

**THE PREDICTIVE RELATIONSHIP BETWEEN TEACHING, SOCIAL AND
COGNITIVE PRESENCE, AND COLLABORATIVE TASK ACHIEVEMENT
IN A FACE-TO-FACE EFL CONTEXT**

**A THESIS SUBMITTED TO THE
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**

**OF
BAHÇEŞEHİR UNIVERSITY**

BY

İrem SARI

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN THE PROGRAM OF EDUCATIONAL TECHNOLOGY**

AUGUST, 2017

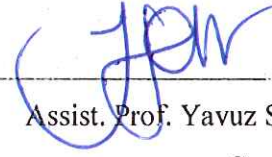
Approval of the Graduate School of Educational Sciences



Assoc. Prof. Sinem VATANARTIRAN

Director

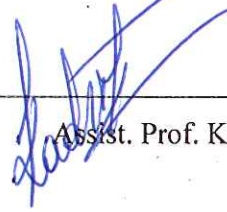
I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.



Assist. Prof. Yavuz SAMUR

Coordinator

This is to certify that we have read this thesis and in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.




Assist. Prof. Kadir KOZAN

Supervisor

Examining Committee Members

Assist. Prof. Kadir KOZAN

(BAU, CEIT)



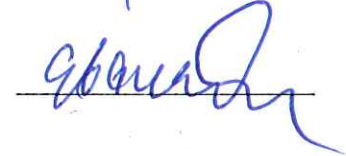
Assist. Prof. Aylin TEKİNER TOLU

(BAU, ELT)



Assist. Prof. Ebru ÖZTÜRK

(BU, PCG)



I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: İrem SARI

Signature:

A handwritten signature in blue ink, appearing to be 'İrem SARI', written over a horizontal line.

ABSTRACT

THE PREDICTIVE RELATIONSHIP BETWEEN TEACHING, SOCIAL AND COGNITIVE PRESENCE, AND COLLABORATIVE TASK ACHIEVEMENT IN A FACE-TO-FACE EFL CONTEXT

Sarı, İrem

Master's Thesis, Master's Program in Educational Technology

Supervisor: Assist. Prof. Kadir Kozan

August 2017, 176 pages

The purpose of this study was to investigate the predictive relationship between teaching, social and cognitive presence, and collaborative task achievement in a face-to-face EFL context. The study was conducted with 169 students, at a prep school of a foundation university in Turkey. The study employed quantitative data for main analyses and qualitative data for descriptive purposes. The main multiple regression analysis results revealed that teaching, social and cognitive presences were statistically nonsignificant predictors of the task achievement. The interview results, on the other hand, indicated that students had low perceptions of the presences in this collaborative task.

Keywords: Community of Inquiry, Teaching Presence, Social Presence, Cognitive Presence, Collaborative Learning, Collaborative Task, Task Achievement

ÖZ

İNGİLİZCE’NİN YABANCI DİL OLARAK ÖĞRETİLDİĞİ YÜZYÜZE BİR ORTAMDA ÖĞRETİMSEL, SOSYAL VE BİLİŞSEL BURADALIK İLE GRUP ÇALIŞMA BAŞARISI ARASINDAKİ YORDAMA İLİŞKİSİ

Sarı, İrem

Yüksek Lisans, Eğitim Teknolojisi Yüksek Lisans Programı

Tez Danışmanı: Yrd. Doç. Dr. Kadir Kozan

Ağustos, 2017, 176 sayfa

Bu çalışmanın temel amacı İngilizce’nin yabancı dil olarak öğretildiği yüzyüze bir ortamda öğretimsel, sosyal ve bilişsel buradalığın grup çalışma başarısını anlamlı bir biçimde yordayıp yordamadığını araştırmaktır. Çalışma, Türkiye’deki bir vakıf üniversitenin hazırlık okulunda ve 169 öğrenciyle yürütülmüştür. Araştırmada ağırlıklı olarak asıl analizler için nicel veri, betimsel amaçlar için de nitel veri kullanılmıştır. Çoklu regresyon analiz sonuçları öğretimsel, sosyal ve bilişsel buradalığın grup çalışma başarısının yordamlanmasında istatistiksel olarak anlamlı bir etkilerinin olmadığını ortaya koymuştur. Diğer yandan ise görüşme sonuçları, öğrencilerin bu grup çalışmasındaki buradalık kavramları ile ilgili algılarının düşük olduğunu belirtmiştir.

Anahtar kelimeler: Araştırma Topluluğu Kavramı, Öğretimsel Buradalık, Sosyal Buradalık, Bilişsel Buradalık, İşbirlikçi Öğrenme, Grup Çalışması, Grup Başarısı

To my wonderful family for their love and support:

My father, Ahmet Sarı

My mother, Besime Sarı

To my sister, Dila Sarı

To my brother, Hasan Sarı

and

To my beloved husband for his endless love, support, encouragement and patience:

Masoud Heshmati

and to my baby girls: Bonnie and Minnie

Sevgi ve destekleri için harika aileme:

Babam, Ahmet Sarı'ya

Annem, Besime Sarı'ya

Kızkardeşim, Dila Sarı'ya

Erkek Kardeşim, Hasan Sarı'ya

ve

Sonsuz sevgisi, desteği, teşviki ve sabrı için sevgili eşime:

Masoud Heshmati

ve küçük kızlarım: Bonnie ve Minnie'ye

ACKNOWLEDGEMENTS

I would like to start by expressing my gratitude to my advisor, Assist. Prof. Kadir Kozan who has never left me alone since the beginning of this adventure and his valuable ideas and contributions throughout my thesis. It has been a genuine privilege to work with such a dedicated and supportive mentor.

I would also like to thank my thesis examination committee members Assist. Prof. Aylin Tekiner Tolu and Assist. Prof. Ebru Öztürk for their valuable suggestions and feedback.

I am also thankful to Assist. Prof. Atakan Ata and Assist. Prof. Özgür Erkut Şahin for their guidance; my colleagues Gökçe Oktay Dülgerci and Özlem Yalçın Çolakoğlu for their support and contributions to my thesis; and my friends Zeynep Aktürk, Büşra Nur Özer and Süleyman Ulutaş for their support and encouragement.

I would like to thank my principal Mehmet Atasagun who provided the basis of this study; the head of student affairs department, Gülşen Can; level coordinators Diler Gültekin and Başak Ergüven; and all the instructors contributing to my thesis.

Most importantly, my deepest thanks go to my family for their never-ending support in every choice I make and the faith they have in me.

TABLE OF CONTENTS

ETHICAL	
CONDUCT.....	iii
ABSTRACT	iv
ÖZ	v
DEDICATION	vi
ACKNOWLEDGMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
Chapter 1: Introduction	1
1.1 Theoretical Framework	2
1.2 Statement of the Problem	5
1.3 Purpose of the Study.....	6
1.4 Research Questions	8
1.5 Significance of the Study	9
1.6 Definition of Key Terms	10
Chapter 2: Literature Review	12
2.1 The Community of Inquiry Framework	12
2.1.1 Teaching Presence	17
2.1.2 Social Presence	22
2.1.3 Cognitive Presence	25
2.1.4 Interactions between and among presences	30
2.2 Collaborative Learning in EFL	35
2.2.1 Collaborative Tasks in EFL	40
2.3 Summary	42
Chapter 3: Methodology	44
3.1 Research Design.....	45

3.2	Setting and Participants.....	47
3.3	Procedures	48
3.3.1	Data Collection Tools.....	49
3.3.1.1	The community of Inquiry Scale	49
3.3.1.2	Collaborative Task	50
3.3.1.3	Semi-structured Interviews	51
3.3.2	Data Collection Procedures	52
3.3.2.1	The Pilot Study	52
3.3.2.2	Research Data	53
3.3.3	Data Analysis Procedures	55
3.4	Reliability and Validity	57
3.4.1	Limitations and Delimitations	58
Chapter 4:	Results	60
4.1	Descriptive Results	60
4.2	Correlational Results	69
4.3	Multiple Regression Results	71
4.4	Interview Results	72
4.4.1	Teaching Presence	74
4.4.2	Social Presence	76
4.4.3	Cognitive Presence	79
4.5	Summary	81
Chapter 5:	Discussion and Conclusions	82
5.1	The Predictive Relationship between the Presences and EFL Collaborative Task Achievement	83
5.1.2	Teaching Presence and Collaborative Task Achievement.....	84
5.1.3	Socio-cognitive Presence and Collaborative Task Achievement	87
5.2	Conclusions.....	92
5.3	Recommendations and Implications	94

REFERENCES.....	97
APPENDICES	
A. Consent Form.....	115
B. The “Community of Inquiry” Survey	117
C. Turkish Community of Inquiry Survey 1 (<i>original adaptation</i>).....	121
D. Turkish Community of Inquiry Survey 2 (<i>adapted here</i>).....	124
E. Collaborative Task 3	127
F. Student Interview Questions	129
G. Student Interview Transcriptions	131
H. Curriculum Vitae	176

LIST OF TABLES

TABLES

Table 1	Definitions	10
Table 2	Community of Inquiry Elements, Categories and Indicators	14
Table 3	Indicators of Teaching Presence Categories.....	19
Table 4	Indicators of Social Presence Categories.....	23
Table 5	Descriptors and Indicators of Cognitive Presence	26
Table 6	Level Passing Requirements	51
Table 7	Participants and Tools	55
Table 8	Survey Responses	61
Table 9	Descriptive Statistics for the Presences	68
Table 10	Correlations among the Presences and Task Achievement	69
Table 11	Correlations among Teaching Presence, Socio-cognitive Presence and Task Achievement	70
Table 12	Results for the Standard Multiple Regression on Task Achievement.....	71

Chapter 1

Introduction

Learning and teaching have taken many different forms ranging from teacher-directed instruction to more and more communicative and interactive approaches over time. In addition, with the advent and development of the technology and the Internet, the use of devices and online tools in the field of education has emerged. Particularly, in higher education, online or blended courses have become common (Allen & Seaman, 2011). Accordingly, there have been theoretical models or frameworks aimed at guiding online teaching and learning to enhance the learning process. One of them is the Community of Inquiry (CoI) framework (Arbaugh, Cleveland-Innes, Diaz, Garrison, Ice, Richardson & Swan, 2008; Arbaugh, Bangert & Cleveland-Innes, 2010; Garrison, Anderson & Archer, 2010; Shea & Bidjerano, 2009a; Swan, Garrison & Richardson, 2009). This framework mainly consists of three key elements: teaching presence, social presence and cognitive presence. These presences are highly significant for a meaningful learning (Arbaugh et al., 2008, 2010; Swan et al., 2009).

Online environments have been serving English as a Foreign Language (EFL) learning as well. Goda and Yamada (2012) stated that asynchronous online discussion settings benefits foreign language (L2) students since it offers adequate time and more opportunities to use and practice English. They also stated that “in order to create an effective and attractive learning activities, perspectives of instructional design could be

merged into the CoI model” (p. 15). As a consequence, in an online EFL learning environment, whether these presences can relate to collaborative task achievement matter to a certain extent.

The CoI framework is philosophically based on collaborative constructivism and it is theoretically grounded on deep and meaningful learning methods (Garrison, 2007). Besides, in their book, Alley and Jung (1995) stated that teachers have begun to create classes that provide social environments with problem solving and thinking skills. However, despite this shift in traditional classes, outside the online learning environment, the effect of presences on students’ learning and achievement has not been fully studied especially in EFL learning contexts. Still though, around 10 years after the foundation of the CoI framework, researchers have started to study and monitor the growth of CoI in online, blended or face-to-face learning environments since online learning can be regarded as transferring a face-to-face class into a virtual environment (Warner, 2016). That’s why, within the scope of the CoI framework, this study will focus on the relationship between teaching, social and cognitive presence and achievement in a collaborative task, which takes place in a classroom environment.

1.1 Theoretical Framework

The CoI framework purports to provide “order, heuristic understanding and a methodology for studying the potential and effectiveness of computer conferencing” for a partly online graduate program including asynchronous and text-based group discussions

(Garrison et al., 2010, p. 6). The need for this framework arised from a systematic examination of combining pedagogical principles and new communications technology to boost higher education and strengthening practices that are already in existence (Garrison, Cleveland-Innes, & Fung, 2010). In other words, the goal of the CoI framework is to design and maintain efficient online learning environments (Garrison, 2007). In order to provide a meaningful learning environment, the founders of the CoI framework came up with three core elements in the practice of using online communication media in higher education: teaching presence, social presence and cognitive presence. The CoI framework suggests that learning happens in a community within the interaction of these three essential elements (Garrison, Anderson & Archer, 2000).

Garrison (2013) described a community of inquiry as an educational context that refers to a process of cooperation of critical reflection and linguistic units provided by the teaching presence (facilitation and direction) of a qualified educator, and it triggers metacognitive awareness, which is “to have access to an expert’s reflection on what he or she is doing, and how well it is being done” (Schraw, 1998, p. 123), and cognitive development. He also stated that due to metacognition and collaboration, teaching presence and cognitive presence merge, and they are promoted in an environment that incorporates social presence. Further, Garrison et al. (2010) claimed that these three elements and particularly their co-existence contribute to a deep and meaningful learning environment. The authors also noted that increasing teaching presence will lead to developing and maintaining social and cognitive presences also social presence is the result of teaching

presence and a prerequisite for forming cognitive presence. Therefore, it is reasonable to assume that when a learning environment contains high levels of teaching, social and cognitive presence, it is highly likely that learning will boost.

Johansson and Gardenfors (2005) stated that due to its focus on community learning in an online environment, the CoI framework aligns with constructivism suggesting that learners should generate problem solving, critical thinking and independent competency (as cited in Garrison, 2013). According to John Dewey, “inquiry is a social activity” (as cited in Garrison et al., 2010, p. 6), and, via collaboration, learners will take on responsibility thereby establishing and validating meaning actively (Swan et al., 2009). Similarly, Piaget (1977) started his philosophy by focusing on individuals but later understood the significance of social interaction to identify and solve cognitive disagreements (as cited in Garrison, 2013). Further, Vygotsky (1978) also advocated the concept of “learning as a process of inquiry” and the essential function of collaborative study in education (as cited in Lee & Smagorinsky, 2000, p. 6). A consequence of all these insights is that learning environments should be created carefully and promoted socially so that learners can improve themselves cognitively in a constant way. Such an environment that allows participants to work collaboratively and build knowledge by creating constant dialogues that provide opportunities to negotiate understanding is the community of inquiry (Garrison, 2013).

1.2 Statement of the Problem

In higher education, a learning community is crucial to promote collaborative learning and communication that are linked to higher levels of learning (Garrison & Arbaugh, 2007). The purpose of a learning community is to “foster community, coherence, and connections among courses and more sustained intellectual interaction among students and teachers” (MacGregor & Smith, 2005, p. 3). This insight holds true for both online and face-to-face learning environments. Learning communities make use of a constructivist approach to knowledge (Cross, 1998) assuming that knowledge is socially constructed. Consequently, learning becomes deeper and more personally relevant (Zhao & Kuh, 2004).

Constructivism also suggests that teachers use interactive materials, encourage their students to participate in dialogue, and boost their inquiry through addressing their questions and encouraging them to ask questions to one another (Brooks, 1999). For instance, Hannafin, Hill and Land (1997) argued that student-centered learning environments supply learners with opportunities to be more active in their learning so that they have the responsibility of constructing, investigating and integrating context. As a result, they concluded that this environment allows students to explore problems, generate their own strategies, and negotiate solutions collaboratively.

Similarly, EFL contexts comprise learning communities and/or collaborative learning tasks since they require learners to involve in interaction and/or communication (de la Colina & Mayo, 2007). Collaborative learning takes place not only in online environments but also in face-to-face learning environments; however, the latter has not received much

attention in studies of the CoI framework. That's why the relationship between the presences and collaborative learning especially in EFL contexts requires more consideration, which would lead to our further understanding of how to promote collaborative learning performance in EFL contexts.

Further, the CoI framework has been proven to be effective in a number of studies since it suggests that “higher-order learning is best supported in a community of learners engaged in critical reflection and discourse” (Garrison et al., 2010, p. 32). Even though the CoI framework focuses on the collaborative community learning in online learning environments, it can provide guiding insights into face-to-face learning contexts as well (e.g., Archer, 2010; Kozan & Richardson, 2014b). As a result, the CoI framework can guide our efforts of how to enhance collaborative EFL task performance thereby entailing new research. The present study handles this task and purports to provide introductory insights into how the presences would relate to collaborative EFL task performance to a certain extent.

1.3 Purpose of the Study

The co-existence of teaching, social and cognitive presence or the relationships among them is of great importance for successful learning (e.g., Garrison & Arbaugh, 2007; Kozan & Richardson, 2014a). Of these three presences, Ke (2010) suggested that teaching presence should be given the priority by instructors and it should be the pioneer of community development process since creating an effective teaching presence strengthens

the emergence of social and cognitive presences in an online environment. In addition, recently, Garrison and Arbaugh (2007) stated the need for more quantitatively-oriented and cross-disciplinary studies that will provide opportunities to determine elements that enhance the relationship between teaching, social and cognitive presence and course outcomes. Needless to say, it is also important to look at the relationship between the presences and collaborative task performance in EFL contexts. However, almost all the studies conducted on presences involve the online or blended learning only (e.g., Akyol & Garrison, 2011; Ke, 2010). Also, several previous studies reported that blended courses lead to superior outcomes (Akyol et al., 2009), and students in this type of courses report higher levels of teaching, social and cognitive presence in comparison to fully online course participants (Shea & Bidjerano, 2012). This finding suggests that face-to-face components are essential for establishing an effective community of inquiry since they promote “the salience of instructional, social, and cognitive dimensions of blended courses” (Shea & Bidjerano, 2012, p. 322). Based on this point and given that there are fewer studies in the literature conducted on the role of teaching, social and cognitive presence in collaborative learning that takes place in face-to-face EFL contexts, this study focuses on how well teaching, social and cognitive presence would predict collaborative task achievement in a face-to-face EFL context.

1.4 Research Questions

Investigating the prediction of collaborative tasks achievement in a face-to-face EFL context, the current study handles the following main research question:

- 1) How well do teaching, social and cognitive presence predict collaborative task achievement in a face-to-face EFL context?

This study also addresses the two complementary research questions below:

- 1a) Which presence is the best predictor of the collaborative task achievement in a face-to-face EFL context?
- 1b) What are the learners' perceptions of teaching, social and cognitive presence as they relate to the EFL collaborative task?

According to the CoI framework, it is necessary for students to be “engaged in a collaborative and reflective process which includes understanding an issue or problem, searching for relevant information, connecting and integrating information, and actively confirming the understanding” (Garrison, 2011, p. 94). Moreover, some earlier research showed the relationship between the presences and collaborative task performance in online and blended learning environments (e.g., Beckmann & Weber, 2016; Gunawardena, 1995; So & Brush, 2008). Consequently, the present study expects a statistically significant relationship between the presences and collaborative EFL task achievement. In other words, the current research hypothesis states that teaching, social and cognitive presence will statistically significantly predict collaborative task achievement in a face-to-face EFL context.

1.5 Significance of the Study

The use of pair and group work provides learners with pedagogical and psycholinguistic benefits such as enhancing the quality of student conversation and quantity of the practice, increasing their motivation and providing comprehensible input (Long & Porter, 1985). Accordingly, methodologists emphasized the significance of implementing pair and group work in education particularly in second language learning (Long & Porter, 1985). In view of the widespread use of pair and group work activities in EFL classes, it is rather rational to anticipate that the CoI framework might provide insights into collaborative tasks. After all, the framework is rooted in the constructivist approach (Garrison, 2007) which states that learning occurs through collaboration.

The relationship between teaching, social and cognitive presence, and collaborative tasks achievement in face-to-face learning contexts entail further research. Considering this gap of sufficient knowledge in the literature, this study is significant as it will shed a light on the ability of presences to predict success in an EFL collaborative task. Gaining such research-based insights would provide us with a better understanding of how to design, develop and implement more effective collaborative EFL tasks. After all, previous research showed that presences are related to successful learning (e.g., Anderson, Rourke, Garrison & Archer, 2001; Garrison, 2007).

Further, establishing the relationship between presences and collaborative task performance in EFL environments would let us dig deeper into cause-and-effect relationship in the future. Finally, extending the findings of previous research that

examined the validity of the CoI framework (e.g., Kozan, 2016; Kozan & Richardson, 2014b; Swan, Richardson, Ice, Garrison, Cleveland-Innes & Arbaugh, 2008), the present research would provide insights into the predictive validity of the presences in an EFL context.

1.6 Definition of Key Terms

It might be important to describe some key words for the readers here.

Table 1

Definitions

Key Term	Definition
Teaching Presence	“the design, facilitation and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes” (Anderson et al., 2001, p. 5)
Social Presence	“the ability of participants in the Community of Inquiry to project their personal characteristics into the community, thereby presenting themselves to the other participants as “real people”” (Garrison et al., 2000, p. 89)
Cognitive Presence	“the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication” (Garrison et al., 2000, 89)
EFL (English as a Foreign Language)	Learning/teaching English as foreign a language in a classroom setting
Collaboration	“a coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem” (Roschelle & Teasley, 1995, p. 70)

Table 1

Continued

Collaborative Learning	“a situation in which two or more people learn or attempt to learn something together” (Dillenbourg, 1999, p. 1)
Face-to-face Learning	“any situation or context of traditional learning: courses, conferences, seminars, on-campus studies” (Frumos & Labar, 2013, p. 188)
Learning Community	“groups of people engaged in intellectual interaction for the purpose of learning” (Cross, 1998, p. 4)



Chapter 2

Literature Review

This chapter will present previous studies in the literature that relates to this study. The chapter begins by providing insights into the community of inquiry (CoI) framework together with the three core elements of this model – teaching, social and cognitive presence—based on former findings. This is followed by interaction among these three presences, collaborative learning and its role in EFL environments as well as collaborative EFL tasks. Finally, the chapter will conclude with a summary of the related literature review.

2.1 The Community of Inquiry Framework

The term ‘community of inquiry’, taken from Lipman (as cited in Arbaugh et al., 2010), emerged from the need to examine and develop a framework or model so that the structure of teaching and learning in online and blended learning environments can be understood (Akyol et al., 2009; Garrison et al., 2010). This is because with the development of technology and the needs of society, these learning environments are becoming widespread (Akyol, et al., 2009). One of the frameworks determining social and cognitive aspects in online learning, which was provided by Henri (1992), inspired Garrison et al. (2000), and they developed a far-reaching framework as an online learning research tool: the community of inquiry (CoI) framework. The framework was put forward in order to

lead research into online learning (Garrison, 2007; Garrison et al., 2000; Garrison, Cleveland-Innes, Koole & Kappelman, 2006). Also, recently it has drawn significant attention and has been studied extensively (Garrison & Arbaugh, 2007).

The CoI framework consists of three main elements that are teaching presence, social presence and cognitive presence as well as categories and indicators to outline each presence and to serve as a guidebook in coding of transcripts (see Table 2), and it was claimed that through the interaction of these elements, deep learning emerges (Akyol, Arbaugh, Cleveland-Innes, Garrison, Ice, Richardson & Swan, 2009). Similarly, previous studies explored that community of inquiry in which the learning happens with the integration of these three core elements accounts for a successful learning experience in higher education (e.g., Garrison et al., 2000; Kanuka & Garrison, 2004; Shea & Bidjerano, 2009b). The presences are divided into categories and indicators to ease the clarification of the stage or characteristics of each element; thus, when investigating teaching, social and cognitive presence in the CoI framework, one should seek for the indicators of these presences containing key words, phrases or their synonyms.

Table 2*Community of Inquiry Elements, Categories and Indicators (Garrison et al., 2000, p. 89)*

Elements	Categories	Indicators (examples only)
Social Presence	Open Communication	Risk-free expression
	Group Cohesion	Encourage collaboration
	Affective Expression	Emoticons
Cognitive Presence	Triggering Event	Sense of puzzlement
	Exploration	Information exchange
	Integration	Connecting ideas
	Resolution	Apply new ideas
Teaching Presence	Design & Organization	Setting curriculum & methods
	Facilitating Discourse	Sharing personal meaning
	Direct Instruction	Focusing discussion

The CoI framework presented a collaborative-constructivist overview to understanding the dynamics of an online learning experience (Arbaugh et al., 2008). That is, the framework was intended to comprehend the social, technological and pedagogic progress that contributes to the formation of collaborative knowledge in online environments (Shea & Bidjerano, 2009a). Having its origin in the work of John Dewey, particularly in the development of the concept of cognitive presence (Garrison et al., 2010), the CoI framework is coherent with constructivist approach to higher education (Garrison, 2007). Dewey stated that learning occurs through collaboration, with the combination of personal and social experiences, and interaction serves as a key to unite these experiences

(Garrison, 2013). That is to say, he considered inquiry as a social movement situated at the core of an educational experience (Garrison et al., 2010). As such, by means of cooperative and reflective communication, real communities of inquiry are achievable, and the target is to raise independent thinkers in an inter-dependent collaborative community of inquiry (Garrison, 2003).

Further, the CoI framework outlines deep learning when the person becomes involved in the learning process cognitively, socially and affectively (Garrison et al., 2000; Fink, 2013). It highlights a deliberate and designed educational environment for a distinctive learning experience. The CoI framework also regards this quality learning experience consisting of both learner's personal world (reflective) and shared world (collaborative), which is consistent with the concept of adult learning design (Ke, 2010). For instance, Shea and Bidjerano (2009b) found that the CoI framework was a conceptual criterion for online instructional design. What's more, the constituents of teaching and social presence were discovered to be efficient in guiding the course development and integrating new technologies in order to foster learning in online education. They also found that the epistemic engagement approach, which highlights "the role of learners as collaborative knowledge builders" (p. 550), is more comprehensively expressed and expanded by means of the community of inquiry model. Therefore, in view of this connection, Shea and Bidjerano (2009b) proposed that the framework together with its core elements is a useful model to define, clarify and develop online education.

As much as the advocates of the CoI framework, there are also people who criticized the model. Rourke and Kanuka (2009), for instance, critiqued the CoI framework. Reviewing the framework for almost a decade, they came to the conclusion that the framework was inadequate as a medium to develop deep and meaningful learning, as a model for online learning and as a program of research since “students are not engaged in the constituent processes” (p. 39). Their study revealed that students seemed to report more examples of surface learning, which is “associated more with rote learning and the desire to earn a passing grade” (as cited in Floyd, Harrington & Santiago, 2009). In response to Rourke and Kanuka (2009), Akyol et al. (2009) emphasized the constructivist orientation of the CoI framework over objectivist orientation. They also stated that it is unreasonable to consider the CoI framework as a failure depending on the lack of studies reporting deep and meaningful learning outcomes since the framework is a rather new theoretical and transactional (i.e., process) model.

Also, recently Shea and Bidjerano (2012) drew attention to learners’ individual differences and self-regulated learning that was found to contribute significantly to the success in online environments particularly in the absence of effective teaching and social presence. Accordingly, they suggested a fourth element linked to teaching and social presence in the CoI framework: learning presence, or “metacognitive, motivational, and behavioural traits of active online students” (Shea & Bidjerano, 2010, p. 1728).

2.1.1 Teaching Presence

Dewey argued that promoting suitable social relationship through providing attention both to the arrangement of the social and physical environment of the classroom was essential (see Swan et al., 2009, for further discussion, p. 12). To this end, of the core elements of the community of inquiry (CoI) model, teaching presence highlights “the design and organization of instruction, and especially the facilitation of productive discourse among students” (Shea & Bidjerano, 2009b, p. 545). Teaching presence is also regarded “as a significant determinant of student satisfaction, perceived learning, and sense of community” (Garrison & Arbaugh, 2007, p. 163).

A number of studies emphasized the importance of teaching presence in a community of inquiry (Akyol & Garrison, 2008; Garrison & Arbaugh, 2007; Shea, Pickett & Pelz, 2003). Teaching presence starts with instructional design, planning and preparing the course before it begins and goes on throughout the course by facilitating the communication and giving instructions when needed (Ke, 2010). Besides, by means of sufficient teaching presence, it is possible to reach formal learning that facilitates personally significant and educationally targeted outcomes (Garrison et al., 2000).

According to Garrison et al. (2000), the major role of teaching presence is maintaining cognitive and social presence by planning instruction and promoting learning. Moreover, although teaching presence is generally associated with the instructor, it can also refer to any member in a community of inquiry (Garrison 2011). Therefore, the term ‘teaching’ is preferred rather than ‘teacher’ in order to stress the division of the

responsibilities and roles of an instructor among learners (Akyol et al., 2009; Anderson et al., 2001).

Rourke and Anderson (2002b) observed that when students take on the responsibility of leading a discussion, they realize the three roles of teaching presence (instructional design and administration, discourse facilitation, and direct instruction) which in return promotes their learning. Similarly, there are three features of teaching presence which are design and administration, facilitating discourse, and direct instruction (Akyol & Garrison, 2008; Anderson et al., 2001; Garrison, 2013; Garrison et al., 2000). Additionally, Paulsen (1995) also underlined three crucial responsibilities of the educational moderator: organizational, social, and intellectual (as cited in Anderson et al., 2001). However, the social aspects of teaching and learning are regarded as a separate component in the CoI framework and pointed out as “social presence” (Rourke, Anderson, Garrison & Archer, 1999) as social environment is not only the responsibility of teachers but also students as well. The teaching presence in the CoI framework, on the other hand, includes merely the social features of the teacher’s messages that are directly linked to the subject matter (Anderson et al., 2001).

Some other studies support a similar classification of teaching presence as it is described in the CoI framework. For instance, Rossman (1999) conducted an extensive research on 3000 university students’ end-of-course evaluations and found three significant headings: teacher responsibility, facilitating discussions, and course requirements. Further, Coppola, Hiltz and Rotter (2001) conducted a qualitative study with 20 virtual professors, a

term used to describe “a faculty member who does not physically appear on-campus more than once a month” (Valentine & Bennett, 2013, p. 3). The result of this study showed that affective, cognitive and administrative roles of an instructor were identified as main categories. The findings of both studies considerably match with the groupings in the CoI framework.

