A COMPARATIVE RESEARCH BETWEEN AN ONLINE AND A FACE-TO-FACE COURSE MODELS FOR ACADEMIC WRITING

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SUMMARY

This study describes a research that was conducted at Trakya University with the aim of comparing online and face-to-face models of Academic Writing, which is one of the required courses taken by 2nd year students studying in the ELT Department.

It was hypothesized that this course would be more efficient if it were enhanced and embellished within an online syllabus using different teaching techniques. At the end of the research, the findings were evaluated, and it became clear that the techniques used in the online course affected students' perceptions positively and facilitated their learning process.

At the beginning of this research, students taking this course were divided into two groups. One of the groups took the course in a real classroom environment with the instruction of a teacher and, the other group took the course online without the instruction of a teacher during an educational term. The book titled "Content-based Academic Writing", which was written by Prof. Dr. Birsen Tütüniş, was used as the main resource for both groups. The researcher prepared an online syllabus covering seven units of this book, to be followed for fourteen weeks. The web site owned and prepared by Thomas Robb, who is currently living in Japan, was utilized for the research. The address of the web site is as follows: "www.langconcepts.net/moodle". It is based on the Moodle software, the Beta version, 1.2. The web site serves ESL/EFL teachers all over the world. Teachers, who get into contact with the web site owner, can prepare an online syllabus and make use of this web site for their special purposes. The site is open to all guests within specific limitations. However, teachers who prepare an online course for their students in this web site need to use an enrolment key to keep their courses safe.

At the end of the educational term, the data gathered from the students via questionnaires and interviews were evaluated. Students' views on how the lesson was taught, the techniques and the activities used, and how this online course affected their perception of the class and the success in academic writing were all collected as data. The online course was found to be more advantageous and superior to the face-to-face model. The results of the study are demonstrated in the chapter titled "Findings and Interpretation" in form of graphics and percentages.

This study is hoped to be a guideline for further research in the same field.

Key Words

1- Online Education
2- Face-to-face Education
3- Online Course
4- Academic Writing
5- Computer Assisted Language Learning

İLERİ YAZMA DERSİNİN
İNTERNET DESTEKLİ ÖĞRETİM MODELİ İLE
SINIFİÇİ ÖĞRETİM MODELİ ARASINDA
KARŞILAŞTIRMALI BİR ARAŞTIRMA

ÖZET

Bu çalışma, Trakya Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalında 2. sınıf öğrencilerinin zorunlu ders olarak aldıkları "İleri Yazma" dersinin İnternet destekli öğretim modeli ile sınıf içi öğretim modeli arasında yapılan karşılaştırmalı bir araştırmayı kapsamaktadır.

Bu araştırmada, ileri yazma dersinin farklı öğretim teknikleri kullanılarak İnternet destekli bir öğretim modeli geliştirilirse daha verimli olacağı hipotezinden yola çıkılmıştır. Araştırmanın sonunda, kullanılan çeşitli teknikler sayesinde İnternet destekli ileri yazma dersini alan öğrencilerin dersin içeriğini algılamaları ve öğrenme süreçleri daha kolay olmuştur.

Çalışmanın başlangıcında, bu dersi alacak öğrenciler iki gruba bölünmüştür. Gruplardan biri, bu dersi gerçek sınıf ortamında ve bir öğretmen eşliğinde almış, diğeri ise dersi İnternet yoluyla sanal ortamda almış ve öğretmenleriyle uzaktan eğitim iletişimine sahip olmuştur. Her iki grupta dersin ana öğretim kaynağı olarak tez danışmanı Prof. Dr. Birsen Tütüniş'in yayımlamış olduğu "Content-Based Academic Writing" (İçeriğe Dayalı İleri Yazma) adlı kitap esas alınmıştır. Fakat kitap iki farklı formda kullanılmıştır. İnternet destekli öğretim modeli uygulanan sınıfta kitabın içeriği İnternet yoluyla ulaşılacak şekilde bir web sitesi aracılığıyla sanal ortama aktarılmış, sınıf içi öğretim modeli uygulanan grupta ise kitap basılmış formunda öğrenciye sunulmuştur. Araştırmacı tarafından kullanılan kitabın içeriğine uygun olarak yedi üniteyi on dört haftada öğretilecek şekilde bir müfredat planı yapılmıştır. Japonya'da yaşayan Thomas Robb tarafından, Moodle yazılımı ile 1.2. Beta versiyonu şeklinde hazırlanmış bir web sitesinde bu müfredat öğrenciye sunulmuştur. Bu web sitesinin adresi şöyledir: "www.langconcepts.net/moodle". Kullanılan web sitesi bütün dünyada İngilizce'nin ikinci yada yabancı dil olarak öğretildiği kurumlarda öğretmenler tarafından kullanılmaktadır. Bu amaçla site ile iletişime geçen öğretmenlere özel

amaçları doğrultusunda İnternet destekli derslerinin site vasıtası ile öğrenciye sunma fırsatı verilmektedir. Site tüm ziyaretçilere açıktır, fakat derslere katılmak için kayıt yaptırıp şifre alma zorunluluğu vardır.

Eğitim-öğretim dönemi bitince, öğrencilerden anketler ve görüşmeler yoluyla toplanan veriler istatistiksel olarak değerlendirilmiştir. Bu veriler, dersin öğretim şeklini, kullanılan teknikleri ve etkinlikleri, bu dersin her iki öğretim modelinin öğrencinin algı ve öğrenme düzeylerini nasıl etkilediği ve sonuçta öğrencilerin ileri yazma dersinin iki farklı öğretim modelinde gösterdiği başarıdan memnun kalıp kalmadıkları vb. durumları içermiştir. Elde edilen bulgulara göre İnternet destekli öğretim diğerine göre avantajlı ve üstün bulunmuş, bunlar grafik ve yüzdelerle bulgular ve yorum bölümünde belirtilmiştir.

Bu çalışmanın daha sonra benzer konularda yapılacak araştırmalara ışık tutacağı düşünülmektedir.

Anahtar Kelimeler

1- Yazılı Anlatım Becerisi
2- Bilgisayar Destekli Öğretim
3- Yüz Yüze Eğitim
4- Yabancı Dil Eğitimi
5- İnternet Destekli Öğretim

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CHAPTER 1

THE STUDY

INTRODUCTION

The "Academic Writing" course is taken as the field for research since its content is suitable and its syllabus is adaptable both for online and face-to-face teaching. In face-to-face teaching there is an interaction between the teacher and the students, which is unsatisfactory in that the syllabus of the course contains teaching how to write at the advanced level using more academic writing techniques, but it doesn't aim to create a strong interaction between students and teacher. During the course, the teacher is the authority and the students try to use their academic writing skill mostly using pen and paper − sometimes the teacher assigns them to word process their homework. But, they use these helpful machines only for one purpose: typing! In this context, the course content becomes boring and monotonous. An online course model, as offered in this study, might stimulate the students to become better writers, or the students might also be successful in a face-to-face classroom perhaps by using more learner-centered techniques. The autonomy of the teacher in the classroom is transmitted to the learner by applying online course model or in a traditional classroom, where students are more autonomous. Furthermore, using creative and enjoyable techniques, the teacher gives the students the chance of enjoying the course. Both online and face-to-face courses may be embellished with more creative techniques in accordance with the syllabus. Thus, the course is slipped off its boredom and monotony. The importance of communication is not disregarded because the interaction provides real-life language experiences for the students and they have the opportunity to communicate with a real audience, for a real purpose − not just with the teacher for a grade. (Dixon-Kraus, 1996; Vygotsky, 1978)

Starting a new online course, or converting an existing course for Web transmission is not that easy, and a further step requires courage and teachers are educated for the sake of learners. So, a teacher must devote himself to his students and make use of every single innovative technique to help his students. That's why, in this

research, it was hypothesized that an online course for academic writing classes would create a more fruitful learning environment for the students.

At the beginning of this research project, a questionnaire on online learning was given to the 2nd year students of Trakya University ELT Department so that they could have an idea about their reactions to an online course. According to the results of the questionnaire, most of the students found it favorable and useful to take Academic Writing as an online course.

The researcher used the book "Content-based Academic Writing" which was written by Prof. Dr. Birsen Tütüniş and prepared an online syllabus including seven units of this book. The researcher used the web site owned and prepared by Thomas Robb who is currently living in Kyoto, Japan, 2004: [www.langconcepts.net/moodle]. It is based on the Moodle software, and the current one is the Beta version, 1.2. The web site serves ESL/EFL teachers all over the world. Teachers, who get into contact with the web site owner, can prepare an online syllabus and make use of this web site for their special purposes. The site is open to all guests within specific limitations. However, teachers who prepare an online course for their students in this web site need to use an enrolment key to keep their courses safe.

The online syllabus of this course covered seven units and fourteen weeks. After fourteen weeks, the syllabus and the course was over. An interview was done to get feedback from the students at the end of the term. Then, all data gathered were saved and analyzed. It became clearer that an online course is far more interesting and useful for students who are taking Academic Writing course online rather than a face-to-face one.

1.1. The Problem

Two different types of courses are taken as the source for this study: Face-to-face teaching and online teaching. The "Academic Writing" course is seen to be suitable as the field for research since its content and its syllabus are adaptable both for online and face-to-face teaching.

The problem diagnosed for this study is that face-to-face teaching is losing its popularity with the advancement of the technology and online teaching is gaining more favor. The limitations of face-to-face teaching are growing and for academic writing, this educational model is getting old-fashioned. Therefore, this issue is considered as a problem in our field. In this study, it was aimed to solve this problem by preparing an alternative course model: "An online course for academic writing".

1.2. The Aim

The aim of this study is to examine both face-to-face and online teaching models for "Academic Writing" course and then analyze whether an online alternative would be much more beneficial both for the teacher and the students as for interaction, communication, creativity, learner autonomy and making use of the new technology.

The objectives related to the main aim of the research are thought to be achieved by answering the following questions:

1. How can EFL teachers use Internet efficiently for their Academic Writing classes?
2. What are the advantages and disadvantages of teaching Academic Writing applying an online model?
3. Which is better – converting the face-to-face teaching syllabus into the online teaching syllabus or creating a new online syllabus without referring to any existing one?
4. Which elements should an online teaching syllabus contain?
5. What do teachers consider important in an online syllabus?
6. How can an online syllabus be integrated into the L2/FL curriculum?
7. What assessment techniques are most effective for online teaching if Internet is used as the transmission tool for academic writing classes?

1.3. The Significance of the Study

This research includes some suggestions for the application of an online course model for the academic writing classes and, therefore we hope it will be a good source for EFL teachers who wish to run an online academic writing course.

1.4. Assumptions

The following are the assumptions of this research:

1. The English levels of the subjects are assumed to be equal.
2. All the students are assumed to know how to use a computer and Internet.
3. The instructor is assumed to know how to use Internet efficiently.
4. The technological facilities are assumed to be provided by the institution.

1.5. Restrictions

There are some restrictions in this research. Timing has been calculated as two educational terms, and therefore this will limit the researcher. Also, some subjects will be chosen from the 2nd year students of ELT Department of Trakya University and they will represent the whole population. The researcher will use the language laboratory provided by the ELT Department of Trakya University, and the Internet connection provided by the Faculty of Education. The speed of Internet is also a limitation of this study.

1.6. Concepts

The specific concepts mentioned in this research are defined as follows:

- **Online Education:** Online education is an approach to teaching and learning that utilizes Internet technologies to communicate and collaborate in an educational context. This includes technology that supplements traditional classroom training with web-based components and learning environments where the educational process is experienced online. (Kokkas, N. 1987, p.2)
- **Face-to-face Education:** Face-to-face education includes a learning process, which is carried out in a real classroom setting with the instruction of a specific teacher. This approach is usually called "traditional classroom

training" and the learners are taught by using traditional methods, techniques and materials such as blackboard, pen-and-paper, course books, and etc.

- **The Internet:** The Internet is a confederation of thousands of computers from various sectors of society such as education, business, government and the military. It is a network of thousands of computer networks (Lewis, 1994).

- **Academic Writing:** Academic writing, as seen from its name, is the writing processes conducted in the academic world with the purpose of producing comprehensible academic papers.

- **Experiential Learning:** The World Wide Web makes it possible for students to tackle a huge amount of human experience. In such a way, they can learn by doing things themselves. They become the creators not just the receivers of knowledge. As the way information is presented is not linear, users develop thinking skills and choose what to explore. (Kokkas, N. 1987, p.2)

- **Motivation:** Computers are most popular among students either because they are associated with fun and games or because they are considered to be fashionable. Student motivation is therefore increased, especially whenever a variety of activities are offered, which make them feel more independent. (Kokkas, N. 1987, p.2)

- **Enhanced student achievement:** Network-based instruction can help pupils strengthen their linguistic skills by positively affecting their learning attitude and by helping them build self-instruction strategies and promote their self-confidence. (Kokkas, N. 1987, p.2)

- **Authentic materials for study:** All students can use various resources of authentic reading materials either at school or from their home. Those materials can be accessed 24 hours a day using the Internet. (Kokkas, N. 1987, p.3)

- **Greater Interaction:** Random access to Web pages breaks the linear flow of instruction. By sending E-mail and joining newsgroups, EFL students can communicate with people they have never met. They can also interact with their own classmates. Furthermore, some Internet activities give students

positive and negative feedback by automatically correcting their on-line exercises. (Kokkas, N. 1987, p.3)

- **Individualization:** Shy or inhibited students can benefit a lot from by individualized, student-centered collaborative learning. High fliers can also realize their full potential without preventing their peers from working at their own pace. (Kokkas, N. 1987, p.3)

- **Independence from a single source of information:** Although students can still use their books, they are given the chance to escape from canned knowledge and discover thousands of information sources. As a result, their education fulfils the need for interdisciplinary learning in a multicultural world. (Kokkas, N. 1987, p.3)

- **Global Understanding:** A foreign language is studied in a cultural context. In a world where the use of the Internet becomes more and more widespread, a foreign language teacher can make the class a global place, where the global understanding is taking place. (Kokkas, N. 1987, p.2)

1.7. Abbreviations

WWW: World Wide Web.

IT: Information Technology.

ELT: English Language Teaching.

E-mail: Electronic mail. A communication that is posted by computer onto an electronic bulletin board that can be accessed by other computers.

CALL: Computer-Assisted Language Learning.

CD: Compact Disc. A disc encoded with data requires a laser beam device to read the encoded information.

CD-ROM: Compact Disc – Read Only Memory. A compact disc is used to store data. The information cannot be altered or deleted.

CAI: Computer-Assisted Instruction. The use of a computer program in teaching and learning.

CBI: Computer-Based Instruction. The use of a computer program in teaching and learning.

CMC: Computer-Mediated Communication.

HTML: Hypertext Mark-up Language. The standard language used for creating computer programs.

YAHOO: Yet Another Hierarchical Organized Oracle. A well-known search engine.

PPT: A file prepared using Microsoft PowerPoint Program.

1.8. Relevant Research

Erdem Öngün / M.A. Thesis / 1999

Multimedia Assisted Teaching in the Context of Writing for the English Teacher Training Program

<u>85426</u>

İngilizce Öğretmenliği Bölümünde Yazılı Anlatım Becerisinin Geliştirilmesi için Çoklu Ortamın Kullanımı

Burçak Deniz Gürkaya / M.A. Thesis / 1999

Using the Internet and Electronic Mail in Writing Classes: A Study on the Reactions and Success of Preparatory Students At Işık University

<u>82225</u> İnternet Ve Elektronik Postanın Yazı Derslerinde Kullanımı: Işık Üniversitesi Hazırlık Öğrencilerinin Tepkileri Ve Başarısı Üzerine Bir Durum Çalışması

Dilek Yavuz / M.A. Thesis / 1997

Effectiveness of Using the Word Processor in Writing Classes to Enhance Revising and Editing Skills

<u>64419</u> Yeniden Yazma ve Hata Düzeltme Becerilerini Geliştirmek için Yazma Derslerinde Bilgisayar Kullanımı

Hüseyin Öz / PhD. Thesis / 1995

Impact of Computer Assisted Language Learning on Student
Achievement and Attitudes in the Context of Teaching English
as a Foreign Language: An Experimental Study on Writing

43473

Yabancı Dil Olarak İngilizce Öğretimi Bağlamında Bilgisayar
Destekli Dil Eğitiminin Öğrenci Başarısı ve Tutumu Üzerine
Etkisi: Yazma Üzerine Deneysel Bir Çalışma

M. Meltem Eney / PhD. Thesis / 1994

32477 Attitudes of Students Toward Computer (CALL) and Writing
With a Word Processor

Hilal Ün / M.A. Thesis / 1993

26306 Advantages of Testing Writing Skills through Video

CONCLUSION

This chapter displayed the principal aspects of online learning, which currently have an enormous potential in educational field. In the introduction part, the problem, the aim, the significance of the study, assumptions and restrictions in this study were mentioned. Then, some concepts, which were included and commonly indicated in this study, were described briefly. The abbreviations used in this research were explained afterwards. To support the main ideas in this research, relevant studies, which were registered in the web site of the Board of Higher Education in Turkey, were displayed before beginning to mention a review of the literature in this field in the next chapter.

CHAPTER 2

A REVIEW OF THE LITERATURE

INTRODUCTION

Technology and the Internet have rapidly changed how we traditionally perceive education. In this context, computers have become indispensable tools for language education and they have won a secure place among the resources available to the modern language teacher. Academic writing, which is one of the basic skills for the learners to become proficient in a foreign language, becomes a compulsory task to be included in the curricula and thus needs to be considered essential by a foreign language teacher.

Academic Writing course syllabus covers all the skills to be practiced for an advanced academic writing style. This can be instructed in two ways: face-to-face or on-line. Since our concern in this chapter is focused on on-line learning and teaching, the literature related will be displayed more.

In this chapter, firstly a short history of computer-assisted language learning (CALL) will be given. Then, some aspects of *"online education"* will be displayed briefly. Preparing an online syllabus for a course is a gradual process, in which the teachers need to take each step carefully. These steps will also be mentioned in detail.

2.1. A SHORT HISTORY OF CALL

A review of the literature in the field displays that CALL (computer-assisted language learning) dates back to 1960s. However, the term CALL was not in its current form but it was spelled as CAI (computer-assisted instruction) and CBI (computer-based instruction.

Computer technologies rapidly developed between the late 1960s and the early 1970s, and then computers were introduced in foreign language teaching and learning. Ever since the microcomputer came on the market in the late 1970s, professional writers

have written prolifically about their engagement with word processing (Hawisher&Selfe, 1989, p. 109).

