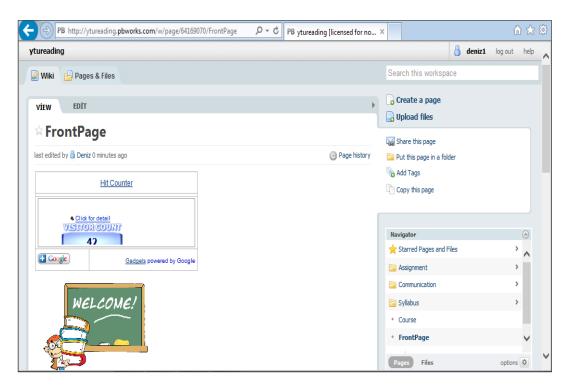computer. I suppose, they are more digitally literate than we think.
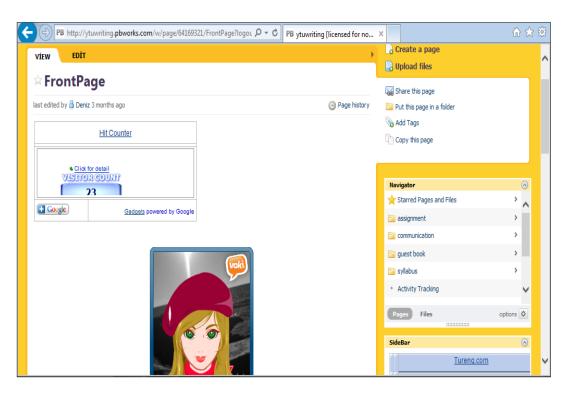
**Appendix J**

**Snapshots of the Vocabulary Wiki**
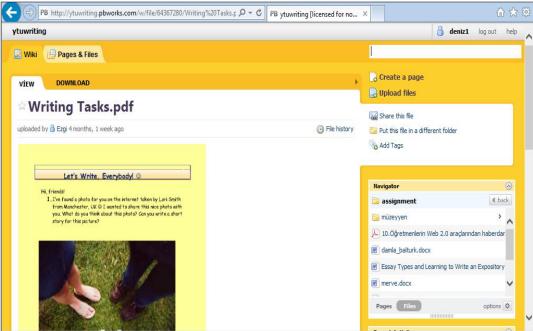
# Appendix K

## Snapshots of the Reading Wiki

## Appendix L

## Snapshots of the Writing Wiki

# Appendix M

## Snapshots of the Grammar Wiki