Table 3

Indicators of Teaching Presence Categories (Anderson et al., 2001, p. 6, 8, 10)

Design and organization	Facilitating Discourse	Direct Instruction
Setting curriculum	Identifying areas of agreement/disagreement	Present content/questions
Designing methods	Seeking to reach consensus/understanding	Focus the discussion on specific issues
Establishing time parameters	Encouraging, acknowledging, or reinforcing student contributions	Summarize the discussion
Utilizing medium effectively	Setting climate for learning	Confirm understanding through assessment and explanatory feedback.
Establishing netiquette	Drawing in participants, prompting discussion Assess the efficacy of the process	Diagnose misconceptions Inject knowledge from diverse sources, e.g., textbook, articles, internet, personal experiences (includes pointers to resources) Responding to technical concerns

Designing and organizing an online course is usually more comprehensive and time-consuming than it is in traditional classroom teaching environments since teachers are required to think over the process, design, assessment and interactional elements of the course (Anderson et al., 2001). Designing and managing group and individual activities throughout the course also belongs to this category. Moreover, teaching presence also includes a quite important feature of online courses, that is, the action of arranging timelines for group activities and student project work (Anderson et al., 2001). The management of these activities is crucial in that it gives the students the feeling of connection with the other learners in the class (Rourke & Anderson, 2002a). Learners also need to be aware of the learning goals and activities in which they will participate, so it is also the teacher's responsibility to provide this (Anderson et al., 2001; Laurillard, Stratfold, Luckin, Plowman & Taylor, 2000).

Facilitation of discourse is “a process of creating an effective group consciousness for the purpose of sharing meaning, identifying areas of agreement and disagreement, and generally seeking to reach consensus and understanding” (Garrison et al., 2000). It is a requirement to promote social presence (Annand, 2011). In addition, Brookfield (1990) considers guided discourse as the most influential instructional method in higher education since (a) it is comprehensive and democratic, (b) it honors the students, and also (c) it promotes problem solving skills, subject matter exploration, and change in attitude (as cited in Kanuka & Garrison, 2004). Direct instruction is another role of a teacher, whether in online or face-to-face environments. Anderson et al. (2001) stated that the instructor needs

to provide students with direct instruction by making comments, designing activities and guiding students to information resources, which enables students to build the knowledge in personal contexts. The authors also highlighted that directing questions together with introducing the subject matter is a crucial and typical role for the teachers.

According to Garrison (2007), there is a difference between facilitation and direct instruction, which is a vague distinction in students' perception. Facilitation encourages conversation by shaping the course of the dialogue with minimum level. Discourse, however, is a controlled inquiry and necessitates a subject matter expert for the progresses of conversation in a way to construct collaborative fashion and students become aware of the inquiry process. Garrison (2007) also stated that the difference between facilitation and discourse needs to be taken into consideration in the design process. That is, instructors must keep in mind the role of regulating and framing the path of discourse, both of which are significant for establishing a successful community of inquiry.

Further, Anderson et al. (2001) emphasized that discourse, referred to as "knowledge-building community" (Scardamalia & Bereiter, 1994), is a critical aspect to promote during a course in order to sustain the attention, motivation and participation of students in active learning. Anderson et al. (2001) also stated that teachers have higher levels of responsibility for creating and maintaining the discourse: They constantly check and leave a comment on students' postings to contribute to the development of the learning community. Hence, facilitating discourse element also matches with the behaviors described in social presence

since the instructor is actively involved in the community of inquiry. The next section focuses on the social perspective of the CoI framework.

2.1.2 Social Presence

Social presence, a term originally framed by Short, Williams and Christie (1976), is a fundamental part of the community of inquiry (CoI) framework also it is considered to affect the development of community and cooperation in online environment (as cited in Swan et al., 2009). Garrison and Arbaugh (2007) highlighted that “social presence in a community of inquiry must create personal but purposeful relationships” (p. 160).

Social presence necessitates a thorough examination since it has a significant role in creating a secure and reassuring environment for learning in community (Garrison, 2011). However, social presence should not be considered only in terms of the quantity of interaction it involves since social presence aims to develop situations for inquiry and quality interaction so that valuable educational aims can be fulfilled collaboratively (Garrison, 2007).

The CoI framework underlines that online learners need to be able to cope with the difficulties of projecting themselves as real people (Ke, 2010; Shea & Bidjerano, 2009b). However, in online learning, it is not always likely that face-to-face and non-verbal communication will take place (Shea & Bidjerano, 2009b). One concern is that in computer-mediated communication, students might not develop “the sense of belonging with other students, instructors, and programs of the study which social learning theories

suggest support learning” (Swan, Garrison& Richardson, 2009). Therefore, it is suggested that the teacher has a considerable effect on encouraging a satisfactory social presence which is an essential constituent of a productive community of inquiry (Rourke et al., 1999; Swan & Shea, 2005).

The components of social presence are “emotional expression, open communication, and group cohesion” (Garrison et al., 2000, p. 99; Akyol et al., 2009). Emotional expression refers to learners’ sharing their own individual expressions of emotions, feelings, opinions and values; open communication means learners’ developing and maintaining a sense of group devotion also learners’ interacting with intellectual activities and tasks is defined as group cohesion (Swan et al., 2009). In this way, in order to stimulate social presence, these three categories are utilized (Shea & Bidjerano, 2009b).

Table 4

Indicators of Social Presence Categories (Rourke et al., 1999, p. 61)

Affective	Interactive	Cohesive
Expression of emotions	Continuing a thread	Vocatives
Use of humor	Quoting from others’ messages	Addresses or refers to the group using inclusive pronouns
Self-disclosure	Referring explicitly to others’ messages Asking questions Complimenting, expressing appreciation Expressing agreement	Phatics, salutations

The focus of the early online learning research was on social presence which may have been a proper area to commence considering its asynchronous feature (Garrison, 2007). Also, it is the most researched presence in the CoI framework (Swan, Garrison & Richardson, 2009). The CoI framework requires teachers and students to be present in a socially interactive situation where they can use critical thinking in order to accomplish the purpose of online education that is higher-level learning (Garrison, 2003).

Social presence is significant for collaboration and critical discourse as, by means of its power to trigger, maintain and promote critical thinking, it encourages cognitive objectives in a community of learners (Akyol et al., 2009). Also, with regard to the constructivist point of view, learning in a community takes place as a result of social interaction, and this point reveals that social presence is a requirement for the development of cognitive presence (Gunawardena, Lowe, & Anderson, 1997). For instance, the result of a study by Diaz, Swan, Ice and Kupczynski (2010) shows that by participating in online discussions entailing problem-solving tasks, students were able to co-create knowledge and generate higher levels of cognitive presence with the assistance of appropriate instructor facilitation. That is to say, “social presence for educational purposes cannot be separated from the purposeful nature of educational communication (i.e., cognitive and teaching presence)” (Garrison, 2007, p. 161).

In a more recent study, Joksimović, Gašević, Kovanović, Riecke and Hatala (2015) examined whether the social presence indicators are associated with final grades in a public online university. The findings revealed that certain indicators predicted the final grades

significantly. Further, active participation in asynchronous discussions was found to have a positive relationship with final grades. That is, students deeply involved in the discussions received better grades by virtue of building upon the knowledge of their peers.

2.1.3 Cognitive Presence

Cognitive presence is a notion based on Dewey's idea of reflective thought, a process in which “the ground or basis for a belief is deliberately sought and its adequacy to support the belief examined” (Dewey, 1933, p. 1). Dewey also claimed that a valuable educational experience should be built on reflective inquiry (see Swan et al., 2009, for further discussion). Dewey also argued that reflection is connected with learning and a person’s mind (Garrison, 2003). Learning was provoking reflection by questions and observing this inquiry actively in order to gain understanding. In order to gain more insights into this reflective process, Dewey suggested a model of inquiry and reflective thinking, which was the premise of the practical inquiry model (Garrison, 2013). This model was formed by thorough and deliberate reflection and discourse to construct and validate knowledge; it has been utilized to evaluate the learning process (as cited in Garrison et al., 2000) in diverse settings (Akyol et al., 2009).

According to the practical inquiry model, cognitive presence involves four phases (see Table 5): triggering event, exploration, integration and resolution/application (Akyol et al., 2009; Garrison, Anderson, & Archer, 2001). That is to say, participants purposefully start by understanding the issue then move to examination, combination and

implementation (Garrison, 2007). This is the model that describes cognitive presence in the community of inquiry (CoI) framework (Swan et al., 2009).

According to Garrison et al. (2000), the triggering event takes place in the shared world where learners inquire about the subject matter, explore it personally and understand how to implement the content. Throughout this inquiry, learners examine various theories in terms of concept, and then reflect on the results in order to achieve an integration of the subject matter. By means of this communication in the resolution phase, learners put their ideas or notions into practice. They restate or further explain the knowledge through the triggering event stage to start understanding the subject matter. In the exploration part, learners apply their ideas to a variety of contexts and analyze different parts of the theme. They assess and evaluate the result of this analysis based on some norms in the integration stage. With regard to this evaluation, learners create resolutions in the course of the resolution phase (p. 98).

Table 5.

Descriptors and Indicators of Cognitive Presence (Akyol & Garrison 2011, p. 240)

Phase	Descriptor	Indicator
Triggering event	Evocative (inductive)	Recognize problem Puzzlement
Exploration	Inquisitive (divergent)	Divergence Information exchange Suggestions Brainstorming Intuitive leaps

Table 5*Continued*

Integration	Tentative (convergent)	Convergence Synthesis Solutions
Resolution	Committed (deductive)	Apply Test Defend

Kanuka and Garrison (2004) also stated that “cognitive presence is necessary for higher learning, such as critical thinking” (p. 25). The notion of cognitive presence “reflects higher-order knowledge acquisition and application and is most associated with the literature and research related to critical thinking” (Garrison et al., 2000, p. 7). The element in the CoI model that is central to successful higher education learning experiences is cognitive presence (Kanuka & Garrison, 2004). Also, in the CoI model, cognitive presence is one of the crucial elements for effective online learning (Garrison et al., 2001). Cognitive presence relates to the progress of reflection and discourse, establishing and validating worthwhile learning outcomes. Namely, if educational experience aims for profound and meaningful learning outcomes, the prime concern is to comprehend cognitive presence (Garrison, 2003). All in all, cognitive presence mirrors “the focus and success of the learning experience” (Vaughan & Garrison, 2005, p. 8).

According to Kanuka and Garrison (2004), critical thinking requires a repetitive relationship between the reflective and meaning centered individual world and cooperative

and knowledge centered shared world. They considered the shared world concepts to be “*discourse, collaboration, and management*”, while the personal world constructs were “*reflection, monitoring, and knowledge*” (p. 27). This presents a collaborative constructivist approach to education (as cited in Kanuka & Garrison, 2004) and is considered to be a crucial aspect of cognitive development. Chambers (1992) pointed out that when learners interact collaboratively, they generally learn faster and recall more (as cited in Kanuka & Garrison, 2004). Gokhale (1995) also stated that higher-level learning, especially critical thinking, is promoted by collaborative learning. Furthermore, as a result of the review they conducted in the literature on the use of computers in distance education, Zirkin and Sumler (2008) revealed that one prevailing factor to learners’ achievement was interactivity. They concluded that as the instruction becomes more interactive, it is possible that the results will be more effective (Zirkin & Sumler, 2008). They further stated that the key for this is the presence of the instructor via direct person-to-person contact or electronic mediums as well as the intellectual participation of the learners. Points made in both studies align with the premise that “cognitive presence is reflective of the purposeful nature of collaborative knowledge construction inherent in constructivist educational experiences” (Arbaugh et al., 2008).

Further, Klemm and Snell (1996) found out that collaborative group performance call for learners to think analytically, creatively and collectively, which is one of the most efficient ways to promote higher-level of learning (as cited in Kanuka & Garrison, 2004). Also, in another study, Darabi, Arrastia, Nelson, Cornille and Liang (2011) found that

when learners meet their peers who approach the same complex event with a distinct argument, they get familiarized with various perspectives and their perception of the problem and their cognitive presence expands in order to solve it. In the same article, Darabi et al. (2011) also expressed that supplying learners with a particular discussion context and a target in online learning environments facilitates the information construction since online learners share the same understanding of the situation, they interact to achieve their goal. When the discussion context is appropriately designed, it is an important supporter of collaborative communication that results in higher-level learning (Han & Hill, 2007). Darabi et al. (2011) concluded their study by reporting that discussion techniques that engage learners in meaningful interaction and necessitate them to gain a perspective in a lifelike situation together with educational experiences promote cognitive presence, resulting in critical thinking and higher-level of learning. Another finding was that scaffolding strategy, that is having an instructor ask questions in the course of discussion as a feedback to learner's entries, was highly linked to four of the stages of cognitive presence. Whipp (2003) also revealed that scaffolding triggers higher-level reflection.

Higher-level learning generally appears with collaboration of teacher, learner, subject matter and context (Collins, Brown & Holum, 1991). However, lack of considerable interaction among online learners restricts the integration of information and different opinions as well as the advance of higher-level knowledge (Slagter van Tyron & Bishop, 2009). After the separate examination of the three main elements in the CoI framework, teaching presence, social presence and cognitive presence (Garrison et al. 2000), a closer

look at the interaction among these components is required since integration of presences facilitates deep and meaningful learning experience in higher education learning (e.g. Arbaugh et al., 2008; Garrison et al., 2000; Kanuka & Garrison, 2004; Shea & Bidjerano, 2009b).

2.1.4 Interactions between and among the presences

The CoI framework propounds that these three constituents overlap; thus, they do not exist separately (Garrison et al., 2001; Garrison et al., 2000), and the CoI model itself relies on the integration of all three presences (Garrison et al., 2010). Yet, limited research has been done on this overlapping relationship among presences (e.g., Akyol & Garrison, 2008; Ke, 2010; Kozan & Richardson, 2014a). Akyol and Garrison (2008) argued that these components may foster one another by stating that “social presence through group cohesion and teaching presence through direct instruction supports integration and higher levels of cognitive presence (i.e., integration)” (p. 17). Their survey results indicated considerably positive relationships between (a) teaching and cognitive presence, (b) teaching and perceived learning, (c) teaching presence and satisfaction, which concurs with previous research results that highlight the significance of teaching presence in a community of inquiry (Garrison & Arbaugh, 2007; Shea, Li & Pickett, 2006). Akyol and Garrison (2008) also concluded that teaching, social and cognitive presence had a crucial connection with students’ satisfaction, but only teaching and cognitive presence indicated an important relationship with perceived learning. As such, they claimed that cognitive presence was

more effective element in learning than teaching presence, and the assumption was that cognitive presence was the most important element in the CoI framework.

On the other hand, Garrison and Arbaugh (2007) highlighted the functions of facilitation, direction and task design in promoting the resolution or application phase of the cognitive presence. Previous studies also emphasized that instructors have crucial role in fostering cognitive presence in terms of the way they structure the course and interaction among participants (Garrison & Cleveland-Innes, 2005). This suggests that there is a need for teaching presence that facilitates critical thinking not only in achieving higher levels of cognitive presence or learning but also in the collaboration of social and cognitive presence (Garrison & Akyol, 2013). In the same way, according to Garrison (2011), teaching presence unites the other elements of a community of inquiry in a way that addresses learners' needs, competencies and outcomes, which suggests that teaching presence is associated with both social and cognitive presence. In other words, social and cognitive presence cannot be reached without the presence of an instructor (Kanuka & Garrison, 2004). After all, as Hiltz and Turoff (1993) argued if online learning is not productive, the reason is generally because there is no adequate teaching presence with proper leadership and guidance by the instructor (as cited in Kanuka & Garrison, 2004). For instance, Fabro and Garrison (1998) revealed that the presence of an instructor shaping critical discourse and providing valuable commentary significantly matters while promoting higher learning in online settings (as cited in Garrison et al., 2000).

Further, Garrison et al. (2000) conclude that social and cognitive presence are

essential to promote learning in online environments, yet they are not adequate to ensure best cognitive outcomes. While social presence impacts how cognitive presence is formed, it is teaching presence that plays a fundamental role in the development of cognitive presence with the help of social presence (Shea & Bidjerano, 2009b). Similarly, it was also found that social presence (via group cohesion) and teaching presence (via direct instruction) promotes higher levels of cognitive presence (Akyol & Garrison, 2008).

Social presence is also considered to be significant for a community of inquiry (Garrison et al., 2001; Garrison et al., 2010) since it emphasizes the importance of triggering social interaction, building critical thinking and higher-level learning (Garrison, 2007; Kanuka & Garrison, 2004). In this regard, while designing strategies to facilitate social presence, the importance of cognitive presence should not be overlooked (Darabi et al., 2011) since “social presence supports cognitive objectives through its ability to instigate, sustain, and support critical thinking in a community of learners” (Rourke et al. 1999, p. 52). When students report low social presence, it means that effective interaction could not be achieved. Due to this lack of interaction, students rank cognitive presence as low, and this result is not surprising (Shea & Bidjerano, 2012). Consequently, it is reasonable to assume that essential teaching, social and cognitive elements interact with each other in a quality learning community.

Unsurprisingly, according to Shea and Bidjerano (2009b), each presence is associated with others, and they blend in a community of inquiry. In their study conducted with more than 2000 students, they reported that teaching and social presence have a major impact on

foreseeing online students' perceptions of cognitive presence since teaching presence predicts the variables in social presence which directly foretells the variances in cognitive presence. For instance, higher cognitive presence was reported when the participants observed that their instructors actively participated in online discussions. Their findings also indicated that comfort in online discussion was the most effective item corresponded with participants' cognitive presence. Students who demonstrated lower level of comfort had lower levels of cognitive presence. In a nut shell, teaching and social presence exhibit the performance necessary for cognitive presence in online learners. That is, by means of skillful guidance of teaching and social presence, learners succeed in reflection and discourse, which in return gives them the chance to broaden their perception.

Garrison et al., (2010) reached the same conclusion that social presence must be viewed as a mediating element between teaching and cognitive presence, and teaching presence has a casual impact on social and cognitive presence. Similarly, Annand (2011) expressed that teaching presence has an indirect impact on cognitive presence through its influence on social presence. On the other hand, Kozan and Richardson (2014a) indicated that cognitive presence might function as full mediator between teaching and social presence in fully online learning environments.

Further, Baker (2003) determined that "instructor immediacy [i.e., teaching presence] was more predictive of effective and cognitive learning than group cohesion was" (p. 1). Interaction and discourse has a significant role in higher-order learning, but social presence cannot exist without design, facilitation and direction (Garrison, 2007). Likewise, Ke

(2010) suggested that “teaching presence should be the catalyst that initiates the community development process” (p.818). The results of his study further revealed that adult students’ cognitive and social performance is shaped through the elements of design, facilitation, and instruction in an online course.

Previous studies also revealed that presences have the ability to predict one another. To be more specific, students’ perceptions of cognitive presence can be predicted by their report on teaching presence in their online courses (Shea & Bidjerano, 2008). In line with this finding, it was also found that perceptions of teaching presence have a direct impact on social and cognitive presence also perceptions of social presence predict cognitive presence to a great extend (Garrison et al., 2010).

More to this finding, Kozan and Richardson (2014a) conducted a study with 211 graduate students in an online MS program and they found a strong positive correlation between social and cognitive presence ($r = .663, p < .01$). High teaching presence was also found to be associated with high social presence ($r = .553, p < .01$), and furthermore a strong positive correlation was observed between teaching and cognitive presence ($r = .826, p < .01$). In a similar vein, another study by Lee (2014) examined the interrelationship between social and cognitive presence of online learners. His study unveiled that as the social presence gets higher, cognitive presence increases. That is social presence positively correlates with cognitive presence.

2.2 Collaborative Learning in EFL

Collaboration and cooperation are perceived in the same way by some researchers. In fact, both require a task to be distributed. However, the latter distinguishes from the former in terms of the way the task is divided. To clarify, cooperative work “is accomplished by the division of labor among participants, as an activity where each person is responsible for a portion of the problem solving” while collaboration is the “mutual engagement of participants in a coordinated effort to solve the problem together” (Roschelle & Teasley, 1995, p. 70).

The action of constructing and sustaining and maintaining a shared understanding of a problem is defined as collaboration, which supplies a prosperous learning environment (Roschelle & Teasley, 1995). “Collaboration does not just happen because individuals are co-present; individuals must make a conscious continued effort to coordinate their language and activity with respect to shared knowledge” (Roschelle & Teasley, p. 94). In general, collaboration is beneficial in that it improves access to shared knowledge, experience, ideas skills and resources, encourages working towards common aims, increases the credibility of the processes and outcomes and can lead to ongoing working relationships.” (Jung, Kudo & Choi, 2012).

The community of inquiry (CoI) framework also emphasizes collaboration by stating that students should be “...engaged in a collaborative and reflective process which includes understanding an issue or problem, searching for relevant information, connecting and integrating information, and actively confirming the understanding” (Garrison, 2011, p.

94). Further, in a study by Richardson and Swan (2003), students reported that the presence of others is a crucial aspect of their learning experience.

As stated before, there are three key elements in the CoI framework: teaching, social and cognitive presence. Garrison (2006) states that social presence refers to the competency to establish connections with a community. Cognitive presence means building knowledge via collaborative examination. Teaching presence facilitates the educational process in a collaborative constructive way. Briefly, the author argues that “a community of inquiry is created and a collaborative constructivist learning experience is achieved” (p. 26) by the integration and contribution of these three presences. Further, collaborative learning is also regarded as a fundamental element of social presence which triggers cognitive development by increasing the critical thinking in a group of learners (e.g., Garrison et al., 1999, Garrison, 2003).

Collaborative learning that entails social interaction and requires learners to work together to reach goals (Imai, 2010) is grounded on Vygotsky’s sociocultural theory. This theory has considerably paved the way for the social constructivist epistemology and emphasized how learning happens after the subject and contact with peers. This theory refers to learning as an intrinsically social process that is triggered by zone of proximal development (Dillenbourg, 1999). Vygotsky (1978) defined the “zone of proximal development” as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.” (p. 86).

In other words, when students work together within their zone of proximal development, they make use of already existing knowledge to improve what they have learned by themselves (Donato, 1994; Nassaji & Swain, 2000) since collaborative learning facilitates constructing and sharing group knowledge (Chizhik, 1998) and learners' engagement "with more capable others (teachers, advanced peers, etc.), who provide assistance and guidance" (Oxford, 1997, p. 444).

In addition, interpreting the material to others and having the material described to them by their peers provides benefits for students. (Moust, Schmidt, Volder, Beliën & Grave, 1987). By collaborative learning, learners can provide each other with authentic communicative exercise (Long & Porter, 1985). Besides, according to Vygotskian theory, interacting in a discourse might reinforce learning since the communication that individuals establish will help them go through the experience. Namely, they will (a) co-construct the problem and the solutions for it, (b) promote the acceptance of their co-constructed knowledge, and (c) language will be the medium through which they achieve the task rather than the center of learners' attention. (Swain, 1997) during a discourse.

Baker, Hansen, Joiner and Traum (1999) stated that there is a link between collaborative learning and cognitive development. Cognitive-interactional effort increases in the process of understanding one another and the semiotic tools that consist of agents of social interaction. Collaborative dialogue, a "dialogue in which speakers are engaged in problem-solving and knowledge-building" (Swain, 2000, p. 102), which learners engage in,

may be highly effective at examining and integrating knowledge as well as at triggering cognitive processes to understand or rebuild semantic and syntactic recognition.

As for the collaborative learning aspect of EFL, it would be a good starting point to begin with sociocultural theory. According to this theory, “cognition and knowledge are dialogically constructed” (as cited in Swain, Brooks & Tocalli-Beller, 2002, p.171). Swain et al. (2002) also indicated that an essential element in second language (L2) development is interaction and peer collaboration. The collaborative dialogue established among peers is considered to be “a mediator of L2 learning” (Watanabe & Swain, 2007, p. 139). Watanabe and Swain also (2007) confirmed the superiority of the collaborative model for facilitating L2 learning. By analyzing learner’s post-test scores and interaction patterns, they claimed that collaborative dialogue is beneficial in examining the process and product of L2. Also, they found that L2 learning takes place in collaboration not as a result of collaboration (Swain et al., 2002). Swain (2000) further clarified this conclusion by stating that “their (participants) ‘saying’ is a cognitive activity, and ‘what is said’ is an outcome of that activity” (p. 113). That is, it is not the outcome but the collaboration process that promotes L2 learning. By means of collaborative dialogue, learners can not only improve their own L2 knowledge but also help their peers expand theirs (Swain, 1997). In foreign language education, collaborative learning has been researched in forms of dictogloss (Koval and Swain, 1990), learning grammar in collaboration (Storch, 1998), peer feedback or interaction in writing (Kamimura, 2006), peer interaction in speaking (Sato & Lyster,

2012), games in ESL classrooms (Saha & Singh, 2016), and mainly collaborative writing (Storch, 2005).

Several studies showed the benefit of collaborative L2 writing in the classroom. For instance, it was found that students who work collaboratively in groups can generate better-written outputs than those who write individually (Jafari, 2012). Collaborative writing raises students' perceptions of their own strengths and weaknesses and promotes collective learning (Challob, Bakar & Latif, 2016). Similarly, Nassaji and Swain (2000) also claimed that "the co-construction of a passage allows the learners to notice their strengths and weaknesses when attempting to coproduce the text" (p. 247). Writing collaboratively encourages students to form multiple attitudes towards the writing topic and share opinions and information easily. As a result, their self-confidence increases and their anxiety level regarding the difficulties of the writing task, particularly when writing alone, reduces (Ansarimoghaddam & Bee, 2013). As such, it can be concluded that students learn a variety of language and writing skills more efficiently via collaborative writing than by working alone (Mulligan & Garofalo, 2011). It should also be noted that the text created collaboratively should be perceived as several inputs that create a distinctive voice together, not as a combination of individual products (Jung et al., 2012).

Storch (2005) investigated the influence of collaborative writing on argumentative essay in L2 classes. The researcher both examined the interaction that took place during the task as well as the final product. She also found that collaboration provided advantages in terms of exchanging viewpoints and peer feedback. The students worked in pairs were

reported to have written shorter but grammatically more correct and advanced texts compared to the products written individually.

2.2.1 Collaborative Tasks in EFL

The sociocultural framework suggests using pedagogical activities that stimulate learners to work together and construct knowledge collaboratively (Nassaji & Tian, 2010). Such activities are beneficial on account of using language both to deliver message and to develop meaning during collaboration to provide an output (Swain, 2005). As such, learners will come up with a production, and at the same time they might receive assistance from their peers while conveying their message.

Moreover, tasks that create interest and are intriguing to the students generally require critical thinking and trigger motivation (Beckmann & Weber, 2016) since they encourage differences in perspectives or solutions (Dillenbourg et al., 1996). Dillenbourg et al., (1996) also argued that when teachers assign their students with collaborative tasks within the zone of proximal development, students can design a product that is not possible to do with only their individual abilities by constructing each other's inputs.

According to the sociocultural theory (Vygotsky, 1978), interaction serves as a key element in language acquisition progress (Swain et al., 2002). This emphasizes the significance of collaborative work in foreign language (FL) and second language (L2) classes. Particularly the use of pair and group work is common in classes focusing on developing communicative skills and the competency to use an L2 in the real world

(Edstrom, 2015). Likewise, several studies to date have paid attention to the crucial role of collaborative output in the process of L2 learning. For instance, an advocate of sociocultural theory, Swain (2000) claimed that learning a language is a cognitive process when students make use of the language by means of collaborative tasks as a problem-solving medium since they take part in a social environment in which they share.

Moreover, in their study to examine the effect of interaction patterns on L2 writing, Watanabe and Swain (2007) found that via interactional collaborative patterns, although there were differences in the learners' proficiency levels, students were more likely to gain higher post-test scores. Donato (1994) also conducted a study on collective scaffolding at higher education and found that with peer scaffolding learners are able to broaden one another's L2 knowledge. He also found that students demonstrated the independent use of the same language forms in later situations. Accordingly, in some studies, it was suggested that tasks that necessitate the learners collaboratively produce output should be implemented (Swain & Lapkin, 1998).

In another study, Tajeddin and Jabbarpoor (2013) investigated and confirmed that individual and collaborative output-based focus-on-form instructional tasks are effective in the acquisition of English inversion structures by EFL learners. The study results showed that the collaborative output task is superior to the individual output task in the acquisition of the inversion structures. The results also revealed that the output-based tasks could influence L2 learning in a positive way when they had a particular linguistic aim.

Collaborative tasks also took different forms and moved outside the traditional classroom environments with the advances in technology. It wasn't until recently that using computers in schools was regarded advantageous for individualized learning. After all, because the number of students at schools is generally higher than the number of computers, children often work on the computer in groups (Dillenbourg et al., 1996). For instance, in their study aiming to investigate the elements of an online educational experience with 16 students, Akyol and Garrison (2008) argued that activities involving collaboration boost students' feeling of belonging to the group, which directs them from individual perspective to group one. Responses of some students who participated in the study also supported the significance of collaborative activities for learning.

In addition, Zhao, Sullivan and Mellanius (2014) conducted a study to investigate collaboration in online peer review groups in a forensic linguistic program, and they found that by promoting participation and interaction, social presence serves as a primary element in establishing collaborative learning in online environments. When learners are practicing in virtual collaboration by means of meaningful interactions, it is highly likely that their language development will improve (Blake, 2000; Ortega, 2009).

2.3. Summary

Previous studies unveiled that the CoI framework is a successful model to guide the teaching and learning practices and maintain effective online or blended learning environments. This framework comprises three key constituents: teaching, social and

cognitive presence. These presences, particularly their co-existence, were discovered to be quite essential for meaningful learning. Teaching, social and cognitive presences were also found to be highly interrelated.

The CoI framework is in accordance with constructivism since the focus is on community of inquiry thus placing emphasis on meaningful interaction and collaboration in online, blended or face-to-face contexts. However, the number of research conducted on face-to-face contexts and cross-disciplinary studies (e.g., EFL and the CoI framework, group work and the CoI framework) and achievement and the CoI framework are few. The following chapter will provide information on the methodology used in this study.

Chapter 3

Methodology

The methodology used in this study including the background information of the setting, participants, data collection tools, data collection procedure and data analysis will be presented in this chapter. Based on the key elements of Community of Inquiry (CoI) framework, this study aims to provide an insight into the predictive relationship between teaching, social and cognitive presence and collaborative task achievement in a face-to-face EFL context. The main and complementary research questions addressed in this study are as follows:

- 1) How well do teaching, social and cognitive presence predict collaborative task achievement in a face-to-face EFL context?
 - 1a) Which presence is the best predictor of the collaborative task achievement in a face-to-face EFL context?
 - 1b) What are the learners' perceptions of teaching, social and cognitive presence as they relate to the EFL collaborative task?

The relationship of these presences was investigated in many studies (e.g., Akyol & Garrison, 2008; Garrison et al., 2000; Swan & Shih, 2005). Although the CoI framework (Garrison et al., 2000) was originally designed for online and blended learning environments, it is also reasonable to anticipate effective teaching, social and cognitive presence levels to pertain positively to group work achievement in a face-to-face learning

environment. Therefore, it was hypothesized that there would be a predictive relationship between the presences and collaborative task achievement in a face-to-face EFL context.