Computer technologies rapidly developed between the late 1960s and the early 1970s, and then computers were introduced in foreign language teaching and learning. Ahmed et al. (1985) distinguished between four important CALL projects: *The Stanford Project, the PLATO Project, Work at Dartmouth and the Scientific Language Project.*

The first project was developed under the supervision of Van Campen at Stanford University in 1973. It was a self-instructional computer-based Russian course, in which the students were presented CALL materials and they had to do and type every exercise in Russian. It was a promising project in those days.

The second was called *The Programmed Logic for Automated Teaching Operation* (PLATO), and it was also a computer-based education project, which was developed at the University of Illinois in the 1970s. The project consisted of working on a computer company's software, which could only be run on that company's special hardware. The focus was Russian again. The exercises were on vocabulary, grammar and translation. The project became successful and the results were encouraging.

The third CALL project was developed at Dartmouth College in New Hampshire. During this course, supplementary materials, which were prepared in basic, for the teaching of Danish, French, German, Latin, Spanish, English and Russian were provided for the participants. Fill-in exercises, vocabulary drills and writing activities were used.

The last project enlightened the way to the establishment of CALL. Ahmed *et al.*(1985) stated that this project was "designed to provide computer assistance in reading specialist texts in Russian.

All these projects and other research were done within the scope of Behaviourist CALL, which was affected by Skinner's behaviouristic theory of operant conditioning, programmed learning and the relation between stimuli and response. According to Higgins (1985: 65), Skinner's theories included a body of knowledge can be reduced to a set of very small steps, each of which is easily learnable. This meant the activities and

exercises, which were done in CALL courses, were based on minimal steps, individual learning pace and immediate feedback. For example, yes/no questions exercises were repeated many times until the learner could give the right answer.

In the 1970s and 1980s, plenty of CALL software packages, which emphasized Communicative CALL, were developed. Communicative CALL stressed the importance of communication in language teaching. This form of computer-based instruction included teaching grammar implicitly and encouraging students to generate original utterances instead of manipulating prefabricated forms.

In 1980s, the last stage of computer-assisted language learning was developed. It was called Integrative CALL. Integrative CALL aimed to integrate the various skills of language learning (listening, speaking, writing, reading) into this technology more fully and thus into language teaching (Warschauer&Healey, 1998).

The Internet and the rise of computer-mediated communication (CMC) in particular have reshaped the uses of computers for language learning. Fox (1991: 19) expressed that in linguistics, language education and literature computer applications have been used for over thirty years. Furthermore, Warschauer and Healey (1998: 22) showed that with the advent of the Internet the computer is no longer just a tool for information processing, but also a tool for communication.

"Students could actively interpret and organize the information they were given, fitting it into prior knowledge" (Dole *et al.,* 1991). It means that they use their schemata to interpret the most recent information they have got from an outside-source. In this context, Brown (1991: 47) indicates that students become active participants in learning and are encouraged to be explorers and creators of language rather than passive recipients of it.

Snyder (1999) too, expresses that the online course application exposes students to other means of communication through the use of Internet elements, such as Web sites, hyperlinks, animations and other visual data.

2.2. ONLINE EDUCATION

Online education can be defined as an approach to teaching and learning that utilizes Internet technologies to communicate and in an educational context. This includes technology that supplements traditional classroom training with web-based components and learning environments where the educational process is experienced online.

Dahlman and Sarah (2001: 71) indicates that technological innovations of the past century, from audiotape recorders to the Internet, can be used to provide ESL and EFL students with authentic language exposure and meaningful practice, but many learners need guidance in accessing these by an initial week in traditional classrooms, including a computer lab. The instructor provides the interaction between learners and himself/herself without intervening the autonomy of the online learners, since the more autonomous the learners become, the more effective the learning process is.

Moore (1993: 14) suggests that there are three types of interaction necessary for successful online education: 1) learner-content interaction, 2) learner-instructor interaction, and 3) learner-learner interaction. The autonomy of the teacher in the classroom is transmitted to the learner by applying online course model. Furthermore, using creative and enjoyable techniques, the teacher gives the students the chance of enjoying the course.

The syllabus of an online course is the crucial point when someone decides to start an online course, or converting an existing course into a web-based course. The first was that it requires a considerable amount of time to design and develop an online class.

2.3. THE STEPS OF PREPARING THE SYLLABUS OF AN ONLINE COURSE

Courses meeting completely online require syllabi that are much more detailed than those distributed for face-to-face education in a traditional classroom. The preparation of a good online syllabus for a specific course requires following some steps gradually, paying attention to certain details. A teacher, who wants to prepare an online

course syllabus, has to move from one step to another after revising the former thoroughly.

Firstly, the teacher needs to determine and clarify her/his objectives for designing an online syllabus. Thus, these objectives will shape the outline of the online course. S/he needs to decide whether the documents of the course will always be accessible for the students or not. This kind of restrictions are usually very useful for teacher, when s/he wants the students to do their homework within a limited time. Also, the teacher needs to decide if s/he wants to foster communication outside of the class meetings.

Secondly, the teacher needs to develop clear learning objectives for her/his students. This step will be helpful for both the teacher and the students in that it determines the skills that the students will take from this course.

Thirdly, a sequence of course content with a timetable is necessary for the teacher to make a plan for the units or modules. The course content may be divided into weeks or the teacher may lengthen this period according to the course material to be used.

Then, the teacher determines the most effective teaching/learning methods for covering course content. If the content includes a specific skill such as teaching reading, writing, listening, or speaking, then the method will be determined in parallel with the content.

Besides these, one of the most important things to be done is deciding which learning activities are best suited for online transmission. At this step, the teacher determines the types of activities in accordance with the course type and the timetable.

Another important step to be taken is composing a set of online participation guidelines. These guidelines need to include the frequency of students' logging in the web site, instructions about how to use the web site, the teacher's communication policy such as sending e-mails, posting grades online etc.

The online syllabus of a specific course may include online evaluation and assessment. However, in some cases, schools do not let the teacher evaluate students online. Therefore, the teacher has to assess the students' knowledge with an examination, which requires pen and paper to prove the results by means of written exam papers. In some countries, there may be such restrictions due to the Educational Regulations of that country.

2.4. THE EDUCATIONAL ADVANTAGES OF ONLINE LEARNING

Academic and professional organizations agree that using web-based learning environments can offer sound pedagogical benefits. According to Dwyer, Barbieri, and Doerr (1995) from Cornell University, "the web provides significant new functionality in transmitting information to the student and providing forums for exchange. The web is revolutionizing some areas of study through increased opportunities for learning and alternative formats for information."

Educational benefits mainly include:

- Enhancing student-to-student and faculty-to-student communication.
- Enabling student-centered teaching approaches.
- Providing 24 hours 7 days accessibility to course materials.
- Providing just-in-time methods to assess and evaluate student progress.

Web-based education tools provide many ways to increase communication between class members and faculty, including discussion boards, chats, and e-mails. These elements increase student motivation and participation in class discussions and projects. In this context, students share their perspectives with each other. They sometimes join the forums or chat rooms to exchange views. Thus, learners benefit from this situation combining new opinions with their own, and develop a solid foundation for learning.

Another benefit of using web-based communication tools is to give all students a sense of quality. Especially, shy and anxious students feel more comfortable expressing ideas and backing up facts when posting online instead of speaking in a lecture room.

Online communication provides students the opportunity to access their instructor more easily.

Furthermore, online learning enables students to learn the language in accordance with their learning strategies. For example, some students are visual learners but some of them learn better when they "learn by doing." Web-based learning environments permit the instructor to build one course, yet implement a variety of resources, so students can utilize materials in whichever way works best for them. This will be helpful for the instructor, too. Thus, the instructor can choose the teaching materials considering the strategies of the learners. For instance, if s/he puts her/his lecture notes or slides online, both auditory and visual learners may benefit. The instructor can give the addresses of the web sites that might help the students learn better. In this way, the students can benefit from extra resources for the course studies or homework.

One of the important problems for students is to reach the course resources and materials. In this context, students do not need to worry about accessing the course materials when it is an online course. However, if it is a face-to-face course, students need to take notes while the instructor is lecturing. Online education can be done on one's own pace. Students can schedule time for their homework and group projects. Some students work best in the morning, some in the evening. Some others take night classes. Therefore, an online course is an advantage for them as they can do their homework whenever they want on condition that they do it within the deadline. What is more, online courses give the students the opportunity not to attend the course physically.

Assessment is not stressful. Online assessment tools provide instructors with many ways to build, distribute, and compile information quickly and easily.

Test anxiety is an important problem for some students. Students can access the online assessments at any time, privately and in the comfort of their home. Also, students receive immediate feedback after doing their online tests. This helps them relax and minimize their test anxiety.

Online courses are really advantageous in that teachers, who are the authorities in traditional face-to-face classrooms, become a facilitator or just a guide of the learning process. Thus, the learners become more autonomous in a learner-centred class. In a learner-centred classroom, students play an active role in setting goals and choosing materials, methods, and tasks. The outmoded and traditional image of a teacher standing in front of the classroom and lecturing her or his students while all they do is listen is becoming more and more a thing of the past. Electronic classrooms provide a different atmosphere compared to the traditional ones. Scholars like Harris (1996), Mörth (1998), and Killian (1994) state their positive opinions on electronic classes as follows:

"Using online techniques in foreign language teaching has proved to be motivating and this will enable students to cope better with the complexity of real language use, whereas traditional methods seem to do the exact opposite." (Harris, 1996, p. 11) Helping students how to learn is a must in the system of online learning and the use of the Internet promotes students' critical thinking strategies. Thus, a language teacher might inform and instruct the students about how to get the essential knowledge by means of web tools using their logic skills. In a traditional classroom, there is hierarchy. This case usually causes an unbalanced relationship between teachers and students. An online course compensates this balance with specific techniques of communication. In this context the roles of an individual teacher and students in a classroom atmosphere changes accordingly. It is indicated by Frizler (1995: 30) that the shift to a student-centred classroom, i.e. learner autonomy is not optional, but it is an indispensable condition, when the Internet is used in an educational context. The advantages of web-based courses increase in collaborative activities by the tasks done by learners, who have to generate ideas collaboratively meanwhile. "Teachers must be willing to take risks" Frizler (1995: 32). Teachers should always have a backup plan and extra activities while conducting an online course. Because, some technological problems might make teachers waste time if they do not have a backup plan for such situations.

The Internet provides supplemental language activities, which can provide students with additional practice in specific areas of language learning. These include reading tests and comprehension questions, grammar exercises, pronunciation exercises possible through the available multimedia capabilities, cloze tests, vocabulary exercises,

and so forth. Students can search the Web for such sites, or teachers may recommend specific sites on the Web. Published lists are also available from various sources.

2.5. THE EDUCATIONAL DISADVANTAGES OF ONLINE LEARNING

Windeat, Hardisty, Eastment (2003: 37) stated that students could work individually if sufficient computers were available. Sometimes, this situation turns into a disadvantage or a challenge for the students in that the number of computers in the labs might not be adequate for the number of students, due to the financial problems of state schools or universities. So, this might create difficulty in managing a proper online course.

Computer literacy is considered as another important problem for both teachers and students when designing an online course. Even it becomes a disaster if the target audience does not know anything about computers. In this kind of situations, computer illiteracy is a challenging obstacle for the teacher, who wants to teach her/his students online.

Studying with computers is thought to have a negative effect on social relations among students and raise the degree of individualism, which is therefore regarded as a disadvantage especially for young children. Social presence, which was defined by Gunawardena and Zittle (1997: 10) as "the degree to which a person is perceived as a 'real person' in mediated communication", is a very hot topic in computer mediated communication. Walther (1992) also argued "social presence is the feeling that others are jointly involved in communicative interaction" (p.53). De Greef and IJsselsteijn (2000); Ho, Basdogan, Slater, and Srinivasan (2001) defined social presence as the sense of being together and computers, unless used effectively, can not provide that social presence. However, the same software, which is based on simulations, can create very innovative group or pair work.

2.6. THE SOLUTIONS TO THE EXISTING PROBLEMS

Technical inadequacies in the necessary equipments for an online course may sometimes create certain problems. For example; the biggest problem is the insufficient number of computers in language laboratories. However, in this kind of situations, the teacher can solve this problem designing special activities for both pair work and group work, in which two or more students can easily share one computer.

Modern computers are donated with the most recent technological equipment and they sometimes have humanlike voices and understand what people say and do it. Therefore, voice is not a disadvantage in CALL classes any more.

Computer illiteracy, which is considered as the primary problem in language labs, has recently been solved in our country. Teachers of the modern age tend to learn everything about the new technology, since they can make use of it while teaching their students. Furthermore, the Ministry of Education has declared that all elementary and secondary school teachers must have computer literacy and certify it with an official document that is taken from a computer skills centre in Turkey. Students are also interested in the recent developments in technology. They are often given the opportunity to improve their computer skills in high schools and in the first or the second year of their university education. Therefore, computer literacy can be neglected as a disadvantage.

If the absence of social presence is regarded as a disadvantage, this does not mean that the students, who are taught by a teacher in a real classroom are always successful, they still fail their exams and even sometimes become antisocial. In this context, a simple sentence is enough to eliminate this disadvantage: "Social presence theory does not guarantee the success of a student and it is not a disadvantage for an online course environment."

2.7 FACE-TO-FACE VERSUS ONLINE LEARNING TECHNIQUES

Students taking web-based courses face a different environment than they do in traditional face-to-face classrooms and therefore they encounter different issues. The delivery of lecture and classroom discussions in web-based courses is entirely based on

computer typed texts and in most cases, no face-to-face contact occurs between the students and the instructor. Therefore, these courses lack visual and auditory cues such as intonation, facial gestures, direction of gaze, physical and spatial classroom arrangements such as the physical closeness among the students and the instructor, which are important factors in determining the course of dialogue in face-to-face environments.

However, Topper, (1997); Johnson, Aragon, Shaik, & Palma-Rivas, (1999); Davidson-Shivers, Tanner, & Muilenburg, (2000); Poole, (2000) all have shown that in web-based courses, there are overall changes in authority within the learners and the instructor, for instance, a more shared authority with graduate students having more opportunities to speak and question since it creates an autonomous learning environment.

In face-to-face classrooms, this social interaction and collaborative learning is facilitated by the learners' and the instructor's physical presence in the classroom. However, in web-based courses in which social context cues are absent, establishment of social presence plays a vital role in building communities of learning.

Collaborative learning considers knowledge a social construct and relies on the principle that learning is encouraged by social interaction, peer feedback and evaluation (Johnson, 1981; Bruffee, 1984; Duffy & Jonassen, 1992) and therefore emphasizes active participation of learners and an interaction between learners and the instructor (Hiltz, 1998).

Web-based courses with their unique characteristics of asynchronous text-based communication that eliminates social context cues and allow every member in the class to join in the discussions has the potential to break the traditional teacher-oriented learning experiences and conduce a more learner-oriented classroom environment that encourages collaborative learning.

There are some similarities and differences between face-to-face and online learning techniques. These "*similarities and differences*" can be examined referring to five categories as follows:

1. Community building
2. Learning activities
3. Content sharing
4. Course material sharing
5. Assessment

2.7.1. Community Building

Community building is a subcategory of the techniques including face-to-face and online models. At the beginning of the lesson a teacher or an instructor may introduce the topic with welcome activities in a classroom, on the other hand, s/he can upload a video clip or a welcome saying to welcome students. On the first day of a specific class whether it is online or not, a teacher or an instructor must do a needs analysis giving the prospective syllabus of the course to the students. If the course is done in a classroom, then students' expectations about the syllabus of the course can be discussed in the classroom, contrarily, in an online course, the teacher or the instructor can post the syllabus online and then discuss it using e-mail or forum.

2.7.2. Learning Activities

Learning activities are very important whether the course is a face-to-face course or an online course. A teacher or an instructor needs to choose the most appropriate activities in accordance with the course model. If the course is a face-to-face course, activities such as classroom discussions, question-answer sessions, games, field trips, pair work, group work, project work, and laboratory work, student presentations, role-plays, case studies, discovery learning, fieldwork etc. can be used by the teacher or the instructor. On the other hand, if the course is online, activities such as email, bulletin board discussions and forums, chat rooms, talk on the phone, visual meeting by means of web cams, electronic games, online hangman, flashcards, crossword puzzles, word searches, role playing games, student web-pages, online library research, doing research using search engines, web conferencing, using different software provided by different web sites, PowerPoint presentations prepared by the teacher, online videos, image databases, virtual tours, official web sites, electronic simulations, animations etc. can be

used by the teacher or the instructor. It is obvious that online course techniques have a wider range than face-to-face course model.

2.7.3. Content Sharing

The teacher or the instructor chooses the most appropriate techniques and materials in her/his teaching process. If the course is a face-to-face course, a published book is used. The teacher or the instructor gives lectures and sometimes uses visual aids such as videos, slides, or other graphics. On the other hand, if the course is online, teacher or instructor can use an e-book instead of a published book. They post their students transcribed lectures online and refer to available websites, journal articles, news sources, video-audio of a face-to-face lecture. Online forums are useful in that students can discuss the topics they have been learning. Online PowerPoint presentation slides and online image databases are also useful for students. The teacher or the instructor has more opportunities in an online course.

2.7.4. Course Material Sharing

Students and the teacher or the instructor share the course material in different ways in an online course and a face-to-face course. If the course is a face-to-face course, the teacher or the instructor uses handouts or worksheets. During the course of the class, homework is given to students, and then the teacher grades them. In some courses, progress reports of students are in written form for face-to-face courses. In online courses, the instructor posts handouts or worksheets to her/his students electronically so that they can view online or download them. Homework is attached to email and then it is sent to students, it might be faxed, or sent via regular mail. Grades are given via private mail or posted to the students online, but this process requires security, therefore, students are given certain usernames and passwords. In some state schools or universities, the administration does not accept online grading, so, only this part of the course is not done online.

2.7.5. Assessments

Perhaps the subcategory, which is regarded as challenging by teachers or instructors, is the evaluation and the assessment part. In a face-to-face class, written or

oral exams and quizzes are usually used as achievement tests. Besides, self-evaluation tests and take home tests may also be used. On the other hand, in an online course, the evaluation part requires security precautions and time limitations. For instance, each student is given the opportunity to choose a personal username and password so that they can use while logging in the course website. Then they are asked to enter the enrolment key of the course, which is determined by the teacher or instructor. Besides self-evaluation tests and quizzes, various types of electronic games can be used as assessment tools in online learning. Students submit the answer forms of take home tests using the submission parts within the course website and via email, fax, or via regular mail to the teacher or the instructor. Grades are given via private email or posted to the students online, but this process requires security, therefore, students use their usernames and passwords again in this process. The administration does not accept online grading in some state schools or universities, therefore, this part of the course is not done online.