3.1 Research Design

In this study, both quantitative and qualitative data are collected as Creswell (2013) also argued, “this mixing or blending of data” contributes to the comprehension of the issue and the question to a greater extent than when the data is used by itself (p. 264). In other words, the author claimed that mixed-method is an efficient technique that enables us gain a thorough understanding of the research problem or question. Creswell also suggested that this is because the various insights obtained from both qualitative data and quantitative data are compared, and the quantitative results are enriched by incorporating qualitative results (2013). That is, the perspectives of the participants contribute to the understanding of the quantitative results.

This study employed explanatory sequential mixed method (Creswell, 2013) which consists of two-phases. In the first part of this method, quantitative data are collected and analyzed, followed by a qualitative phase where participants and questions addressing them are purposefully chosen since purposive sampling is effective in selecting cases that are rich in providing information for the study (Patton, 1990). In short, the main purpose of the explanatory sequential mixed method is to explain the quantitative data in details with the help of the qualitative data (Creswell, 2013). As such, in this study, the perceptions of the participants towards the group work (i.e., the collaborative task) were gathered and

descriptively analyzed following the examination of the survey responses. It is important to note here that qualitative insights were mainly used for descriptive purposes in the present study. In other words, the present study was quantitatively driven or dominant (see De Lisle, 2011, for further discussion).

In addition, the study was based on ex post facto research design, also known as casual comparative method. Kerlinger (1974) defined ex post facto research as “research in which the independent variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables in retrospect for their possible relations to, and effects on, the dependent variable or variables” (p. 379). The main aim of this design is to constitute “casual relationships between events and circumstances” (Lord, 1973, p. 3). In the ex post facto research design, variable factors are not manipulated, rather observations are conducted without interfering with the natural environment and the reasons for the observed phenomena are identified (Lord, 1973). Also, stating that most of the significant problems in social science and education are not adaptable to experimentation and giving examples of such investigations as studying children’s creativity and Piaget’s studies of children’s thinking, Kerlinger (1974) also regarded ex post facto design to be more important than experimental research in which the variables can be controlled by the researcher. Accordingly, this study was carried out after the formation process and finalization of the collaborative task with no interference with or manipulation to the variables thereby employing an ex post facto design that served the purpose of this study.

3.2 Setting and Participants

This study was conducted at a private university's School of Foreign Languages department due to its convenience to the researcher. After new students register at the university, they need to take a Placement Exam followed by a Proficiency Exam. If they achieve the minimum score required (60 points on the Proficiency Exam), they can start studying at their departments. Otherwise, they have to attend the prep school. In this school, a modular system of categorizing the students' levels is used. The levels consist of A1, A2, B1, B2 and C1. Besides, a combination of these levels within an extended time period or modules where the students repeat the level are also available. There are 24 hours of classes (45 minutes each, except for 4 hours, each of which lasts 35 minutes) each week, and students are educated in all four language skills appropriate to their level.

The participants of this study were from A1-A2 level which was an extended module that lasted 16 weeks. This level had 643 students enrolled in total. However, the participation rate in the survey was 29.7 % (i.e., 191). This means that of the 643 students eligible to participate in the survey, a total of 191 responses were collected. Further, only 169 (out of all 191 participating students) survey responses were usable to employ for data analysis purposes in the present study. 84 (49.7 %) of these participants were female and the other 85 (50.3 %) were male students. All of these students started the school in the academic year 2016-2017.

3.3 Procedures

Overall, the study took place in the first module, from September to December 2016. The participants were chosen randomly and consisted of Turkish students only since the survey employed in this study was in Turkish. The reason was that a pilot study done with 138 B2 level students, who did not participate in the original experiment, highlighted that students would have difficulty understanding the survey questions in English. Furthermore, during a 16-week extended module, students generally perform two or three collaborative tasks in total. Therefore, while this study was being conducted, they had previously participated in two collaborative tasks, so they were already familiar with the group work assignments.

The interview participants, on the other hand, were chosen after the survey results were examined, as suggested in the explanatory sequential mixed method. Following the examination of the responses given in the survey, a total of 10 students participated in the interviews. In other words, the survey results were analyzed, the answers of each participant were added, and then these participants were categorized into two groups, being as high-level and low-level. Namely, five of the students who attended the interviews came from the high-level group, the other five were from the low-level group. All the students participated in the interview voluntarily as well as signed an informed consent form (Appendix A) that stated the purpose of the study and the confidentiality of the participants and the data. They were also aware that they could withdraw from the study any time they wished.

3.3.1 Data Collection Tools

Likert-types scales as well as task achievement scores were collected in the current study. Below are the instruments used for data collection purposes.

3.3.1.1 The Community of Inquiry Scale

The first data collection tool employed in this study originated from the Community of Inquiry (CoI) framework survey (Appendix B) developed by Arbaugh et al. (2008) and later on validated by other researchers (e.g., Garrison et al., 2010; Kozan & Richardson, 2014b; Shea & Bidjerano, 2009a; Swan et al., 2008). This instrument has been substantially used by researchers and practitioners, which underlines the ability of the CoI framework to anticipate and impact learning results (e.g., Akyol et al., 2009; Shea & Bidjerano, 2009a). This survey consists of 34 items within a 5-point-scale (0 = strongly disagree; 1 = disagree; 2 = neutral; 3 = agree; 4 = strongly agree). The survey was developed to measure the three key elements of the CoI framework (Garrison et al., 2000). That is, thirteen items are related to teaching presence (ranging between 0–52), nine items to social presence (ranging between 0–36), and twelve items to cognitive presence (ranging between 0–48).

Accordingly, in this study, the CoI survey was utilized in order to find out the relationships between these presences and students' achievements in a group work assignment in a face-to-face EFL context. However, since the results of the pilot study conducted on the original CoI survey prior to this study referred to understanding problems on the part of the students, a Turkish version (Appendix C) of the survey validated by

Ozturk (2012) was implemented. Yet, the 5-point-scale developed by Arbaugh et al. (2008) was left unchanged. The Turkish survey was also adapted to the task by the researcher. For instance, instead of such terms as “course”, “course participants” and “online discussions”, “group work”, “group members” and “group discussions” were used (Appendix D).

3.3.1.2 The Collaborative Task

Students’ grades or achievement scores on the third collaborative task assignment (Appendix E) were other data points employed in this study in order to answer the main research question focusing on the relationship between the teaching, social and cognitive presence and task achievement. The prep school has been implementing collaborative tasks for the last couple of years. Students work on and complete the tasks in or out of school. Depending on the overall program, in short modules (8 weeks), students are assigned one or two collaborative tasks, and in extended modules (16 weeks), two or three collaborative tasks. These tasks are all designed by the level coordinators and approved by the management, which was also the case in the present study. As for the overall evaluation, the tasks are graded individually both for written and spoken products based on criteria pertaining to each curriculum level as designed by the level coordinators. Besides, students are given three to four weeks to complete each collaborative task, which is a part of the requirements of completing a given level.

Table 6*Level Passing Requirements*

Extended Module (16 weeks)	
Level Passing Grade: 65	
ELP (Portfolio)	Timed Writing Tasks: 10%
	Speaking Tasks: 10%
	WAT (Weekly Achievement Test): 15%
	WOW (Weekly Online Works): 5%
	Collaborative Task 5%
Midterm Exam	20%
EOM (End of Module) Exam	35%

The last group work assignment (i.e., the third collaborative task) consisted of three parts, and in each part, students were expected to write around 80-100 words. Students were asked to write about what they have learnt in A1-A2 module in the first part, evaluate their own performance in the second part and write a plan for their future learning in the final part. For each section, students were also provided with some prompts such as “How do you feel as a learner now?, How do you see your performance as a student?”.

3.3.1.3 Semi-structured Interviews

The semi-structured interviews were conducted after the collection and examination of the quantitative data. They included seven questions (Appendix F) that were designed in conformity with the survey items. The purpose was to find out students’ perceptions of the presences in the group work assignment. The interview questions were open-ended,

focusing on students' awareness of teaching, social and cognitive presence as well as their feelings about the task they completed.

3.3.2 Data Collection Procedures

3.3.2.1 The Pilot Study

Prior to the data collection, a pilot study was conducted in nine different B1-B2 level classes, at the same private university in order to check the items' clarity and relevance to the task. At first, the instructors were informed about the task through an email with the help of the level coordinator. Then, the survey was photocopied and given to all B1-B2 instructors on the submission day of the collaborative task. Main course teachers who were all Turkish instructors handed out the Community of Inquiry (CoI) survey (Arbaugh et al., 2008) only to Turkish students in the class. The idea was that since the instructors and students shared the same mother tongue, they could better observe the problematic items that the students had trouble understanding. For this reason, the instructors were also asked to observe the students and note down if there were any challenging items for them. The surveys were collected at the end of the class by the researcher and the instructors mentioned that it took students approximately five minutes to respond to the survey. All in all, 138 students from the nine classes responded to the survey. As a result of the feedback received from the teachers, it was concluded that the number of items that were considered to be too challenging for the students was high. These items consisted of higher level vocabulary knowledge thereby resulting in a need for a change in the survey. As a

consequence, the Turkish CoI survey, adapted by Ozturk (2012) was chosen to employ in this study.

3.3.2.2 Research Data

The handouts that contain the instruction of the collaborative task, “My English Journal”- Reflective Journal Task, were given to the students by their main course teachers in class. Also, they were supplied with any necessary clarifications about the instructions by their main course teachers within the class. The partners that they needed to work with were chosen either by the students themselves or by the instructors. These pairs were required to come together and complete the task in or out of school time and submit their product to their main course teachers.

Furthermore, the Turkish survey was carried out online via www.surveymonkey.com in order to provide easiness in the data analysis part. Students responded to the survey online on the day they submitted their assignments, on 28 December 2016, either at school or at home. In other words, the participants of this study, A1-A2 level students responded to the survey online on the day that they submitted their task to their instructor. With the help of the level coordinator, the instructors were informed about the study, they signed an informed consent form, and then they received the link via email. The main course teachers later informed the students about the survey and shared the link with them, and the students responded to the survey accordingly.

Since the survey was in Turkish, non-Turkish students did not take part in the study. A total of 191 students from 15 classes voluntarily participated in the survey. However, this number was revised and reduced to 169, so 88.4% of the surveys were convenient to use in this study. Of the deducted 22 survey results, three were mistakenly answered by the teachers, another three were responded by non-Turkish students, three more belonged to ambiguous participants who did not state their full name or class codes, six of the surveys were not completed and the other seven belonged to the students who got no points from the task. Those seven students either did not do the task at all or plagiarized. However, the name of the task was “My English Journal” and in pairs students were required to write their language development from the beginning to the end of the module. That’s why the researcher concluded that the content of the task did not give place to plagiarism. That is to say, in order to get as accurate results as possible, these seven survey participants were also excluded due to the obscurity since it is not possible to determine whether these students really performed the task or not.

The other data tool was the semi-structured interviews which were all carried out with 10 students within the two weeks after they submitted the collaborative task. All the interviews took place at the school either before or after A1-A2 class hours. Prior to each interview, the researcher made sure that the participants felt comfortable and secure by having some conversation about their school and lessons. The interviews took place in five separate occasions as all these students could not be reached at the same time. The first interview was done with two students and lasted around 20 minutes. The second interview

was held with three students and took around seven minutes. Another three students participated in the third interview, and it lasted around 12 minutes. The last two interviews were conducted with one student in each, one of which took around 10 minutes and the other one lasted around nine minutes. Besides, all these interviews were recorded using a smart phone and then were transcribed. To sum up, all the quantitative and qualitative data was gathered in less than a three-week period of time.

Table 7

Participants and Tools

Participants	Tools	Date
169 students	The CoI Survey (online)	28 December 2016
2 students (S1& S2)	Interview	3 January 2017 (21 min 33 sec)
3 students (S3, S4 & S5)	Interview	5 January 2017 (12 min 28 sec)
3 students (S6, S7 & S8)	Interview	5 January 2017 (7 min 11 sec)
1 student (S9)	Interview	6 January 2017 (9 min 50 sec)
1 student (S10)	Interview	15 January 2017 (8 min 51 sec)

3.3.3 Data Analysis Procedures

This study comprises both quantitative data analysis and descriptive qualitative data analysis. The data were gathered separately; that is, the quantitative data came from the CoI survey that was conducted online, and the qualitative data gathered from the interviews that were held following the survey. As for the quantitative part, a standard multiple regression analysis was carried out in order to find out the relationship of the presences with the collaborative task achievement. Multiple regression provides the advantage of fully explaining the subject discussed since “by controlling for additional variables, we increase

the variance we are able to explain in the dependent variable” (Keith, 2014, p.34).

Collecting and analyzing the qualitative data is an inductive procedure; that is, the data are gathered in the form of small units, and progressively the relevant ones are put together so as to come up with more comprehensive expressions or conclusions (Lodico, Spaulding & Voegtle, 2010). In this study, the semi-structured interviews were analyzed according to the most common steps that are emphasized by Lodico et al., and other researchers (e.g., Braun & Clarke, 2013). These steps are: (a) preparing and organizing the data, (b) reviewing and exploring the data, (c) coding data into categories, (d) constructing descriptions of people, places and activities, (e) building themes and testing hypotheses, (f) reporting and interpreting the data (p., 301).

Although in this study the interview data were used for descriptive purposes mainly, in addition to the researcher herself, a second coder was also involved in the analysis of the interview data. In other words, the researcher and the second coder individually analyzed the interviews by reading the data over and over again, highlighting the common words, coding these statements and creating categories with them, and finally coming up with the themes that would both align and not align with the survey responses. Those themes were then compared and unified until reaching a complete consensus point. However, the researcher once again rechecked the interview data in order not to leave out any uncoded information. In the end, results were reported accompanied by the direct quotations from the transcriptions.

3.4 Reliability and Validity

The survey utilized in this study, the CoI survey, was a pre-established and commonly used measurement (e.g., Akyol & Garrison, 2008; Garrison et al., 2010) that was developed by Arbaugh et al. (2008) in order to measure the teaching, social and cognitive presence in online learning environments. However, the items match not only online but also face-to-face learning environments as well as the group work assignments, both of which are the focus of this study. Hence, the CoI framework survey was determined to be an appropriate instrument for the aim of this study.

The same can be claimed for the Turkish CoI survey adapted by Ozturk (2012). The researcher tested the reliability and validity of this survey with 140 students studying at three different universities' online or blended learning programs in Turkey. Further, more than one data source was employed in this study thereby employing data triangulation. Consequently, descriptive qualitative data also served to complement insights earned through survey results. Similarly, the researcher herself analyzed the qualitative data in addition to an academician who double-checked it, which would increase the trustworthiness to a certain extent.

In order to strengthen the reliability and validity of the data received from the survey further, a pilot study was conducted for the CoI framework survey. The result showed that students had difficulties understanding the survey items, and the teachers also confirmed that the wording of the survey was above students' English competency level. Accordingly, a Turkish version of the survey by Ozturk (2012) was employed instead of the original one.

After the students responded to the survey, the obscure participants, international students and the students who got no points from the task were excluded. As for the interview questions, they were prepared based on the survey, and they were related to teaching, social and cognitive presence.

Further, the participants did not complete the survey in a controlled environment but at their own pace online. As a result, history effect might have impacted the quantitative data results, even though the teachers and instructions of the survey asked the students to be attentive to the items while answering the survey. Finally, the non-experimental context of this study limits the external validity in terms of generalizability of the data since the study focused on one group work assignment at a specific level.

3.4.1 Limitations and Delimitations

The current results should be approached with caution due to some main limitations and delimitations. First, results are limited to one single school and proficiency level. Similarly, results are based on one single collaborative task thus entailing replication studies to be done on more tasks. Further, regression is about relationships (e.g., Pallant, 2007) not cause-and-effect. Therefore, the current results do not provide any causal inferences at all. Another limitation can be related to the grading of these collaborative tasks. Participants came from 15 different classes, so regardless of the criteria provided, instructors may not have been standard enough and different teachers might have graded students differently.

As for delimitations, the results are delimited to 169 participants, and to the assumption that the participants were able to comprehend and answer the survey questions as correctly as possible. Delimitations also cover the assumption that the participants were motivated enough to fill out the surveys in a comfortable manner, and that they were able to reflect on the collaborative task experience retrospectively.



Chapter 4

Results

This chapter presents the findings of this study. It starts with the quantitative data results, the details of the survey responses and the descriptive statistics of each presence within the CoI survey. Then, it provides the results of multiple regression analysis of the predictive relationship between the presences and collaborative task achievement, and the interview results. The results are categorized with regard to the CoI framework and its constituents: teaching, social and cognitive presence.

4.1. Descriptive Results

The main purpose of this study was to find out the predictive relationship between teaching, social and cognitive presence and collaborative task achievement. The detailed responses given to the survey is presented below and the results will be introduced under the title of each presence.

Table 8*Survey Responses (N =169)*

Statements (Teaching Presence)	0	1	2	3	4	M	SD
<i>Design and Organisation</i>							
1. The instructor clearly communicated important task topics.	1,18	2,96	8,28	34,91	52,66	3.35	0,847
2. The instructor clearly communicated important task goals.	0,59	2,37	11,83	31,36	53,85	3.36	0,826
3. The instructor provided clear instructions on how to participate in task activities.	1,18	2,96	5,33	37,28	53,25	3.38	0,816
4. The instructor clearly communicated important due dates/time frames for task activities.	0,59	1,18	0,59	28,99	68,64	3.64	0,622
<i>Facilitation</i>							
5. The instructor was helpful in identifying areas of agreement and disagreement on task-related-issues that helped me to learn.	2,37	7,10	10,06	28,99	51,48	3.20	1,038
6. The instructor was helpful in guiding the class towards understanding task activities in a way that helped me clarify my thinking.	1,78	4,14	9,47	30,18	54,44	3.31	0,933

Table 8*Continued*

7. The instructor helped to keep our group members engaged and participating in productive dialogue.	1,18	7,10	8,28	33,14	50,30	3.24	0,961
8. The instructor helped keep our group members on task in a way that helped me to learn.	2,37	4,73	10,06	31,95	50,89	3.24	0,979
9. The instructor encouraged our group members to explore new concepts in this task.	1,78	6,51	8,28	30,77	52,66	3.26	0,984
10. Instructor reinforced the development of a sense of community among our group members.	5,33	2,96	7,10	31,36	53,25	3.24	1,072
<i>Direct Instruction</i>							
11. The instructor helped to focus our discussion on relevant issues in a way that helped me to learn.	1,78	4,14	8,88	36,69	48,52	3.26	0,915
12. The instructor provided feedback that helped me understand my strengths and weaknesses relative to the task goals and objectives.	2,96	4,73	10,65	31,36	50,30	3.21	1,013
13. The instructor provided feedback in a timely fashion during the task.	2,37	2,96	7,10	32,54	55,03	3.35	0,914

Table 8*Continued*

Statements (Social Presence)	0	1	2	3	4	<i>M</i>	<i>SD</i>
<i>Affective Expression</i>							
14. Getting to know other group members gave me a sense of belonging in the task.	2,96	4,73	14,20	30,18	47,93	3.15	1,029
15. I was able to form distinct impressions of some group members.	2,37	4,73	6,51	34,91	51,48	3.28	0,952
16. Task related communication is an excellent medium for social interaction.	4,14	7,10	7,69	33,14	47,93	3.14	1,096
<i>Open Communication</i>							
17. I felt comfortable conversing through the task.	1,78	2,96	7,10	34,32	53,85	3.36	0.875
18. I felt comfortable participating in the group discussions.	3,55	3,55	9,47	31,95	51,48	3.24	1.009
19. I felt comfortable interacting with other group members.	1,18	4,14	4,73	35,50	54,44	3.38	0,851
<i>Group Cohesion</i>							
20. I felt comfortable disagreeing with other group members while still maintaining a sense of trust.	1,78	2,96	11,24	31,95	52,07	3.30	0,910

Table 8*Continued*

21. I felt that my point of view was acknowledged by other group members.	1,76	0,59	13,53	32,94	51,18	3.33	0,822
22. Task related discussions helped me to develop a sense of collaboration.	3,55	2,37	10,65	34,32	49,11	3.23	0,982
<i>Triggering Event</i>							
23. Task increased my interest in such content as magazines.	4,73	7,10	15,38	28,40	44,38	3.01	1,147
24. Task activities piqued my curiosity.	10,06	10,65	13,02	23,08	43,20	2.79	1,363
25. I felt motivated to explore task related questions.	7,10	3,55	14,79	27,81	46,75	3.04	1,185
<i>Exploration</i>							
26. I utilized a variety of information sources to complete the task	3,55	2,96	8,28	38,46	46,75	3.22	0,973
27. Brainstorming and finding relevant information helped me resolve task questions.	4,14	3,55	7,69	36,09	48,52	3.21	1,019
28. Task related discussions were valuable in helping me appreciate different perspectives.	4,14	1,78	10,65	34,91	48,52	3.22	0.997

Table 8*Continued*

Statements (Cognitive Presence)	0	1	2	3	4	M	SD
<i>Integration</i>							
29. Combining new information helped me answer questions raised in task activities.	3,55	2,96	11,24	30,18	52,07	3.24	1,009
30. Task activities helped me construct explanations/solutions.	4,73	2,96	10,06	31,95	50,30	3.20	1,055
31. Reflection on task content and discussions helped me understand fundamental concepts in this class.	4,14	4,14	9,47	33,14	49,11	3.19	1,046
<i>Resolution</i>							
32. I can describe ways to test and apply the knowledge created in this task.	3,55	3,55	12,43	31,95	48,52	3.18	1,022
33. I have developed solutions to task problems that can be applied in practice.	4,14	6,51	12,43	30,18	46,75	3.09	1,106
34. I can apply the knowledge created in this task to my work or other non-class related activities.	3,55	4,14	11,24	31,36	49,70	3.20	1,031

* 0 = strongly disagree, 1 = disagree, 2 = neutral, 3 = agree, 4 = strongly agree

The survey includes 34 items. Of these items, the first 13 (1-13) measure teaching presence, the following 9 (14-22) measure social presence and the last 12 items (23-34) measure cognitive presence. As for the reliability and internal consistency of this survey as a whole, and its each component, Cronbach's Alpha values were checked. The results showed that the internal consistency of the survey was high (.98). Similarly, each constituent of the survey was also found to be strong: The highest consistency belonged to cognitive presence (.97), followed by teaching presence (.96) and then social presence (.93).

Furthermore, based on the 0-4 scale used, the mean rating for each item was determined to be 3. This mean rating (3) requires a minimum of 39 for teaching presence (TP), 27 for social presence (SP) and 36 for cognitive presence (CP). On the other hand, the descriptive statistics for the presences revealed that participants marked 3.3 ($SD = .119$) on average per TP item (i.e., 43.05). Likewise, the mean for SP indicates that they chose 3.3 ($SD = .090$) on average per item (i.e., 29.41). As for CP, the mean (i.e., 37.58) shows that the participants opted for 3.1 ($SD = .109$) on average per item. It is reasonable to assume these mean ratings to be high enough, because based on a 1-5 scale, the items with an average score of "less than 3.75, or slightly less than "agree" (4)" were suggested to be problematic areas (Matthews, Bogle, Boles, Day & Swan, 2013, p. 493). In this study, only one survey item (24) indicated a problem, with a mean rating of 2.79, which is related to the task activities' arousing curiosity in students. The conclusion to draw from these mean

ratings is that participants regarded the learning environment as a community of inquiry since they indicated above average rating (i.e., 3) for each item except for item 24.

The survey responses (Table 8) indicated that on average 86 % of the students stated that the instructors clearly communicated the task content and objectives. A high number of students, with 94 %, agreed that the instructors provided clear instructions on how to take part in the task activities together with the due date. 84 % of the participants reflected that the instructors were helpful in guiding the class. Of the 13 items related to teaching presence, the lowest rate belonged to getting feedback about their strengths and weaknesses: 81 %. As for the social presence, 78 % of the students stated that they did not develop a sense of collaboration, which is the lowest rate among cognitive presence items. Students also disagreed with the statement that the communication they experienced throughout the task was effective in terms of social interaction, which was 81 %. On the other hand, 88 % of the students agreed on comfortably participating in the group discussions. On average, 89 % of the students agreed that they were comfortable interacting and sharing ideas with other group members. More than half of the students (66 %) disagreed that the task aroused their interest and 72 % of them stated that the content of the task did not inspire them while 74 % of them agreed that they were motivated to perform the task activities. Moreover, 81 % of the students did not agree that the task can be applicable in real life. Conversely, on average 84 % of the participants shared the opinion that sharing ideas and discussions helped them performing the task.

Table 9*Descriptive Statistics for the Presences (N = 169)*

Presence	Possible Minimum	Minimum	Possible Maximum	Maximum	<i>M</i>	<i>SD</i>
TP	0	1	52	52	43,05	9,89
SP	0	1	36	36	29,41	6,92
CP	0	0	48	48	37,58	11,39
Total Presence	0	2	136	136	110,04	26,24

Before running further correlational and standard multiple regression analyses, statistical assumptions ranging from normality to outliers to missing values were checked as well. The assumptions were checked after calculating total presence scores by adding each corresponding item ratings to each other. All three-presence scores violated the normality assumption as indicated by significant Kolmogorov-Smirnov statistics ($p' \leq .001$). This result is quite normal given the high mean ratings above. After all, a high level of each presence is essential to establish an effective learning community or community of inquiry. In other words, presence scores were mainly negatively having skewness values ranging from -1.07 ($SE_{sk} = .190$) for social presence to -1.34 ($SE_{sk} = .190$) for teaching presence. The kurtosis values for each presence also ranged from 1.40 ($SE_{ku} = .40$) for cognitive presence to 2.10 ($SE_{ku} = .40$) for teaching presence. Further, there were not any missing points. Likewise, there were not many univariate outliers in the data set either. 5 % trimmed mean values revealed that existing outliers did not harm mean values greatly.

Finally, transformations did not work either thereby leading to keeping the research data as they were.

4.2 Correlational Results

Theoretically and based on previous research (e.g., Kozan & Richardson, 2014a), it was reasonable to assume positive correlations between and among teaching, social and cognitive presence. Table 10 below presents the correlation coefficients identified:

Table 10
Correlations among the Presences and Task Achievement (N = 169)

	1 (r_s)	2 (r_s)	3 (r_s)	4 (r_s)
1 Task	-			
2 TP	.069 (-.027)	-		
3 SP	.050 (-.088)	.787* (.773*)	-	
4 CP	-.044(-.093)	.765* (.793*)	.844* (.875*)	-

Note. * $p < .001$ (1-tailed).

Both Pearson's r and Spearman's rho (r_s) revealed a very large and positive correlation between social and cognitive presence. Especially, a correlation coefficient of $r_s = .875$ suggests that cognitive and social presence may refer to one single very similar variable, if not the same one, based on the current data. Such a high value is so close to singularity (e.g., Tabachnick & Fidell, 2013). Therefore, these two were turned into a new variable entitled *socio-cognitive presence* by creating a composite variable out of the two.

These new variable values were achieved by calculating the mean ratings of earlier social and cognitive presence ratings. The mean for the socio-cognitive presence was 33.50 ($SD = 8.81$) with scores ranging from .50 to 42. However, it is important to note here that socio-cognitive presence resulted from the need to assure that the predictive variables were separate enough for the multiple regression analysis. Thus, it is crucial not to consider it as a suggestion for an additional presence to the CoI framework but as a statistical need in this study.

Following correlational analyses were also estimated to check the relationships among teaching presence, socio-cognitive presence and task achievement:

Table 11

Correlations among Teaching Presence, Socio-cognitive Presence and Task Achievement

	1 (r_s)	2 (r_s)	3 (r_s)	4 (r_s)
1 Task	-			
2 TP	.069 (-.027)	-		
3 S-CP	-.009 (-.095)	.803* (.810*)	-	

Note. * = Socio-cognitive presence. * $p < .001$ (1-tailed).

Even though there was a large and positive correlation between teaching and socio-cognitive presence, the two were not related to task achievement. Finally, the socio-cognitive presence values violated the normality assumption either with no effective transformations. Therefore, the socio-cognitive presence data were left as they were too in the following multiple regression analysis.

4.3. Multiple Regression Results

The correlational results above strongly suggested that teaching and socio-cognitive presence may not be significant predictors of collaborative task achievement in the present study. However, a standard multiple regression analysis was still employed to check whether the two presences can significantly predict collaborative task achievement as a group. In this analysis, collaborative task achievement was included as the dependent variable and the independent variables were teaching and socio-cognitive presence. In the following table, variables, the unstandardized coefficients (B), standard errors for the unstandardized coefficients ($SE B$), the regression coefficients (β), and the semipartial correlations (sr^2) are shown.

Table 12

Results for the Standard Multiple Regression on Task Achievement (N = 169)

Variables	B	$SE B$	β	t	p	sr^2
Constant	80.35	5,00				
TP	.313	.190	.214	1.65	.100	.016
S-CP*	-.300	.212	-.181	-1.40	.164	.011

Note. S-CP = Socio-cognitive presence. $R = .128$, $R^2 = .016$, $\Delta R^2 = .004$

The tolerance value of .355 is bigger than .10 (Pallant, 2007) for both teaching and socio-cognitive presence indicating that the risk of a multicollinearity problem is very low. Similarly, the variance inflation factor values (2.82 for both predictors) are smaller than 10 (Pallant, 2007) thereby referring to a very low possibility of a multicollinearity problem. Moreover, Mahallanobis distance values revealed two potential outlier cases that were

slightly beyond the critical value. However, because “it is not unusual for a few outliers to appear” (Pallant, 2007, p. 157), and the two cases were not dramatically beyond the critical value, they were not removed from the data set. Lastly, the maximum Cook’s distance index was .230 with no serious problems indicated (Pallant, 2007).

The regression R (.128) was not statistically significant, $F(2, 166) = 1.375, p = .256$, with an R^2 value of .016 and adjusted R^2 value of .004. The adjusted R^2 value indicated that teaching presence and socio-cognitive presence could have explained only 0.4 % of variance in collaborative task achievement if the results had turned out to be significant. Likewise, both the standardized regression coefficient of teaching presence ($p = .100$) and that of socio-cognitive presence ($p = .164$) were statistically non-significant. Overall, the current results showed that the presences were not a significant predictor of collaborative task achievement as a group and none of them was the best predictor.

4.4 Interview Results

The interview part was employed as a complementary piece of data for the quantitative results above (Please see Appendix G for the full transcripts). Therefore, the interview data were examined closely to detect any piece of evidence that might inform the current results. In the interviews, more than 50 % of the students (six out of 10) were pleased with the task. Particularly two students regarded the task useful in terms of improving English and emphasized that the task contributed to their writing skills. The following comments from these students represent these results:

Student 2: "I think it is a very useful thing, I mean it gives us the opportunity to use English... when I was writing it, I stopped and thought, I told myself "I can write" ..."

Student 10: "I didn't use to like writing, but with this collaborative task, and we did it with a partner, I enjoyed it more. I became aware that I could do it."

Another two students mentioned that they had the chance to get to know their partner better:

Student 9: "Positive aspect (of collaborative task) is that the familiarity between you and your friend increases."

Student 10: "Thanks to the collaborative task projects, I got to know her real identity."

However, one student emphasized not enjoying the task content and also complained that all the students got similar grades from collaborative task though some tried harder:

Student 6: "I didn't like the questions, first day of school and so on... when I had a look at the grades, there wasn't much difference, I mean everybody usually got standard grades."

Regarding the design part of this task, six students stated that it was the only part in which they worked as a group:

Student 4: "Everybody is doing their own part, we just come together to combine them before we submit it to the teacher."

Student 6: "Everybody answered the questions individually, we just put them together."

Student 8: "It was individual we just chose the photos together."

Student 9: "The last collaborative task was also individual, everybody wrote their own opinions... but since we worked together for the outline such as the cover and so on, whether to write or print it, it was certainly group work."

Two students shared the opinion that it was a waste of time. One of these students thought that instructors should pay less attention to the design since it was exhausting, yet another student suggested that more attention should be drawn to this part:

Student 2: "It took a lot of time, in my opinion such assignments should be more English-centered, design shouldn't be important."

Student 3: "To me, printing and creating a magazine was time consuming."

4.4.1 Teaching Presence

Regarding teaching presence, at the interview, students were asked about their opinions regarding their teachers' role in the task and the written instructions given to them. The interview results showed that all the students shared a common positive attitude towards their instructors. For instance:

Student 1: "She explained the task clearly, and she encouraged us to start soon. She thoroughly supported us, she was quite helpful."

Student 8: "When the task was assigned, I wasn't in the class, but later when we asked our teacher, she helped us."

All the students mentioned that their instructors were all helpful especially in clarifying the task. Six out of 10 students stated that their instructors explained everything related to the task. Another three students stated that their instructors were supportive and encouraging, and one of them added that, as a class, they were supported throughout the task not only the first day when they were given the task:

Student 3: "They help us a lot... she helps us about anything we ask and anytime, not only the day that the task was assigned, she really helped us with our writings till the homework (deadline)."

Student 4: "Our teacher explained everything we need to do, we didn't understand the instruction paper... everything we did was thanks to our teacher."

Only four students mentioned that they were given feedback. Also, another group of four students expressed that they were provided with samples that helped them understand the task better:

Student 3: "We received feedback (for what we had written)."

Student 9: "She showed us samples from last year's collaborative tasks. After seeing the samples, I didn't have any problem."

Regarding the instructions, six students said that the information provided was sufficient and three of them found the instructions clear:

Student 1: "I think it was quite informative, it even included sufficient information such as 80-100 words to use. I think all the necessary information was provided."

Student 10: "Everything was sufficient... I think they really prepare the wording of the instructions according to our level because I can understand."

However, three students had difficulty understanding the instructions; therefore, they translated the instructions and ask for help from their teachers. Another two students emphasized that the wording required in the task was not clear. Namely, they were confused whether to write 80-100 words for each part or for all the parts:

Student 7: "She set the deadline also explained the questions in Turkish, the ones we couldn't understand."

Student 6: "We were confused with the wording... we needed to write 80-100 words for each part, for each question or in total? This was confusing... when we asked our teacher, she clarified it."

4.4.2 Social Presence

In the interviews, students were asked about the social environment of the task and the interaction between group members. To clarify, they were asked if they were comfortable while communicating and working on the task, whether felt the sense of belonging to the group. The overall results indicated contradicting opinions about the social aspect of the task. For instance, five students reported that they worked in a pleasant setting. Nine of them had the chance to choose their partners also all of them stated that working with a close friend was comfortable and they did not experience any communication problems:

Student 2: "She is already my close friend, we didn't have any problems. We settled everything and did the task comfortably."

Student 5: "As we weren't in much communication with our friends, except for the design part, and we were with our close friends, we didn't have any problems."

Student 6: "As we chose our close friends as our partners, we didn't have any problems. It was a pleasant environment."

Four students stated that they experienced the sense of belonging to the group, particularly one of them emphasized that they even shared the stress:

Student 2: "Of course, you have it (feeling as one), you have it in every task, you even share the stress."

Student 10: "At points where I was inadequate, she stepped in, or when we had problems with vocabulary, I would say it. I really enjoy group work, it feels like it gives you strength, maybe I cannot do it alone."

Also, three students stated that the group tasks helped them understand the value of other members' presence:

Student 2: "You understand that without her this task is impossible. It is also not possible without me. We have the feeling of "us", we have to do it together because individuals make up for each other's mistakes in assignments."

Student 7: "It teaches you what it means to work together. I mean it shows how things would go wrong when somebody does it (his part) but you don't. You can see how much you have learned when you do it together."

However, the task was regarded an individual task by seven students (not as proper group work). One of them stated that it was not only an individual task but also group work since members' performance had an impact on others. Yet, the other six students reported that the only time they worked together as a group was during the design of the task:

Student 4: "I really don't think that it was a group work because everybody does or will do what they want after all. Then, we just bring it together before we submit it, so it isn't like a group work to me."

Student 6: "It is ridiculous to name it group work because everybody answers the questions individually."

Students 7: "Individual, but you put it together and create a magazine. When somebody doesn't write, you are left alone, you need to do it yourself and submit it."

Two students mentioned that responsibilities were not shared equally among members and noted the difficulty of having an international student in the group, and another student talked about irresponsible group members:

Student 1: "As Turkish students, when we have a problem, we can ask our teachers, but when they (international students) don't get that help, they don't understand the assignment properly... then we have more work to do and they don't properly take part in the group work."

Student 2: "To be honest, responsibilities are not shared equally."

Student 6: "Some members may also behave irresponsibly. For instance, he hasn't arranged the cover appropriately, and this naturally causes you to get low grades."

4.4.3 Cognitive Presence

In the interviews, in order to check the cognitive presence of the students, they were asked whether the task aroused their interest and curiosity, they were motivated about the task, they used brainstorming or discussed task-related issues. The results showed a low cognitive presence level among students. For instance, only one student mentioned brainstorming during the task:

Student 10: "Then we came together to talk about what to do because first we needed to brainstorm, if we wrote straight away, it wouldn't be organized."

The task aroused the interest of three students only. Two of them stated that the task helped them to see their development throughout the module and one of them emphasized that her motivation level about her English level increased.

Student 1: "I think it was useful for us, it was different than the others because we wrote about our personal development... at least we had the chance to evaluate ourselves."

Students 2: "You have the chance to see yourself. You tell yourself that you can do it if you want... you feel proud."

Student 9: "When you see the questions, you look back and think about these four months, the school, what you've done, what you've been through, what you've learned, who you met. You become curious about these, of course you think about them."

However, the task was not considered intriguing by seven students:

Student 1: "I liked the assignment, though it didn't arouse my curiosity, since I had the chance to analyze myself."

Student 5: “No, it didn't arouse my curiosity. In previous tasks, we went out, they were more fun, we had more interaction. In this task, we did it individually, and then we printed it together. I mean we didn't have much communication. We didn't do much together. That's why.”

Student 7: “It didn't arouse my curiosity; a different topic would have been better.”

Three students stated that they shared ideas and discussed some issues related to the task:

Student 1: “Everybody has an opinion after all "let's do it this way, let's do it that way"... with all these ideas, I mean managing to bring different opinions together is meaningful to me.”

Six students reported that they shared some overall ideas (e.g., what to write, how long to write) but did not face any disagreements or discuss anything as they considered the task as individual work:

Student 6: “No, there wasn't (brainstorming and discussion). The questions were personal, there wasn't anything to share because to me, the answer of this question is like this. The only thing we shared was the length of the assignment like “How much did you write?”, “I wrote that much”, nothing else... we just shared ideas in the design part while adding the visuals like “Shall we put it here or there?”

Student 7: “When we were writing it, it was individual, but while writing we also get help from the others like “How did you write?”, “Did you keep that part long or short?”. We just talked about this, we still got help from each other.”

Student 8: "It was individual, we just chose the photos together, other than that it was individual, we didn't share anything else... there wasn't any discussion in the last assignment."

4.5 Summary

The results of this study revealed contradictory findings regarding the predictive relationship between teaching, social and cognitive presence and collaborative task achievement. Quantitative results of this study revealed that students rated teaching, social and cognitive presence above average ($M = 3.2$, $SD = .129$). The highest mean score belonged to design and organization (items 1, 2, 3, 4) of the task ($M = 3.43$, $SD = .105$); on the other hand, the lowest response rate was given to the items in triggering event category (items 23, 24, 25). However, during the interviews, participants reported low opinions of the task due to the design (content, instructions) also lack of collaboration, interaction, critical thinking. The next chapter will discuss the findings of this study followed by suggestions for future studies.

Chapter 5

Discussion and Conclusions

The core aim of this study was to examine the predictive relationship between teaching, social and cognitive presence and collaborative task achievement in a face-to-face EFL context. In this final chapter, the findings of this study will be discussed with regard to the related literature and the research questions: (a) how well do teaching, social and cognitive presence predict collaborative task achievement in a face-to-face EFL context?, (b) which presence is the best predictor of collaborative task achievement, and (c) what are learners' perceptions of teaching, social and cognitive presence in an EFL collaborative task? In other words, the first issue addressed in this study was whether teaching, social and cognitive presence are able to predict collaborative task achievement in a face-to-face EFL context, and if yes, finding out which presence is the best predictor. Another purpose was to explore how students perceive teaching, social and cognitive presence in an EFL collaborative task. As such, the discussion below will be subtitled in line with the predictive ability of the presences as a group and as individual predictors in addition to the interview results. In the last part of this chapter, based on the findings, some suggestions for future studies will be presented.

5.1. The Predictive Relationship between the Presences and EFL Collaborative

Task Achievement

Survey responses unveiled that participants rated teaching presence ($M = 3.3$), social presence ($M = 3.3$) and cognitive presence ($M = 3.1$) above average. As such, mean score for socio-cognitive presence was above average, as well ($M = 3.19$). This overall uniformity in ratings is quite expectable as previous studies also suggested that students' perceptions of teaching presence predicts their perception of cognitive presence while social presence acting as the mediator between these two (e.g., Shea & Bidjerano, 2008). Needless to say, mean presence ratings were high enough to indicate a real and effective community of inquiry as perceived by the participants on a X-Y scale. Further, the correlational results indicated that there was a positive correlation between teaching and socio-cognitive presence (.810). Put differently, as suggested by previous researches, these presences were found to be highly correlated (e.g., Archibald, 2010; Kozan & Richardson, 2014a; Shea & Bidjerano, 2009b).

In the multiple regression analysis, it was attempted to predict students' collaborative task achievement scores by the constituents of CoI framework (i.e., the presences) as a group. The analysis revealed that, as a group, teaching presence and socio-cognitive presence could not statistically significantly predict collaborative task achievement in the present study. Even more, multiple regression analysis results showed that neither teaching nor socio-cognitive presence could predict collaborative task achievement statistically

significantly. In other words, there was not any best predictor of collaborative task achievement as suggested by the non-significant results.

Considering that the overall responses given to the survey ($M = 3.2$, $SD = .129$) and the collaborative task grades were above average ($M = 83.8$, $SD = 14.8$) thereby suggesting that a certain level of task achievement occurred through a high level of community of inquiry, it is surprising to see that there is no predictive relationship between the presences. While this result is interesting, at this point it may be valuable to refer to the interview results to discover the main reasons since, during the interviews, the participants reported a low level of socio-cognitive presence. Moreover, teaching presence was reported to be high in terms of the instructor but low with regard to the instructions. The detailed discussion of the predictive relationship between each presence and collaborative task achievement will be presented next.

5.1.2 Teaching Presence and Collaborative Task Achievement

Teaching presence in the CoI framework has the role of planning instruction and promoting learning as such sustaining social and cognitive presence (Garrison et al., 2000). Garrison et al. (2010) stated that teaching presence has the major impact in the overall learning experience. This was also echoed in a study by Ke (2010) who found that effective teaching presence encourages the development of social and cognitive presence. Also, the author concluded that teaching presence must be given the priority and it must be the initiator of community development. Further, the teacher is in charge of providing learning

goals and activities that students will take part in (e.g., Anderson et al., 2001).

One determinant of teaching presence in this study is the instructor, and the other one is the instructions. To start with the former, students spoke highly of their instructors in terms of providing help, clarifying unclear areas about the task, setting the deadline, encouraging and supporting the students. This shows parallelism with the survey in that 83% of the students rated the items related to facilitation above average ($M = 3.25$, $SD = .039$). Further, previous research stressed that in order to achieve deep learning and high cognitive presence, facilitation and instruction are critical (Garrison & Cleveland-Innes, 2005). In this respect, instructors' facilitation during the collaborative task seems to be adequate and satisfactory based on the students' responses in the interviews. Additionally, previous literature unveiled that facilitation is essential for social presence (e.g., Annand, 2011). However, students reported low social presence during the interviews implying that independent of the instructors' efforts, and their perceived high level of social presence on the survey, the collaborating students may not have achieved a high level of social presence among themselves.

Interestingly, however, the interview results also indicated that while few students got feedback from their teachers, the others did not receive much. Former studies suggested that feedback boosts teaching, social and cognitive presence thus serving the sense of community of inquiry (Ice, Curtis, Phillips & Wells, 2007). The inference to be made here is that the feedback given to students should include elements that will trigger teaching, social and cognitive presence in a learning environment. In this study, even though the

participants reported quite high levels of the presences, their perception of not enough feedback would have contributed to the present non-significant findings. However, in this study it obviously did not have a relationship with task achievement either since it is likely that the way the feedback was given could be a reason for the outcome of this study. Namely, it may not have been given in a way that it will contribute to a community of inquiry.

As for the instructions and the design of the task, they were criticized by the interviewees. They had problems understanding the instructions thus requiring help from the instructors or the dictionary to search for meaning. This obviously suggests that the vocabulary used in the instructions were above the students' English proficiency level. In other words, since the participants of this study were A1-A2 level students, it was high likely that they were not proficient enough to comprehend the task instructions. Hence, the teaching presence in this task was so high that it was not able to predict the task achievement

Further, the biggest drawback was the design of the task. Almost without exception, all the students emphasized that the task would have been an individual task not a group work. During the task implementation, they just shared overall ideas and came together while designing the magazine in the final step causing the lack of interaction among students. Therefore, it is reasonable to assume that the task would not have entailed a high level of social presence among the participants except for few cases where they achieved a high level of social presence to finish a perceived-to-be easy task by themselves. The

design of the task would have also hampered the integration of knowledge and divergent views in addition to the progress of higher-level knowledge (Slagter van Tyron & Bishop, 2009) despite high cognitive presence ratings of the participants on average. As a solution, planning a proper discussion context might contribute to collaborative communication, which in return could generate higher-level learning as previous studies suggested (e.g., Han & Hill, 2007).

To conclude, though teaching presence was high in the survey results and it was averagely (regarding the instructors' facilitation but not that much about feedback, task design and instruction) spoken of at the interviews, the results of the multiple regression analyses indicated that it was statistically non-significant in predicting the collaborative task achievement. All these insights suggest that even though facilitation is an important aspect teaching presence, it may not be individual enough to predict collaborative task performance without enough feedback, challenging task design and clear instructions.

5.1.3 Socio-cognitive Presence and Collaborative Task Achievement

Having studied the previous literature, Zirkin and Sumler (2008) unveiled that interactivity was a predominant factor in students' achievement. They also concluded that as the instruction becomes more interactive, it is possible that the results will be more effective. Similarly, a study by Smith (1990) revealed that combining learning strategies with interaction positively impacts student performance. However, while students rated group cohesion items (20, 21, 22) above average ($M = 3.29$), ranking as the third highest

mean rating, all the interview participants in this study claimed that the collaborative task was more like an individual assignment. As such they did not feel the need to interact with each other except for the overall length of their writing and the general design of the task, which seems to have kept their task-related interaction at a minimum. Therefore, one may not consider such an interaction as collaboration since it may not be enough to develop an effective learning community of inquiry. Further, such an insight does not seem to oppose the average high level of social presence reported on the CoI survey. Actually, a closer look at the social presence items on the survey appears to suggest that they may not directly address the depth of social interaction needed for deeper collaboration. Instead, social presence items seem to target whether the participants felt they were accepted and comfortable in the group work.

Closely related to task design, another point to consider could be the share of the collaborative tasks on students' grade-point average (5% for three tasks in total). In other words, each collaborative task stood for 1.6%. For this reason, students may not have paid enough attention to the task considering this low percentage. A similar point emerged in the interviews, as well. One student reported that collaborative tasks they perform are fun also they help students to get 5-points bonus only. Likewise, during the interviews, some students compared the treatment task to the previous ones, and they stated that the first and second collaborative tasks were more interesting for them and they had the opportunity to interact more.

When learners interact collaboratively, they generally learn faster and recall more (Chambers, 1992). In other words, there is a powerful relationship between social presence and learning outcomes (e.g., Arbaugh, 2005; Hwang & Arbaugh, 2006). Therefore, the aforementioned lack of effective or quality collaboration among students might be one of the reasons why social presence was ineffective in predicting their task achievement. Before multiple regression analyses were run, correlational analyses already indicated statistically non-significant relationships between teaching and socio-cognitive presence, and collaborative task achievement. A number of studies also considered social presence to be crucial in development of cognitive presence (e.g., Beuchot & Bullen, 2005). This point seems to match with the findings of Liu, Gomez and Yen (2009) who suggested that social presence has a significant role in predicting course retention and final grade. This finding is also in line with those of Akyol and Garrison (2011) who suggest that when cognitive presence develops collaboratively, how students perceive cognitive presence is connected to high perceptions of learning and grades. However, in the present study, even though social presence and cognitive presence had a very high relationship to such an extent that they were combined into one single variable, neither this composite variable nor social and cognitive presence individually related to collaborative task achievement.

Moreover, quality interaction matters more than the quantity of the interaction in order to realize valuable educational aims collaboratively (Garrison, 2007) and high levels of learning (Garrison & Cleveland-Innes, 2005). Additionally, instructors should have the role of encouraging the students to think deeply in an integrative way that enables ideas to

flourish via interaction with others in order to prevent engaging for the sake of engagement (Brower, 2003). After all, high perceptions of social presence facilitate high interaction among learners, thus increasing the possibility of getting better grades (Liu et al., 2009). Accordingly, it is reasonable to assume that both the quantity and the quality of learner interactions should be promoted.

Based on the responses given to the survey (Table 8), one can conclude that this collaborative task was not effective in terms of triggering event, that is creating interest, arousing students' curiosity and motivating them (items 23, 24, 25) since this part holds the lowest rating with an average mean of 2.94 ($SD = .116$). This result may be due to the insufficiency in creating effective goal setting. Previous literature emphasizes the crucial role of goals in boosting students' motivation, resulting in more involvement in activities (e.g., Elliot & Dweck, 1988) since each goal arouses different thoughts and emotions. Also, goals have an indirect impact on action as they generate "arousal, discovery, and/or use of task-relevant knowledge and strategies" (Locke & Latham, 2002, p. 707). For instance, challenging goals were found to trigger higher levels of attempt and better task performance (Locke & Latham, 2002).

The point above was also reiterated in the interviews. While some students (three out of 10) mentioned that the task was intriguing for them since they had the opportunity to observe their overall development in English and improvement in writing skills, others reported that the task was not interesting. Especially one student mentioned that the questions were too easy and preferred more complex topics such as personal development,

environment and animal life. At this point, it is also worth stressing that tasks generating interest generally call for critical thinking and induces motivation as they promote differences in perspectives or solutions (Dillenbourg et al., 1996). Namely, the element in the CoI model that is central to successful higher education learning experiences is cognitive presence (Kanuka & Garrison, 2004). However, this task lacked essential elements for an effective facilitation of cognitive presence.

According to the data gathered from the interviews, it is again important to note that the task used did not encourage collaboration thus lacking in-group cohesion. However, former studies determined group cohesion to be related to social presence and perceived learning outcomes (Swan & Shih, 2005). Perceived learning is defined as “changes in the learner’s perceptions of skill and knowledge levels before and after the learning experience” (Alavi, Marakas & Yoo, 2002, p. 406). Previous literature also indicated that group cohesion and community are associated with higher-quality outcomes.

To put it differently, it can be concluded that a low level of social presence with minimum collaboration leads to low level of cognitive presence. However, “cognitive presence is necessary for higher learning, such as critical thinking” (Kanuka & Garrison, 2004, p. 25) and critical thinking is claimed to be one of the factors that affects achievement scores in a positive way by several studies in the past (e.g., Ip, Lee, Lee, Chau, Wootton & Chang, 2000). Namely, in this study, low levels of social may have given rise to low cognitive presence as they specifically pertain to the collaborative task, as such neither was able to predict task achievement. Likewise, in this study, these two variables (socio-cognitive

presence and task achievement) were not correlated and this was supported with the interview results.

5.2 Conclusions

Although the presences were observed to be high according to the statistics, the question remains as to why exactly they were unable to predict the task achievement since CoI presences are not independent from each other (Akyol & Garrison, 2011; Garrison et al., 2010; Ozturk, 2012). There are some reasons to tentatively conclude that this could be due to the way the task was designed. As suggested by Mason, it is of utmost significance that, in order to establish a community setting for learning, one must stimulate interactions and social relationship between learners and instructors (as cited in Newman, Webb & Cochrane, (1995). Some others also suggested that critical discourse is quite difficult to establish without social presence not that social presence secures the development of critical discourse (e.g., Garrison & Cleveland-Innes, 2005). In addition, group projects provide considerable opportunities that allows for higher social presence and a sense of online community (Richardson & Swan 2003). In this regard, the success of the collaborative task employed in the current study is highly questionable despite high enough on average survey ratings.

Based on the participants' perceptions gained through interviews, the task clearly did not represent a good model of a community of inquiry. In other words, students did not regard this task as a real collaborative task but rather an individual assignment basically.

The interview findings also conveyed that students did not mainly experience a meaningful learning environment within a community of inquiry while engaged in the collaborative task. Therefore, it is reasonable to conclude here that finding no predictive relationship between the presences and students' task achievement can be partly attributable to the lack of a strong sense of collaborative inquiry demanded by the treatment task. Overall, it seems that due to the design of the collaborative task, students were not able to form enough interaction that would facilitate critical thinking among themselves to complete the task assignment.

More specifically, facilitation of interaction among students is likely to increase social presence, and when students are provided with opportunities to collaborate and construct meaning socially, cognitive presence is enhanced (Swan et al., 2009). However, the task required students to work in pairs and write a paragraph about their English journey at the prep school in a journal format. All the students answered the questions individually as they reported at the interviews, and the questions were personal (e.g., How do you feel as a learner now? How do you see your performance as a student?). It is reasonable to conclude that this task design led to a certain level of lack of interaction and lack of meaningful collaboration, which in return gave no way to higher-level learning. This also implies that presences did not play a profound role in the collaborative task as a group though the survey results showed that all three presences existed and positively correlated with each other. Besides, the content of the task might be another possible reason for the nonsignificant relationship between the presences and collaborative task since both

in the survey and interviews students reported that the task did not arouse their interest and the questions were found to be quite easy by one interviewee.

5.3 Recommendations and Implications

This study was largely inspired by the previous finding that students in blended courses indicated slightly higher levels of teaching, social and cognitive presence than they did in fully online courses (e.g., Akyol et al., 2009). This shows that face-to-face components are crucial to create an effective community of inquiry and the CoI framework constituents can be significant in online, blended and face-to-face learning environments. Thus, further studies are needed to examine the predictive ability of teaching, social and cognitive presences and students' achievements in face-to-face learning environments where conditions do not necessarily allow for blended learning or any online instructional component.

Further, given that course design, structure and leadership have a considerable effect on the degree of deep and meaningful learner participation in course content (Garrison & Cleveland-Innes, 2005), instructors play a significant role in establishing cognitive presence with regard to designing course content and interaction among participants. The present study also implied that collaborative task design would be of great importance when it comes to creating and facilitating effective learning communities of inquiry. Hence, it seems that there is a need for future studies to focus on more interaction-based and really effective and if possible more challenging collaborative tasks, which can make more

contributions to the literature by providing better insights into understanding the CoI framework constituents' relationship with task achievement. In addition, the term "teaching presence" can refer to any member of a community of inquiry though it is commonly used for the instructor (Garrison 2011). Therefore, the teaching presence within the group, which is among group members, is also a suggested area for future researchers to conduct more studies.

The current results also implied that independent of the success of collaborative task, students' perceptions of the task and their approach towards it may also be impactful. Therefore, future research would need to dig into what participants would think of a collaborative task in hand. For instance, are the grade points assigned to it worth working on it? This last point may also entail looking at learners' level of engagement or motivation while pursuing task requirements.

Future research may also need to use the CoI survey in such a way that it would address the whole course experience in addition to the specific course parts such as the collaborative task used in the present study. The reason is that a given task would be closely related to other tasks in a course thereby constituting the learning environment all together or dependent on each other. Therefore, learners' perceptions of presence may depend on the unity of all course elements and relate to task performance. For this reason, students' overall course grades may also be worth investigating by further studies to examine whether they would be predicted by the presences in collaborative tasks.

This research was conducted at a single prep school with a certain level. Future

studies may replicate this study and use it in different prep school and different levels. Likewise, focusing on and comparing different collaborative task achievements may also be a good area to research the predictive relationship between task achievement and the CoI framework presences. Finally, as Akyol and Garrison (2011) suggested, further studies to investigate the relationship between presences and overall course outcomes are also needed.

All in all, the biggest conclusion to draw from this study is that performance may not guarantee learning. At this point, there are rather crucial steps to be taken by the instructors. They need to be able to design the course or the assignments in a way that it would create a meaningful collaboration among students through which they will have the chance to expand their knowledge, share ideas and negotiate meaning, which in return will result in higher-level learning outcomes.

REFERENCES

- Akyol, Z., Arbaugh, J. B., Cleveland-Innes, M., Garrison, D. R., Ice, P., Richardson, J. C., & Swan, K. (2009). A response to the review of the community of inquiry framework. *Journal of Distance Education, 23*(2), 123-136.
- Akyol, Z., & Garrison, D. R. (2008). The development of a community of inquiry over time in an online course: Understanding the progression and integration of social, cognitive and teaching presence. *Journal of Asynchronous Learning Networks, 12*, 3-22.
- Akyol, Z., & Garrison, D. R. (2011). Understanding cognitive presence in an online and blended community of inquiry: Assessing outcomes and processes for deep approaches to learning. *British Journal of Educational Technology, 42*(2), 233-250.
- Akyol, Z., Garrison, D. R., & Ozden, M. Y. (2009). Development of a community of inquiry in online and blended learning contexts. *Procedia Social and Behavioral Sciences, 1*(1), 1834-1838.
- Alavi, M., Marakas, G. M., & Yoo, Y. (2002). A comparative study of distributed learning environments on learning outcomes. *Information Systems Research, 13*(4), 404-415.
- Allen, I. E., & Seaman, J. (2011). *Going the distance: Online education in the United States, 2011*. USA: Bobson Survey Research Group.
- Alley, R., & Jung, B. (1995). *Preparing teachers for the 21st century*. New York: Springer.

- Anderson, T., Rourke, L., Garrison, D. R., & Archer, W. (2001). Assessing teaching presence in a computer conferencing context. *Journal of Asynchronous Learning Networks*, 5(2), 1-17.
- Annand, D. (2011). Social presence within the community of inquiry framework. *The International Review of Research in Open and Distance Learning*, 12(5), 40-56.
- Ansarimoghaddam, S., & Bee, H. T. (2013). Co-constructing an essay: collaborative writing in class and on wiki. *3L; Language, Linguistics and Literature, The Southeast Asian Journal of English Language Studies*, 19(1), 35-50.
- Arbaugh, J. B. (2005). Is there an optimal design for on-line MBA courses?. *Academy of Management Learning & Education*, 4(2), 135-149.
- Arbaugh, J. B., Bangert, A., & Cleveland-Innes, M. (2010). Subject matter effects and the community of inquiry (CoI) framework: An exploratory study. *The Internet and Higher Education*, 13(1), 37-44.
- Arbaugh, J. B., Cleveland-Innes, M., Diaz, S. R., Garrison, D. R., Ice, P., Richardson, J. C., & Swan, K. P. (2008). Developing a community of inquiry instrument: Testing a measure of the community of inquiry framework using a multi-institutional sample. *The Internet and Higher Education*, 11(3), 133-136.
- Archer, W. (2010). Beyond online discussions: Extending the community of inquiry framework to entire courses. *The Internet and Higher Education*, 13(1), 69.

- Archibald, D. (2010). Fostering the development of cognitive presence: Initial findings using the community of inquiry survey instrument. *The Internet and Higher Education, 13*(1), 73-74.
- Baker, J. (2003). Instructor immediacy increases student enjoyment, perception of learning. *Online Classroom, September*, 1-8.
- Baker, M., Hansen, T., Joiner, R., & Traum, D. (1999). The role of grounding in collaborative learning tasks. In *Collaborative learning: Cognitive and computational approaches* (pp. 31-63). New York: Elsevier Science.
- Beckmann, J., & Weber, P. (2016). Cognitive presence in virtual collaborative learning: Assessing and improving critical thinking in online discussion forums. *Interactive Technology and Smart Education, 13*(1), 52-70.
- Beuchot, A., & Bullen, M. (2005). Interaction and interpersonality in online discussion forums. *Distance Education, 26*(1), 67-87.
- Blake, R. (2000). Computer mediated communication: A window on L2 Spanish interlanguage. *Language Learning & Technology, 4*(1), 111-125.
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: SAGE Publications.
- Brooks, J. G. (1999). *In search of understanding: The case for constructivist classrooms*. Virginia: ASCD.