2.8. ARTIFICIAL INTELLIGENCE (AI) AND CALL

In the age of computers and technology, scientific and technological developments are so quick that it is not that easy to follow the recent innovations. New types of computer, mobile phones and even humanlike robots are being invented nowadays. Most of these technological tools have humanlike characteristics in that they model humans. They are talking, walking, doing what is told and so forth. In this context, it is inevitable to think deeply about their artificial intelligence and how this property can become a benefit for human beings.

The ultimate goal of AI is to model the cognitive behavior of humans in a particular social role: that of language teacher. To test whether or not a machine could replicate human cognitive behavior, Alan Turing suggested that a human should interact with it without any knowledge about whether or not s/he was talking to a machine. If the human believed s/he was talking to another human, the machine could be considered "truly" intelligent. This test is known as the Turing Test.

Could a computer learn the rules of human languages? Could it interact with students like a human instructor? Could it understand human language by acquisition

better than a human teacher? There are many unanswered questions about the nature of language acquisition. One of the most important one in relation to human language acquisition is how much knowledge of language is "built-in" (that is, part our biological makeup), and how much is actually learned. CALL has been developed not to replace human teachers, but to provide a better learning environment.

Murray (1992: 58) reports that "emerging structures of advanced multimedia foreign language learning environments are following key trends in the profession: The move to communicative language teaching with authentic language spoken by native speakers; for example, incorporates visual as well as textual material, and the multimedia environments provide this easier than the virtual classrooms.

Liu and Reed (1995: 26) report that using vocabulary in a hypermedia environment, learners can be flooded or embedded in an enriched multidimensional cultural context, connecting history, geography, art, cultural customs, and social factors of a target country with the linguistic aspects of the target language.

2.9. TYPES OF ONLINE LANGUAGE LEARNING SITES

Jones (2000) describes three models of online language learning sites currently available on the Internet: *distributive, tutorial, and co-operative*.

- In the *distributive* model, model, materials or lesson sheets are made available online for the learner to study independently. The key characteristic is that communication is one-way from the material designer to the learner. They can consist of reading or listening passages with multiple choice or gap-fill questions where the answers are automatically assessed.
- In *tutorial* model, materials are supplemented with two-way communication between the teacher and the individual learner. This interaction can be either asynchronous (e-mail or voice mail) or synchronous (chat rooms, Internet phone, or video conferencing). Students are usually given assignments to submit via the Internet or e-mail and the teacher offers feedback on them.

- In the *co-operative* model, students share exchanges amongst each other as well as with the teacher. Like the tutorial model, exchanges can be either asynchronous or synchronous. The content may contain role-plays or consist of group tasks that require collaboration with other students to complete.

The online language learning sites, which are mostly preferred in our country, have the tutorial models. Because, teachers and instructors pay attention to the strength of the two-way communication existing between teachers and students in our country. This enables students to have a wide range of communication tools with their teacher during an online course. Academic writing, with its nature, is a suitable course for online teaching. There is no need for any software.

2.10. THE SOFTWARE PRODUCED FOR WRITING

Since computers were first used in education, different ways for facilitating teaching and learning process via computers have been searched for many years. The software used in foreign language teaching is usually available on CD-ROMs or downloadable via Internet.

Educational software products include electronic textbook, slide library, guided tour, VCR, light table, or a reference library (Schlusselberg & Howard, 1992: 3).

Among foreign language *writing software,* there are a lot of different programs such as The Wizard of Words, Writer's Blocks, Style Writer, Technical Writer, Biblioscape, Essayist, Essay Formatter, Thesis Writer, Storycraft Pro, Storybase, Power Structure, Novel Formatter, Ink Link, Proposal Writer, Resume Writer, Letter Writer, Boardmaster, Musenames, Write That Down, etc.

Computers can provide a range of different materials so that instructors can identify each student's needs and distribute the software accordingly (Melmed, 1986: 16).

The software itself allows for some individualization of instruction. Students can proceed at their own paces, and they write without embarrassment without boring the instructor.

CONCLUSION

This chapter includes a review of the related literature. This review includes references compiled of most reachable resources. A review of the literature part firstly includes a short history of CALL (Computer Assisted Language Learning). In this part, the origins of computer-based courses were illustrated with certain examples such as the projects done in the last decades. Secondly, the phases of CALL were given chronologically. These are as follows: Behaviourist CALL, Communicative CALL and Integrative CALL. Thirdly, the definition of *Online Education* was given. A good online course is certainly based on a good online syllabus. The elements of an online course were given in this part. There are plenty of educational advantages of *Online Learning*. Some of these advantages were displayed and illustrated with simple examples. It is thought that there are also some disadvantages of online learning. However, these disadvantages do not usually go beyond being expected challenges or achievable obstacles. Therefore, it is the teacher's or the instructor's duty to get over disadvantages and turn them into advantages for the learners in their online learning process. Techniques used in a face-to-face and an online course were discussed and illustrated with some examples. Different issues like social presence were revised in the light of some quotations. Lastly, types of online language learning sites were examined and exemplified. When the definitions of types of online language learning sites were considered, it becomes clear that most of the online courses, which were prepared by Turkish instructors, have *tutorial model* in our country.

In the next chapter, the research methods and techniques, setting, duration and the general framework of the research will be introduced.

CHAPTER 3

THE RESEARCH

INTRODUCTION

This chapter indicates the theoretical background for any kind of research in general, and the research conducted for this study in particular. Firstly, some alternatives for the definition of the term "research" will be given, and then, the categories of research will be displayed by referring to well-known experts in some of the paragraphs. Afterwards, the research methods and techniques in general will be indicated, after which the method of this study will be given. The terms "population" and "sampling" will briefly be mentioned, and then, what the population of this study was and how the sampling was done will be explained. The data collection procedure will simply be given hereinafter. At last, data analysis and interpretation will be displayed by explaining what was done week by week during the online course.

3.1 Research: Definition and Categorization

It is not easy to define "research" since it covers a huge field. People give different definitions for research. Seliger and Shohamy (1989), for example, define research as a planned way and a systematic investigation, of which theories are testable and falsifiable. It studies the phenomena through careful description and identification, sometimes controlling and manipulating phenomena in order to study them in isolation. Markman and Waddell (1965: vi) define research in a different way and regard it as a disciplined process of investigating and seeking facts, which lead one to discover the truth about something.

Brown (1995: 1) categorizes research into two arbitrary divisions: (1) *primary research* and (2) *secondary research*. Primary research is derived from the primary sources of information just like a group of students who are learning a language. On the other hand, secondary research is derived from the secondary sources of information

just like books about students who are learning a language. Research methods, on the other hand, can be classified in various ways.

One of the most common distinctions is between *qualitative* and *quantitative* research methods. *Qualitative research methods* were developed in the social sciences to enable researchers to study social and cultural phenomena. Examples of qualitative methods are action research, case study research and ethnography. Qualitative data sources include observation and participant observation (fieldwork), interviews and questionnaires, documents and texts, and the researcher's impressions and reactions.

The motivation for doing qualitative research, as opposed to quantitative research, comes from the observation that, if there is one thing, which distinguishes humans from the natural world, it is our ability to talk! Qualitative research methods are designed to help researchers understand people and the social and cultural contexts within which they live. Kaplan and Maxwell (1994) argue that the goal of understanding a phenomenon from the point of view of the participants and its particular social and institutional context is largely lost when textual data are quantified.

Qualitative research is kind of the opposite of quantitative research. It is very different to randomized control trials for instance; the research is much more orientated to understanding human nature and as such the researchers get close to the research subjects. This is its main strength; by using this kind of research you can understand how teaching really affects the student. It can provide vital information on attitudes and satisfaction, this kind of information can then be used to improve currently used methods and techniques. Kinds of research that use this approach are 'action research', 'grounded theory', 'focus groups' and 'phenomenology'. Findings from qualitative research can sometimes be taken on and used to base quantitative research studies on later.

Larsen-Freeman et al. (1991) indicate that qualitative research is an ethnographic study, in which the researchers do not set out to test hypotheses, but rather to observe currently valid data, which can be varied in different ways during the course of the observation. On the other hand, quantitative research is best typified by an experiment,

which is designed to test a hypothesis through the use of objective instruments and appropriate statistical analysis.

Quantitative research methods were originally developed in the natural sciences to study natural phenomena. Examples of quantitative methods now well accepted in the social sciences include survey methods, laboratory experiments, formal methods (e.g. econometrics) and numerical methods such as mathematical modeling.

Quantitative research if carried out with care and in a rigorous way, can carry with it a great deal of power. By power one really means influence. For many years it has been the most dominant kind of research in social sciences. It is used to test out very important theories, such as the effects of new teaching methods and techniques on students, often using randomized controlled trials. Quantitative research can provide vital information related to many aspects of social sciences throughout the world: (1) It features a high level of reliability, (2) it can be used to gather very large amounts of information into understandable forms that can then be used to generate new theories and practice, and (3) its findings can be tested using statistical means, helping one be sure of its reliability.

There are two other options while doing research in social sciences. These are (1) *Deskwork* and (2) *Fieldwork*. Deskwork involves research processes that do not require going into the field. The researcher administer the research sitting at a desk and collect data, analyze the postal surveys and questionnaires, analyze the data collected by others, does experimental or laboratory work, searches libraries for a review of the literature. Fieldwork, on the other hand, includes data that can be described as original or empirical, however can be accessed only by engaging in a kind of expedition.

3.2 Research Methods

There are four principal research designs in social sciences. These are action research, experimental research, case study, and survey type. Some of the research methods are qualitative and some others are quantitative. Examples of qualitative methods are action research, case study research and ethnography. Qualitative data

sources include observation and participant observation (fieldwork), interviews and questionnaires, documents and texts, and the researcher's impressions and reactions. Examples of quantitative methods now well accepted in the social sciences include survey methods, laboratory experiments, formal methods and numerical methods such as mathematical modeling.

Action research is one of the qualitative methods. There are numerous views on action research, however one of the most widely cited is that of Rapoport's, who expresses his thoughts about action research in the following way: "Action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework." (Rapoport, 1970, p. 499).

Rapoport's view upon action research draws attention to the collaborative aspect of action research and to possible ethical dilemmas, which arise from its use. It also makes clear, as Clark (1972) emphasizes, that action research is concerned to enlarge the stock of knowledge of the social science community. It is this aspect of action research that distinguishes it from applied social science, where the goal is simply to apply social scientific knowledge but not to add to the body of knowledge.

The *case studies* are small-scale research, which focus on one instance or a few instances of a particular phenomenon. It combines different techniques into one certain study.

Case study research is the most common qualitative method used in information systems (Orlikowski and Baroudi, 1991; Alavi and Carlson, 1992). Although there are numerous definitions, Yin (2002: 98) defines the scope of a case study as follows:

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Yin 2002, p. 99).

Ekmekçi (1997: 40) states that in *experimental research,* which is a type of quantitative research methods, the researcher selects the group randomly, and puts the group under some treatment in order to manipulate a variable. Therefore, there is more flexibility in structuring the research design. This type of research is usually done in a laboratory environment. The data involves figures; therefore this is a quantitative research method.

There are also some data collection sources or techniques of research methods. These techniques vary depending on the qualitative and quantitative methods. Qualitative data sources are observation, interviews and questionnaires, documents and texts, and the researcher's impressions and reactions. On the other hand, quantitative techniques include survey methods, laboratory experiments, formal methods and numerical methods.

Surveys, which are useful for collecting data from large groups of subjects, can be divided into two broad categories: (1) *the questionnaire* and (2) *the interview*. Questionnaires are usually paper-and-pencil instruments that the respondent completes.

Survey research has changed dramatically in the last ten years. Automated telephone surveys that use random dialing methods have become popular recently. There are computerized kiosks in public places that allow people to ask for input. A whole new variation of group interview has evolved as focus group methodology. Increasingly, survey research is tightly integrated with the delivery of service. For example, your hotel room has a survey on the desk. Your waiter presents a short customer satisfaction survey with your check.

Observation is another technique used in collecting descriptive data, such as observing the target language acquisition activity or behavior and noting only those aspects of event, which are of interest for the research.

Observation is a primary method of collecting data by human, mechanical, electrical or electronic means. The researcher may or may not have direct contact or communication with the people whose behaviour is being recorded. Observation

techniques can be part of qualitative research as well as quantitative research techniques. There are six different ways of classifying observation methods: (1) participant and non-participant observation, (2) obtrusive and unobtrusive, (3) observation in natural or contrived settings, (4) disguised and non-disguised observation, (5) structured and unstructured observation, (6) direct and indirect observation. [http://www.ryerson.ca]

3.3. The Research Method of This Study

The method that is used while conducting research resembles the spine of human body. Because, the method has such an important role that it determines every single step of the research by itself.

The most appropriate method for this study is found to be "*classroom research*" which includes classroom study, which can be described as "the systematic investigation of the effects of our teaching on student learning for the purpose of improving instruction." It consists of two aspects: a repertoire of techniques for getting information from students about their learning and an effort to organize that information into a larger picture of practical learning theory.

This research was applied in a classroom and in a language laboratory and therefore classroom research was adopted as the research model. Both qualitative and quantitative techniques were applied during the course of the research. The researcher got the benefits of fieldwork besides the deskwork studies.

Some aspects of classroom research are similar with action research. Therefore it might be beneficial to mention what action research is before continuing with certain information about classroom research.

3.4 Action Research

Action research is defined as "a systemic inquiry that is collective, collaborative, self-reflective, critical and undertaken by participants in the inquiry" (McCutcheon and Jung 1990:148).

It is "a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out" (Kemmis and McTaggert 1990:5).

Cohen and Manion (1985) identify the areas which action research could be used as follows: (1*) teaching methods* – perhaps replacing a traditional method by a discovery method; (2*) learning strategies* – adopting an integrated approach to learning in preference to a single-subject style of teaching and learning; (3) *evaluative procedures* – improving one's methods of continuous assessment, (4) the realm of *attitudes and values* – possibly encouraging more positive attitudes to work, for instance, or modifying pupils' value systems with regard to some aspect of life; (5) the personal *in-service development* of teachers – improving teaching skills, developing new methods of learning, increasing power of analysis, or heightening self-awareness, (6*) management and control* – the gradual introduction of the techniques of behavior modification; (7) *administration* – increasing the efficiency of some aspect of the administrative side of school life.

In this study, the data of two different teaching methods – face-to-face and online teaching models for academic writing course in the same context will be evaluated statistically with respect to the teacher, learners and the teaching method applied since these procedures were applied within a classroom environment, *classroom research* will be adopted as the research method.

3.5. Classroom Research

Classroom research is more than just teaching techniques and tricks, it is a systematic investigation of the effects of our teaching on student learning for the purpose of improving instruction.

Classroom research is based on the principles of "naturalistic" inquiry. In addition to being context-dependent, it is interactive, multiple-focused, interrelated,

formative, and concrete. The words "conversational" or "artistic" have often been used to describe it, as opposed to the "technological" approach of traditional research.

A classroom is a power structure, where the teacher or the instructor evaluates students fairly. Any technique that an instructor can dream up to get good feedback from students while it is in progress is "classroom research". There are, however, some guidelines that have proven successful in most situations.

Classroom research is based on mutual trust, and therefore, the strength of the bridge of communication between the teacher and the students depends on the power of a trustful classroom atmosphere for a reliable research. In this context, any controversy might destroy all future negotiations with students. This reinforces the instructor's credibility and informs individual students where they are in the class mix.

Classroom research opens up the classroom to a broader range of student voices. The traditionally quiet, shy student has a channel for communicating opinions and ideas to the class as a whole. The class shifts from a teacher-centered to a student-centered classroom, and all students are included.

The positive effects of classroom research do not occur overnight; they are the result of instructor and student work over a period of time as each learns how to give and take feedback. Nevertheless, classroom research is so powerful and helpful that even the most modest attempt can bring better results.

As it can be understood from the information mentioned above, classroom research is the best method that could be chosen for this study. Besides, in this research, both action research and classroom research were sometimes integrated into each other to make benefit of these two types of research models.

3.6. Population And Sampling

In this part, the population of the study and how sampling was done will be given. Firstly, the term "*population*" will be explained and then the population of this study will be indicated. Afterwards, the types of "*sampling*" will be illustrated and the sapling procedure of this study will be mentioned.

3.6.1. Population

Before gathering the sample, it's important to find out as much as possible about our population. *Population* refers to the larger group from which the sample is taken. We should at least know some of the overall demographics; age, sex, class, etc., about our population. This information will be needed later after we get to the data analysis part of our research, but it's also important in helping us decide sample size.

Gay (1987: 103) states that the key is to define our population in sufficient detail so that others may determine how applicable our finding might be to other situations.

Ekmekçi (1997:21) indicates that samples representing different sections of the population need to be included in order to make a generalization about the whole population. In most cases, the population to derive generalizations from is hardly available. Therefore, for this research, the population was selected realistically from what is available.

The population of this research included 2nd year students, who were taking the academic writing course in ELT Department at Trakya University during the 2004-2005 educational term.

3.6.2. Sampling

Sampling is the procedure a researcher uses to gather people, places, or things to study. Research conclusions and generalizations are only as good as the sample they are based on. Samples are always subsets or small parts of the total number that could be studied. If we were to sample everybody and everything, that would be called a quota sample. Most research, however, involves non-quota samples. For example, if you were interested in state prison systems, you might sample 15 or so state prison systems. There are formulas for determining sample size, but the main thing is to be practical. For a small population of interest, you would most likely need to sample about 10-30% of that population; for a large population of interest (over 150,000), you could get by with a sample as low as 1%.

There are two basic approaches to sampling: (1) *probabilistic* and (2) *non-probabilistic*. If the purpose of your research is to draw conclusions or make predictions affecting the population as a whole (as most research usually is), then you must use probabilistic sampling approach. On the other hand, if you're only interested in seeing how a small group, perhaps even a representative group, is doing for purposes of illustration or explanation, then you can use a non-probabilistic sampling approach.

The key component behind all probabilistic sampling approaches is randomization, or random selection. Don't confuse random selection with random assignment. Random selection is how you draw the sample. Various methods have been established to accomplish probabilistic sampling.

3.6.2.1. Probabilistic Sampling

There are four types of probabilistic sampling. These are as follows: (1) Simple Random Sampling, (2) Stratified Random Sampling, (3) Systematic Random Sampling, (4) Cluster (Area) Random Sampling.

Simple Random Sampling is a relatively small, self-contained, or clearly defined population. *Stratified Random Sampling* is appropriate when you're interested in correcting for gender, race, or age disparities in your population. While doing *Systematic Random Sampling,* you *s*uppose you had a huge list of people, places, or things to select from, like 100,000 people or more. The appropriate method to use is to select every 10th, 20th, or 30th person from that list. In *Cluster (Area) Random Sampling*, you *s*uppose you have a population that is dispersed across a wide geographic region. This method allows you to divide this population into clusters (usually counties, census tracts, or other boundaries) and then randomly sample everyone in those clusters. Various methods have also been established to accomplish non-probabilistic sampling.