- Brower, H. H. (2003). On emulating classroom discussion in a distance-delivered OBHR course: Creating an on-line learning community. *Academy of Management Learning & Education*, 2(1), 22-36.
- Challob, A. I., Bakar, N. A., & Latif, H. (2016). Collaborative Blended Learning Writing Environment: Effects on EFL Students' Writing Apprehension and Writing Performance. *English Language Teaching*, 9(6), 229-241.
- Chizhik, A. W. (1998). Collaborative learning through high-level verbal interaction: From theory to practice. *The Clearing House*, 72(1), 58-61.
- Collins, A., Brown, J. S., & Holum, A. (1991). Cognitive apprenticeship: Making thinking visible. *American Educator*, 15(3), 6-11.
- Coppola, N. W., Hiltz, S. R., & Rotter, N. (2001, January). Becoming a virtual professor: Pedagogical roles and ALN. *Proceedings of the 34th Annual Hawaii International Conference on System Sciences*, 9(1), 1-10.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. London: SAGE Publications.
- Cross, K. P. (1998). Why learning communities? Why now?. *About Campus*, 3(3), 4-11.
- Darabi, A., Arrastia, M. C., Nelson, D. W., Cornille, T., & Liang, X. (2011). Cognitive presence in asynchronous online learning: A comparison of four discussion strategies. *Journal of Computer Assisted Learning*, 27(3), 216-227.

- de la Colina, A. A., & Mayo, M. G. (2007). Attention to form across collaborative tasks by low-proficiency learners in an EFL setting. Singleton D. (Ed), *Investigating tasks in formal language learning* (pp. 91-116). Toronto: Multilingual Matters.
- De Lisle, J. (2011). The benefits and challenges of mixing methods and methodologies: Lessons learnt from implementing qualitatively led mixed methods research designs in Trinidad and Tobago. *Caribbean Curriculum*, 18(1), 87-120.
- Dewey, J. (1933). *How we think (Rev. ed.)*. New York: DC Heath & Co Publishers.
- Díaz, S. R., Swan, K., Ice, P., & Kupczynski, L. (2010). Student ratings of the importance of survey items, multiplicative factor analysis, and the validity of the community of inquiry survey. *The Internet and Higher Education*, 13(1), 22-30.
- Dillenbourg P. (1999) What do you mean by collaborative learning?. In P. Dillenbourg (Ed) *Collaborative-learning: Cognitive and Computational Approaches* (pp.1-19). Oxford: Elsevier.
- Dillenbourg, P., Baker, M., Blaye, A. & O'Malley, C. (1996) The evolution of research on collaborative learning. In E. Spada & P. Reiman (Eds) *Learning in Humans and Machine: Towards an interdisciplinary learning science* (pp. 189- 211). Oxford: Elsevier.
- Donato, R. (1994). Collective scaffolding in second language learning. In Lantolf J.P., Appel G (Eds), *Vygotskian approaches to second language research* (pp. 33-56). New Jersey: Ablex Publishing.

- Edstrom, A. (2015). Triads in the L2 classroom: Interaction patterns and engagement during a collaborative task. *System*, 52(1), 26-37.
- Elliott, E. S., & Dweck, C. S. (1988). Goals: An approach to motivation and achievement. *Journal of Personality and Social Psychology*, 54(1), 5-12.
- Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: John Wiley & Sons.
- Floyd, K. S., Harrington, S. J., & Santiago, J. (2009). The effect of engagement and perceived course value on deep and surface learning strategies. *Informing Science: The International Journal of an Emerging Transdiscipline*, 12(1), 181-190.
- Frumos, F. V., & Labar, A. V. (2013). Cognitive Styles, Cognitive Processing and Perceptual Curiosity in Online and Traditional Academic Learning Context. *Analele Științifice ale Universității «Alexandru Ioan Cuza» Iași. Științe ale Educației*, (XVII), 185-198.
- Garrison, D. R. (2003). Cognitive presence for effective asynchronous online learning: The role of reflective inquiry, self-direction and metacognition. *Elements of quality online education: Practice and Direction*, 4(1), 47-58.
- Garrison, D. R. (2006). Online collaboration principles. *Journal of Asynchronous Learning Networks*, 10(1), 25-34.
- Garrison, D. R. (2007). Online community of inquiry review: Social, cognitive, and teaching presence issues. *Journal of Asynchronous Learning Networks*, 11(1), 61-72.

- Garrison, D. R. (2011). *E-learning in the 21st century: A framework for research and practice*. New York: Taylor & Francis.
- Garrison, D. R. (2013). Theoretical foundations and epistemological insights of the community of inquiry. In Akyol Z. (Ed.), *Educational communities of inquiry: Theoretical framework, research, and practice* (pp. 1-11). USA: IGI Global.
- Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105.
- Garrison, D. R., Anderson, T., & Archer, W. (2010). The first decade of the community of inquiry framework: A retrospective. *The Internet and Higher Education*, 13(1), 5-9.
- Garrison, D. R., & Arbaugh, J. B. (2007). Researching the community of inquiry framework: Review, issues, and future directions. *The Internet and Higher Education*, 10(3), 157-172.
- Garrison, D. R., & Cleveland-Innes, M. (2005). Facilitating cognitive presence in online learning: Interaction is not enough. *The American Journal of Distance Education*, 19(3), 133-148.
- Garrison, D. R., Cleveland-Innes, M., & Fung, T. S. (2010). Exploring causal relationships among teaching, cognitive and social presence: Student perceptions of the community of inquiry framework. *The Internet and Higher Education*, 13(1), 31-36.

- Garrison, D. R., Cleveland-Innes, M., Koole, M., & Kappelman, J. (2006). Revisiting methodological issues in transcript analysis: Negotiated coding and reliability. *The Internet and Higher Education*, 9(1), 1-8.
- Goda, Y., & Yamada, M. (2012). Application of CoI to design CSCL for EFL online asynchronous discussion. In Akyol Z. (Ed), *Educational Community of Inquiry: Theoretical Framework, Research and Practice* (pp. 295-316). USA: IGI Global.
- Gokhale, A. A. (1995). Collaborative learning enhances critical thinking. *Journal of Technology and Education*, 7(1), 22-30.
- Gunawardena, C. N. (1995). Social presence theory and implications for interaction and collaborative learning in computer conferences. *International Journal of Educational Telecommunications*, 1(2/3), 147-166.
- Gunawardena, C. N., Lowe, C. A., & Anderson, T. (1997). Analysis of a global online debate and the development of an interaction analysis model for examining social construction of knowledge in computer conferencing. *Journal of Educational Computing Research*, 17(4), 397-431.
- Han, S. Y., & Hill, J. R. (2007). Collaborate to learn, learn to collaborate: Examining the roles of context, community, and cognition in asynchronous discussion. *Journal of Educational Computing Research*, 36(1), 89-123.
- Hannafin, M. J., Hill, J. R., & Land, S. M. (1997). Student-centered learning and interactive multimedia: Status, issues, and implication. *Contemporary Education*, 68(2), 94.

- Henri, F. (1992). Computer conferencing and content analysis. *Collaborative learning through computer conferencing: Series F: Computer and System Sciences*, 90(1), 117-136.
- Hiltz, S. R., & Turoff, M. (1993). *The network nation: Human communication via computer* (Rev. Ed.). In Keller S. (Ed.). USA: The MIT Press.
- Hwang, A., & Arbaugh, J. B. (2006). Virtual and Traditional Feedback-Seeking Behaviors: Underlying Competitive Attitudes and Consequent Grade Performance. *Decision Sciences Journal of Innovative Education*, 4(1), 1-28.
- Ice, P., Curtis, R., Phillips, P., & Wells, J. (2007). Using asynchronous audio feedback to enhance teaching presence and students' sense of community. *Journal of Asynchronous Learning Networks*, 11(2), 3-25.
- Imai, Y. (2010). Emotions in SLA: New insights from collaborative learning for an EFL classroom. *The Modern Language Journal*, 94(2), 278-292.
- Ip, W. Y., Lee, D. T., Lee, I. F., Chau, J. P., Wootton, Y. S., & Chang, A. M. (2000). Disposition towards critical thinking: a study of Chinese undergraduate nursing students. *Journal of Advanced Nursing*, 32(1), 84-90.
- Jafari, N. (2012). The effect of collaboration on Iranian EFL learners' writing accuracy. *International Education Studies*, 5(2), 125-131.
- Joksimović, S., Gašević, D., Kovanović, V., Riecke, B. E., & Hatala, M. (2015). Social presence in online discussions as a process predictor of academic performance. *Journal of Computer Assisted Learning*, 31(6), 638-654.

- Jung, I., Kudo, M., & Choi, S. K. (2012). Stress in Japanese learners engaged in online collaborative learning in English. *British Journal of Educational Technology*, 43(6), 1016-1029.
- Kamimura, T. (2006). Effects of peer feedback on EFL student writers at different levels of English proficiency: A Japanese context. *TESL Canada Journal*, 23(2), 12-39.
- Kanuka, H., & Garrison, D. R. (2004). Cognitive presence in online learning. *Journal of Computing in Higher Education*, 15(2), 21-39.
- Ke, F. (2010). Examining online teaching, cognitive, and social presence for adult students. *Computers & Education*, 55(2), 808-820.
- Keith, T. Z. (2014). *Multiple regression and beyond: An introduction to multiple regression and structural equation modeling*. New York: Routledge.
- Kerlinger, F. (1974). *Foundations of Behavioral Research*. San Francisco: Holt, Rinehart, Winston.
- Kozan, K. (2016). The incremental predictive validity of teaching, cognitive and social presence on cognitive load. *The Internet and Higher Education*, 31, 11-19.
- Kozan, K., & Richardson, J. C. (2014a). Interrelationships between and among social, teaching, and cognitive presence. *The Internet and Higher Education*, 21, 68-73.
- Kozan, K., & Richardson, J. C. (2014b). New exploratory and confirmatory factor analysis insights into the community of inquiry survey. *The Internet and Higher Education*, 23, 39-47.

- Laurillard, D., Stratfold, M., Luckin, R., Plowman, L., & Taylor, J. (2000). Affordances for learning in a non-linear narrative medium. *Journal of Interactive Media in Education*, 2000(2), 1-19.
- Lee, C. D., & Smagorinsky, P. (2000). *Vygotskian perspectives on literacy research: Constructing meaning through collaborative inquiry*. Cambridge: Cambridge University Press.
- Lee, S. M. (2014). The relationships between higher order thinking skills, cognitive density, and social presence in online learning. *The Internet and Higher Education*, 21, 41-52.
- Liu, S. Y., Gomez, J., & Yen, C. J. (2009). Community college online course retention and final grade: Predictability of social presence. *Journal of Interactive Online Learning*, 8(2), 165-182.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705-717.
- Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2010). Organization and Analysis of Qualitative Research Data. *Methods in educational research: From Theory to Practice* (First Ed., pp. 300-314). San Francisco: John Wiley & Sons.
- Long, M. H., & Porter, P. A. (1985). Group work, interlanguage talk, and second language acquisition. *TESOL Quarterly*, 207-228.
- Lord, H. G. (1973). *Ex Post Facto Studies as a Research Method*. (Special Report No. 7320) Retrived from ERIC website: <http://files.eric.ed.gov/fulltext/ED090962.pdf>

- MacGregor, J., & Leigh Smith, B. (2005). Where are learning communities now? National leaders take stock. *About Campus*, 10(2), 2-8.
- Matthews, D., Bogle, L., Boles, E., Day, S. L., & Swan, K. (2013). Developing communities of inquiry in online courses: A design-based approach. In *Educational communities of inquiry: Theoretical framework, research and practice* (pp. 490-508). IGI Global.
- Moust, J.H.C, Schmidt, H.G, de Volder, M.L, Beliën, J.J.J, & de Grave, W.S. (1987). Effects of verbal participation in small-group discussion on learning. Open University Press. Retrieved from <http://hdl.handle.net/1765/2797>
- Mulligan, C., & Garofalo, R. (2011). A collaborative writing approach: Methodology and student assessment. *The Language Teacher*, 35(3), 5-10.
- Nassaji, H., & Swain, M. (2000). A Vygotskian Perspective on Corrective Feedback in L2: The Effect of Random Versus Negotiated Help on the Learning of English Articles, *Language Awareness*, 9:1, 34-51, DOI: 10.1080/09658410008667135
- Nassaji, H., & Tian, J. (2010). Collaborative and individual output tasks and their effects on learning English phrasal verbs. *Language Teaching Research*, 14(4), 397-419.
- Newman, D. R., Webb, B., & Cochrane, C. (1995). A content analysis method to measure critical thinking in face-to-face and computer supported group learning. *Interpersonal Computing and Technology*, 3(2), 56-77.

- Oxford, R. L. (1997). Cooperative learning, collaborative learning, and interaction: Three communicative strands in the language classroom. *The Modern Language Journal*, 81(4), 443-456.
- Öztürk, E. (2012). An adaptation of the community of inquiry index: The study of validity and reliability. *Elementary Education Online*, 11(2), 408-422.
- Pallant, J. (2007). *SPSS survival manual: A step-by-step guide to data analysis using SPSS version 15*. Nova Iorque: McGraw Hill.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. New Bury Park: SAGE Publications.
- Richardson, J., & Swan, K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction. *Journal of Asynchronous Learning Networks*, 7(1), 68-88.
- Roschelle, J., & Teasley, S. D. (1995). The construction of shared knowledge in collaborative problem solving. In O'Malley C. (Ed.), *Computer supported collaborative learning* (Vol. 128, pp. 69-97). Springer-Verlag Berlin Heidelberg.
- Rossmann, M. H. (1999). Successful online teaching using an asynchronous learner discussion forum. *Journal of Asynchronous Learning Networks*, 3(2), 91-97.
- Rourke, L., & Anderson, T. (2002a). Exploring social communication in computer conferencing. *Journal of Interactive Learning Research*, 13(3), 259-276.
- Rourke, L., & Anderson, T. (2002b). Using peer teams to lead online discussions. *Journal of Interactive Media in Education*, 2002(1), 1-21.

- Rourke, L., Anderson, T., Garrison, D. R., & Archer, W. (1999). Assessing social presence in asynchronous text-based computer conferencing. *Journal of Distance Education, 14*(2), 50-71.
- Rourke, L., & Kanuka, H. (2009). Learning in communities of inquiry: A review of the literature (Winner 2009 Best Research Article Award). *Journal of Distance Education, 23*(1), 19-48.
- Saha, S. K., & Singh, S. (2016). Collaborative Learning through Language Games in ESL Classroom. *Language in India, 16*(10), 180-189.
- Sato, M., & Lyster, R. (2012). Peer interaction and corrective feedback for accuracy and fluency development. *Studies in Second Language Acquisition, 34*, 591-626.
- Scardamalia, M., & Bereiter, C. (1994). Computer support for knowledge-building communities. *The Journal of the Learning Sciences, 3*(3), 265-283.
- Schraw, G. (1998). Promoting general metacognitive awareness. *Instructional Science, 26*, 113-125.
- Shea, P., & Bidjerano, T. (2008). Measures of quality in online education: An investigation of the community of inquiry model and the net generation. *Journal of Educational Computing Research, 39*(4), 339-361.
- Shea, P., & Bidjerano, T. (2009a). Cognitive presence and online learner engagement: A cluster analysis of the community of inquiry framework. *Journal of Computing in Higher Education, 21*(3), 199-217.

- Shea, P., & Bidjerano, T. (2009b). Community of inquiry as a theoretical framework to foster “epistemic engagement” and “cognitive presence” in online education. *Computers & Education*, 52(3), 543-553.
- Shea, P., & Bidjerano, T. (2010). Learning presence: Towards a theory of self-efficacy, self-regulation, and the development of a communities of inquiry in online and blended learning environments. *Computers & Education*, 55(4), 1721-1731.
- Shea, P., & Bidjerano, T. (2012). Learning presence as a moderator in the community of inquiry model. *Computers & Education*, 59(2), 316-326.
- Shea, P., Li, C. S., & Pickett, A. (2006). A study of teaching presence and student sense of learning community in fully online and web-enhanced college courses. *The Internet and Higher Education*, 9(3), 175-190.
- Shea, P. J., Pickett, A. M., & Pelz, W. E. (2003). A follow-up investigation of “teaching presence” in the SUNY Learning Network. *Journal of Asynchronous Learning Networks*, 7(2), 61-80.
- Slagter van Tryon, P. J., & Bishop, M. J. (2009). Theoretical foundations for enhancing social connectedness in online learning environments. *Distance Education*, 30(3), 291-315.
- Smith, J. J. (1993). The SPICE project: Comparing passive to interactive approaches in a videodisc-based course. *The Journal*, 21(1), 61-65.

- So, H. J., & Brush, T. A. (2008). Student perceptions of collaborative learning, social presence and satisfaction in a blended learning environment: Relationships and critical factors. *Computers & Education, 51*(1), 318-336.
- Storch, N. (1998). A classroom-based study: Insights from a collaborative text reconstruction task. *ELT Journal, 52*(4), 291-300.
- Storch, N. (2005). Collaborative writing: Product, process, and students' reflections. *Journal of Second Language Writing, 14*(3), 153-173.
- Swain, M. (1997). Collaborative dialogue: Its contribution to second language learning. *Revista Canaria de Estudios Ingleses, 34*(1), 115-132.
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. *Sociocultural theory and second language learning, 97*, 114.
- Swain, M., Brooks, L., & Tocalli-Beller, A. (2002). 9. Peer-peer dialogue as a means of second language learning. *Annual Review of Applied Linguistics, 22*, 171-185.
- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *The Modern Language Journal, 82*(3), 320-337.
- Swan, K., Garrison, D. R., & Richardson, J. C. (2009). A constructivist approach to online learning: the Community of Inquiry framework. In Payne C.R. (Ed.) *Information technology and constructivism in higher education: Progressive learning frameworks* (pp. 43-57). Hershey: IGI Global.

- Swan, K., Richardson, J. C., Ice, P., Garrison, D. R., Cleveland-Innes, M., & Arbaugh, J. B. (2008). Validating a measurement tool of presence in online communities of inquiry. *E-mentor*, 2(24), 1-12.
- Swan, K., & Shea, P. (2005). The development of virtual learning communities. In Hiltz S. R. & Goldman R., *Learning together online: Research on asynchronous learning networks*, (pp. 239-260), New York: Hampton Press.
- Swan, K., & Shih, L. F. (2005). On the nature and development of social presence in online course discussions. *Journal of Asynchronous Learning Networks*, 9(3), 115-136.
- Tajeddin, Z., & Jabbarpoor, S. (2013). Individual and collaborative output tasks: Effects on the acquisition of English inversion structures. *Research in Applied Linguistics*, 4(2), 16-32.
- Valentine, R., & Bennett, R. (2013). The Virtual Professor: A New Model in Higher Education. *Administrative Issues Journal: Education, Practice, and Research*, 3(1), 3-6.
- Vaughan, N., & Garrison, D. R. (2005). Creating cognitive presence in a blended faculty development community. *The Internet and Higher Education*, 8(1), 1-12.
- Vygotsky, L. S. (1978). Mind in society: The development of higher mental process. In Cole M., John-Steiner V., Scribner S., & Souberman E. (Eds.) USA: Harvard University Press.

- Warner, A. G. (2016). Developing a community of inquiry in a face-to-face class: How an online learning framework can enrich traditional classroom practice. *Journal of Management Education*, 40(4), 432-452.
- Watanabe, Y., & Swain, M. (2007). Effects of proficiency differences and patterns of pair interaction on second language learning: Collaborative dialogue between adult ESL learners. *Language Teaching Research*, 11(2), 121-142.
- Whipp, J. L. (2003). Scaffolding critical reflection in online discussions helping prospective teachers think deeply about field experiences in urban schools. *Journal of Teacher Education*, 54(4), 321-333.
- Zhao, C. M., & Kuh, G. D. (2004). Adding value: Learning communities and student engagement. *Research in Higher Education*, 45(2), 115-138.
- Zirkin, B., & Sumler, D. (2008). Interactive or Non-interactive?: That Is the Question!!!. *International Journal of E-Learning & Distance Education*, 10(1), 95-112.

APPENDICES

A. Consent Form

Sevgili katılımcı,

Buradalık kavramının yabancı dil eğitimindeki grup çalışmalarındaki başarı ile ilişkisi üzerine yoğunlaşan araştırma çalışmamızın veri toplamasına katkıda bulunmanızı rica ediyorum. Çalışmada size bir adet buradalık anketi üçüncü grup çalışmamızın sonunda uygulanacaktır.

Doldurulmuş anketler ve çalışmanın diğer ürünleri araştırma danışmanının ofisinde kilitli bir dolapta saklanacaktır. Anketler de dahil çalışmanın hiçbir ürünü çalışma dışından biriyle paylaşılmayacaktır. Buna dersi aldığınız öğretim elemanı da dahildir. Verilere sadece İrem Sarı'nın, Kadir Kozan'ın ve gerekirse veri analizi yapacak üçüncü bir kişinin erişimi olacaktır. Veri düzenlemesi ve analizi notlar verildikten sonra gerçekleştirilecektir. Çalışma sonuçları bilimsel amaçlar (yayım, konferans, sunum vb.) dışında hiçbir amaçla kullanılmayacaktır.

Çalışma öncesinde, süresince, veri analizi ve raporlama sürecinde çalışma ile ilgili görüş, soru vb. her türlü paylaşımınızı irem.sari@sfl.bau.edu.tr, irem.sari@gmail.com ve/veya kadir.kozan@es.bau.edu.tr e-posta adreslerine gönderebilirsiniz. En geç iki gün içerisinde size geri dönüş yapılacaktır.

Şimdi lütfen bu formu okuyup anladığınızı beyan etmek ve çalışmaya gönüllü olarak katılmayı kabul ettiğinizi belirtmek için aşağıdaki tırnak içi cümleyi okuyup, ad ve soyad bilgisini girip tarihi belirtiniz ve imzanızı atınız.

“Bir örneği tarafıma verilen bu bilgilendirilmiş onay formunu okudum ve anladım.
“Öğretimsel, Toplumsal ve Bilişsel Buradalıkların Yabancı Dil Eğitiminde Kullanılan Grup

Çalışmalarındaki Başarı ile İlişkisi” isimli çalışmaya gönüllü olarak katılmayı kabul ediyorum”.

Ad ve Soyad:

Tarih:

İmza:

(While the survey participants were provided with the consent form online on www.surveymonkey.com without any signature requirement, the interview participants signed the consent form right before attending the interviews)

B. The “Community of Inquiry” Survey (Arbaugh et al., 2008)

The following statements relate to your perceptions of “**Teaching Presence**” – your instructor’s design, facilitation of discussion, and direct instruction regarding the collaborative task you completed.

Please indicate both your agreement or disagreement with each statement and how important you think it is.

Statement		Agreement				
		0 = strongly disagree, 1 = disagree, 2 = neutral, 3 = agree, 4 = strongly agree				
1	The instructor clearly communicated important course topics.	0	1	2	3	4
2	The instructor clearly communicated important course goals.	0	1	2	3	4
3	The instructor provided clear instructions on how to participate in course learning activities.	0	1	2	3	4
4	The instructor clearly communicated important due dates/time frames for learning activities.	0	1	2	3	4
5	The instructor was helpful in identifying areas of agreement and disagreement on course topics that helped me to learn.	0	1	2	3	4
6	The instructor was helpful in guiding the class towards understanding course topics in a way that helped me clarify my thinking.	0	1	2	3	4
7	The instructor helped to keep course participants engaged and participating in productive dialogue.	0	1	2	3	4

8	The instructor helped keep course participants on task in a way that helped me to learn.	0	1	2	3	4
9	The instructor encouraged course participants to explore new concepts in this course.	0	1	2	3	4
10	The instructor actions reinforced the development of a sense of community among course participants.	0	1	2	3	4
11	The instructor helped to focus discussion on relevant issues in a way that helped me to learn.	0	1	2	3	4
12	The instructor provided feedback that helped me understand my strengths and weaknesses relative to the course's goals and objectives.	0	1	2	3	4
13	The instructor provided feedback in a timely fashion.	0	1	2	3	4

The following statements refer to your perceptions of “**Social Presence**” -- the degree to which you feel socially and emotionally connected with others while completing your group task. Please indicate both your agreement or disagreement with each statement and how important you think it is.

		Agreement				
Statement		0 = strongly disagree, 1 = disagree, 2 = neutral, 3 = agree, 4 = strongly agree				
14	Getting to know other course participants gave me a sense of belonging to the course.	0	1	2	3	4
15	I was able to form distinct impressions of some course participants.	0	1	2	3	4

16	Online or web-based communication is an excellent medium for social interaction.	0	1	2	3	4
17	I felt comfortable conversing through the online medium.	0	1	2	3	4
18	I felt comfortable participating in the course discussions.	0	1	2	3	4
19	I felt comfortable interacting with other course participants.	0	1	2	3	4
20	I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.	0	1	2	3	4
21	I felt that my point of view was acknowledged by other course participants.	0	1	2	3	4
22	Online discussions help me to develop a sense of collaboration.	0	1	2	3	4

The following statements relate to your perceptions of “**Cognitive Presence**” -- the extent to which you are able to construct and confirm meaning while completing your group task. Please indicate both your agreement or disagreement with each statement and how important you think it is.

		Agreement				
		0 = strongly disagree, 1 = disagree, 2 = neutral, 3 = agree, 4 = strongly agree				
	Statement					
23	Problems posed increased my interest in course issues.	0	1	2	3	4
24	Course activities piqued my curiosity.	0	1	2	3	4
25	I felt motivated to explore content related questions.	0	1	2	3	4

26	I utilized a variety of information sources to explore problems posed in this course.	0	1	2	3	4
27	Brainstorming and finding relevant information helped me resolve content related questions.	0	1	2	3	4
28	Online discussions were valuable in helping me appreciate different perspectives.	0	1	2	3	4
29	Combining new information helped me answer questions raised in course activities.	0	1	2	3	4
30	Learning activities helped me construct explanations/solutions.	0	1	2	3	4
31	Reflection on course content and discussions helped me understand fundamental concepts in this class.	0	1	2	3	4
32	I can describe ways to test and apply the knowledge created in this course.	0	1	2	3	4
33	I have developed solutions to course problems that can be applied in practice.	0	1	2	3	4
34	I can apply the knowledge created in this course to my work or other non-class related activities.	0	1	2	3	4

C. Turkish Community of Inquiry Survey 1 (adapted by Ozturk, 2012)

Öğretimsel Buradalık

1. Öğretmen, dersin önemli konularını açıkça belirtmiştir.
2. Öğretmen, dersin önemli hedeflerini açıkça belirtmiştir.
3. Öğretmen, ders etkinliklerine nasıl katılacağımıza ilişkin açık bir yönerge sunmuştur.
4. Öğretmen, öğrenme etkinlikleri için önemli olan tarihleri/takvimi açık olarak belirtmiştir.
5. Öğretmen, öğrenmeye yardım eden ders konularına ilişkin fikir birliği ve fikir ayrılığı olan noktaları belirterek öğrenmeye yardım etmiştir.
6. Öğretmenin ders konularının anlaşılmasındaki rehberliği, görüşlerimin netleşmesinde yardımcı oldu.
7. Öğretmen derse katılan öğrencilerin derse katılımına ve üretken bir iletişim sürecini devam ettirmelerine yardımcı oldu.
8. Öğretmenin sınıfın dersle ilgili çalışmalara odaklanmasını sağlaması öğrenmeye yardımcı oldu.
9. Öğretmen, derse katılan öğrencileri dersle ilgili yeni kavramları/fikirleri keşfetmeleri için cesaretlendirmiştir.
10. Öğretmen, derse katılan öğrenciler arasındaki “biz” hissinin gelişmesini güçlendirmiştir.
11. Öğretmen, dersle ilgili konuları tartışmaya odaklanmamızda yardımcı olmuştur.
12. Öğretmen, dersin hedeflerine ilişkin güçlü ve zayıf yanlarımı anlamamda yardımcı olarak bana geri bildirimler vermiştir.

13. Ders öğretmeni zamanlaması iyi geribildirimler vermiştir.

Toplumsal Buradalk

14. Dersin diğer katılımcılarının olduğunu bilmek, kendimi bu derse ait hissetmemi sağlamıştır.

15. Derse katılan bazı öğrencilerle ilgili belirgin izlenimler edindim.

16. Çevrimiçi ya da web-temelli iletişim, sosyal etkileşim için mükemmel bir ortamdır.

17. Çevrimiçi ortamlar yoluyla konuşurken kendimi çok rahat hissettim.

18. Ders tartışmalarına katılırken kendimi çok rahat hissettim.

19. Dersin diğer öğrencileri ile etkileşim kurarken kendimi rahat hissettim.

20. Dersin diğer katılımcılarının görüşlerine katılmadığımda bile kendimi rahat hissettim, üstelik bu durumda bile gruba karşı güvenim sürmekteydi.

21. Kendi bakış açımın dersin diğer katılımcıları tarafından kabul edildiğini hissettim.

22. Çevrimiçi tartışmalar, başkalarıyla işbirliği yaptığım hissini gelişmesine yardımcı oldu.

Bilişsel Buradalk

23. Ortaya atılan soru/sorunlar ders konularına olan ilgilimi arttırdı.

24. Ders etkinlikleri beni meraklandırdı.

25. Dersle ilgili soruların yanıtlarını bulmak için kendimi güdülenmiş hissettim.

26. Bu dersle ilgili soru/sorunları çözmek için çeşitli bilgi kaynaklarını kullandım.

27. Beyin fırtınası yapmak ve ilgili bilgileri bulmaya çalışmak içerikle ilgili soruları yanıtlamamda yardımcı oldu.

28. Çevrimiçi tartışmalar, farklı görüşleri anlamama yardım ederek değerli bir katkı sağladı.
29. Karşılaştığım yeni bilgi/fikirler ders etkinliklerindeki soruları yanıtlamamda bana yardım etti.
30. Öğrenme etkinlikleri, açıklamalar ve çözümler oluşturmamda bana yardım etti.
31. Ders kapsamındaki tartışmalar ve ders içeriğine ilişkin düşüncelerim bu derste temel fikirleri anlamama yardım etti.
32. Bu derste oluşturulan bilgileri uygulamak ve sınamak (test etmek) için çeşitli yollar tanımlayabilirim.
33. Derste ele alınan sorunlara, gerçek yaşamda uygulayabileceğim çözümler geliştirdim.
34. Bu derste oluşturulan bilgileri, ilerde işimde ya da dersle ilgili olmayan diğer etkinliklerde kullanabilirim.

D. Turkish Community of Inquiry Survey 2
(adapted to the task by the researcher)

Öğretimsel Buradalık

1. Öğretmen, grup çalışmasının önemli kısımlarını açıkça belirtmiştir.
2. Öğretmen, grup çalışmasının önemli hedeflerini açıkça belirtmiştir.
3. Öğretmen, grup çalışması etkinliklerine nasıl katılacağımıza ilişkin açık bir yönerge sunmuştur.
4. Öğretmen, grup çalışmasındaki öğrenme etkinlikleri için önemli olan tarihleri/takvimi açık olarak belirtmiştir.
5. Öğretmen, öğrenmeye yardım eden grup çalışması etkinliklerine ilişkin fikir birliği ve fikir ayrılığı olan noktaları belirterek öğrenmeye yardım etmiştir.
6. Öğretmenin grup çalışması etkinliklerinin anlaşılmasındaki rehberliği, görüşlerimin netleşmesinde yardımcı oldu.
7. Öğretmen grup üyelerimizin grup çalışmasına katılımına ve üretken bir iletişim sürecini devam ettirmelerine yardımcı oldu.
8. Öğretmenin grup üyelerimizin grup çalışması ile ilgili çalışmalara odaklanmasını sağlaması öğrenmeye yardımcı oldu.
9. Öğretmen, grup üyelerimizi grup çalışması ile ilgili yeni kavramları/fikirleri keşfetmeleri için cesaretlendirmiştir.
10. Öğretmen, grup üyelerimiz arasındaki “biz” hissinin gelişmesini güçlendirmiştir.
11. Öğretmen, grup çalışması ile ilgili konuları tartışmaya odaklanmamızda yardımcı olmuştur.

12. Öğretmen, grup çalışması hedeflerine ilişkin güçlü ve zayıf yanlarımı anlamamda yardımcı olarak bana geri bildirimler vermiştir.

13. Öğretmen, grup çalışması ile ilgili zamanlaması iyi geribildirimler vermiştir.

Toplumsal Buradalık

14. Diğer grup üyelerinin olduğunu bilmek, kendimi bu grup çalışmasına ait hissetmemi sağlamıştır.

15. Bazı grup üyeleri ile ilgili belirgin izlenimler edindim.

16. Grup çalışması temelli iletişim, sosyal etkileşim için mükemmel bir ortamdır.

17. Grup çalışması sürecinde iletişim kurarken kendimi çok rahat hissettim.

18. Grup tartışmalarına katılırken kendimi çok rahat hissettim.

19. Diğer grup üyeleri ile etkileşim kurarken kendimi rahat hissettim.

20. Diğer grup üyelerinin görüşlerine katılmadığımda bile kendimi rahat hissettim, üstelik bu durumda bile gruba karşı güvenim sürmekteydi.

21. Kendi bakış açımın dersin diğer grup üyeleri tarafından kabul edildiğini hissettim.

22. Grup çalışması ile ilgili tartışmalar, başkalarıyla işbirliği yaptığım hissini gelişmesine yardımcı oldu.

Bilişsel Buradalık

23. Ortaya atılan sorular/sorunlar grup çalışmasına olan ilgilimi arttırdı.

24. Grup etkinlikleri beni meraklandırdı.

25. Grup çalışması ile ilgili soruların yanıtlarını bulmak için kendimi güdülenmiş hissettim.

26. Bu grup çalışması ile ilgili soruları/sorunları çözmek için çeşitli bilgi kaynaklarını kullandım.
27. Beyin fırtınası yapmak ve ilgili bilgileri bulmaya çalışmak grup çalışması ile ilgili soruları yanıtlamamda yardımcı oldu.
28. Grup çalışması ile ilgili tartışmalar, farklı görüşleri anlamama yardım ederek değerli bir katkı sağladı.
29. Karşılaştığım yeni bilgi/fikirler grup etkinliklerinde ortaya çıkan soruları yanıtlamamda bana yardım etti.
30. Grup etkinlikleri, açıklamalar ve çözümler oluşturmamda bana yardım etti.
31. Grup çalışması kapsamındaki tartışmalar ve grup çalışmasının içeriğine ilişkin düşüncelerim bu grup çalışmasındaki temel fikirleri anlamama yardım etti.
32. Bu grup çalışmasında oluşturulan bilgileri uygulamak ve sınamak (test etmek) için çeşitli yollar tanımlayabilirim.
33. Grup çalışmasında ele alınan sorunlara, gerçek yaşamda uygulayabileceğim çözümler geliştirdim.
34. Bu grup çalışmasında oluşturulan bilgileri, ilerde işimde ya da dersle ilgili olmayan diğer etkinliklerde kullanabilirim.

E. COLLABORATIVE TASK 3

BAHÇEŞEHİR UNIVERSITY - School of Foreign Languages
A1-A2 Combined Module



COLLABORATIVE TASK -3-

Task 3: My English Journey (Reflective Journal Task)

- Your teacher will put you in pairs.
- As a pair, you will think about your English journey in your A1-A2 module at Bahçeşehir University, English Preparatory School and prepare a journal about it.

Your journal will consist of three parts:

- ✓ **In the 1st part**, you will write about what you have learnt in A1-A2 module. You may want to write something about the following questions:
 - What do you remember about your first lesson at Bahçeşehir University?
 - How did you feel?
 - What did you think about your classmates?
 - Compared to the very first week, how did your speaking and writing improve?
 - How do you feel as a learner now?
- ✓ **In the 2nd part**, you will evaluate your own performance. You may want to write something about the following questions:
 - How do you see your performance as a student?
 - Are you happy with your performance in the class? Why? Why not?
 - Do you think your teacher is happy with your performance? Why? Why not?
- ✓ **In the 3rd part**, you will plan your future learning. You may want to write something about the following question:
 - Based on your learning experience in A1-A2 module, what are your plans for the next module?
- ✓ **Submit your journal to your teacher on December 28, 2016.**

Notes:

- There is no right or wrong answer for a journal entry. So, feel free to express your ideas as you wish.
- Don't limit yourself to words. **Include pictures or illustrations of yourself, your classmates, or teacher** too.
- Each part should roughly be about 80-100 words.



F. STUDENT INTERVIEW QUESTIONS

1) Daha önce hiç grup çalışmalarına katıldınız mı?

(Have you ever participated in group activities before?)

2) Bu grup çalışması hakkında ne düşünüyorsunuz?

(What do you think about this group work?)

3) Öğretmeninizin bu grup çalışmasındaki rolünü nasıl değerlendiriyorsunuz? (Önemli konuları ve hedefleri belirlemek, etkinliğe nasıl katılacağınızı açıklamak, önemli tarihleri belirlemek, cesaretlendirmek, geri bildirim vermek vb...)

(How do you assess your instructor's role in this group work? (Identifying important task topics and goals, explaining how you will participate in the activity, setting important dates, encouraging, providing feedback etc.)

4) Bu grup çalışması için size verilen yönergeleri nasıl değerlendiriyorsunuz?

(How do you assess the instructions provided to you in this group work?)

5) Bu grup çalışmasındaki sosyal ortamla veya öğrenciler arası etkileşimle ilgili ne düşünüyorsunuz? (Öğrencilerden gelecek cevaplar doğrultusunda aşağıdaki sorularla devam edilebilir.)

a) Bu çalışma öğrencilere rahat bir çalışma ve iletişim ortamı sağladı mı?

b) Sizce bu grup çalışması öğrencilerde merak ve ilgi uyandırdı mı?

c) Sizce bu grup çalışması öğrencilerde işbirliği ve “biz” hissi uyandırdı mı?

(What do you think about the social environment in this group work or the interaction among students? (Depending on the answers given by students, the following questions can be raised.)

a) Did this group work provide a comfortable working and communication environment for students?

b) Do you think this group work did arouse students' curiosity and interest?

c) Do you think this group work did encourage collaboration and sense of belonging in the students?)

6) Bu grup çalışması için ne tür kaynaklara başvurduunuz?

(What kind of resources did you use for this group work?)

7) Bu grup çalışmasının sizin öğrenmeniz üzerine etkisi konusunda ne düşünüyorsunuz?

a) Bu grup çalışmasındaki etkinlikler sizlerde bilişsel bir süreç yarattı mı? (Beyin fırtınası yapmak, tartışmak vb...)

(What do you think about the effect of this group work on your learning?

a) Did the activities in this group work create a cognitive process in you? (Brainstorming, discussion etc.)

G. STUDENT INTERVIEW TRANSCRIPTIONS

(High Group, S1 & S2)

(03.01.2017, 21:33 min.)

Şimdi arkadaşlar daha önce hiç grup çalışmalarına katıldınız mı?

S1: Hıhı katıldık. 3 tane oldu zaten.

S2: Evet.

Hıhı, peki bundan önce yani Bahçeşehir'e gelmeden önce yaptığınız çalışmalar var mıydı okulda?

S2: Hıhı, yani proje ödevleri oluyordu yine grup halinde falan yapıyordu, katıldık yani.

Tamam süper, peki bu yaptığınız grup çalışması hakkında ne düşünüyorsunuz, 3. den bahsediyorum?

S2: Ben başlayayım mı?

S1: Tabi.

S2: Bence çok faydalı bir şey, yani inanın İngilizcemizi kullanmamıza olanak sağlıyor, zaten bütün proje ödevleri aynı şekildeydi yani hep bir İngilizceye katkı olması ile ilgiliydi. Ama bu son ödev biraz yorucuydu çünkü sadece İngilizce de kullanmadık hani bir slayt hazırladık sonra o dergi oluşturuldu ve ben biraz yıprandım açıkçası çünkü oluşturduğumuz slayt, bastırmaya gittiğimiz zaman bir şey uygun değilmiş işte yok sayfa düzeniydi yok oydu buydu derken bayağı zaman aldı. Ya benim fikrim böyle ödevlerin daha çok hani İngilizce odaklı olması, yani dış görünüş çok önemli olmasın mesela İngilizceyi daha çok kullanalım. Hem böylece zaten hani bize daha katkılı olur yani, o slaytın benim için yani bir önemi yok bir katkısı da yok bana bence, ama hani zaten İngilizce ödevlerinin belli bir oranda katkısı oluyor gibi geliyor, hani yani turistle konuşmak, heyecanı yenmek falan filan ama o son ödev biraz uğraştırıcıydı tabi ki, dergi oluşturmak falan biraz yorucuydu.

Anladım, sen ne diyorsun X?

S1: A1-A2 ödevi adına konuşsam ben, hani bizde bir dergi oluşturma olayı yoktu. Hani bizim için faydalı olduğunu düşünüyorum ben, ve diğer ödevlerden daha farklı bir ödevdi çünkü kişisel gelişimimizi anlattık biz bu ödevde işte burdaki seviyemizin ne olduğunu, gelecek modüldeki planımızın ne olduğu bu gibi şeyleri anlattık. Hani bu kendi adımıza iyi bir ödev oldu, en azından kendimizi değerlendirme fırsatımız oldu. ‘Ben bu zamana kadar ne yaptım’ bunu düşündük. Düşünmezdik, oturup bunu düşünmezdik sonuçta. Aynı zamanda hocamız da kendimiz hakkında, yani kendi gelişimimiz hakkında ne düşündüğümüzü görmüş oldu. Ya bence bizim için en faydalı ödev bu sonuncu yapılan grup çalışmasıydı.

Anladım teşekkür ederim, peki öğretmeninizin bu grup çalışmasındaki rolü hakkında ne düşünüyorsunuz? Yani hani konular yeterince açıklandı mı? Etkinliğe nasıl katılacağınız söylendi mi?

S2: Ya ben zaten öğretmenimden çok aşırı memnunum hatta yani değişecek diye de çok üzülüyorum. Hiçbir problem yok yani, çok yardım ediyor zaten her konuda, bunda da yardım etti. Yani ödevi anlamak, yani şu eksikti, bunu söylemedi, öyle hiçbir sıkıntı yok yani.

Sizi cesaretlendirdi mi peki X hocanız?

S2: Evet, tabi ki yani sürekli zaten hani çaktırmadan da olsa zaten derste de cesaretlendiriyor yani. Her şekilde yani özgüvenimizin de gelmesine de yardım ediyor ve geldi de zaten benim gayet özgüvenim. İngilizce konusunda biraz fazla da olsa.

Gayet memnunsun X hocadan?

S2: Evet memnunum.

Güzel, sizde bu ödevde nasıl yaklaştı hocanız?

S1: Yani, X hoca bize çok açık bir şekilde ödevi zaten anlattı. Hani bunun dışında çalışmalara daha çabuk başlamamız için bir süre teşvik etti. Hani öğrenciler biraz daha rahat oluyor işte son zamana bırakayım şöyle yapayım. Hani X hoca da ona müsaade etmedi, hani biraz daha erken yapın, hani kendinizi daha çok değerlendirme fırsatınız olsun. Hani tamamıyla gerçekten destek oldu, yeteri kadar da açıklayıcı olduğunu düşünüyorum, yani oldukça yardımcıydı.

Feedback aldınız mı peki, hani yaptığımız ödevle ilgili, işte hocaya götürdünüz mü kontrol etti mi?

S1: Biz kontrol ettirmedik sadece teslim zamanında verdik ama ondan öncesinde neler yapmamız gerektiği hakkında çok detaylı bir şekilde yardımcı olduğu için ona gerek kalmadı.

S2: Biz ilk ödevde yani götürmüştük, hoca kontrol etmişti işte burası yanlış burayı düzeltin düşük almayalım diye. Ama bu ödevde hani biz götürmedik çünkü hani puanımız etkili olsun hani biz kendimiz görelim yanlışımızı doğrumuzu diye. Zaten ama hoca öyle de olsun yani bize geri dönüş yapıyor ödevle alakalı hani burası böyle olsaydı daha iyi olurdu falan filan. Zaten bizim hocamız da çok dış görünüşe takan bir hoca değil ama hani onların da sonuçta bir mecburiyeti var hani bunun bu puana göre verilmesi lazım, bunun bu puana göre verilmesi lazım. Hani sonuçta bir de erkekler çok sıkıntı çekiyor böyle şeylerde onların el becerileri daha düşük olduğu için. Hani bazen şey durumları oluyor yani hoca da diyor acaba ben mi gruplandırırsam diye. E şimdi tanımadık, yani insanlar tanımadığı kişilerle de olmak istemiyor, hani samimi olmadığı tanımadığı dediğim. Öyle farklı şeyler oluyor tabi kimle olsam diye bayağı bir düşünülüyor ama hani bir problem olmadı yine de.

Siz kendiniz seçtiniz grup arkadaşlarınızı?

S2: Biz kendimiz seçtik.

Siz de mi öyle?

S1: Bizim de öyleydi işte yalnızca yabancı bir arkadaşımıza biraz daha yardımcı olabilmek için onu da bizim grubumuza dahil ettik. Hani o da genel yine bizim tercihimizdi. Hani herhangi bir hocanın işte yapın ya da değildi de, bizim kendimize yakın gördüğümüz ve yardımcı olmak istediğimiz bir arkadaşımızdı çünkü onlar daha çok zorlanabiliyorlar böyle ödevleri anlamakta uygulamakta, hani yardımcı olmuş olduk bu şekilde.

Yani tamamiyle siz seçtiniz gruplarınızı?

S1: Öyle evet.

Tamam. Bir de Collaborative Task'la ilgili bir tane yönerge verilmişti size hatırlıyor musunuz, hani içerik olarak nelerin olması gerektiği? O yönerge nasıldı? Yani gayet net miydi anlaşılmayan yerler var mıydı?

S2: Yani... Yani anlayabilene netti. İngilizceydi zaten Türkçe değildi benim hatırladığım kadarıyla...

Evet evet İngilizceydi o, evet.

S2: E zaten Türkçe olması çok anlamsız olur... yani ben anlayabildim. Her şey vardı yani. Tabi ki anlayamadığım hani İngilizce birkaç cümle, kelime olmuştu ama onlara da hani, anlamına baktığım zaman gayet rahat açıklayıcıydı zaten. Hani onlara bakarak bir şey yapıyoruz ve hiç düşük almadık proje ödevlerinde. Hani demek ki zaten açıklayıcıymış ki biz de anlayabilmişiz.

Anladım güzel, siz?

S1: Ya bence de gayet açıklayıcıydı. Hatta yeteri kadar bilgi de vardı. Hani 80-100 arası kelime kullanılmalı falan gibi. Hani gereken herşey yer alıyordu bence içerisinde.

Tarihler? Her şey vardı?

S1: Evet, hıhı.

Takıldığınız yerlerde hoca yardımcı oldu mu size?

S1: Evet, hıhı.

S2: Hıhı, zaten unutuluyor ödevle ilgili bir şey, sürekli soruluyor sürekli soruluyor hep aynı şeyi söylüyor hoca yani.

Bir de bu grup çalışmasında arkadaşlarınızla beraberiniz, 2'li 3'lü gruplar halinde yaptınız. O sosyal ortam nasıldı?

S2: Şimdi orası, açık olmak gerekirse, herkesin eşit görev dağılımı olmuyor. Yani benim şu ana kadar grup olduğum arkadaşlarımın İngilizcesi en iyi olan hani bendim. Ve hani mesela şöyle bir grup dağılımı oluyor, biri bir şey almayı üstleniyor daha çok, biri onu hazırlamayı üstleniyor, biri de İngilizce kısmını çok alıyor, ben de açıkçası çok almak istemiyorum. Ben alırım yaparım da benim için daha iyi hatta kendi yararına. Hani daha çok çalışıyorum İngilizcemi geliştiriyorum ama bu onların zararını oluyor. Hani o konuda biraz eksiklikler oluyor. Çünkü, yani görev dağılımı olmak zorunda e bi yerden hani kimin, mesela kimler daha çok dışarı çıkabiliyorsa o bir şey alma görevi üstleniyor, kimin el becerisi mesela ödevimiz el becerisi ile ilgiliydi, el becerisi çok iyi olan bir arkadaşım hani el becerisini üstlendi, ben de daha çok İngilizce yazıları üstlendim ben yazdım onları falan filan. Hani bu tabi ki onların zararına da oluyor ama birleştiği zaman yine bir ödev çıkıyor yani.

Yani biraz daha yetenek ve ilgiye göre iş dağılımı yapıyor diyorsun ve çok eşit olmuyor diyorsun?

S2: Evet kesinlikle. Mesela benim el becerim hiç yok. Ben yani bana verin ben makası düz kesemiyorum, şimdi ben onu yapsam 0, ama şimdi İngilizcesi iyi olmayan birine de onu versek o da yanlışlıklardan 0, e bu toplandığı zaman zaten iyice bir 0 olur yani.

Bir şekilde dengeliyor diyorsun?

S2: Dengelemek zorunda kaldığımız için böyle bir şey yapıyoruz ama tabi ki de İngilizceyi ben üstlendiğim için çoğu zaman ya da bir başkası, mesela Ege o da üstlenmişti. E diğerleri yani İngilizce, yani onlar kendini çok geliştiremiyor, bu onların zararına oluyor.

Evet anladım teşekkür ederim.

S1: Sonuçta yaparken güzel bir ortam oluyor hani arkadaşlarınla bir araya geliyorsun. Sonuçta bir şeyler oluşturmaya çalışıyorsun güzel bir ortam ama ben de aynı fikirdeyim tam bir grup çalışması olabildiğine inanmıyorum genelde. Çünkü dediği gibi hani bir kısım ya iş becerisini çok yoğun alıyor biri İngilizce kısmını çok yoğun alıyor. Hani tam anlamıyla bir, yüzdeler bir dağılım söz konusu olamıyor grup ödevlerinde ki şöyle bir şey var genellikle grubun içerisinde yabancı arkadaşımız varsa hani o...

S2: Benim 2 ödevde de yabancıydı, iki tane Arap vardı mesela.

Sonuncuda da var mıydı yabancı?

S2: Yok sonuncu da sadece bir kişi ile Türkle çalıştık, diğer iki ödevde de Arap vardı bir tane.

S1: Biz üçüne de aynı grup arkadaşımızı dahil ettik, hani yardımcı oluyoruz güzel ama şöyle bir şey olmuş oluyor, o tam anlamıyla bir ödev gerçekleştirebilmiş olmuyor aslında, yani bu onun açısından da bir eksi tabi ama şöyle bir şey var hani biz yani yardımcı olalım diyoruz ama ben şunu düşünüyorum aslında, hani daha faydalı olabilir bence bu, onların bence kendi aralarında gruplandırılmaları gerekiyor ya da onlara bu ödev tanımının daha farklı şekilde yapılması gerektiğine inanıyorum ben. Yani bizim içimizde, Türk öğrenciler arasında, biz sıkıştığımızda öğretmenimizden Türkçe de yardım alabiliyoruz. Onlar onu da alamadığında ödevi tam anlamıyorlar. O zaman da şöyle oluyor hocadan daha çok ödev grup arkadaşları dağılımında düşüyor. Hani bize daha çok iş düşüyor bu sefer. Kendin yaptığını bıraktın ona açıklamaya çalışıyorsun. Bakıyorsun o anlamıyorsa o zaman onun yerine hadi ben yapayım durumuna geçiyorsun, e ne olmuş oluyor hem sana daha çok görev düşmüş oluyor hem o tam olarak grup çalışmasında katılmış olmuyor. Hani benim bu

grup çalışmalarında ki en büyük sorunum şu oldu aslında. Sadece bence onlar daha farklı şekilde gruplandırılmalılar diye düşünüyorum ben. Kendi aralarında ya da daha farklı bir şekilde hocaların yönlendirmeleriyle ama bizim içimizde değil bence.

S2: Ya mesela o turist ödevinde şöyle bir zorluk çıktı. Ya bizde... hani sonuçta her şeyi de anlayamıyoruz İngilizce, yani illaki bir şey oluyor ya da biz tenefüste hani Türk insanlarla konuşup anlaşıyoruz ya da öğretmene tenefüste bir şey soruyoruz sonuçta onların da Türkçe konuşması yasak zaten konuşamıyorlar onlar da. Hani bir şekilde anlaşıyoruz mesela o turist ödevinde yani asla... ben anlatsam da o anlayamıyor ya onun İngilizcesi yetersiz kalıyor ya da benim yetersiz kalıyor. Bir durum oluyor, mesela anlaşımadık o bir saat aksadı o ödev mesela, hani o arka plana çok takıldı, ben dedim, önemli değil demeye çalışıyorum hani turistle konuşsak yeter falan filan. Hatta ben o ödevde izleseniz o kadar sinirliyim ki öyle bir konuşuyorum ki yani karşımdaki adamı neredeyse dövecek gibiyim. Adam da yanlış anlamış yani, hatta ondan ben 95 almıştım sırf o ciddiyetim, çok ciddiydim yani gerçekten rahatsız edici bir ciddiyet var çünkü o benim kaçıncıydı, ben diğerlerinininki güzel olsun diye kendi hani... ödevin başı çıkmamış çok güzel bir tane hani röportajım var o çıkmamış, bir daha yapmak durumunda kaldık tekrar tekrar, o yüzden o zorluk çıkmıştı mesela onda ama bir şekilde yine de yapılıyor yani.

Anladım, peki bu son grup çalışmasında hani çalışma ortamınızda ya da iletişim ortamınız rahat mıydı, memnun muydunuz?

S2: Ya benim... zaten biz iki kız yaptık benim en samimi arkadaşım hani okulda, sınıfımdaki. Bize geldi, hani slayt hazırladık beraber. Yine o slaytı yaparken ben İngilizce yaptım, o kendininkini yazarken ben slayta biraz devam ettim falan filan, tabi sonra slaytta dediğim gibi program hatası falan olduğu için çok hani gerildim orada. Bir de bize bir örnek gösterdiler dergi şeklinde, o da bayağı da dergiydi yani. O benim program hatasından dolayı gittiğim zaman o şekilde çıkartamadılar, e ben de çok stres oldum dergi gibi olmayacak mı falan filan baştan yapma şansım yok. Bir de ben çok uzakta oturuyorum yani mesela bugün çıktığım zaman 3 saatte bile gittiğim oluyor kendi evime, hani bu yüzden.

Sonra mesela geç gidiyorum sabahçı oluyorum beş buçukta kalkıyorum, hani ödevi çıkartma problemi falan filan zor olduğu için hani çok fazla fırsatım da olmamıştı, o yüzden biraz gerildim açıkçası yani gerginlikler yaşadım.

Evet, iletişim kurma konusunda sıkıntı yaşadın mı arkadaşınla?

S2: Yok zaten samimi arkadaşım, hani hiçbir sorun olmadı. Hallettik yani, rahat rahat yaptık.

Anladım güzel siz peki?

S1: Bizim de iletişim açısından bir sıkıntı yoktu. Sadece bahsettiğim işte her zamanki problem yabancı bir arkadaşın grupta yer alıyor olmasının zorlukları.

S2: Evet.

S1: Ama sonuçta hani biz de onu bir gruba dahil ediyorsak e biz de aşağı yukarı onun öyle olacağını, ona biraz daha yardımcı olacağımızı biliyor şeklinde kabul ediyoruz. Hani o yüzden bir sıkıntı yaşamadık yani, iyiydi.

Rahat bir şekilde o süreci hallettiniz yani?

S1: Hıhı evet.

Tamam. Peki bu ödev, bu son ödeviniz sizde merak ve ilgi uyandırdı mı? Sevdiniz mi?

S1: Ben de merak uyandırmak dışında ben dediğim gibi benim hoşuma giden bir ödev oldu çünkü kendimi analiz edebilme fırsatı buldum. Hani ben hiçbir zaman sonuçta bir insan belli bir, şuan belli bir leveller üzerinde ilerliyoruz. Oturup hani acaba “ben ilerledim mi, ilk geldiğim güne göre bir şeyler bende değişti mi” bunu düşünmezdim. Hani bu ödevi yaparken en azından bunu düşünme fırsatım oldu yani “ben ilerledim mi, bende bir gelişim var mı” hani “belki konuşamıyordum şu an konuşabiliyor muyum” ne bileyim eskiden kelime hafızası hani çok fazla değildi, hani çok fazla bir kelimeye sahip değildim “şuan kelime dağarcığım gelişti mi” hani kendimde ilerleyip ilerleyemediğimi görebilme fırsatım oldu. Benim için güzel bir ödevdi bu yüzden.

S2: Benim için de yani merak böyle bir ilgi uyandırmadı tabi ki ama... yani şu çok güzel bir şey, ilk okula geldiğim günü hatırlıyorum aşırı yani gerilmiştim yani ter gelmişti gerçekten. Hocayı anlamıyorsun, kimseyi tanıımıyorsun, Allahım nasıl bitecek yani bitsin bugün bitsin bugün. Meğerse hani ilk günü aslında bir heyecan var ama aslında gitgide korkuya dönüşüyor falan filan, o günü hatırladım böyle. Sonra dedim ki ya ne kadar garip yani, şu an o hocamın da gitmesini istemiyorum, arkadaşlarımdan ayrılmak istemiyorum ve çok ilginç bir şekilde derste anlatılan her şeyi anlıyorum. Zaten ilk İngilizce öyle başlanmış yani ilk başta anlamazmışsın sonra bir anda konuşmaya başlanmışsın ve onu yazarken dedim ki, durdum ve düşündüm yani dedim ki “yazabiliyorum” yani çok ilginç bir şekilde kendimi değerlendirdim. İsmi zor söyleyen insan kendini değerlendiriyor, o çok garip bir şey oluyor zaten. E gurur da duyuyorsun yani böyle hoşuna da gidiyor falan filan ama böyle bir merak bi ilgi uyandırmadı tabi öyle, ama hoşuma da gitti yani. Çünkü insanın kendini görme fırsatı oluyor. Diyorsun ki yapabiliyormuşum hani istesem. Zaten benim İngilizce yeteneğimin olduğunu hani ben biliyordum ama hiçbir zaman üstüne düşmemiştim ve çok korkuyordum hani bir fobim vardı küçüklükten dolayı, hep böyle dalga geçerlerdi falan filan. Hiç şey yapmaz, korkardım ve korkumu yendim yani ve... Özel okul çıkışlıyım yani, çok İngilizce dersi gördüm ama hani mesela X hocaya böyle çok şey borçluymuş gibi hissediyorum çünkü bana ilk defa İngilizceyi biri anlatabildi yani. Ben ilk defa onu dinlerken zevk alabildim. İlk günden son güne zevk aldım yani bu çok ilginç bir şey. Ama çok seviyorum şu an İngilizceyi. Yani diyorum ki keşke daha önceden öğrenseydim de şu an İngilizce bilip farklı bir dil öğrenebilseydim falan filan diyorum yani, çok iyi bence.

Kendinizde gelişime görüyorsunuz yani? Bu çok güzel bir şey. Peki bu yaptığınız grup çalışmasında, gene sonuncu için söylüyorum, böyle bir " biz" hissi oluştu mu, yoksa daha çok “bireysel” mi? Ne diyorsunuz?

S2: İ1 şöyle...

Yani işbirliği hissi, biz olma hissi mi yoksa...?

S2: O tabi ki oluyor zaten. O her ödev de oluyor yani çünkü, stresi bile beraber yaşıyorsun yani. Sonrada da dediğim gibi zaten hani ben slaytı yaparken onun İngilizcesini yazdı değiştik falan filan yani zaten anlıyorsun ki, hani o olmadan bu ödev olmaz. Ben olmadan da bu ödev olmaz yani. Hani ikimiz duygusu oluyor yani beraber yapmak zorundayız çünkü eksikliklerini insan aslında beraber tamamlıyor ödevlerde. Hani o yüzden aslında proje ödevleri bireysel olarak verilmiyor çünkü bir eksiğin olduğu zaman tek başına hani halledebilme imkanın olmuyor. Biri olduğu zaman hani ben yapamazsam da o bunu yapabilir. Ya da mesela tartıştık biz, yani şöyle tartıştık öyle kavga değil tabi ki, hani “bu niye böyle, böyle olsa daha iyi olur, böyle daha yüksek puan alırız” falan filan hani o yüzden bireysellikten çıktı ödev, yani biz hissi bende oluştu. Hissettim onu.

Sen de nasıldı?

S1: Benim için de aynı şekildeydi çünkü böyle bir durum var, sonuçta bir insan her şeye sahip olamıyor, yani çok çok iyi bir İngilizce aynı zamanda...

S2: Evet.

S1: ...çok iyi bir işte el becerisi, bunlara sahip olamıyor. Ama grup ödevlerinin şöyle bir güzelliği var ki senden dil becerisi geliyor işin içine, diğerinden bir görsel yönünden daha yetenekli oluyor, o bir şeyler katıyor işte diğeri elisi kısmında bir şeyler katıyor. Sonuçta toplandığında çok çok güzel bir şey tek bir kişi tarafından çıkmayabiliyor. Hani örnek vereyim benim İngilizcem çok iyidir ama dediği gibi mesela elim makas tutmaz, çok güzel bir yazıyla saçma sapan bir şey çıkarırım, ama arkadaşımın el becerisi iyidir ona kestiririm ben yazarım, ortaya müthiş bir şey çıkabilir. Hani grup ödevleri bu açıdan gerçekten yararlı ve ben... bende de biz hissi oluştu çünkü sonuçta güzel bir ödevi ortaya çıkarabildik yani.

Anladım güzel, peki X'lerin yaptığı gibi sizde de böyle bir tartışma bir beyin fırtınası gerçekleşti mi?