3.6.2.2. Non-probabilistic Sampling

Sampling everybody and everything is Q*uota Sampling*. The problem with it is that bias intrudes on the sampling frame. The researcher identifies the people to be studied; they have to resort to haphazard or accidental sampling because no effort is usually made to contact people who are difficult to reach in the quota. *Convenience*

Sampling is also called haphazard or accidental, this method is based on using people who are a captive audience, just happen to be walking by, or show a special interest in your research. The use of volunteers is an example of convenience sampling. *Purposive Sampling* is a kind of sampling, where the researcher targets a group of people believed to be typical or average, or a group of people specially picked for some unique purpose. The researcher never knows if the sample is representative of the population, and this method is largely limited to exploratory research. *Snowball Sampling* is also called network, chain, or reputation; this method begins with a few people or cases and then gradually increases the sample size as new contacts are mentioned by the people you started out with.

Purposive Sampling was preferred while determining the subjects for this research for the statistical analysis. Because, the Academic Writing course is a required course and taken by 2nd year students in ELT Departments in Turkey. The condition is the same in ELT Department at Trakya University. Therefore, two branches of 2nd year students were chosen as the subject group and the control group. Subject group took the Academic Writing online. On the other hand, control group used pen-and-paper in a face-to-face classroom under the supervision of a teacher. The control group used computers only for typing their essays. The number of students, who were in the subject group, was 25, and the number of students, who were in the control group, was 26. The research was completed in two educational terms.

3.7. Data Collection Procedures

The quality of the data directly affects the quality of the research. Therefore, it is significant to reach high quality data during data collection process. There are two steps in data collection: (1) Deciding what kind of data to collect, and (2) Deciding how to collect the data.

Data of this research were gathered from the 2nd year students who are taking the academic writing course in ELT Department at Trakya University. Both questionnaire and interview techniques were used during data collection processes. Also the researcher kept the audio and electronic recordings of the students.

At the beginning of the research, a questionnaire titled "Will You Be A Successful Online Learner" was applied to the 2nd year students, who were taking the academic writing course in ELT Department at Trakya University, to have an idea about their expectations from the prospective online academic writing course.

Students were given a sheet of paper, one side of which had brief theoretical information about online education, the web-based components of online education, the advantages of an online course, and the plans about what to do in the online academic writing course and they were lastly asked whether they would like to attend an online academic course or not. On the other side of the sheet, they were asked 10 questions to help them decide if online learning is right for them or not. The questionnaire included questions such as "Is typing easy for you?", "Can you spend 13-14 weeks studying an online course?", "Can you learn efficient writing without classroom instruction?"…etc.

Afterwards, the results were evaluated and it became obvious that the students were ready for this online course as 32 out of 41 students answered saying "yes" to the question whether they would like to attend this online course or not. This result meant that 78 % of the students were eager to take academic writing course online (See: Chapter-4, Figure-4.1). These results encouraged the researcher to prepare the online course more enthusiastically.

The researcher prepared an online syllabus including seven units and fourteen weeks. The detailed information about the syllabus of the online academic writing course was given below:

In the 1st week of the course, in line with the syllabus (See: Appendix-1), the researcher took students to computer lab. Firstly, each student learnt how to get an e-mail address from the famous mail server: "hotmail" to be in contact with the researcher. Afterwards, the researcher introduced the online course and gave general information about it. Then the researcher showed students how to register in this course and gave them the enrolment key for logging in the course. Each student enrolled in this course and logged in. Then they opened the main page of the course. The students, firstly, answered another questionnaire on online learning. The purpose of the questionnaire was to help students what they value in an online learning experience.

Then, they read three articles on writing. Lastly, they joined the forum and wrote a report on the third article and also offered some websites on relative clauses to each other. Thus, in the first week the researcher collected the data required for the beginning of the academic term via questionnaires.

In the 2nd week, they read an article on relative clauses and did homework on relative clauses. The homework included different types of activities. Then, they wrote an essay on the differences and similarities between written and spoken languages and submitted it to the researcher. This was their first draft. The researcher sent students feedback via this website for both homework. They sometimes resent their homework when the researcher found it necessary.

In the 3rd week, they participated in a forum and listed all the words and phrases they could regard as related to the concepts of writing and speaking. Then, they read two articles on differences and similarities between writing and speaking and wrote the second draft of the essay they wrote in the second week. The researcher sent students feedback via this website for their second draft. The forum was a good path for the researcher to understand what students perceive from the words "writing" and "speaking".

In the 4th week, they read two articles on how to make an outline. Then they made the outlines of their second drafts and also they made an outline of an article titled "Empowering the Learner and All That Rubbish". Lastly, they studied on adverbial clauses. The researcher sent students feedback via this website.

In the 5th week, they joined a forum and stated their opinions on the importance of writing in their personal and academic life. They shared their ideas with each other by considering what they write, why they write, and how they write. Then, they read an article on "good writing". Then, they did homework. The homework included different types of texts that students were expected to write in their academic environment. Lastly, they watched a PowerPoint presentation on "becoming proficient in writing". The researcher sent students feedback via this website. After this unit, the researcher had the opportunity to have an idea about the visual and audio impacts of PowerPoint

presentations on students' understanding, besides the forum including discussions, which creates an opportunity to share what students learn with each other.

In the 6th week, they read an article on "summarizing". Then, they did homework on summarizing. They summarized an article written by Ilona Leki. They also summarized another article written by Prof. Dr. Birsen Tütüniş. Lastly, they read another article on summarizing to revise the topic. And then, they studied on Indirect Speech. The researcher sent students feedback via this website.

In the 7th week, they participated in a forum. They expressed their opinions on "The Art of Writing" considering their own writing strategies. Then, they did homework. The homework included an essay. They read the essay and then they made the outline and summarized it after rereading it. The researcher sent students feedback via this website after checking their homework. The researcher read and evaluated students' essays to be able to compare the performances of both classes in the exam.

In the 8th week, the students did homework on text analysis; firstly they read on text analysis and then they ordered and analyzed the sentences of a text. Then, they read a resource on unity and coherence. Then they evaluated their third drafts according to the questions given on the assignment page. Then they studied on the second forum of the unit. It included some information about transition signals. They read it and wrote their ideas about which transition signals they used most. Lastly, there was a chat session. They shared their ideas about this online course with each other during this chat session. The researcher sent students feedback via this website after checking their homework.

In the 9th week, they firstly participated in a forum. The students wrote their ideas on discourse analysis. The purpose of this activity was to make them do brainstorming. Then they read a very comprehensive and detailed resource on discourse analysis and also watched two different PowerPoint presentations on discourse. The researcher sent students feedback via this website after checking their homework.

In the 10th week, the students read the checklist for evaluating writing and then they wrote an essay, the topic of which was "what do we needed to do to be a better writer". After writing the essay, they evaluated their own essays and gave marks to themselves and submitted it to the researcher. Then they read a short resource on punctuation marks and did homework on punctuation. They were given an essay and they were expected to fill in the proper punctuation marks into proper places. Afterwards, they read a more comprehensive resource on punctuation and checked their mistakes using the document "solution to your test". They reported why and how they were mistaken and submitted it to the researcher. Lastly, they participated in a forum on discourse analysis. The purpose of the forum was to check their knowledge of discourse after finishing this unit. Of course, the researcher sent students feedback via this website after checking their homework. The results of the self-test on punctuation encouraged them to pay attention not to make mistakes in writing essays.

In the 11th week, the students joined a forum and tried to give their own definition of "language" by the help of their schemata. Then, they read an article on language and genetic classification of languages. Afterwards, they wrote an essay, the on the topic "Language – A Gift for Human Beings". After writing the essay, they read a text titled "Basics on How a Second Language is Learned", which was related to basic principles of language and then answered the comprehension questions. Then, they were given a text titled "First Language Gene Discovered". This text was taken from the BBC News web site. The text was given them to read so that they could learn the latest news about language. Having given this homework to the students, the researcher was able to have an idea on students' skill in writing essays on topics they had already learnt in another course.

In the 12th week, the students read a text titled "Knowledge of the Meaning of the Words", which was related to the knowledge of language and then answered the comprehension questions. After this part, they were given homework. The first part of the homework included the instruction as follows: "Click on the following URL and read the article about language acquisition and take notes about language acquisition, human language learning, animal language and send your notes to your instructor: http://www.littletree.com.au/koko.htm". The second part of the homework included

making the outline of the essay they wrote in the 11th week. Afterwards, they were directed to a source web site about "plagiarism" and another web site about how they can quote when it is necessary. After learning the rules of quoting, the students were given homework. They were to rewrite the essay they wrote in the 11th week by making quotations. It was their second draft. The instructor checked both drafts and gave students feedback as usual.

In the 13th week, they joined a forum about language acquisition and were asked to list down all the words or phrases related to language acquisition before learning about language acquisition. By this way, they shared their opinions and guesses about language acquisition. Then, they read an article titled "language acquisition", which was written by Steven Pinker and then they were directed to a source web site to read an article titled "Mamma Teached Me Talk". They were asked to read both resources carefully and take notes. Then, they were asked to write an essay on the topic "Why is it important for an English teacher to have adequate knowledge about language acquisition?". They were expected to use their notes and make certain quotations from the texts they read. At the end of the unit, they were submitted an online dictionary to be able to use it while doing their homework online.

In the 14th week, they were directed to a web site titled "Academic Writer". It included most of the information about academic writing. The students were expected to search for further information if they needed within this web site. Then they were given a sample essay so that they could examine a proper essay and criticize their own mistakes and errors in their essays. The last homework for the students was writing an informative article or essay according to a given topic. This activity was within the scope of sample extended process activities. They were given writing prompt and asked to write to inform. For the last thing, the instructor thanked the students for their participation and contributions for this research project and started a chat session. Then the students joined the chat room and shared their opinions about their feelings at the end of the term. They were given a questionnaire on online learning, which was similar to the one given them at the beginning of the term so that the researcher could get an idea about the differences and changes in their attitudes towards the online academic

writing course. Also, the students were interviewed afterwards to this end. The findings about this course will be given in detail in the next chapter.

As a conclusion, as technology becomes faster and more powerful, teachers and researchers hope to be able to take advantage of it and use it to promote language proficiency. Especially, teachers have the opportunity to use technology to enhance and enrich their classes with the use of various techniques and activities thanks to the new technology. Students tend to learn more if they are interested in what they are being taught. An online course may become far more interesting than a face-to-face course when it is ornamented with colorful teaching techniques and tasks by the help of web-based activities.

During this research project, the researcher feedback better than expected in the application of the online course was taken.

3.8. Document Analysis

All research projects involve the use and *analysis of documents*, which included the essays and the exam papers of the subject and the control group. In this study, document analysis included evaluating the essays and the exam papers of the groups within the framework of both online and face-to-face syllabi. The documents of the online course group were written in Ms Word, which is a computer program provided by Microsoft ® and used for writing texts, and the documents of the face-to-face group were written using pen and paper.

3.9. Classroom Observation

Classroom observation is a collaborative process. Both the person being observed and the observer have important roles before, during, and after the observation. Researchers usually observe plenty of different behavior at the same time. This enables them to collect or reach data directly and makes it easier for them to reach primary resources.

Research has shown that using classroom observation as a research and evaluation method can provide reliable and valid data on how teachers and students behave in the classroom before and after an intervention.

There are two kinds of observations used in social sciences. One of them is *systematic observation* and the other is *participant observation*. Systematic observation is the study of the interaction in settings like classrooms, and it is usually related to attaining quantitative data and statistical analysis. This type of observation is done by using certain schedules. If it is well designed, it provides reliable data. Participant observation is a straightforward technique: the researcher is presumed to gain understanding, by immersing himself or herself in the subject being studied, perhaps more deeply than could be obtained, for example, by questionnaire items. Arguments in favor of this method include reliance on first-hand information, high face validity of data, and reliance on relatively simple and inexpensive methods.

There are some approaches in participant observation. One of them is Bruyn's phenomenological approach. Bruyn (1966) emphasizes intersubjective understanding and empathy and outlines four elements:

- Awareness of time
- Awareness of the physical environment
- Awareness of contrasting experiences
- Awareness of social openings and barriers

The other approach is Zelditch's empirical approach. Zelditch (1962) emphasizes participation as an opportunity for in-depth systematic study of a particular group or activity and outlines three elements of this approach:

- Enumeration of frequencies of various categories of observed behavior, as in interaction analysis
- Informant interviewing to establish social rules and statuses
- Participation to observe and detail illustrative incidents

This study included a non-participant observation by the researcher, who observed both groups of students that took part in this research by not participating in the study but as an outer observer. The relations of students to their physical environment were examined in order to detect the impact of a real and virtual classroom environment on students' satisfaction and success.

3.10. Questionnaires

Questionnaires are one of the most widely used social research techniques. They are usually printed forms of data collection, which include questions or statements to which the subjects are expected to respond. They are often used in combination with the interviews. In this study, the questionnaires were given to students both in printed and online forms.

The type of questionnaire used in this study is *group-administered questionnaire*. To apply group-administered questionnaires, a sample of respondents is brought together and asked to respond to a structured sequence of questions. Traditionally, questionnaires are administered in-group settings for convenience. The researcher can give the questionnaire to those who are present and be fairly sure that there will be a high response rate. If the respondents are unclear about the meaning of a question they could ask for clarification. And, there were often organizational settings where it is relatively easy to assemble the group (in a company or business, for instance).

The reason for choosing group-administered questionnaire technique for this study is that it became easier for the researcher to assemble the group and distribute the questionnaire sheets and then pick them up to be able to evaluate afterwards during the study.

3.11. Interviews

Interviews are a far more personal form of research than questionnaires. In the personal interview, the interviewer works directly with the respondent. Unlike with mail surveys, the interviewer has the opportunity to probe or ask follow-up questions. And, interviews are generally easier for the respondent, especially if what is sought is

opinions or impressions. Interviews can be very time consuming and they are resource intensive. The interviewer is considered a part of the measurement instrument and interviewers have to be well trained in how to respond to any contingency.

In this study, the individual interviews, which were done with students of the online course, were recorded via a tape-recorder, and the face-to-face group students wrote their views on a sheet of paper to answer the questions asked during the interview.

CONCLUSION

This chapter included information about the research methods in general and the method used in this study. Firstly, different definitions of the concept of "research" were discussed. Secondly, types of research were presented and then the methods and techniques used in this study were displayed. Thirdly, population of this research and the sampling process were explained. Then, the data collection techniques in general and the techniques used in this study were indicated. Lastly, how the data was analyzed during the course of the online course was introduced and the types of educational techniques and activities were displayed.

In the next chapter, the findings will be analyzed statistically and the results will be interpreted accordingly.

CHAPTER 4

THE FINDINGS AND THE INTERPRETATION

INTRODUCTION

The data gathered for this project were examined carefully and analyzed statistically at the end of the academic term after the online course was completed. The online academic writing course took 14 weeks, which included 7 units in its syllabus. The face-to-face academic writing course also took 14 weeks and it included 7 units in its syllabus, too.

At the beginning of the research, a questionnaire titled "Will You Be A Successful Online Learner" was applied to the 2nd year students, who were taking the academic writing course in ELT Department at Trakya University, to have an idea about their expectations from the prospective online academic writing course.

Students were given a sheet of paper, one side of which had brief theoretical information about online education, the web-based components of online education, the advantages of an online course, and the plans about what to do in the online academic writing course and they were lastly asked whether they would like to attend an online academic course or not. On the other side of the sheet, they were asked 10 questions to help them decide if online learning is right for them or not. The questionnaire included questions such as "Is typing easy for you?", "Can you spend 13-14 weeks studying an online course?", "Can you learn efficient writing without classroom instruction?"…etc.

The same questionnaire was applied to both groups at the beginning of the educational term to understand whether all participants of this study were interested in taking the course online or not before dividing the groups into two. After applying the questionnaire, its results were evaluated, and it became obvious that the students were ready for this online course as 32 out of 41 students answered saying "yes" to the question whether they would like to attend this online course or not. This result meant that 78 % of the students were eager to take academic writing course online (See:

Figure-4.1). These results encouraged the researcher to prepare the online course more enthusiastically.

WOULD YOU LIKE TO ATTEND AN ONLINE ACADEMIC WRITING COURSE?
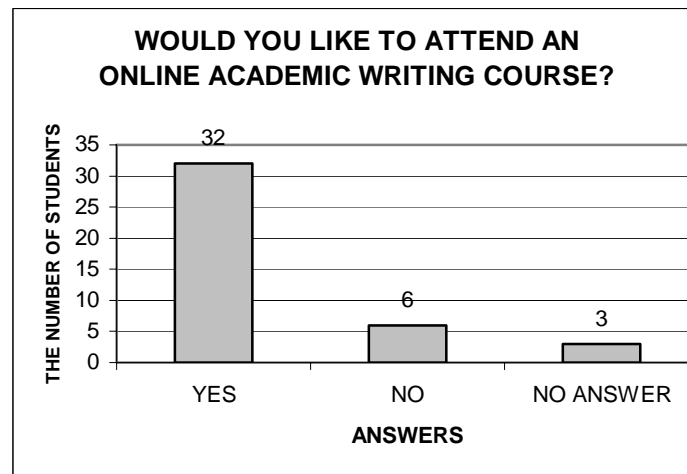
(Figure-4.1)

4.1 ANALYSIS OF THE QUESTIONNAIRE APPLIED TO BOTH GROUPS AT THE BEGINNING OF THE COURSE

Learner strategies and their preferences differ in how they go about learning new material. The term "learning style" has been used to describe an individuals' natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills (Reid, 1995). Learners are described according to their learning styles. For instance, if students learn better when they see what they are learning, they are called "visual" learners. If they prefer hearing what they learn once, twice or more, they called "aural" learners. Some of them learn better when they do it. They are called "kinaesthetic" learners. In this questionnaire, students were asked if they liked to learn on their own. The 83 % of them stated that they liked to learn on their own and 17 % of them didn't find it easy to learn on their own. (See: Figure-4.2).

DO YOU LIKE TO LEARN ON YOUR OWN?
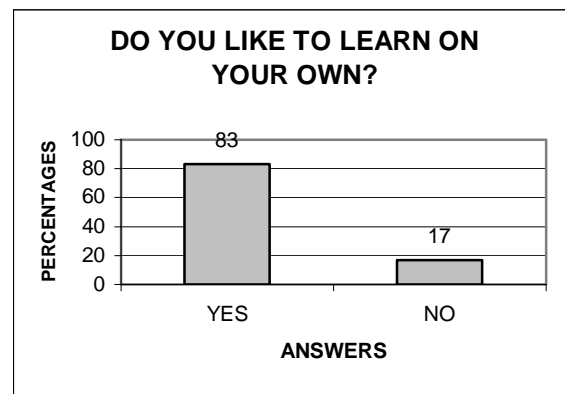
(Figure-4.2)

Time management is a crucial aspect of learning what is taught effectively. If students cannot manage their time well, they will probably have difficulty in their learning process. When students were asked if they managed their time well, 68 % of them said "yes" and 29 % of them said "no" as an answer to this question. 3 % of the students preferred not to answer the question and didn't put a tick in any columns. (See: Figure-4.3).

DO YOU MANAGE YOUR TIME WELL?
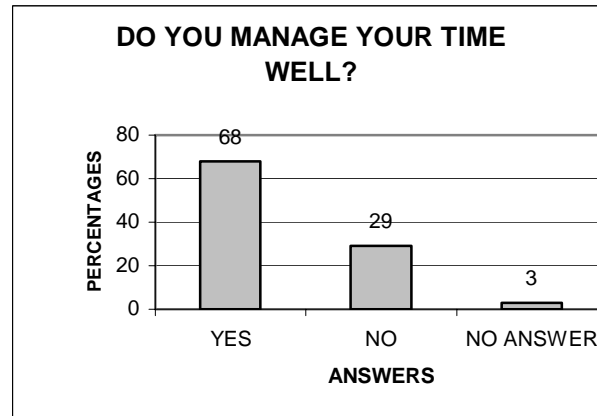
(Figure-4.3)

Internet, which is facilitating our lives in various ways nowadays, has become an indispensable tool in educational field. However, most of the students usually complain about not having adequate opportunities in state schools to use computers in their classes. In this research, the second year students were asked if they were comfortable in using the Internet and e-mail. 85 % of the students stated that they were comfortable in using the Internet and e-mail, and 12 % of them stated that they were not comfortable in using the Internet and e-mail. 3 % of the students preferred not to answer the question and didn't put a tick in any columns. (See: Figure-4.4).

ARE YOU COMFORTABLE IN USING THE INTERNET AND E-MAIL?
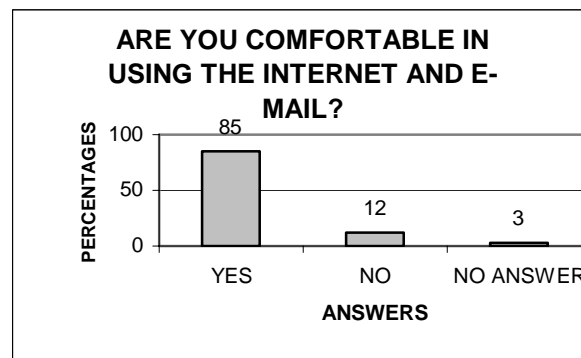
(Figure-4.4)

Typing is a serious problem if computers are integrated into curriculum, especially for writing classes. Because, classes, which are designed as computer-based courses just like academic writing, require being good at typing. When students were asked whether they found typing easy or not, 63 % of the students expressed that typing was easy for them, and 37 % of them expressed that typing was not easy for them. According to these rates, most of the students were ready for an online academic writing course. (See: Figure-4.5).

IS TYPING EASY FOR YOU?
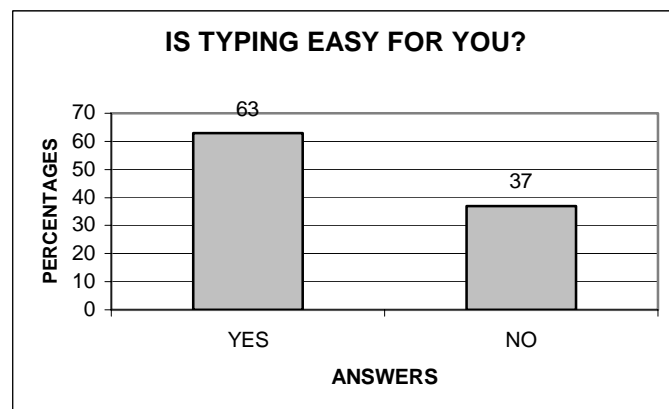
(Figure-4.5)

An online course takes a certain period of time as other courses. This period differentiates in accordance with the intense of the course content. The syllabus of the online academic writing course, which contained 7 units, would last 14 weeks.

Therefore, the students were asked if they could spend 13-14 weeks studying the course online. 58 % of the students said "yes" to this question, and 39 % of the students said "no" to the question, and also 3 % of the students preferred not to answer the question and didn't put a tick in any columns. These rates showed that 2nd year students were ready to take an online academic writing course, which will take 14 weeks. This was one of the crucial points, which gave an opinion to the researcher about the psychological moods and attitudes of the students about the prospective online academic writing course after the questionnaire. (See: Figure-4.6).
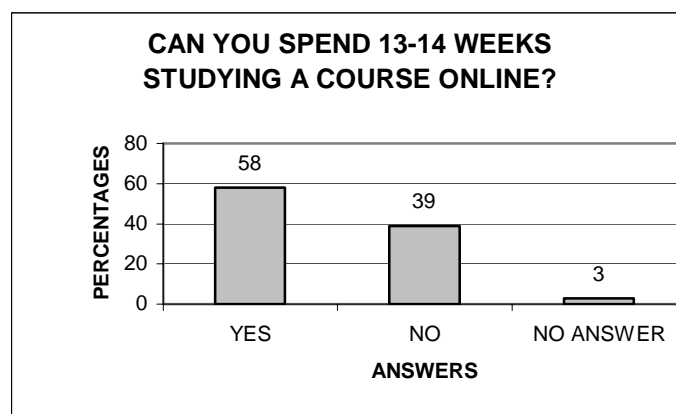
(Figure-4.6)

Communication has always been a hot topic in language education. There are two basic ways of communication: (1) Oral communication, and (2) Written communication. Different types of sign language such as body language, deaf-and-dumb alphabet, smoke language etc. also help people communicate with each other. Students, who were the candidates for the planned online academic writing course, were asked if they could communicate online in writing. The means of communication indicated in this question were e-mails, online debates, forums, chat-rooms for discussion etc. 63 % of the students stated that they could communicate online in writing, however, 34 % of them said "no" to this question and this meant they did not like to communicate online in writing. 3 % of the students preferred not to answer the question and didn't put a tick in any columns. (See: Figure-4.7).

DO YOU LIKE TO COMMUNICATE IN WRITING?

PERCENTAGES

63

34

3

YES   NO   NO ANSWER

ANSWERS
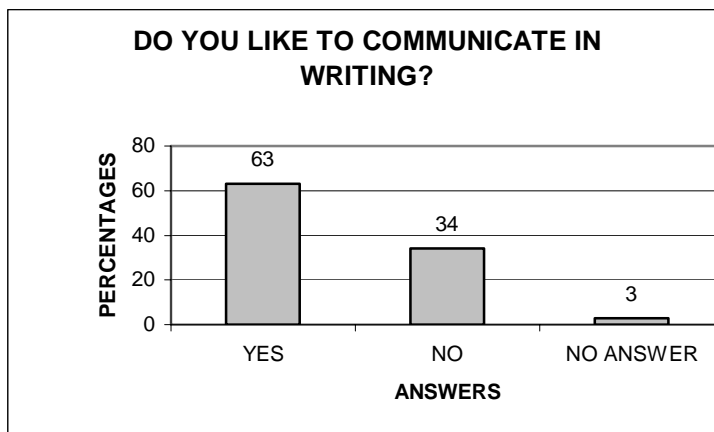
(Figure-4.7)

Classroom instruction is a regarded as a crucial point in teaching a specific language. Importantly, the best instruction in communication demands attention to both process and product: how to think through a problem or assignment methodically and how to express the results of that critical thinking in clear communication. 58 % of students stated that they were able to learn efficient writing without classroom instruction and 19 % of them said "no" to this question and this meant they couldn't learn efficient writing without classroom instruction. 3 % of the students preferred not to answer the question and didn't put a tick in any columns. (See: Figure-4.8).

CAN YOU LEARN EFFICIENT WRITING WITHOUT CLASSROOM INSTRUCTION?

PERCENTAGES

58

19

3

YES   NO   NO ANSWER

ANSWERS
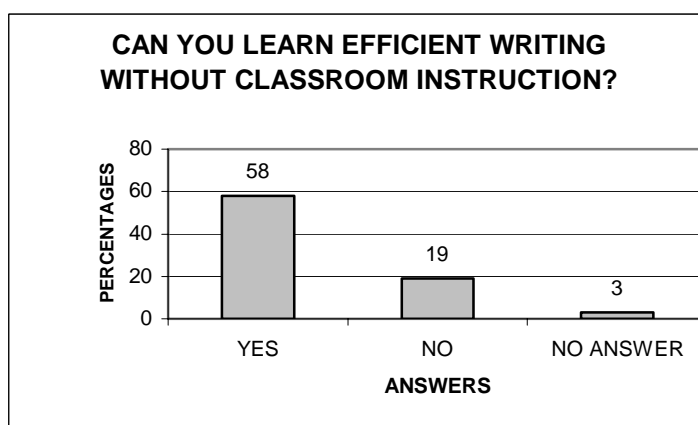
(Figure-4.8)

Face-to-face interaction plays an important role in balancing the communication between a teacher and students. Peer interaction is also significant in students' success. If they help each other, they can easily share and transmit what they learn. What if they take the course online? Can they learn without face-to-face interaction, without a teacher and classmates? When the students participating in this research were asked this question, 56 % of the students expressed that they were able to learn without face-to-face interaction and without a teacher and classmates and 41 % of them said "no" to this question and this meant they couldn't learn efficient writing without face-to-face interaction and without a teacher and classmates if they had a chance to take the course online. The 3 % of the students preferred not to answer the question and didn't put a tick in any columns. (See: Figure-4.9).
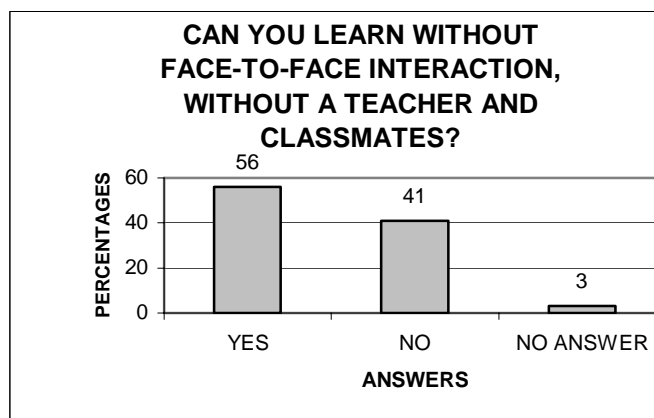
(Figure-4.9)

Computer labs seem to be frightening and challenging for students at beginning as they are used to take their classes in a classroom atmosphere and they usually find computers and other technological devices hard to use. When the students taking part in this research were asked if they could learn better reading and writing in a classroom compared to the computer labs, 29 % of the students expressed that they couldn't learn better reading and writing in a classroom compared to the computer labs and 66 % of them said "no" to this question and this meant they found it easy to learn reading and writing in a computer lab if they had a chance to take the course via Internet. 5 % of the students preferred not to answer the question and didn't put a tick in any columns. (See: Figure-4.10).

DO YOU LEARN BETTER FROM READING AND WRITING IN A COMPUTER LAB COMPARED TO CLASSROOMS?
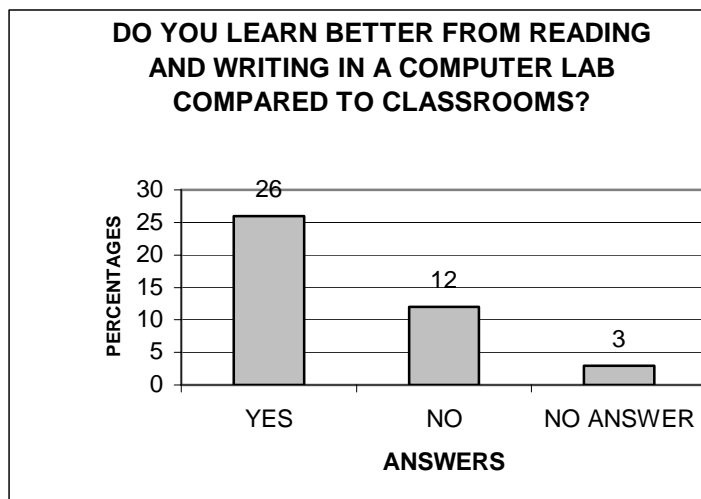
(Figure-4.10)

Electronic resources are nowadays so immense that one can find anything s/he searches via Internet on condition that s/he has a stable connection and regular access to these resources. When the students taking part in this research were asked if they had a regular access to electronic resources, 32 % of the students expressed that they couldn't reach these resources regularly and 63 % of them said "no" to this question and this meant they found it difficult to reach such kind of resources if they had a chance to take the course via Internet due to the limited number of computers connected to the Internet at school. 5 % of the students preferred not to answer the question and didn't put a tick in any columns. (See: Figure-4.11).

DO YOU HAVE A REGULAR ACCESS TO ELECTRONIC RESOURCES?
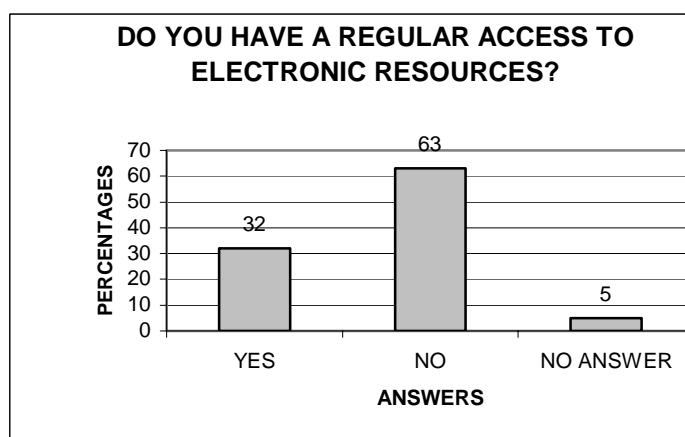
(Figure-4.11)

4.2 COMPARISON OF THE RESULTS OF THE QUESTIONNAIRES APPLIED TO BOTH GROUPS, THE ONLINE COURSE GROUP AND THE FACE-TO-FACE COURSE GROUP

After the online academic writing course had finished, a questionnaire titled "Were You A Successful Online Learner?" was given to students to get feedback via this questionnaire and to compare their answers with the results of the questionnaire that was applied at the beginning of the term. Also, after the face-to-face academic writing course had finished, the questionnaire titled "Were You a Successful Learner in a Face-to-Face Academic Writing Course?" in parallel with the questionnaire about the online academic writing course was given to students to get feedback via this questionnaire and to compare their answers with the results of the questionnaire.

Students were firstly asked if they had liked to learn on their own. When the questionnaire applied to both groups were considered, 83 % of them stated that they liked to learn on their own at the beginning, though 88 % of the students stated that they were successful at learning on their own in the online course and 12 % of them didn't find it easy to learn on their own although this rate was 17 % at the beginning of the term. When the face-to-face group were asked whether they had liked to learn in a face-to-face environment, 93 % of the students stated that they had found it beneficial to learn in a face-to-face environment, though 7 % of them had stated that they hadn't liked to learn academic writing in a face-to-face environment. These results might be interpreted in a simple sentence. This group got rid of their prejudice, which caused them to get afraid of a prospective online course at the beginning, after they had taken the academic writing course online. The results of the face-to-face group might be interpreted as that the students in this group had found it challenging to take the course online as they got used to taking courses in face-to-face environment in our country. But, this did not mean that they could have failed if they had taken the course online. These results also mean that the students in the face-to-face group satisfied with their course better when compared to the online group. (See: Figure-4.12).
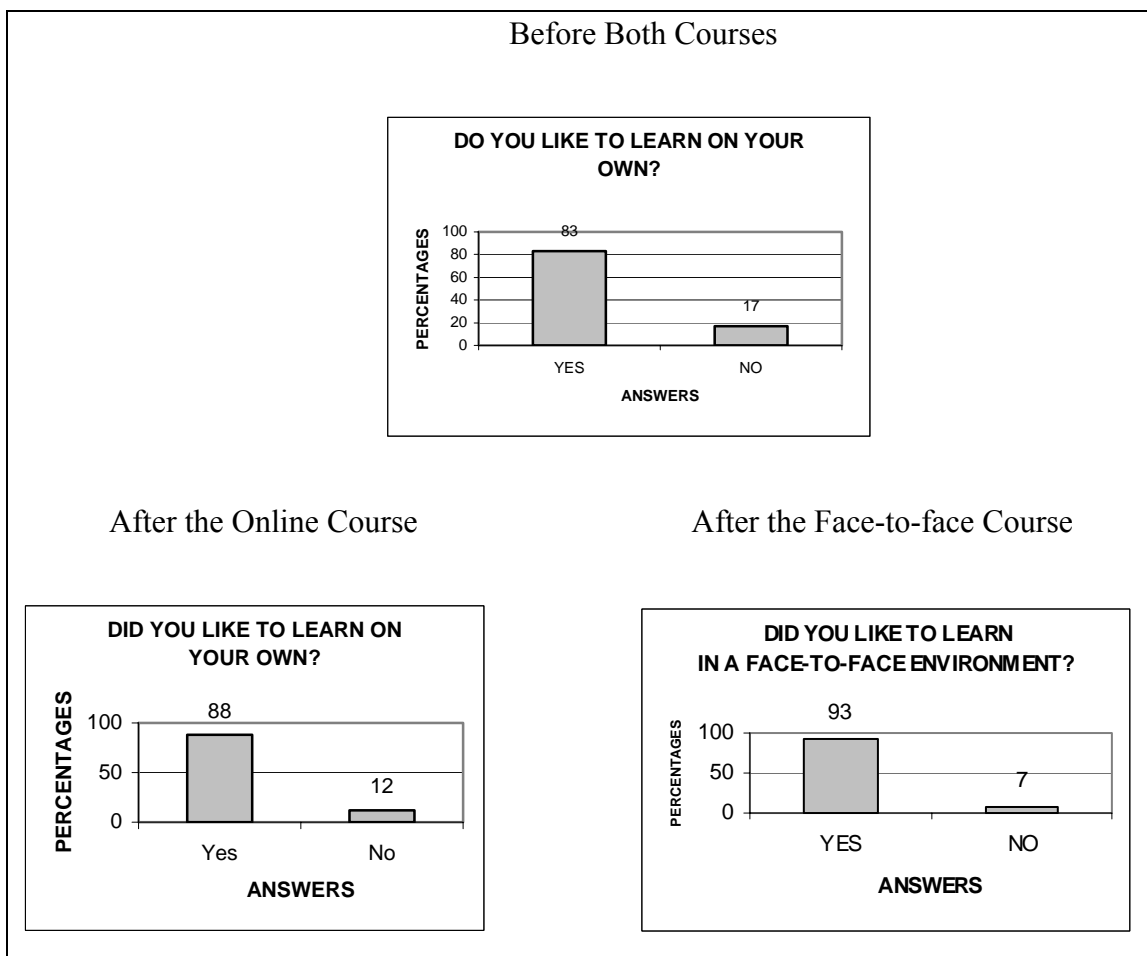
(Figure-4.12)