S1: Ya o grup ödevi olunca tabi ki oluyor çünkü...

S2: Gerginlik çıkıyor zaten mutlaka.

S1: Evet.

S2: Birazcık da olsa oluyor yani o.

S1: Yani şöyle bir şey var, sonuçta herkesin bir fikri oluyor “şu olsun, bu olsun”. Şimdi bir düşünüyorsun istiyorsun ki benim fikrim olsun. Bir de diyorsun ki ama onun da bir fikri var sonuçta. Hani o da dahil olmalı. Hani tartışma ortamı şöyle, gergin bir ortam olmuyor, ama tabi ki baskın fikirler oluyor işin içinde. Hani bundan dolayı böyle bir şeyler oluyor ama sonuçta böyle bir şey var, grup ödevinin de belli bir tadı bence orada var zaten. Hani o hep tüm fikirler varken, farklı farklı fikirleri ortak bir yerde bütünleştirebilmek bence bu güzel zaten.

S2: Ama o, dediğin gibi farklı öğrenci şeylerine bir çözüm hani şey yap... olabilir. Çünkü benim o gerginlik, bizde oldu, olmuştu yani hatırlıyorum çünkü ne bileyim yanlış bir şey yazmış mesela ben onu düzeltiyorum ama diyor ki “niye benimkini değiştiriyorsun” mesela “benimki kalsın”. Ama o düşük alacak, hani böyle gerginlikler oluyor illaki ödevlerde, böyle şeylerde.

O tartışma esnasında kendini çok rahat hissetmedin galiba biraz gerginlik...

S2: Ya tabi ki de böyle hani el hareketiyle ya da yüksek ses tonuyla değil hani, ama sonuçta üzdü... kendimi yani rahatsız hissettim yani dedim şey gibi oldum orada, sanki hani müdahale ediyormuş gibi sürekli ama hani okumam gerekiyordu çünkü yanlış hani. Zaten herkes kendi puanını alıyor. Ve ben arkadaşım düşük altın istemem. Aynı ödevdeyiz ben 100 alıyorum o 70, 60 mı alacak yani, almasın, niye alsın ki yani. Bu yüzden hani öyle şeyler oluyor biraz rahatsız ettiğim de oldu.

Peki o tartışma esnasında hani fikirlerinizin dikkate alındığı ve saygı duyulduğu, ya da arkadaşlarımızın fikirlerini dikkate aldığımız ve saygı duyduğunuz durumlar gelişti mi?

S2: Tabi ki canım, zaten uzlaştık yani hemen uzlaşabildik. Uzlaşabildik zaten ve ödev de çıktı yani ortaya, yoksa çıkmazdı. Bazen öyle sorunlar oluyor. Tatlıydı yani güzel şeylerdi, güzel hatırlıyorum.

Siz?

S1: Ya benim için de aynı şekilde. Hani dediği gibi bazı ufak tefek tartışmalar illa oluyor ya da hani, ama sonuçta şöyle bir şey var, bir ödev ortaya çıktığında amaç şu ki hiç kimsenin kalbi kırılmasın ve ortaya herkesin istediği bir şey çıksın. Ki zaten bu görüşte olursan hoş bir şey çıkıyor ortaya. Yoksa hani çok çok güzel bir ödev yaparsın ama ne onun istediği olmuştur ne benim istediğim. O zaman o ödevin bir anlamı yoktur, ama sonuçta biz de şu amaç var ki ortaya bir şey çıkardıysak hepimizin istediği ve hepimizin hoşuna giden, “bu benim ödevim” diye hocaya teslim ettiğimizde, hani ben de bir şeyler kattım diyebildiğimiz bir ödev oluşsun. Sonuçta üniversiteye gidiyoruz çocuk değiliz, sürekli çatışarak bir şeyleri halledemeyeceğini insan ister istemez anlıyor.

S2: Bi de benim yapım gereği ben biraz mükemmelliyetçiyim yani. Hocaya da şeyim, yani kendim beğenmediğim odevi hayatta veremiyorum. Hakaret gibi geliyor. Yani ben beğenmemişim yani, şey uyduruk falan olmasın diye çok aşırı düşünüyorum üstüne, kafama takıyorum falan filan. Her şeyde bu öyle, yani sınavda bile düşük aldığım zaman da çok kafama takarım. Huyum kurusun. O yüzden de yani kendim zaten başka bir strese bürünüyorum ödev yaparken.

Yani bilişsel bir süreç de geçirdiniz? Tartışmalı fikir alışverişinde bulundunuz?

S2: Evet.

S1: Evet.

Tamam, bir de son olarak nasıl kaynaklar kullandınız bu son ödevi yapmak için? Nelerden yararlandınız?

S2: Bir tek o slayt hazırlama programını kullandık, onun dışında kendim yazdım yani.

Her şeyi kendiniz yazdınız?

S2: Hiçbir şeye bakmadım, bir tek mesela iki üç kelimeyi bilmiyorsam, hani hangisi, şöyle şeyler oluyor yani artık mükemmelleştireyim diye. Mesela bir kelimenin bir sürü anlamı var, ya da bir anlamı olan bir şeyin, bir sürü kelime ifade ediyor onu yani. Hani daha üst düzey bir kelime olsun hani onlara baktım sadece, hani daha çok dikkat çeksin daha çok güzel dursun diye. Ama onun dışında yani gelişmiş İngilizcem gerçekten ki hiç hani yok Translate'mis, yok hani hiç gerek duymadım. Direktman verdim.

Bir tek sözlük ve sunum programına baktınız?

S2: Hıhı. Ve 100 aldım yani, demek ki öğrenebilmişim bir şeyleri.

Mükemmelliyetçi olduğunı söylemiştin zaten.

S2: Evet.

S1: Benim de aynı şekildeydi, dediği gibi zaten hani bu ödev için sonuçta herhangi bir yerden yardım alamazdık çünkü kendi gelişimimizi anlatacaktık.

S2: Evet zaten hani o da biraz da kandırıkçılık oluyor.

S1: Hani ödev çok fazla böyle oradan buradan bir bilgi alabileceğin bir ödev değildi, hani kendim ben nasılsam onu anlatacaktım hani şu kadar geliştim, bu kadar iyiyim, şu kadar kötüyüm gibi. Hani ondan dolayı hiçbir yerden yardım almadım ama dediği gibi sözlük yardımı tabi ki oluyor çünkü insan belli bir yere geldiğinde “ya şurada da şu kelimeyi kullansam çok güzel olur” diyorsun.

S2: Evet.

S1: Düşünüyorsun oluşturamıyorsun, o zaman diyorsun hani bir kelime en azından sözlükten bakayım. Hani sözlük yardımım benim de oldu tabi ki. Onun dışında yoktu yani.

Sizde mi sunum hazırladınız yoksa dergi mi ortaya çıkardınız?

S1: Dergimiz de vardı... Sunum yani o derginin üzerinde çalıştık biz sadece. Biz de ekstra bir sunum yoktu. Ama dediğim gibi hani o dergiyi oluştururken de sadece sözlük.

Bir de görseller kullandınız sanırım?

S2: Hıhı.

S1: Evet fotoğraflarımızı kullandık.

O görseller için nereden kaynak aldınız?

S2: Onlar telefonumuzda, ya biz çekilmişti hep böyle.

Kendi resimleriniz onlar?

S1: Evet tamamen kendi resimlerimiz.

S2: İşte öğretmenler gününde olsun, ilk sınava girerken çekilmişti falan filan. Benim ödev yaptığım arkadaşım vardı, onları birleştirdim. Hatta şey güzel bir yazı yazmışım İngilizce hani böyle hani dergi gibi ya sonuçta, çok da ciddi ödev gibi olmasın yani böyle tatlı tatlı şeyler denedik olmuştu.

Kendi resimlerinizi kullandınız?

S1: Evet.

S2: Hıhı.

Tamam, onun dışında başka söylemek istediğiniz bir şey var mı bu Collaborative Task ile ilgili? Hoşunuza giden ya da eleştirdiğiniz?

S2: Ya dediğim gibi benim tek hani eleştirebileceğim şey, zaten çok yararlı bir şey olduğunu düşünüyorum hani İngilizceye çünkü 3 ödevde de İngilizceyi kullandık ve hani şuan mesela yine yapabilirim aynı ödevi. Hani sadece ödev için öyle şeyler vardır ya, ya da sınava girersen sonar gider uçar gider aklından gider ama şuan da mesela aynı ödevi tekrar yapabilirim ama tek hani önemsedğim şey zaten, bizim hocamız öyle ona çok takan bir insan değil ama hani bazı hocalar mutlaka çok hani öyle şeylere görsele önem veriyordur. Çok görselden yana değilim çünkü onun bir formu var, biliyorum her sınavda da var işte

“bundan 5 puan verelim, bundan 4 puan verelim”. Hani önemli olan İngilizceyi nasıl, nerede doğru kullanıp yanlış kullanabildiğindir benim görüşüm. Hani “o resim şöyle yamuk olmuş, şu biraz daha şuraya gelmiş, burada şu eksik” hani “burası dergiye benzememiş” bunlar yani benim için önemli şeyler değil, öyle de olmamalı.

Yani 3 Task da ayrı ayrı size göre başarılı geçti?

S1: Aynen öyle.

S2: Hıhı katkısı çok oldu, öyle düşünüyorum.

Tamam o zaman ben de çok teşekkür ederim katkınız için.

S2: Biz teşekkür ederiz

S1: Biz teşekkür ederiz.

(High Group, S3 & S4 & S5)

(05.01.2017, 07:11 min.)

Hoşgeldiniz tekrardan.

S5: Hoşbulduk.

S3: Hoşbulduk.

Daha önce hiç grup çalışması yaptınız mı?

S4: Sınıfta evet yaptık.

S3: Sınıfta.

Peki şey Bahçeşehir'den önce, lise hayatınızda, daha önce?

S3: Yaptık evet yaptık.

S4: Yaptık.

Yaptınız. Sizde yaptınız mı?

S5: Biz de yaptık evet.

Ok. Peki bu Collaborative'i nasıl değerlendiriyorsunuz? 3. için soruyorum, son yaptığımızı.

S4: Yani ben çok grup çalışması gibi olduğunu düşünmüyorum, çünkü herkes sonuçta kendi istediğini yapıyor ya da kendi yapacağını yapıyor, sonra sadece birleştirirken hocaya vermeden önce birleştirip hocaya veriyoruz o yüzden pek bir grup çalışması gibi değil bence.

Hım anladım.

S3: Kesinlikle, o var bir de ya bunun bastırılması, kitapçık haline dönüştürülmesi bana göre biraz hani zaman kaybı demeyeceğim ama oyalayan bir işti. Bunu biz direk yazıp da, zaten

ayrı ayrı ikimiz de yazdık ya üçümüz de, hani verebilirdik elimizle ya da bilgisayarda yazıp. Bu kadar hani uğraştırılmasına gerek yoktu ama ödev olduğu için hani bir şekilde bunu yaptık.

Anladım, sen ne diyorsun?

S5: Ben de pek grup çalışması olduğunu düşünmüyorum. Ayrı ayrı yazdığımızdan dolayı yani birlikte yaptığımız bir şey yoktu, X'yla aynı düşünüyorum.

Hıhı, anladım, ok. Bir de hocanızın bu grup çalışmasındaki rolü nasıldı sizce, Main Course hocanızı soruyorum. Yani ne yapmanız gerektiği açıklandı mı, hedefleriniz belirlendi mi, tarihler net açıklandı mı, sizi cesaretlendirdi mi, feedback verdi mi gibi, yani hocanızın katılımı nasıldı?

S3: Evet tabi.

S4: Yani, bizim ne yapacağımızı komple hoca açıkladı zaten, kağıttan pek anlamadık.

Onu da soracağım birazdan.

S4: İşte o yüzden yani ne yaptıysak hoca sayesinde yaptık diyebilirim ben.

S5: Aynı şekilde.

S3: Aynen öyle, çok yardımcı oluyorlar zaten, hiçbir şekilde bir açıklamama söz konusu değil, biz ne sorsak, hergün yani günü fark etmiyor, sadece açıkladığı gün değil, ödeve kadar çok yardımcı oluyor yazdıklarımız konusunda. O konuda bir sıkıntı yok.

Güzel.

S5: Evet hocamız açıkladı zaten.

Kağıtta? Onu soracağım zaten birazdan. Feedback aldınız mı?

S4: Evet biz Hoca ile konuştuk yani sınıfta, ne yapsak daha iyi olurdu ya da neyiz eksikti falan diye konuştuk.

Fikir alışı... Ama şey yazdığınız şey için feedback aldınız mı?

S4: Evet aldık.

S3: Aldık.

Aldınız. Siz de aldınız, ok, süper. Kağıda gelelim. Sizin için, size bu Collaborative ile ilgili bir kağıt verilmişti. Bütün talimatlar orada yazıyor. O bilgilendirme nasıldı? Yeterince net miydi, anlaşılır mıydı, kafanızı karıştıran bir şey var mıydı, herşey orada mıydı ihtiyacınız olan?

S4: Bence yazarlar yeterince netti, sadece İngilizce seviyemiz bazen hoca olmadığı sürece çevirmekte biraz yetersiz kaldığı için...

S5: Translate'ten çevirdik yani.

S4: Bazı kısımları aynen, çevirmek zorlanıyoruz.

S3: Yani sözünü kestim, belki yeterince şey var, hatta ihtiyacımız olandan fazla şey var ama çok yazı olunca ve hani karışık olunca, bizim için çözmesi de daha zor oluyor dediği gibi X'nin hoca anlatmadığı sürece biz de yapamıyoruz.

Orada hoca devreye girdi yani kağıt için? Ok, arkadaşlarınızı, partnerlerinizi siz mi seçtiniz? Hocamı belirledi?

S4: Biz seçtik.

S3: Biz seçtik.

S5: Aynen, biz seçtik.

Aynı şekilde, ok. Peki arkadaşlarınızla olan, yani o sosyal ortam nasıldı rahat iletişim kurabildiniz mi arkadaşlarınızla?

S4: Biz kendimiz seçtiğimiz için, zaten anlaştığımız insanları seçtiğimiz için daha kolaydı yani. Rastgele seçilse bu kadar rahat yapamazdık bence.

S5: Çok bir iletişim içine girmedik son yaptığımızda, yani sadece basım aşamasında. Anlaştığımız kişilerle olduğu için sorun olmadı.

S3: Kesinlikle zaten sınıf olarak da hani iyi anlaşılan sınıflarız genel olarak. O yüzden hani kimle eşleştiğiniz de çok şey olmuyor bizde ama genel olarak hani hep böyle bölüşmeli şeyli güzel ilerledik biz.

Peki bu son Collaborative Task'ı yaparken böyle bir “biz” hissi oldu mu sizde, yoksa daha çok “bireysel” mi?

S5: Bireysel evet.

S4: Bireysel.

S3: Bireysel.

Bireysel diyorsunuz, o “bizlik” hissi olmadı?

S4: Evet.

S5: Evet.

Tamam, ok. Bu son grup çalışması sizde merak ve ilgi uyandırdı mı peki, bu hazırladığınız dergi?

S4: Yani bence çok...

S5: Bende uyandırmadı.

S4: Bende de uyandırmadı.

Uyandırmadı. Niye uyandırmadı?

S5: Niye bilmiyorum ama uyandırmadı.

Öncekilere kıyaslarsan hani?

S5: Öncekiler işte dışarıya çıkmıştık falan, onlar biraz daha eğlenceliydi, daha çok iletişimde bulunuyorduk. Bunda kendimiz yaptık, sonra gittik beraber bastırdık çıkarttık,

yani pek bir iletişim olmadı. Yaptığımız çok beraber bir şey olmadı ondan dolayı daha çok...

S4: Yaşadığımız şeyleri direk yaptık ya, yazdık ve ekstra bir şey eklemediğimiz için...

S3: Aynen öyle.

S5: Okulda bir şey yazıp verirmiş gibi olduk.

Anladım.

S3: Kesinlikle, bir de öyle bir zamana denk geldi ki tam böyle hani sınavların kritiklediği işte derslerin kritiklediği zamana denk geldiği için çok böyle bir şey olmadı yani.

Anladım. Peki arkadaşlarımızla konuşurken böyle işte beyin fırtınası yaptınız mı? Tartıştınız mı? Hani o, ne kadar iletişim kurdunuz?

S4: Yani bir derece illa ki, hani ne yazsak ne yapsak diye oldu ama hani sonuçta herkes kendi yaşadığını yazdığı için de çok böyle bir tartışacak yani yoktu yani herkes kendi isteklerini direk yazdı sonuçta.

S3: Aynen öyle, kesinlikle.

S5: Aynen.

Sanırım bir görseller eklediniz, hani onu dergi aşamasına getirirken peki bir fikir alışverişi, tartışmalar? Tartışma dediğim de negatif değil bu arada hani fikir alışverişi şeklinde.

S4: Evet, toplu fotoğraflar falan hani, genel olarak herkes istedi birbirinden falan. İşte bütün anılarımız neyse onları bulmaya çalıştık.

S3: Aynen öyle.

S5: Aynen.

Bir anlaşmazlık yaşadınız mı peki?

S5: Hayır, yok yaşamadık.

S3: Yok yok, hiçbir sıkıntı çıkmadı.

Yaşamadınız, rahattı. Ok, güzel. Peki bu son ödevi yaparken kaynak kullandığınız mı hiç? Yardım aldınız mı? Ne tarz kaynaklar kullandınız?

S5: Google Translate'ten biraz yardım aldım ben. Onun haricinde pek yardım almadım.

Sözlük falan kullanmadın?

S5: Yok kullanmadım.

Sadece Google Translate?

S5: Aynen.

S4: Ben sözlük falan kullandım. Bir de örnek olarak da hoca bize geçen senekileri örnek olarak sınıfta gösterdiğinde, oradakilere benzetmeye çalıştık ama işte olduğu kadar.

S3: Bir tane Türkçe açıklamalı gibi bir kitap vardı. Yurttan kalıyorum ben, yurttan arkadaşım da ondan yararlandım çünkü son bölümünde gelecek zaman istiyordu. Ben, biz daha hani birleştireceğimiz için onu bekleyemedik, hani onu öğrenmeyi, birleştirmek zorunda kaldığımız için onu kullandım biraz arkadaşımın. Başka bir şey yok.

Türkçe bir gramer kitabından bahsediyorsun?

S3: Ya aslında İngilizce, anlatması İngilizce sadece açıklaması Türkçe. Hani her şeyi İngilizce onun dışında.

Anladım, güzel. Başka bir şeyden yararlandın mı?

S3: Yok onun dışında, zaten sözlük gibi de hani o yüzden bir onlar, ikisini kullandım o kadar.

Anladım. Peki son olarak söylemek istediğiniz bir şey var mı bu 3. Collaborative için?

İyi yanları, eleştirmek istediğiniz bir şeyler, yorumlarınız?

S5: Daha eğlenceli bir şeyler olabilirdi.

S4: Evet.

S3: Aynen, daha hani ilgimizi oraya çekecek.

S4: Mesela röportaj kısmı falan, diğerleri daha eğlenceliydi.

S5: Aynen.

Öncekiler?

S4: Bu biraz böyle hani çok ödev gibi bir ödevdi.

S5: Ödev gibi yani pek şey olmadı, farklı bir şey olmadı yani.

S3: Aynen öyle.

Anladım. Heyecanlanmadınız çok dediğiniz gibi galiba?

S3: Yok olmadı.

S5: Yani, evet evet.

S4: Evet.

Anladım tamam, o zaman ben çok teşekkür ederim.

S5: Biz teşekkür ederiz.

S4: Biz teşekkür ederiz.

S3: Biz teşekkür ederiz.

(LOW GROUP, S6 & S7 & S8)

(05.01.2017, 12:28 min.)

Başlayalım, tekrardan hoşgeldiniz.

S6: Hoşbulduk.

S7: Hoşbulduk.

Daha önce hiç grup çalışması yaptınız mı?

S6: Ya sınıf içerisinde mi?

Sınıf içerisinde ya da daha önce lisede?

S7: Evet.

S6: Evet lisede çokça oluyordu.

S8: Ben yapmadım yani.

Yapmadın, bu ilk oldu Collaborative Task'larla ilgili?

S8: Yani evet.

Tamam, peki bu grup çalışması hakkında ne düşünüyorsunuz? 3. Collaborative için soruyorum? Güzel miydi, beğendiniz mi?

S7: Güzeldi mesela birlikte çalışmanın nasıl olmasını öğretiyor genelde hani biri yapınca Sen yapmayınca, o nasıl aksadığını falan gösteriyor. Birlikte yapınca ne kadar öğrendiğini falan ölçüyorsun. Öyle.

Güzel.

S6: Yani fena değildi ama bana şu saçma geldi, grup çalışması deniliyor ama soruları herkes kendine göre cevaplıyor. Hani madem bir grup çalışmasıysa, mesela 3 soru ya da 5 soru varsa hani herkes bir soruyu yapıp bu şekilde ortada bir birleştirme olsa daha iyi olur.

Yani diđer türlü aslında bir grup alıřması olmuyor, sen kendi yazını yazıyorsun, o yazıyor, o yazıyor ortada bir dergi sadece oluřturuyorsun.

Sadece birleřtirme iři?

S6: Ha sadece birleřtirme oluyor, bu da grup alıřması adı altına bence girmiyor. Yani ođu sonuta bireysel oluyor.

S7: Bireysel ama hani řimdi onu aynı dergiye birleřtiriyorsun ya, biri yazmadı hi yazmadı sen tek bařına kalıyorsun orada, onu kendin yapıp vermek zorunda kalıyorsun.

S6: Öyle ama sonuta onun notunu o etkilemeyecek ki o kendisinden sorumlu.

Tabi, bireysel not alıyorsunuz.

S6: Hani bireysel bir not aldıđı için, hani bence sonuncusu o yönden bir samaydı birazcık.

S7: Tek de olabilirdi.

S6: Tek de olabilirdi yani, tek hatta bence insanlar daha iyi yapabilirdi. Dediđi gibi mesela sorumsuzluk yapan insanlar olabilir, kapađı mesela ona göre düzenlememiř olabilir, e bu da senin düşük almana sebep oluyor orda. Bir de ben řöyle bir not ortalamalarına baktıđım zaman, e pek bir fark yok hani herkes genelde standart notları almıř ve bu aıkası dikkatimi ekti tamam içeriđe bakılıyor yazıları da bakılıyor ama görselliđe de önem verilmesi gerekiyor bence. Hani kimisi görselliđe daha fazla zaman ayırmıř vakit ayırmıř ama kimisi de normal bir řekilde sıradan bir řekilde yapmıř ama ikisi de aynı notu almıř. Ha belki içerikleri aynı eřdeđerdir ama bir tık daha farklı bir not alması gerekiyordu.

Deđerlendirme ařamasında bir sıkıntı olduđunu düşünüyorsun?

S6: Aynen, yani görsellere de bence dikkat edilmesi lazım. Tamam içerik evet İngilizce, anlatıma mutlaka bakılması lazım, zaten yapılma amacı bu řekilde, ama madem de hani bu řekilde bir proje ödevi veriliyorsa beyaz kađıda yazıp getirin de diyebilirlerdi, bir önem verilmemesi de gerekiyor madem, bu řekilde olduđu zaman. Yani benim söyleyeceklerim bu kadar.

Anladım, ok güzel. Sen ne düşünüyorsun? Nasıldı bu?

S8: Ya bence fikir alışverişi oldu yani ortada az çok. Ama hani yine bireysel olmaması gerekiyordu sonuçta bir proje ödeviyse.

Bireysel olması mı, olmaması mı?

S8: Olmuyor, yani olmaması gerekiyor eğer hepimiz böyle bir ödev yapacaktık, ikimiz hani bir fikir düşünme, ikimiz, hani yazmamız gerekiyordu bence. Ben öyle düşünüyorum.

Ama sorular biraz daha bireyseldi diyorsunuz?

S8: Bireyseldi evet.

S6: Aynen...

S8: O zaman grup, o zaman grup çalışması olmuyor orada herkes tek tek yapması gerekiyordu.

Anladım peki, grupları siz kendiniz mi seçtiniz hocanız mı ayarladı?

S8: Kendimiz.

Kendiniz? Sizde kendiniz sectiniz?

S7: Biz kendimiz seçtik, hıhı.

S6: Kendimi.

Ok. Peki Main Course hocanız için soruyorum, hocanızın bu grup çalışmasındaki rolü nasıldı? Yani her şeyi yeterince açıkladı mı, işte son tarihleri belirtti mi, kimin ne yapacağı konusunda bilgi verdi mi, feedback aldınız mı mesela?

S7: Yani tarihleri belirtmişti 28'inde diye. Bir de işte soruları açıklamıştı, hani Türkçe olarak, anlamadığımız yerleri, o kadar.

S6: Bizim yeterli bilgi verdi yani, bizi aydınlatıyordu, anlayabildik bir sıkıntı yaşamadık ödev konusunda.

Cesaretlendirdi mi peki sizi?

S6: Yani yardımcı olduğu, en önemlisi o aslında hani yardımcı olması, destekledi.

S7: Hani takıldığımız yeri falan böyle, dergiler falan gösterdi hani daha önceden yapılmış, hani örneklerini gösterdi, biz de ona benzer şeyler yapmaya çalıştık.

S6: Bu konuda da sadece bence şey de olabilirdi, mesela daha öncekilerde ödevi teyit etmek için mesela yazdığımız şeyi bir kontrol amaçlı götürebiliyorduk, ama bu en sonkinde götüremedik hani.

Feedback alamadınız yani?

S6: Alamadık, hani o şekilde olsa aslında daha mı iyi olurdu çünkü hani son ödev, hani son kez düzeltmeler olacak.

Son yardımlar?

S6: Ha, son yardımlar! O yüzden daha hani bir etkisi olabileceğini düşünüyorum. Hani artık son olduğu için de belki şu da düşünülebilir hani artık kendiniz yapın, yanlışlarını ona göre kendiniz sadece belirleyin. Ama birisi yine de bir hani son olduğu için dediğim gibi, tekrardan bir böyle destek verilse daha iyi olabilirdi. En azından not olarak da daha yüksek alabilirdik.

Anladım. Sen ne diyorsun?

S8: Ya ben sınıfta değildim zaten şey dağıtıldığında ödev. Ama sonrasında sorduğumuzda yardımcı oldu bize tarihi öğrendik, onu yaptık yani bir şekilde.

Yeterince yardımcı olduğunu düşünüyorsun?

S8: Evet oldu.

Tamam. Bir de bu Collaborative Task ile ilgili size bir kağıt verildi ya, sınıfta olmadığın anda verilen kağıttan bahsediyorum, o yeterince açık mıydı? Ne bileyim sorular, talimatlar, tarihler? Takıldığınız yerler var mıydı o kağıtta?

S6: Yani biz bir şey de takıldık kelime sayısında. Bütün, üç bölümden oluşuyordu galiba ödev ya da iki bölümüydü neydi...

S7: Evet üç bölümdü.

Üç soru vardı sanırım.

S6: Üçtü. Onda hani şey şimdi her bölüm için mi 80-100 arasında mıydı kelime öyle bir şey mi, yoksa hani her soru için mi, totalde mi yoksa, üç bölümde. Bunda bir karışıklık yaşadık.

O net değil diyorsun?

S6: Aynen o net değildi. Onu X hocaya sorduğum, kendi öğretmenimize sorduğum zaman onu açıklığa kavuşturdu. Ona göre yaptık yani.

Anladım.

S8: Aynı şekilde, kelimeler sorduk biz de?

Kelime sayısı mı?

S8: Kelime sayısı hani üçüne mi yoksa tek tek her paragrafta mı?

Anladım, orada bir sıkıntı vardı, karışıklık vardı.

S6: Aynen.

Tamam. Bir de bunu bir grup çalışması, hani bir partnerinizle beraber yaptınız oradaki sosyal ortam nasıldı? Yani böyle bir “biz” hissi uyandı mı sizde?

S7: Yani biz genel olarak kendi fotoğraflarımızı falan birleřtirdik böyle, hani olan fotoğraflarımızı, sınıftaki arkadaşlarımızla olan fotoğrafları birleřtirdik. Yani böyle daha yakın, yine aynı şekilde öyleydi.

Yani böyle bir “grupça bir iş yapıyoruz” hissi oluştu mu, yoksa daha çok “bireysellik” hissi mi?

S7: Ya o şeyleri yazarken bireysellikti ama hani onu yazarken karşı taraftan da yardım alıyoruz hani sen nasıl yazdın, hani bu kadar uzun mu tuttun orayı yoksa kısa mı tuttun gibi. Onu konuştuk sadece. Birlikte yardımlaştık yine de aynen.

Yani fikir alışverişinde bulundunuz?

S7: Hıhı, evet.

Tartışmalar yaşadınız...

S7: Tartışma yaşamadık.

Tamam.

S6: Ya biz, bireysele dönüktü daha çok bence, hani herkes soruları kendine göre cevapladı totalde onları birleřtirdik. E biz dergi şeklinde yapmıştık matbaaya gidip. Fotoğrafları sadece kendimiz beraber üçümüz beraber seçtik işte şunlar olsun, şurada şu fotoğraf olsun diye. Ama onun dışında hani pek de grup çalışmasına yönelik bir şey tekrar dediğim gibi değildi. Ama bir önceki ödevde ve ikinci ödevde baktığımızda, bu video çekmiştik, ha onda yeterince grupçaydı çünkü hani beraber dışarı çıkıyorsunuz, turist bakıyorsunuz. İşte konuşmada vesaire her şeyde birbirinize destek veriyorsunuz. Hani o daha iyiydi, hani bunda öyle değildi, bu sıradan bir ödevdi yani bence.

Anladım. Peki fikir alışveriři, tartışmalar, beyin fırtınaları oldu mu bu 3. de?

S6: Yo olmadı, hani herkes kendisine dönük çünkü sorular bireysel olduğu için, yani beynin fikir alışverişi yapabilecek bir şeyi yoktu. Bana göre çünkü bu sorunun cevabı bu şekilde. Ha sadece birbirimize danıştığımız...

S7: Cümle kurmak.

S6: Uzunluk olarak. Hani ne kadar siz yazdınız, hani benim şu kadar ve bu kadar şeklinde gelişti, onun dışında yoktu yani başka bir şey.

Görselleri eklerken falan filan?

S6: Ha bir görselleri, işte eklerken birbirimize danıştık sadece hani “bunun yeri burası mı olmalıydı yoksa burası mı” şeklinde onun dışında...

Daha çok dizayn kısmında yani.

S6: Aynen öyle dizayn, son dokunuşlarda oldu o kadar.