Students were secondly asked if they had managed their time well. When the questionnaire applied to both groups were considered, 68 % of them said "yes" and 29 % of them said "no" as an answer to this question. 3 % of the students preferred not to answer the question. 68 % of the online group students said "yes" and 32 % of them said "no" to this question. The results showed that the students' ideas about their own time management did not change when compared to the beginning, but the rejecters became more stable in their decision and so there were no abstainers. When the students of face-to-face group were considered, 50 % of them said "yes" and 43 % of them said "no" as an answer to this question. Also, an abstention rated 7 % was seen at the end, contrary to the beginning of the term. The results had indicated that the students' ideas about their own time management had completely changed when compared to the beginning, as it is clear that their expectation of time management could not be met via this face-to-face course. The increase in the rate of abstainers proved that students could

not make use of this course as for time management. The rates of online group were higher than the other. It can be interpreted as that the students in the online course group managed their time better when compared to the face-to-face group. (See: Figure-4.13).
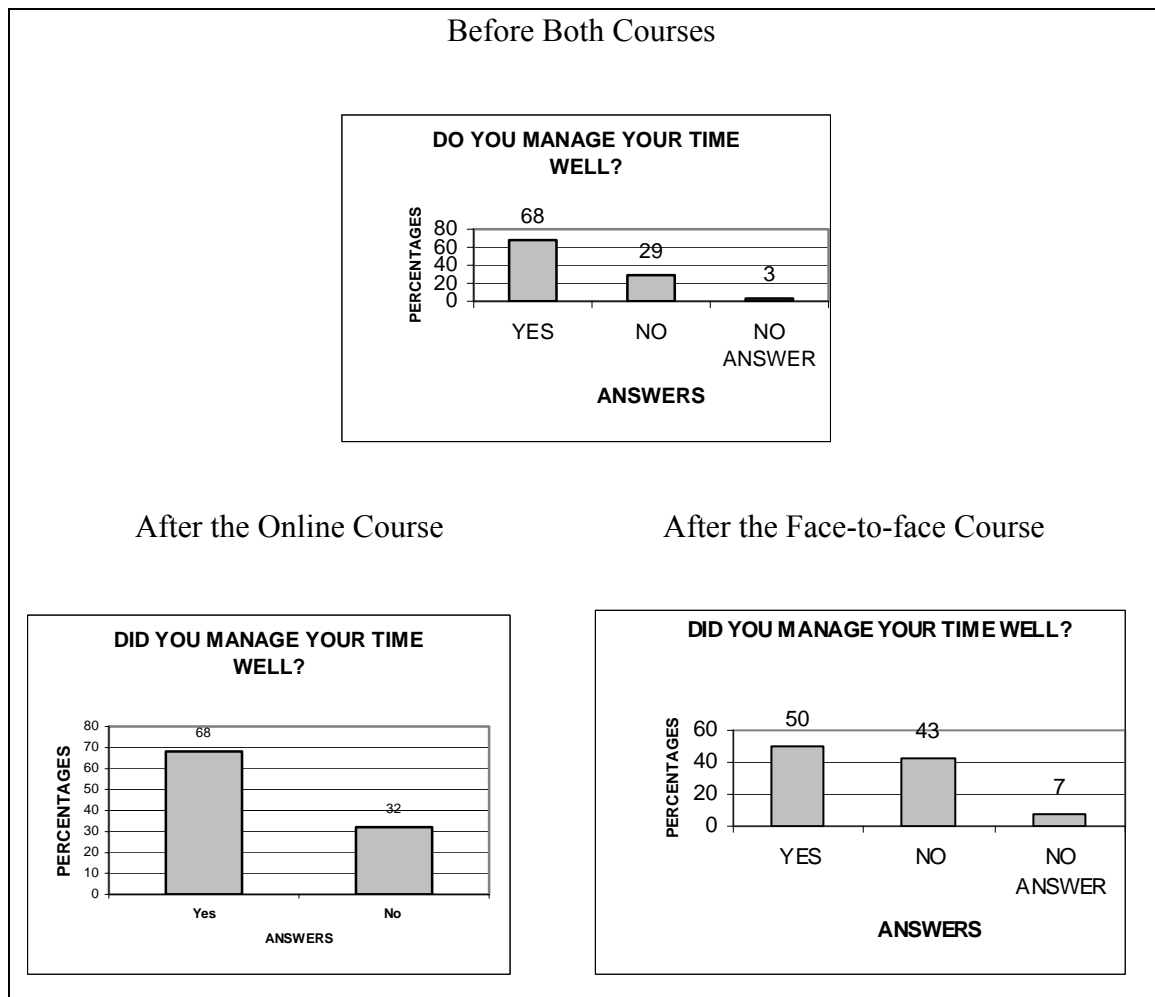
(Figure-4.13)

After finishing both courses it became necessary to ask students if they had been comfortable in using the Internet and e-mail in the online course or pen-and-paper in the face-to-face course. When the questionnaire applied to both of the groups were considered, 80 % of the students stated that they had been comfortable in using the Internet and e-mail; and 20 % of them stated that they were not comfortable in using the Internet and e-mail. After taking the course online, 85 % of the related group said "yes" to the same question and the rate of students having said "no" to this question decreased to 12 % at the end. These results showed that students' expectation of Internet usage increased after taking the online academic writing course. This is a good point for this

study. When the face-to-face course had finished, it became necessary to ask students if they had been comfortable in using pen-and-paper. The 93 % of the students stated that they had been comfortable in using pen-and-paper, and 7 % of them stated that they were not comfortable in using the pen-and-paper. These results had shown that students were used to using pen-and-paper more easily when compared to using technological tools such as computers, the Internet etc. The increase in the rate of students, who had felt comfortable in using pen-and-paper, showed that students in this group had a great tendency in using pen-and-paper. The use of pen-and-paper is more popular when two groups were compared (See: Figure-4.14).
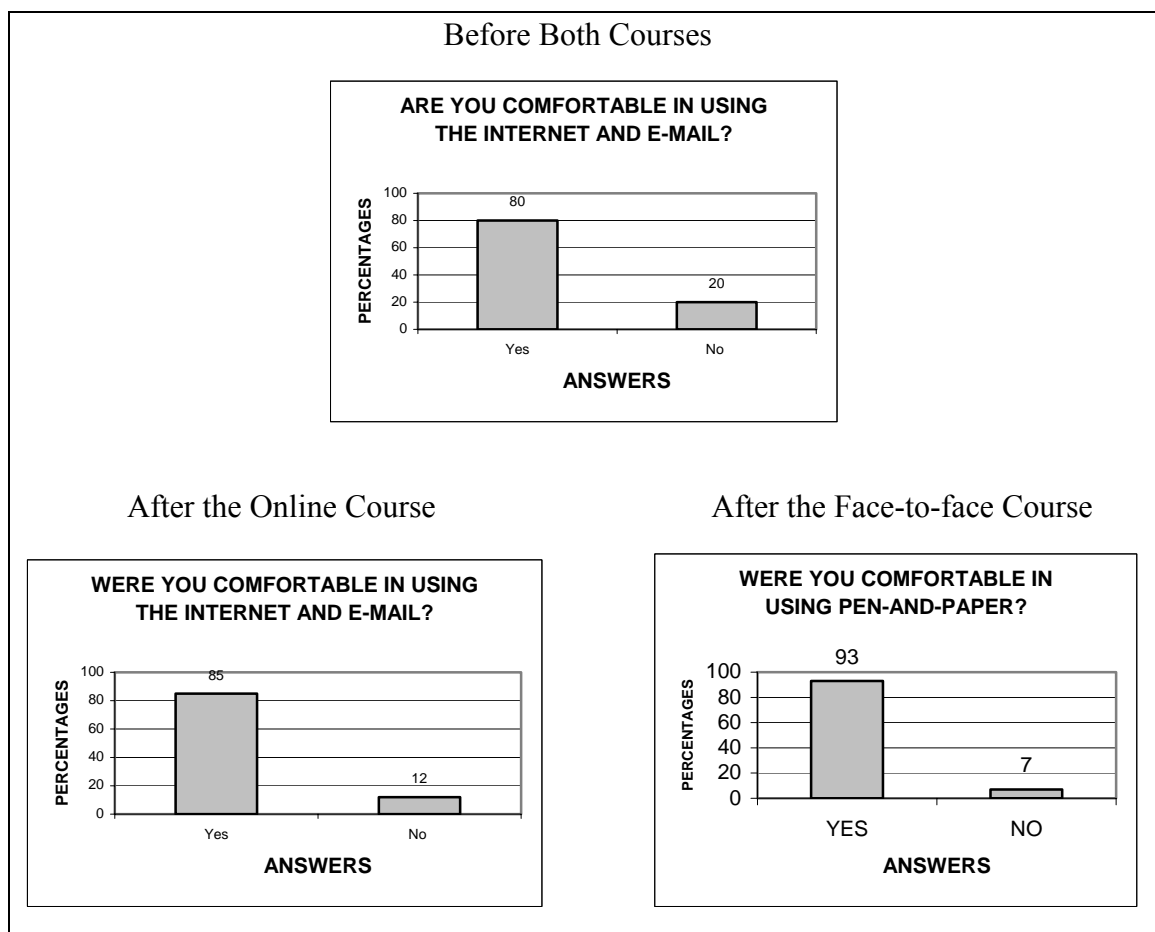
(Figure-4.14)

When both groups of students were asked whether they had found typing easy or not at the beginning, 63 % of them said "yes", and 37 % of them said "no". After the online course had finished, 36 % of the students expressed that typing was easy for them though this rate was higher at the beginning, and 64 % of them expressed that

typing was not easy for them although this rate was lower when compared to the beginning of the term. When these results were considered it became clear that students had difficulty in typing during the online course though they were satisfied with the other aspects of the course. The students in the face-to-face course group were asked whether hand writing had been easier than typing or not, 93 % of the students expressed that they found hand writing easier than typing; on the other hand, 7 % of them expressed that they did not find typing easier. When these results were considered, it became clear that students had found typing difficult and they thought that handwriting was easier. This meant that their traditional habit of using handwriting during the course had a strong influence on the opinions of the students in the face-to-face course group Thus, it might be interpreted that handwriting is superior to typing in both groups (See: Figure-4.15).
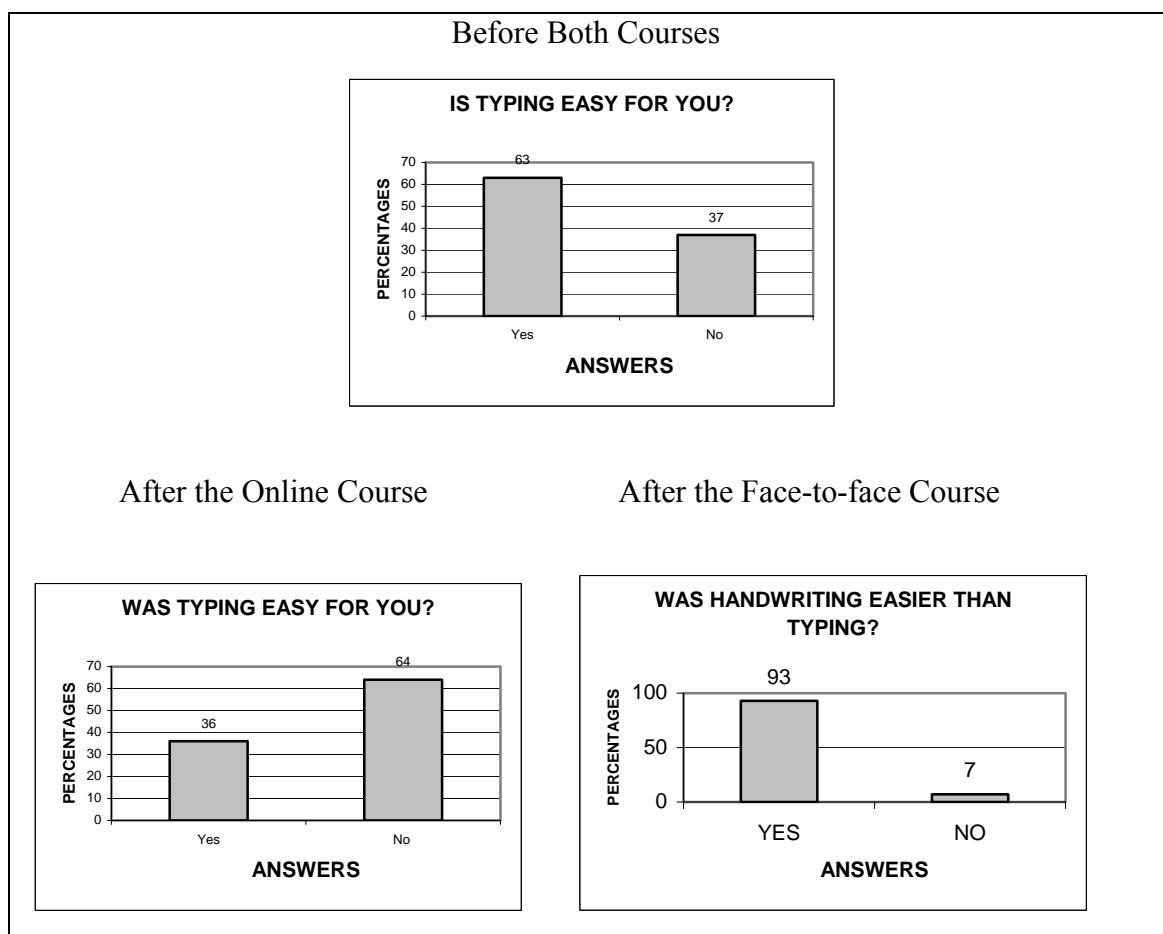
(Figure-4.15)

The students were asked if they had spent 13-14 weeks studying the course online before both courses, the 58 % of the students said "yes" to this question and 39 % of students said "no" to the question, and there was an abstention rate of 3%. After taking the academic writing course online, 72 % of students expressed that they had spent 13-14 weeks studying the course online, and 28 % of the students said "no" to this question. These results showed that 2nd year students had been ready to take an online academic writing course, which would take 14 weeks. This was one of the crucial points, which gave an opinion to the researcher about the psychological moods and attitudes of the students about the applied online academic writing course after the questionnaire. The increase in the rate of the answer "yes" showed that students had thought that they would get bored in such a period, but they did not find it that much difficult to study a course online for 13-14 weeks. When the face-to-face course was considered, it was clear that students had experienced a 14-weeks-course studying the course in a classroom environment with a teacher, and 86 % of the students had said "yes" to this question, and 14 % of the students said "no" to the question and also there were no abstainers. These results showed that 2nd year students didn't find it boring to study academic writing course in a face-to-face environment with a teacher for 14 weeks. This meant that students in this group had a stronger tendency in studying a course in a classroom environment when compared to the online course group. Thus, face-to-face group spent the course more easily when compared to the online group (See: Figure-4.16).

Before Both Courses

CAN YOU SPEND 13-14 WEEKS
STUDYING A COURSE ONLINE?

After the Online Course   After the Face-to-face Course

COULD YOU SPEND 13-14 WEEKS
STUDYING THE COURSE ONLINE?

COULD YOU SPEND 13-14 WEEKS
STUDYING A COURSE IN A
CLASSROOM ENVIRONMENT WITH A
TEACHER?
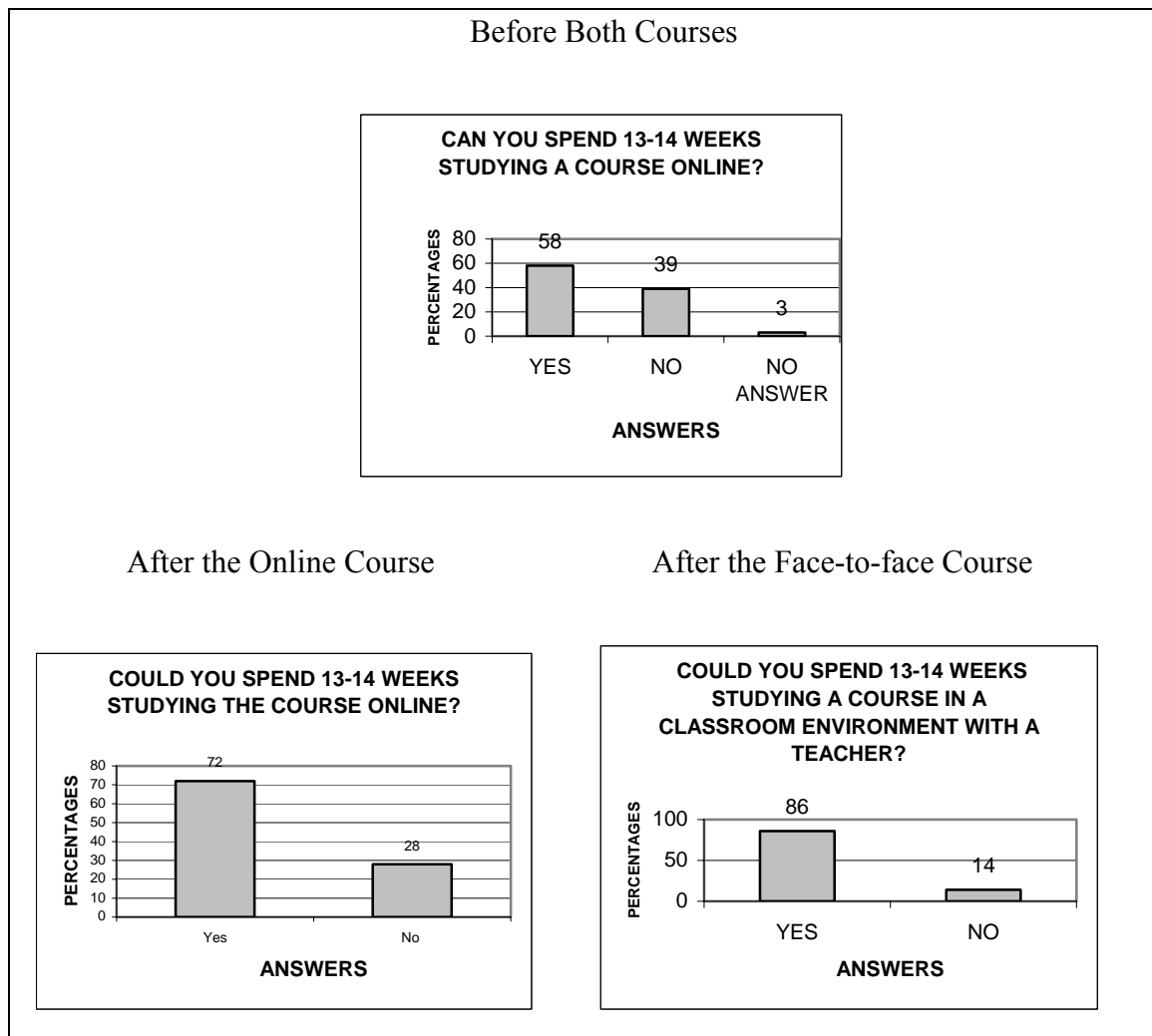
(Figure-4.16)

Students had been asked if they could communicate in writing during the course before both courses. 63 % of the students stated that they succeeded in communicating in writing, but 34 % of them said "no" to this question. The means of communication including e-mails, online debates, forums, chat-rooms for discussion etc were used as the basic ways to enable communication during this online academic writing course. After the online course, the same question was asked to the students. 68 % of the students stated that they could communicate online in writing, which is a higher rate when compared to the beginning and the face-to-face course (57%). 32 % of the online course group said "no" to this question, the rate of which was lower when compared to the face-to-face course. The students in this group were expected to like communicating in writing after having a face-to-face academic writing course, however, they had found it difficult to communicate in writing in a face-to-face course though students in the

online course group had found it easier to communicate in writing during the course In this context, online course is more advantageous (See: Figure-4.17).