S8: Aynı şekilde hani bireyseldi sadece resimleri beraber seçtik. Onun dışında yani bireysel bir ödevdi yani hiçbir şekilde bir fikir alışverişi...

Biz hissi olmadı diyorsun?

S8: Yok olmadı yani.

Tartışmadık...

S8: Son ödevde, hayır son ödevde olmadı.

Peki bu ödev merak ve ilginizi uyandırdı mı? Senden başlıyorum.

S8: Ya en azından ilk, kendin sonra kendi duygularını anlatıyorsun. Yani bence önemli bir şey kendini anlatmak. Merak değil de ilgi uyandırdı yani.

Anladım.

S6: Yani pek bir uyandırmadı bende...

Pek bir heyecan yaratmadı diyorsun?

S6: Yani soruları ben sevmedim. İşte okulun ilk günü falan daha böyle ne bileyim ilgi çekici bir şey hakkında araştırma tarzında bir şey, ya sonuçta dergi. Mesela bir kişisel gelişim ile alakalı bir şey olabilir, ne bileyim hayvanlar ailemi olabilir, yani doğa ile alakalı vesaire ya da daha bilimsel bir şeyler olsa, bunu araştırırken hani en azından genel kültür. Bir etkisi de olabilir. hem İngilizce yazarken hem de genel kültür açısından, ama diğer türlü okulun ilk günü, işte öğretmeniniz hakkında falan bana açıkçası biraz daha, işte A1'iz ama yani sorularda daha da bir şey gösterdi yani, düşük geldi bana.

Anladım.

S7: Bende de pek ilgi uyandırmadı. Hani konunun farklı olması daha iyi olabilirdi.

Şeye katılıyorsun, yani arkadaşına katılıyorsun. Anladım. Peki bu, arkadaşlarınızla iletişim kurarken rahat mıydınız, grup içerisindeki arkadaşlarınızla?

S7: Zaten yakın olduğumuz için.

Kendini seçtiğiniz için?

S7: Evet, bir sorun yoktu.

S6: Zaten sınıf yeterince kaynaştı, herkes birbiriyle belli bir yakınlaşma oluştu.

S7: Başka biriyle olsam da yine aynı şey olurdu diye düşünüyorum.

S6: Aynen sadece bir tık daha yakın olduklarımızla birlikte grup çalışması olduğumuz için bir sıkıntı olmadı. Gayet rahat bir ortam vardı sınıfta da arkadaşlar arasında da.

İletişim kopukluğu yaşamadığımız?

S6: Yok.

S7: Yok.

Sen yaşadın mı?

S8: Yaşamadım, zaten anlayabildiğim insanlarla beraberdim.

Tamam süper. Bir de şey soracaktım, bu grup çalışması için ne tür kaynaklar kullandınız?

S6: Valla ben çeviriden yardım aldım mutlaka.

Google Translate?

S6: Aynen öyle, en yakın dostum o oldu galiba.

Aramızda kalacak bu merak etmeyin.

S6: Çünkü hani dediğim gibi gidip de teyit edebileceğiniz bir danışman yok. Writing öğretmenimize de soramıyorsunuz çünkü son olduğu için hiçbiri cevap vermiyor. E o yüzden de en yakın dediğim gibi arkadaşım Translate oldu. İşte onun dışında da arkadaşlar arasında ama, yani senin bilmediğini genelde aynı seviyede olduğunuz için aynı standartta hepiniz biliyorsunuz, e o yüzden de pek birbirine yardımcı olunmuyor. Yani internetten çeviri olarak o şekilde sadece olabiliyor.

Sözlük falan kullandın mı mesela?

S6: Yani sözlük açıp bakmak biraz daha yorucu ve zor geliyor bana açıkçası. Şimdi artık hepimiz teknoloji şeyindeyiz, hemen telefonda tık tık bakmak daha şey geliyor pratik geliyor o yüzden de telefonda Translate'ten bakıp, o şekilde yardım aldık.

Anladım.

S7: Ben başka okullardan olan, hani bölümde olan arkadaşlarımdan, İngilizcesi iyi olduğu için onlardan yardım aldım genelde, ya da grup çalışması olduğu için yanımdaki arkadaşım hani ona baktım, hani cümleleri şöyle mi kursam böyle mi kursam diye yardım aldım sadece. Hani fikir paylaştık sadece o kadar.

Başka bir kaynak kullanmadın? Ok.

S8: Benim yakın arkadaşlarım, biz basketbolcuyuz Amerika'da oynadık bir dönem.

Biliyorum duydum.

S8: Amerika'ya, bu sene oraya transfer oldu, oraya gitti. Çok iyi bir eğitim gördü işte İstanbul'dayken. Ben yazdım ona yolladım, hani dedim ben hani böyle böyle yaptım, işte çok ufak yanlışlarımı hani “şunu şöyle yapsan daha iyi olur, şunu şuraya getirmen gerekiyor” diye kontrol ettik beraber.

Arkadaşından, sen de yardım aldın? Ok, peki son olarak söylemek istediğiniz bir şey var mı bu son Collaborative Task ile ilgili?

S7: Grup çalışması oluyor ya hani, iki kişinin de böyle aynı ortak bir çalışması olması daha mantıklı, hani ayrı ayrı değil de yazmak.

Sorular biraz bireyseldi diyorsunuz?

S7: Ortak cevap verebileceğimiz şeylerin olması daha iyi olurdu.

Hıhı, anladım.

S6: Süre sıkıntısı yani bence çünkü bizim her hafta sınavlarımız oluyor malum, Salıları özellikle, ya ben ne ara... belki benim sorumsuzluğumdan da kaynaklanabilir ama ne ara sürenin geçtiğini hiç açıkçası anlamıyorum. Tak yumurta kapıya dayandığında, biz ödevi yapmaya çalışıyoruz. O yüzden en azından bir tık daha esnek olunabilir. Yani bu süre zarfında hiç esneklik yok kesinlikle, 28'inde ise 28'inde getirildi yoksa gitti olayı var, ama hani bir tık daha belki esneklik yapılabilir yani onun dışında da yok. Dedğim gibi bir de bireysel sorular vardı, daha grupça olabilecek sorular olsa daha iyi olur.

Öncekiler daha iyiydi?

S6: Hıhı, aynen.

S8: Hani bu ödevlerde grup çalışması olmasa, belki bireysel kendisi hazırlayıp ödevi kendisi teslim etseydi daha iyi olurdu bence.

Katılıyorsun sende arkadaşlarına?

S8: Aynen.

Ok, tamam. Çok teşekkür ederim.



(Low Group, S9)
(06.01.2017, 09:50 min.)

Hoşgeldin tekrardan.

S9: Hoşbulduk.

Daha önce grup çalışmasına katıldın mı?

S9: Yani bu Collaborative Task'lar dışında herhangi bir grup çalışması yapmıyordum.

Yani üniversiteden önce?

S9: Yok, yani pek katılımım olmadı.

Tamam, peki bu grup çalışması hakkında ne düşünüyorsun, 3. Collaborative nasıl geçti sence?

S9: Bu son Collaborative Task iyidi, öncesinde, bir önceki ödev için biraz sıkıntı yaşamıştık grup arkadaşıyla, pek onun zamanı ile benimki uyuşmadığı için. Yani yaparken biraz sıkıntılar yaşandı. Sonuncusu iyidi ama, arkadaşla önceden görüştük, hani zamanımızı önceden belirledik, tecrübeye göre bir önceki sıkıntılardan dolayı. Ortak bir zamanda hani birbirimizi ayarlayarak hallettik yani iyiydi güzeldi.

Güzel, sevindim.

S9: İki kişi de yani bence iyi oluyor çünkü hani daha fazla olursa çünkü dediğim gibi herkesin sonuçta İstanbul. Hani herkes ulaşamıyor birbirine yani yakın olmuyor, uzaklık, trafik falan.

Evet.

S9: İki kişi bence o yüzden yeterli üçüncü kişi veya dördüncü kişi bence iyi olmaz.

Anladım, bu arkadaş, partnerini sen kendin mi seçtin hoca mı belirledi peki?

S9: Ya galiba biz şey yaptık, bu son Collaborative Task'ta sınıf listesine göre yaptık. Ama yani yine de bir sıkıntı olursa hani yapamayacağına, illaki birbirine çok uzak olduğun insanlar olunca değişebiliyorsun. Yani öyle bir şeyimiz imkanımız vardı, öyle bir sıkıntı yoktu yani.

O konuda bir sıkıntı yaşamadın. Tamam. Bir de bu Collaborative 3 için, Main Course hocanı soruyorum, sence hocanın bu tasktaki rolü nasıldı? Yani her şey yeterince açıklandı mı? Tarihler belirlendi mi? Sizi cesaretlendirdi mi?

S9: Ya Zaten şöyle son Collaborative Task'ta, zaten hani bize kağıt verildi. Tarihler üzerine yazılıydı, gerekli açıklamalar vardı. Hani onun üzerinden de zaten pek bahsedecek bir şey yoktu herhalde. Hoca da hani zaten kağıtta falan var dedi, gerek olan yine de takılan arkadaşlar sorular falan sordu sınıf içerisinde. Hoca da yani gereken cevapları verdi, takılan arkadaşlara yardımcı olmaya çalıştı.

Peki o aldığınız kağıtla ilgili senin takıldığın bir nokta var mıydı? Yoksa her şey net bir şekilde belli miydi?

S9: Yok yani bence netti. Ama dediğim gibi yani kişiden kişiye göre değişiyor, hani anlamayan arkadaşlar veya...

Sen sıkıntı yaşadın mı?

S9: Benim için bir sıkıntı yoktu. ki zaten hani ödevin konusu belli olduktan sonra, hani hoca, orda İngilizce biraz açıklamalıydı ama hoca bize hani Türkçe de biraz yardımcı olmaya çalıştığı için. Benim bir sıkıntım olmadı hani, ama hoca genel bir açıklama yaptı şu ödevi şu tarzda yapacaksınız. Bir de örnek getirdi bize geçen seneden Collaborative Task'larla ilgili. o örnekleri gördükten sonra benim bir sıkıntım yoktu zaten, tarih belli konu belli, onun dışında da pek soracak pek bir şey yok bence.

Peki hoca sizi cesaretlendirdi mi?

S9: Yani...

Ödev ile ilgili?

S9: Hani yapabilirsiniz gibisinden bir şeyler olmadı. Ya zaten son Collaborative Task olduğu için hani bir nevi alışmıştık diyelim önceki şeylerden dolayı. İşte yani nasıl yapılacağını az çok anladığımız için bir sıkıntı olmadı.

Yani neyin nasıl yapılacağını açıkladı mı hoca, yoksa?

S9: Ya dediğim gibi yani işte ödevinin konusunu falan anlattı, örnekler falan verildi, ya bence yeterliydi yani. Ama tabi kişiden kişiye değişen bir şey olduğu için.

Peki, partnerinle ilgili, ödevi beraber yaptığımız kişiden bahsediyorum, rahat bir şekilde çalışabildiniz mi ya da rahat iletişim kurabildiniz mi?

S9: Rahat bir şekilde zaten yakın arkadaşım yani kendisi. Onunla zaten hocanın ödev verdiği gün belirledik şu günde şu saatte buluşalım diye. Ortak bir yerde buluştuk, zaten son Collaborative Task için konuşuyorum biraz daha bireysel bir şey olduğu için sonuçta herkes kendi görüşlerini yazıyordu. O önceden kendi şeylerini yazdı getirdi ben de getirdim. Biraz beraber şeyi belirledik hani nasıl yapılacağını ne tarzda falan. Yaptık, yani zaten son ödev için konuşuyorum çok şey değildi ama mesela önceki Collaborative Task'larda beraber buluşup hani gezme falan oluyordu röportaj için, o biraz sıkıntılıydı.

Video task'ı diyorsun?

S9: Evet video task.

Peki. Bu... arkadaşınla beraber çalışırken "biz" hissi uyandı mı sende, hani grup çalışması, "biz"?

S9: Hani sonuçta... evet sonuçta ortak kararlar aldığımız için. İşte ben “şunu şöyle düşünüyorum sen ne düşünüyorsun”, “bu şekilde olması gerektiğini düşünüyorum falan”. Hani o anda beraber ortak bir karar alıyorsunuz, yani grup çalışması için, yani biz ruhu uyandırıyor insanda tabi.

Yani “biz” ruhu mu ağır bastı yoksa “bireysellik” ruhumu ağır bastı?

S9: Ya son Collaborative Task dediğim gibi hani bireysel birer çalışma da olduğu için. Hani çünkü öncekisinde birbirine yardımcı olarak yapılıyordu, bunu da işte hani herkes kendi görüşlerini yazdığı için tabi ki ben İbrahim işte senin görüşlerin yanlış falan diyemem, o yüzden hani o kadar şey yoktu. Ama işte ödevin genel çerçevesini kapağıydı şuydu, nasıl yazalım nasıl edelim basalım mı? Veya fotokopi şeklinde mi yapalım zımbalama falan, onu beraber yaptığımız için elbette grup çalışması oldu yani.

Yani o aşamada bir fikir alışverişi bir beyin fırtınası?

S9: Oldu tabi ki...

Tartışmalar falan?

S9: Yani, dediğim gibi sonuçta herkes kendi fikrini beyan etti.

Yani kendini rahat ifade edebildin mi?

S9: Evet evet, sıkıntı yok.

Ya da arkadaşının fikirlerini kabul ettin mi?

S9: Beraber bir şekilde, ben mesela bir örnek hazırlamıştım kapak için, ona gösterdim onun da 1-2 fikri vardı işte, şurayı söyle yapsaydık gibisinden, o da onları söyledi. Ben de olur veya olmaz şeklinde, beraber bir şekilde karar verdik. Sonra yeniden ortak bir şekilde hazırladık kapağı.

Anladım, güzel bu 3. Collaborative Task sende merak ve ilgi uyandırdı mı?

S9: ... Yani tabi insan daha ilk günden itibaren hani yaşananları hani hiç düşünmüyorsun çünkü hani vaktin olmuyor. Bir kere de göz açıp kapayıncaya kadar dört ay geçti bitti yani şu anda, bu son günümüz. Tabi insan orada o soruları görünce şey olunca hani bir dönüp bakıyorsun arkana “ne yaşadık, ne ettik, neydi bu 4 ay”, hani “ne öğrendik, kimlerle tanıştık, nasıl bir okuldu nasıl bir ortamdı”, bunları merak ediyorsun, elbette düşünüyorsun.

O açıdan güzeldi diyorsun yani, son olarak bu çalışma için kaynaklara başvurdu mu? Neler kullandın ödevi yaparken?

S9: Neler kullandım... şöyle pek araştırma gerektiren bir ödev olmadığı için, bir çalışma olmadığı için hani herkes kendi fikirlerini beyan ediyor sonuçta. Birkaç sözcükten falan yardım aldım... biraz örnek cümleler bakmak için kitaplara, bizim kullandığımız kitaplara baktım hani cümle yapısı past tense falan, onların cümle yapısına baktım. Onun dışında herhangi bir kaynak kullanmadım.

Arkadaşlarından yardım aldın mı?

S9: Yani İbrahim'le beraber zaten hani o kendininkini bir arkadaşıyla hazırlamıştı, ben de kaldığım yerde birisinden yardım almıştım. Benden büyük birisi, biraz İngilizce seviyesi iyi. Ondan yardım almıştım.

Ok güzel, peki son olarak eklemek istediğin bir şey var mı bu 3. Collaborative Task'la ilgili, negatif ya da pozitif herhangi bir yorum?

S9: Yani biraz açıkçası ben kendi adıma konuşayım biraz fazla bir beklenti vardı galiba biz karşılayamadık onu.

Ne açıdan beklenti diyorsun?

S9: Şöyle, biraz cümlelerin daha fazla olması gerektiğine dair, çok az sınırlı kelime yani sınırlı sayıda kelime kullanmamamız bekleniyordu galiba. hani bir nevi Word List'te şu ana

kadar kullandığım, gördüğümüz kelimelerin birçoğunu kullanmamız gerekiyordu en azından, öyleymiş.

Orada biraz sıkıntı mı yaşadın galiba?

S9: Öyle bir yani sıkıntı, bir de başka birisinden yardım aldığım için o bizim Word List'i bilmiyordu. Bir de İngilizce seviyesi gayet iyi olduğu için direk hani bana sey oldu yardımcı oldu işte şu öyle olur falan. Hani bizim konular dışına da belki çıktık. Belki biz farkına varmadan. O biraz sıkıntılıydı ona da bireysel olarak çok dikkat etmek gerekiyor... Pozitif yönleri dediğim gibi işte grup çalışması yaptığımız arkadaşımızla aranızdaki samimiyet artıyor, o bir gerçek. hani sonuçta bir hafta 10 gün boyunca hani sürekli arıyorsun “ben şunu hazırladım, şöyle yaptım, sen ne yaptın, işte hadi şu gün buluşacaktık, hadi artık yarım verelim” falan. O iyi bir şey yani, aranızdaki samimiyete artıyor. Onun dışında ekleyebileceğim pek bir şey yok.

Tamam. Bu ödev sürecinde hocanız size feedback verdi mi yaptığınız çalışma ile ilgili, yoksa?

S9: Hoca şöyle, önceki Collaborative Task'larda 3 tarih belirleniyordu galiba, işte şu tarihte de mesela “ana şeklini belirleyen ödevin” hani “su tarzda yapılacak diye getirin” hani “ben size yardımcı olurum” gibisinden bir şey vardı. Bu biz diğer ilk ödevde yapmıştık onu hocaya göstermiştik, teslim tarihinden birkaç gün önceydi galiba yanlış hatırlamıyorsam hani ilk ödevdi çünkü. Ama bu son Task'ta göstermedik biz. Hocaya direk kendimiz yaptık teslim ettik. Ama yardımcı olunacak noktalarda hani feedback veriliyor, öyle diye biliyorum ben çünkü belirli tarihler var.

Anladım, tamam. Çok teşekkür ederim.

(Low Group, S10)
(15.01.2017, 08:51min.)

Tekrar teşekkür ederim. Daha önce hiç grup çalışmalarına katıldın mı?

S10: Ya şöyle benim bölümüm fotoğraf ve video olduğu için, ya genellikle çekimlerde falan grupça çekimler yapıyoruz. Zaten lisede teknik lise mezunu olduğum için, uygulamalı derslerde çekim derslerinde dışarıya çıkıp gruplar halinde çekimler yapıyorduk, bir konu üzerine. Bu yılda oyle oldu Collaborative Task'ta, aslında güzel oluyor hem böyle arkadaşlarımızla kaynaşılıyor hem de iyi şeyler ortaya çıkartıyorsun.

Ok süper, peki bu yaptığınız grup çalışması hakkında ne düşünüyorsun? Bu 3. Collaborative için.

S10: Ya aslında writing olarak açıkçası geliştirdiğini düşündüm, hani ben çok writing yazmam, hani sınavdan sınava yazarım ama bu sefer çok güzel oldu hani bu, aslında farkına vardım yazabildiğimin farkına vardım. Past Tense'i daha çok sevmeye başladım mesela bunda. Ben writingi çok sevmezdim ama bu Collaborative Task'la bi de arkadaşlarla beraber yaptık daha hoşuma gitti, hani farkına vardım az da olsa yapabildiğimin.

Güzel, partnerin vardı sanırım değil mi bu Collaborative'de?

S10: Evet, Esmâ diye bir arkadaşım vardı.

Partnerini sen mi seçtin yoksa hoca mı belirledi?

S10: Açıkçası şey ben hani sınıfta anlaştığım biriyle yapmak istedim, yanyana oturuyorduk, ya kafamız da uyuştğu için, böyle bir araya geldiğimiz zaman sohbet de edebiliyoruz, yazı da yazabiliyoruz. Zaten genellikle ders falan beraber çalışıyoruz. Öyle seçtik, biz aslında kendimiz seçtik.

Güzel çok güzel, peki öğretmenin bu grup çalışmasındaki rolünü nasıl değerlendiriyorsun?

S10: Ya bütün hocalar iyidir ama gerçekten X hoca, böyle biz ona ponçık diyoruz yani böyle çok tatlı bir hoca, ya böyle melek gibi kendisini çok seviyorum yani, ne yapsa şeydir kabulümdür yani, o yüzden bir şey diyemiyorum.

Bu şey okulla alakalı bir şey değil, o yüzden rahat konuşabilirsin.

S10: Tamam

Şunu soracaktım ben aslında hani neyi nasıl yapacağınızı, hedeflerinizi belirledi mi, etkinliğe nasıl katılacağınızı açıkladı mı, tarihleri söyledi mi?

S10: Ya şöyle hani gelecekle ilgili planlarımızı falan da sordu. Hani açıkçası ben İzmir’de teknik liseden mezunum ve burslu olarak buraya yerleştim buraya, tam burslu olarak ama İngilizcem hiç yoktu. O yüzden senenin başında da böyle bir şey yapılmıştı. Benim hani hedefim direk bölüme geçmek falan değil, elimden geldiğince İngilizceyi öğrenmek. Sonuçta hani bölümüm %100 İngilizce olduğu için ve benim bölümüm de iletişim bölümü olduğu için gerekli. Hani gerekirse yarı dönem daha uzasın umrumda değil. Hani İngilizce zaten eğlenceli bir şey. Bunları falan yazdım. Yani İngilizceyi elimden geldiğince öğrenmeye çalışıyorum. Hani direk amacım şey değil, geçmek değil öğrenmek o yüzden, bu şekilde.

Ok güzel, yani X hoca sizi cesaretlendirdi mi bu taskla ilgili?

S10: Ya evet ben zaten senenin başında böyle yapamadığım için sürekli ağlıyordum, böyle sürekli ağlıyordum. “Hocam yapamıyorum” falan sarıldı sey yaptı. Sonradan böyle A2 kuruna geçtiğim zaman A1’e nazaran daha iyi olmaya başladı ve X hoca da “sen yaparsın, sen çalışırsan çalıştığın zaman yaparsın” diyordu. Gerçekten de öyle çalışınca falan elinden geleni yaptığın zaman bir şekilde oluyor zaten.

Yani neyi nasıl yapacağınızı taskla ilgili her şeyi net açıkladı mı?

S10: Evet evet örnek falan gösterdi, geçen yılki mezunlardan örnekleri falan gösterdi. Onlar da çok bize açıklayıcı şekilde oldu, o fotoğraflardan falan da yararlandık, nasıl fotoğraflar kullanmışlar falan diye, güzeldi eğlenceliydi yani.

Güzel, tarihleri net bir şekilde açıkladı mı, deadline'ları?

S10: Evet tarihleri de evet, yani şöyle saat 5 ise 5:30'a bile bırakmaz yani, illa o 5 olacak, o 5'te teslim edilecek bir şekilde.

Güzel, feedback aldınız mı peki yaptığınız çalışma ile ilgili?

S10: Bir tane örnek yazmıştık, almıştık galiba. Tam hatırlayamıyorum açıkçası ama yazmıştık ve ben feedback almıştım hatta.

Yani hoca yazdıklarınızın üstünden...

S10: Evet göstermişti, evet

Tamam, süper. Bu grup çalışması için size bir tane kağıt verilmişti hatırlıyor musun?

S10: Evet hatırlıyorum.

O kağıt nasıldı yani yeterince açık mıydı, net miydi, her şey var mıydı orda?

S10: Fazlasıyla her şey vardı zaten, gruplar halinde vardı, 1. Grup 2. Grup öyle bir şey vardı galiba. 1. part, 2. part, 3. part diye

Sorular vardı evet, 1. soru, 2. soru...

S10: Evet sorular mesela, onlar da çok iyidi, hani zaten Bahçeşehir Üniversitesi'ni hani sevmemin bir yanı da böyle her şeyi açıklıyorlar hani bu böyle olur bu böyle olur, hani üzerinde sadece bir soru verip de geçiştirmiyorlar, o çok hoşuma gidiyor. Hocalar falan da genellikle iyi.

Takıldığım yerler oldu mu o kağıt üstünde?

S10: Yo hayır, hani şey zaten böyle, hatta şunu düşünüyorum gerçekten bizim kurumuza göre o kelimeleri falan herhalde hazırlıyorlar çünkü anlayabiliyorum yani.

Güzel harika, bu grup çalışmasında arkadaşınla çalışmıştın ya, oradaki sosyal ortam nasıldı sence?

S10: Ya şöyle biz Beşiktaş kampüsüne gittik orda çalıştık biraz, orda da bir sürü yabancılar vardı falan, işte ilk önce biraz sohbet ettik, Starbucks'ta takıldık falan. Fotoğraf da çektik, ben makinamı getirmiştim. Sonra bir araya geldik hani ne yapabiliriz falan. İlk önce düşüncelerimizi toplamamız gerekiyor çünkü direk yazarsak düzenli bir şey olmaz. Hani ben bunu yazacam bunu yazacam diye Türkçe olarak anlattık. Sonra İngilizce olarak yazdık. Sonra çıkışta da bir yerlere gittik yeniden.

Güzel, yani fikir alışverişinde buldunuz, beyin fırtınası yaptınız mı?

S10: Aslında şöyle hani, benim yetersiz olduğum yerde o söylüyordu veyahut ta vocab olarak bu neydi dediğimiz zaman ben söylüyordum. Hani grup çalışmaları daha çok hoşuma gidiyor açıkçası, hani güç kazandırıyor gibi bir şey yani. Hani tek başıma belki yapamam.

Güzel, yani rahat bir çalışma ortamınız ve iletişiminiz var mıydı?

S10: Evet, ya zaten hani kafana göre birini seçtiğin zaman hem eğlenceli bir şekilde yapıyorsun hem de bir şeyler öğreniyorsun yani. Açıkçası ben bu Past Tense'i bu son Collaborative Task sayesinde daha çok hazmettiğimi düşünüyorum.

Güzel çok güzel, bu grup çalışması sende merak ve ilgi uyandırdı mı peki?

S10: Zaten böyle biraz meraklıyım yani, hani en azından kendi bölümümle ilgili şeylere meraklıyım. Şu bana şey oldu hani bu kelime neydi buna bakayım, bu kelime neydi buna bakayım. Bu şey oldu zaten bu yıl hazırlığa geldikten sonra böyle İngilizce bir şey kafama takıldığı zaman hemen şey bakmak zorundaymışım gibi hissediyorum çünkü hani o neydi o neydi zaten birkaç defa karşıma çıktığı için bakmak zorunda kalıyorum.

Güzel, kelimelerle beraber peki Task'ın içeriği ve konusu, sen de bir merak ve ilgi uyandırdı mı?

S10: Yani, şey kelimeleri hani elimizden geldiğince böyle daha böyle “marvellous, wonderful” gibi bir şeyler kullanmaya çalıştık. Onlar çok hoşuma gitti hani böyle atıyorum “good, pretty” falan değil de böyle daha böyle farklı kelimeler kullanmaya çalıştık elimizden geldiğince. Vocab'te yoksa böyle araştırdık falan güzel bir şey oldu.

Güzel, konu nasıldı, konuyu beğendin mi, Task'ın konusunu?

S10: Güzeldi hani, deneyimlerimizi falan söyledik, güzeldi ya genel olarak iyiydi. Hani zaten beğeniyorum Collaborative Task ödevlerini. Keske +5 değil de biraz daha yüksek olsa.

Peki arkadaşınla bunun çalışmasını yaparken, bir “biz” hissi oldu mu sizde?

S10: Ya şey hani Esmâ'yı ben sonradan hani daha sevmeye başladım. Sınıf olarak böyle bir araya gelemiyorduk. Yerler değişince Esmâ ile şey olduk tanıştık falan. Hani çok sessiz birine benziyor ama aslında öyle değilmiş, ama hani ben böyle daha çok espiri falan yaptığım için o da sonradan açıldı espiri falan yapmaya çalıştı. Aslında Collaborative Task proje ödevleri sayesinde onun da gerçek kimliğini görmüş oldum. Hani bu da önemliydi şu anda mesela okul bittikten sonra görüşeceğim insanlardan biri oldu yani çünkü bir araya geldik o ödev sayesinde bir şeyler paylaştık, ailemiz hakkında falan konuştuk.

Yani o birliktelik hissini o çalışma boyunca yaşadınız mı?

S10: Evet, aynen öyle.

Tamam güzel, bir de son olarak grup çalışması için ne tür kaynaklar kullandınız?

S10: Ya ben Tureng'i çok kullandım. Ondan sonra, şey Writing Booklet var Ayça Hoca falan, onlara bayağı baktım.

A1'in Writing Booklet'ı mı?

S10: A1 ile A2, zaten A2'ydi. A2'ye baktık çünkü Past'ı orda yapmıştık işte. Onlara falan baktık. Elimizden geldiğince de bi de şey internetten Past'la yazılmış paragraflara falan bakmaya çalıştık ama hani şey çok da etkilenmemeye çalıştık çünkü hocalar şey demişti yaparsanız biz anlarız falan, bu şekilde.

Başka bir kaynak kullandınız mı?

S10: Yani şeyi çok kullanıyorum, sözlük kullanmıyorum ama internetten Tureng'i çok kullanıyorum.

Online sözlükler?

S10: Çünkü Google şey çok da iyi değil, evet online olarak kullanıyorum.

Tamam teşekkür ederim, peki son olarak söylemek istediğin bir şey var mı bu Task'la ilgili, olumlu ya da olumsuz?

S10: Hani hem şöyle, hem eğlenceli oluyor hem de +5 puan gelmiş oluyor. Zaten hani şey olarak düzen olarak iyi hani, buna 15 puan buna 10 puan diye ayırım yapılmış. Hani Collaborative Task biraz daha yüksek olabilirdi ama hani genel olarak iyi beğeniyorum yani o 5 puan da şey oluyor hani böyle mutluluk getiriyor, havadan geliyormuş gibi oluyor.

Anladım, tamam çok teşekkür ederim.

S10: Rica ederim.

H. Curriculum Vitae

PERSONAL INFORMATION

Name, Surname: İrem SARI HESHMATI
Nationality: Turkish
Date and Place of Birth: 7 December 1988, Antakya
Marital Status: Married
Telephone: +90 536 672 95 91
Email: irem.sari@sfl.bau.edu.tr, sari.irem@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
Bachelor's Degree	Akdeniz University	2010
	English Language Teaching (ELT)	
High School Degree	Osman Ötken Anatolian High School	2006

WORK EXPERIENCE

Year	Place	Enrollment
2014-Present	Bahcesehir University School of Foreign Languages	English Instructor
2011-2014	Istanbul Technical University School of Foreign Languages	English Instructor
2010-2014	Istanbul Dil Akademisi	English Teacher

CERTIFICATES

CELTA: August, 2015, Istanbul