Before Both Courses

DO YOU LIKE TO COMMUNICATE IN WRITING?

PERCENTAGES

63

34

Yes   No

ANSWERS

After the Online Course

After the Face-to-face Course

DID YOU LIKE TO COMMUNICATE IN WRITING?

PERCENTAGES

68

32

Yes   No

ANSWERS

DID YOU LIKE TO COMMUNICATE IN WRITING?

PERCENTAGES

57

43

YES   NO

ANSWERS
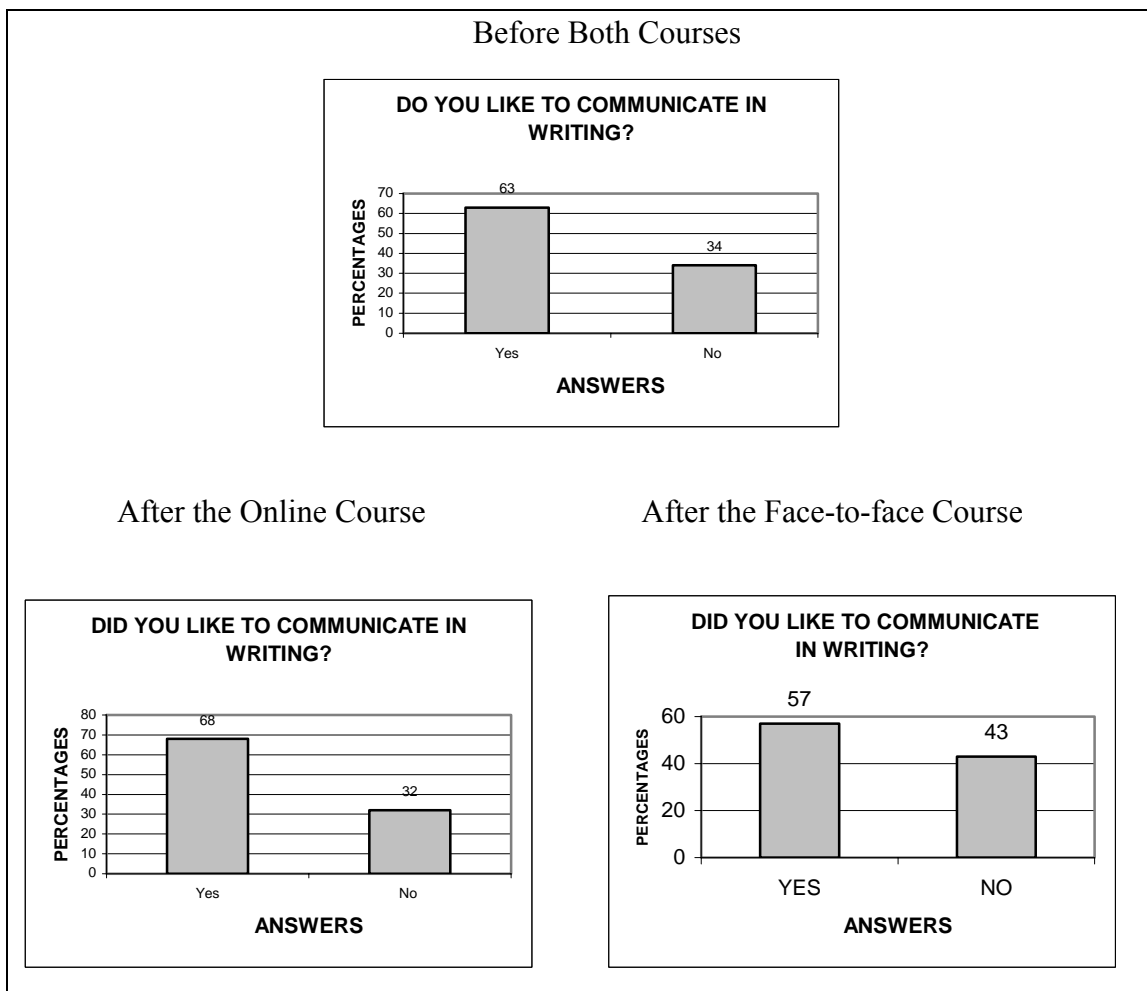
(Figure-4.17)

Instructions, which are the torches of a teacher as they illuminate the course of the class and inform their students in the best way, are also important for academic courses. A question about this issue was asked to the students. They had been asked whether they could learn efficient writing without classroom instruction. Before both courses, they had been asked whether they could learn efficient writing without classroom instruction. Their favourable expectations were at 58 % at the beginning, but this rate decreased to 44 % after the online course had been applied, and increased to 86 % after the face-to-face course. The rate of negative claims was 19 % at first, however it increased to 56 % after the online course had finished, and decreased to 12% after the face-to-face course had finished. This meant that students were used to get instruction

during the teaching process, so they found it strange to sustain a learning process without classroom instruction, as they were not familiar with such a method - an online course Their favourable expectations were at 58 % at the beginning, but this rate decreased to 86 % at the end after the course had been applied. The rate of negative claims was 19 % at first, however it decreased to 14 % after the course had been finished. This meant that most students had been used to get instruction during the teaching process, so they had found it strange to sustain a learning process without classroom instruction in the online course, as they were not familiar with such a method, and the students, who had taken the face-to-face course, had a greater tendency in getting classroom instructions from a teacher. As for instructions, the face-to-face course seems more favourable (See: Figure-4.18).
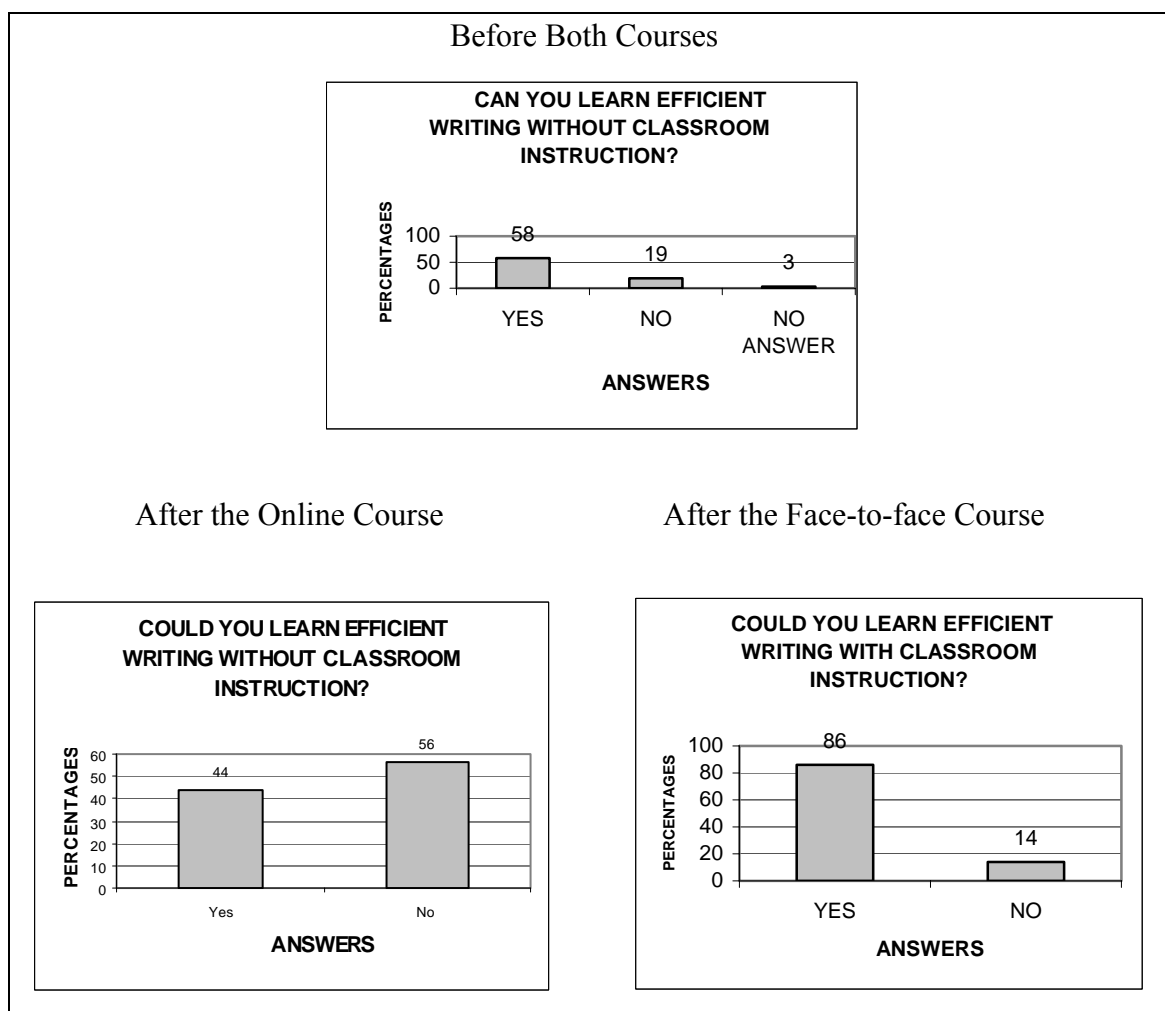
(Figure-4.18)

The interaction between the teacher and the students is very crucial as for the efficiency of the teaching and the learning processes. Before both courses, the students taking part in this research had been asked if they could learn without face-to-face interaction and without a teacher and classmates. 56 % of them said "yes" and 41% of them said "no" to this question. There were also 3 abstentions. The students taking part in the online course had been asked the same question. 72 % of the students expressed that they were able to learn without face-to-face interaction and without a teacher and classmates, and 28 % of them said "no" to this question. This meant they had learnt efficient writing without face-to-face interaction and without a teacher and classmates during the course online when compared to the beginning. This was a "real success" for the researcher, who offered and designed the online course for academic writing. When the face-to-face course was considered, the students taking part in this research had been asked if they could learn via face-to-face interaction and with a teacher and classmates, 93 % of the students expressed that they were able to learn without face-to-face interaction and without a teacher and classmates, and none of them said "no" to this question. There was also an abstention of 7%. This meant they had learnt efficient writing via face-to-face interaction and with a teacher and classmates during the course. This was an expected result for this group as they got used to be taught any course in this way and they found online learning unfamiliar. When two course groups were compared, it is clear in the graphics that students mostly preferred to be taught with face-to-face interaction in with a teacher and classmates (See: Figure-4.19).

Before Both Courses

CAN YOU LEARN WITHOUT FACE-TO-FACE INTERACTION WITHOUT A TEACHER AND CLASSMATES?

PERCENTAGES / ANSWERS

YES 56, NO 41, NO ANSWER 3

After the Online Course

COULD YOU LEARN WITHOUT FACE-TO-FACE INTERACTION, WITHOUT A TEACHER AND CLASSMATES?

PERCENTAGES / ANSWERS

Yes 72, No 28

After the Face-to-face Course

COULD YOU LEARN WITH FACE-TO-FACE INTERACTION, WITH A TEACHER AND CLASSMATES?

PERCENTAGES / ANSWERS

YES 93, NO 0, NO ANSWER 7

(Figure-4.19)

Computer labs are rather complicated for a student, who takes an online course for the first time in his life. Computers are really hard to use. When the students taking part in this research had been asked – before both courses – if they could learn better reading and writing in a classroom compared to the computer labs, 29 % of the students expressed that they couldn't learn better reading and writing in a classroom compared to the computer labs and 66 % of them said "no" to this question and this meant they found it easy to learn reading and writing in a computer lab. After the online course, the rate of students saying "yes" decreased to 24 % and the rate of students saying "no"

increased to 76 %. It was normal for learners, who had taken an online course for the first time in their lives. Therefore, this was one of the expected results of the research. For further studies, it can be said that this handicap can be overcome after increasing the number of computer-assisted courses in curriculum. Engaging in computer-assisted language learning is a continuing challenge that requires time and commitment. There are various reasons for including computers in our courses. However, most teachers and students find it challenging to teach or learn via technological devices as computers. The students in the face-to-face course group had been asked if they could learn better reading and writing in a classroom compared to the computer labs, 79 % of the students expressed that they could learn better reading and writing in a classroom compared to the computer labs though this rate was 29 % before the course, and 21 % of them said "no" to this question and this meant they could have preferred learning to read and write in a computer lab if they had had a chance. It was normal for learners in that they were mostly used to traditional face-to-face interaction. Therefore, this was one of the expected results of the research for the face-to-face group. It can be interpreted as that the lack of facilities of computer labs and the difficulties in using computers caused students to desire to be taught in classrooms (See: Figure-4.20).

Before Both Courses

DO YOU LEARN BETTER FROM READING AND WRITING IN A COMPUTER LAB COMPARED TO CLASSROOMS?

After the Online Course

DID YOU LEARN BETTER FROM READING AND WRITING IN A COMPUTER LAB COMPARED TO CLASSROOMS?

After the Face-to-face Course

DID YOU LEARN BETTER FROM READING AND WRITING IN A CLASSROOM COMPARED TO COMPUTER LABS?
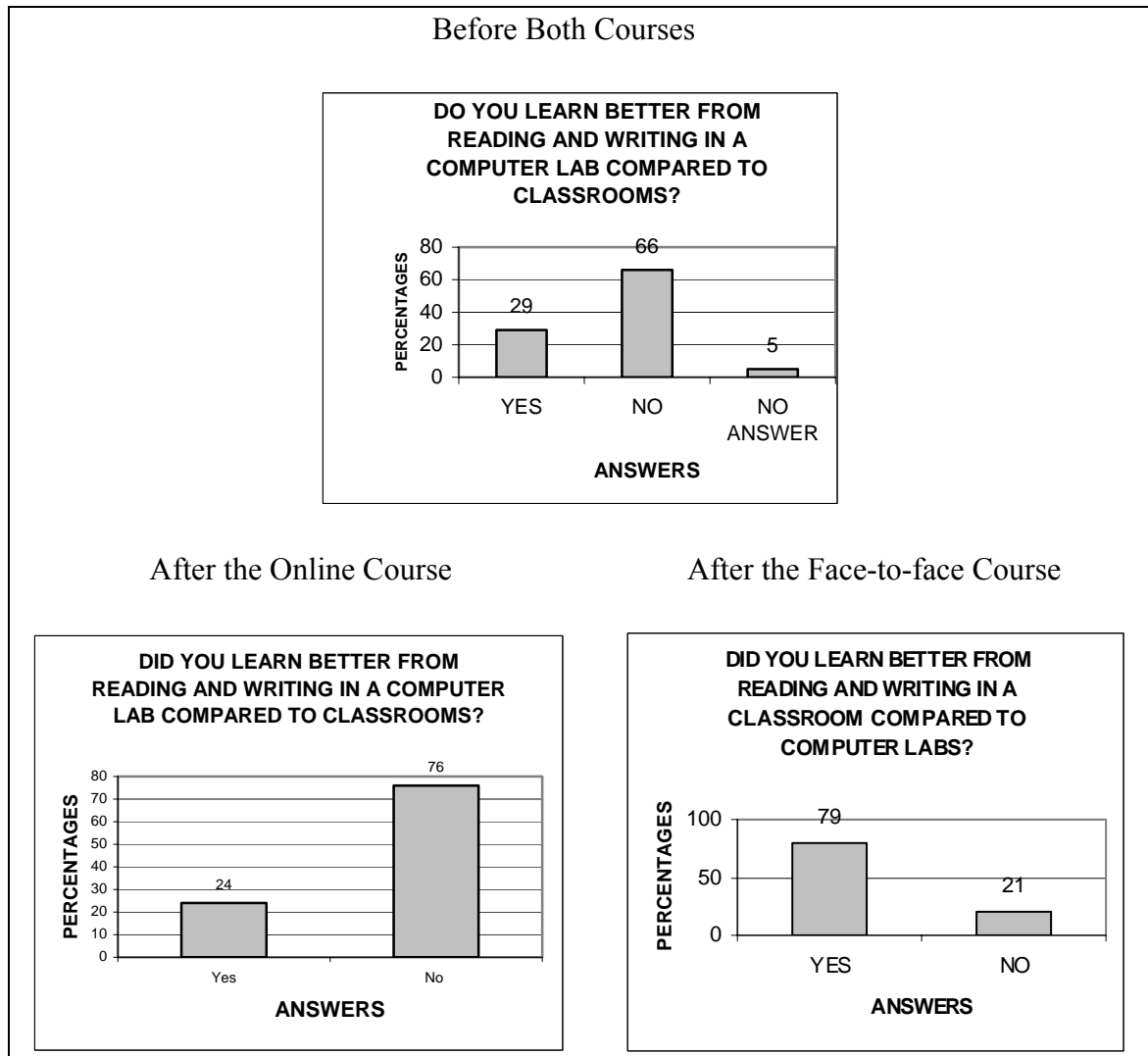
(Figure-4.20)

Electronic resources are enormous and thanks to connection to Internet and regular access to the reachable resources, one can achieve to find anything s/he desires. Teachers also need electronic resources such as journals, downloadable worksheets; lesson plans etc. as well as printed course materials for their students to use in the classroom. When both group of students, who participated in this research, were asked if they had a regular access to electronic resources at the beginning of the course, 32 % of the students expressed that they could reach these resources regularly though the rate of those, who did not have a regular access to electronic resources was 63 %. There was also an abstention of 5 %. When the same question was asked again to the group, who had taken online academic writing course, 56 % of them said "yes" to this question and this meant that they had more chances to reach electronic resources during the online

course, and 44 % of them found it difficult to reach such kind of resources due to the limited number of computers connected to the Internet at school. When this question was asked to the face-to-face course group, 21 % of the students expressed that they couldn't reach these resources regularly though this rate was 56 % in the online course group, and 79 % of them said "no" to this question and this meant they found it difficult to reach such kind of resources. It is clear that there is a big problem in our country. Students do not have a chance to have Internet connection easily. They only have this chance in school labs or Internet cafes. Therefore, they stated during the interviews that they could not have a regular access, and so, had difficulty in doing their homework. This problem might be overcome by providing them more technological facilities or motivating them to utilize the facilities of the libraries at universities. It would also be better to enable the necessary facilities to the teachers and then expect them to do their course online, or they will continue their face-to-face courses forever (See: Figure-4.21).
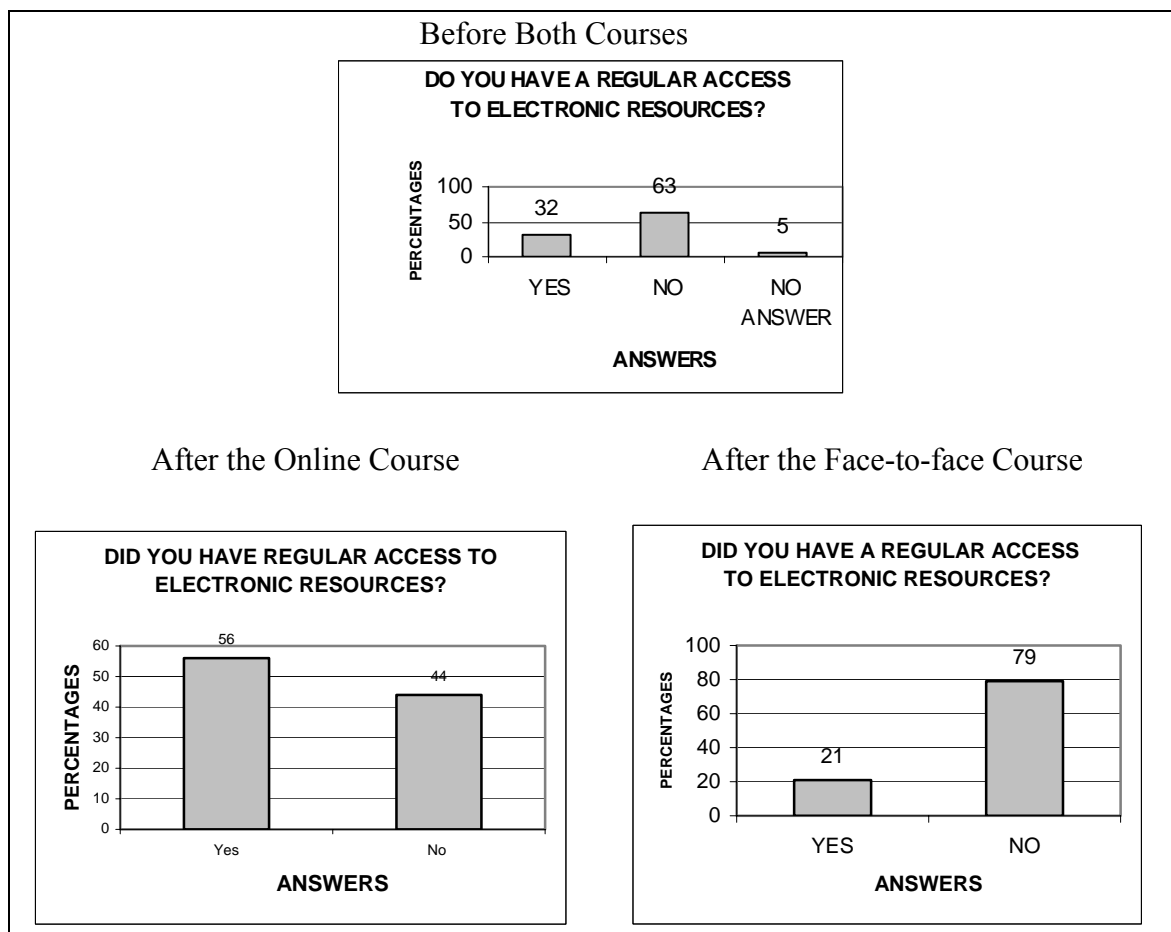
(Figure-4.21)

CONCLUSION

The researcher did this study by analyzing the data gathered from the 2nd year students, who had taken the academic writing course in ELT Department at Trakya University. The data, which were obtained either by questionnaires or interviews, were analyzed statistically at the end of the academic term after the online and face-to-face courses, which took 14 weeks including 7 units, were completed.

After the evaluation of the questionnaire results, the findings were shown in figures to make it clear for the research readers to compare the results that were obtained before and after the online and face-to-face courses. When these figures are reviewed, the advantages and disadvantages of both courses will be understood. The researcher suggested an online course model for the academic writing course, which is indeed a face-to-face course, at the beginning of the research project. Then, the online syllabus was administered, which had been prepared besides the face-to-face course that was administered for the other group of students. After submitting the results of the research in various ways, the data gathered were evaluated and it became clear that both of the course models were successful within their own framework. Since the researcher focused on comparing both of the course models in respect to the applied questionnaires, the figures were explained showing them in graphs with percentages. The main aim of the researcher was to focus on the comparison of the courses, not to prove the efficiency of each of them. She offered an online course model for academic writing course, and compared it with the traditional model hoping that it might work better if new techniques were tried to integrate into the existing curriculum.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

The research, as a whole, represents a recently experienced course model to enlighten further studies. The online course model for Academic Writing at a Turkish University was experienced for the first time in Turkey by doing this research. It has almost reached the expected results after the course, which lasted fourteen weeks, had been applied.

In this study, there were two groups of students. One group took the course of academic writing in a real classroom under the auspices of a teacher. It was the face-to-face educational model of this course. The second group took the same course online without a teacher and in a virtual classroom. Then, the book titled "Content-based Academic Writing", which was written by Prof. Dr. Birsen Tütüniş, was taken as the main source of both courses. However, the form of the book was different. In the first group, students used the printed version of the book, but in the second group, students were given the content of the book, which was inserted in different online resources such as articles, presentations in slide form, forums, homework, etc.

At the beginning of the academic semester, both groups were given a questionnaire titled "Will You Be a Successful Online Learner?" since it was not definite which group would take the course online. The results were analysed and it became obvious that the students were ready for this online course as 32 out of 41 students answered saying "yes" to the question whether they would like to attend this online course or not. This result meant that 78 % of the students were eager to take academic writing course online.

Then, the office of students' affairs submitted the lists of the students, who would take this course. It was acknowledged that students in the list of 2-A would take the course of academic writing in a real classroom under the auspices of a teacher, and students in the list of 2-B would take the same course online without a teacher and in a virtual classroom. After the groups had been determined, the research was done in two different groups in accordance with the educational model that would be applied.

During the two different models of the courses, different teaching techniques were used on the basis of the same content. Firstly, learners of the online course were taught autonomously and individually via self-access to course content while the other group was taught by an individual teacher via oral lectures. During the online course, students used their computers and the Internet in order to read or write, while other group of students used pen-and-paper for the same purpose.

At the end of the educational term, the data gathered from the students via questionnaires and interviews were evaluated. Students' views on how the lesson was taught, the techniques and the activities used, and how this online course affected their perception of the class and the success in academic writing were all collected as data. The online course was found to be more advantageous and superior to the face-to-face model. The results of the study were demonstrated in the chapter titled "Findings and Interpretation" in form of graphics and percentages.

The objectives related to the main aim of the research are thought to be achieved by answering some questions. These questions were given in the introduction part of the first chapter. These objectives were dealt and examined within the study as a whole. In this conclusion part, it will be useful to revise these objectives in order to make it clear that this study has substantially been successful. When we consider how EFL teachers can use Internet efficiently for their academic writing classes, it is easy to answer after this study was performed as it is a good example for an academic writing class taught via the Internet. The advantages and disadvantages of applying an online course for academic writing were mentioned in the study, and in the light of the findings, the online academic writing course and the face-to-face course was compared, and both courses found sometimes advantageous and sometimes disadvantageous. To prepare an online syllabus might be considered difficult, but converting an existing face-to-face teaching syllabus into an online syllabus is not that easy. This study has shown that creating an online syllabus has made it easy for a teacher to teach more freely using different techniques and without referring to any existing one. An online syllabus might contain different items, but the activities and techniques used need to be creative and improving students' knowledge without making them bored. The teachers pay attention to certain aspects in an online syllabus. For instance, the interaction and the communication between the teacher and students are balanced through a good syllabus.

Also, students go always one step further in success, if the syllabus is powerful and donated with creative and efficient techniques. On the other hand, integrating an online syllabus into the L2/FL curriculum might be considered challenging. Contrarily, it is much better to prefer an online syllabus – even if it was difficult – than using an old-fashioned syllabus full of boring activities. This study has indicated that it is more advantageous to integrate an online syllabus into the FL curriculum. Lastly, the assessment process is very important when the Internet is used as a tool for academic writing classes. All the assessment techniques might not be appropriate for an online course. Type of the course determines the assessment techniques. This study was based on academic writing, so, the examinations were done by choosing a topic and making students write a proper essay (paying attention to grammar, spelling, punctuation, vocabulary and mechanics). The examinations could not be performed online. Because, the Regulations for Board of Higher Education do not permit such assessment techniques. Thus, students wrote their essays in a computer lab on computers, and the researcher saved and printed them in order to keep printed records of the exam papers after grading them.

Suggestions

In this study, the academic writing course, which is taken by EFL students in ELT Departments at Turkish universities, was chosen as a research basis for comparing the two different educational model of this course. It was hypothesized that this course would be more efficient if it were enhanced and embellished within an online syllabus using different teaching techniques. The main aim of the researcher was to focus on the comparison of the courses, not to prove the efficiency of each of them. An online course model for academic writing course, and compared it with the traditional model hoping that it might work better if new techniques were tried to integrate into the existing curriculum.

Thus, teachers and institutions are suggested to be innovative and brave enough to try new methods in their teaching process if they want to go one step further. If technology means improvement and development in all areas, it will be crucial to act wisely and integrate technology into education and also language education to improve our students' perspectives.

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Appendix 1

THE ONLINE SYLLABUS OF ACADEMIC WRITING

Administration	Konu ana hatları

Administration

- Düzenlemeyi aç
- Ayarlar…
- Teachers…
- Students…
- Backup…
- Restore…
- Scales…
- Notlar…
- Kayıtlar…
- Dosyalar…
- Yardım…
- Eğitmen forumu

Topluluk

- *Katılımcılar*
- Groups
- Profili düzenle

Etkinlikler

- *Anketler*
- Chats
- Forums
- Kaynaklar
- Ödevler

Ara

Aranacak forumlar

Derslerim

- *Birsen'S Course*

Haber forumu

1 **24 FEBRUARY- 2 MARCH**
ONLINE LEARNING
WRITING PART 1: QUESTIONNAIRE
ARTICLES ON ACADEMIC WRITING AND GRAMMAR
Week 1 / Forum 1
Week 1 - Forum 2

2 **2 MARCH- 9 MARCH** ☐
Relative Clauses-Article
Write an Essay
Relative Clauses-Homework

☐

3 **9 MARCH - 16 MARCH**
WRITING vs SPEAKING
READ ABOUT WRITING vs SPEAKING
SIMILARITIES-DIFFERENCES (W.vsS.)
COMPOSING

4 **16 MARCH - 23 MARCH** ☐
MAKING AN OUTLINE
ADVERBIAL CLAUSES
how to make an outline
outlining-ESOL
MAKE AN OUTLINE
MAKE AN OUTLINE - 2

5	**23 MARCH - 30 MARCH** IMPORTANCE OF WRITING READ ABOUT THE IMPORTANCE OF WRITING different types of texts writing
6	**30 MARCH - 6 APRIL** SUMMARIZING SUMMARIZE A TEXT SUMMARIZE AN ARTICLE INDIRECT SPEECH SUMMARIZING
7	**6 APRIL - 13 APRIL** THE ART OF WRITING OUTLINING AND SUMMARIZING OUTLINING AND SUMMARIZING WRITE AN ESSAY
8	**20APRIL - 27 APRIL** TEXT ANALYSIS UNITY AND COHERENCE WRITE AN ESSAY AND EVALUATE IT Transition Signals ACADEMIC WRITING-1
9	**27 APRIL - 4 MAY** DISCOURSE AND TEXT ANALYSIS READ ABOUT DISCOURSE ANALYSIS TEXT ANALYSIS: AN ESSAY DISCOURSE ANALYSIS PPT DISCOURSE ANALYSIS PPT2

10	**4 MAY - 11 MAY** ☐ CHECKLIST FOR EVALUATING WRITING WRITE AN ESSAY AND CHECK IT PUNCTUATION A Worksheet on Punctuation Punctuation Guidelines Solution to Your Test What did you learn about discourse?
11	**11 MAY - 18 MAY** ☐ WHAT IS LANGUAGE? The Genetic Classification of Languages Write an essay How You Learn a Second/Foreign Language First language gene discovered
12	☐ **18 MAY - 25 MAY** QUOTATIONS AND SUMMARIES READING, NOTE-TAKING AND WRITING (TWO HOMEWORK) plagiarism "how to quote" WRITE AN ESSAY BY MAKING QUOTATIONS
13	☐ **25 MAY - 1 JUNE** What is language acquisition? Acquisition vs Learning LANGUAGE ACQUISITION LANGUAGE ACQUISITION-2 DICTIONARY WRITE AN ESSAY
14	☐ **1 JUNE - 8 JUNE** A GOOD OFFER FOR ACADEMIC WRITING A SAMPLE ESSAY FOR YOU YOUR LAST HOMEWORK FINISH!!!

Appendix 2

Will You Be a Successful Online Learner?

(A Questionnaire for Academic Writing Course)

To help you decide if online learning is right for you, ask yourself the following questions.

QUESTIONS	YES	NO
1. Do you like to learn on your own?		
2. Do you manage your time well?		
3. Are you comfortable using the Internet and e-mail?		
4. Is typing easy for you?		
5. Can you spend 13-14 weeks studying a course online?		
6. Do you like to communicate in writing?		
7. Can you learn efficient writing without classroom instruction?		
8. Can you learn without face-to-face interaction, without a teacher and classmates?		
9. Do you learn better from reading and writing in a computer lab compared to the classrooms?		
10. Do you have regular access to electronic resources?		

⭐ If you answered "**yes**" to most of these questions, online learning is probably suitable for you. If you answered "**no**" to most of these questions, online distance learning may not be right for you.

(Adapted from the website of University of Washington, the page titled "Online English Language Programs" http://depts.washington.edu/uwelp/online/learner.shtml)

What is Online Education?

"Online education" can be defined as an approach to teaching and learning that utilizes Internet technologies to communicate and collaborate in an educational context. This includes technology that supplements traditional classroom training with
web-based components and learning environments where the educational process is experienced online.

What would the Web-Based Components be?

Communication	Email	Projects with other students (oncampus, offcampus or remote/international).
	Discussion/bulletin boards	Interaction with unit coordinator/tutor.
	Chat rooms	Interaction with discipline experts from other institutions etc.
	E-conferencing	Special event contact with tutor and other students.
	Frequently Asked Questions (FAQs)	Online socialisation.
		Information exchange.

What are the Advantages of an Online Course?

Online teaching enhances student-to-student and faculty-to-student communication. Also, it enables student-centered teaching approaches and provides 24/7 accessibility to course materials. Another advantage is that it provides just-in-time methods to assess and evaluate student progress. Moreover, it reduces "administrivia" around course management.

What do we plan to do in our Online Academic Writing Course?

We are planning to run an online Academic Writing Course by referring to the "Content-Based Academic Writing" book written by Prof. Dr. Birsen Tütüniş. Our students will get the advantages of this course and learn how to apply the principles of Academic Writing in an online learning environment, which will probably increase the efficiency of the tasks and activities in a more creative and enjoyable atmosphere.

Would you like to attend an Online Academic Writing Course?

YES ☐   **NO** ☐

Appendix 3

Were You a Successful Learner in
Online Academic Writing Course?

QUESTIONS	YES	NO
11. Did you like to learn on your own?		
12. Did you manage your time well?		
13. Were you comfortable using the Internet and e-mail?		
14. Was typing easy for you?		
15. Could you spend 13-14 weeks studying a course online?		
16. Did you like to communicate in writing?		
17. Could you learn efficient writing without classroom instruction?		
18. Could you learn without face-to-face interaction, without a teacher and classmates?		
19. Did you learn better from reading and writing in a computer lab compared to the classrooms?		
20. Did you have regular access to electronic resources?		

(Adapted from the website of University of Washington, the page titled "Online English Language Programs" http://depts.washington.edu/uwelp/online/learner.shtml)

Appendix 4

Were You a Successful Learner
in Face-to-Face Academic Writing Course?

QUESTIONS	YES	NO
21. Did you like to learn in a face-to-face environment?		
22. Did you manage your time well?		
23. Were you comfortable in using pen-and-paper?		
24. Was handwriting easier than typing?		
25. Could you spend 13-14 weeks studying a course in a classroom environment with a teacher?		
26. Did you like to communicate in writing?		
27. Could you learn efficient writing with classroom instruction?		
28. Could you learn with face-to-face interaction, with a teacher and classmates?		
29. Did you learn better from reading and writing in a classroom compared to the computer labs?		
30. Did you have regular access to electronic resources?		

(Adapted from the website of University of Washington, the page titled "Online English Language Programs"http://depts.washington.edu/uwelp/online/learner.shtml)

Appendix-5

The Interview Questions Asked to the Students in Both Groups:

1. What do you think about the online (face-to-face) academic writing course?

2. Did you find it useful to be taught online (in a real classroom by a teacher)?

3. What do you think about the types of activities used in your course?

4. What do you think about the types of techniques used in your course?

5. What were the advantages of the online (face-to-face) academic writing course?

6. What were the disadvantages of the online (face-to-face) academic writing course?

7. Were you successful in the online (face-to-face) academic writing course?

8. Do you advice students, who will take this course next year as an online (face-to-face) course?

9. Did you find computers challenging during the examinations?

10. If you had an opportunity to choose, would you like to take another online (face-to-face) course?