**REPUBLIC OF TURKEY**
**ÇAĞUNIVERSITY**
**INSTITUTE OF SOCIAL SCIENCES**
**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

# STUDENTS' ATTITUDES TOWARDS COLLABORATIVE TOOLS IN A VIRTUAL LEARNING ENVIRONMENT

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**MASTER OF ARTS**

**MERSİN, JANUARY 2014**

**REPUCLIC OF TURKEY**

**ÇAĞ UNIVERSITY**

**DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES**

We **certify** that thesis under the title of "**STUDENTS' ATTITUDES TOWARDS COLLABORATIVE TOOLS IN A VIRTUAL LEARNING ENVIRONMENT**" is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching**.

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## ACKNOWLEDGEMENTS

Many people have contributed to the successful completion of this master thesis. First and foremost I would like to thank my supervisor Assist. Prof.Dr.Kim HUMISTON for his patience, encouragement and guidance.

I would like to thank the members of the examining committee Assist. Prof. Dr. HülyaYUMRU and Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ for their professional insights and invaluable suggestions that helped improve this thesis.

I owe a special gratitude to Mahmut ÖZKAN at Kahramanmaraş University, who introduced Moodle to our department and encouraged me to study about this subject and always helped me with his invaluable comments. I would also like to thank Assist. Prof. Dr. Burcu ERŞAHAN, Department of International Affairs at Kahramanmaraş University, who I was able to consult about questions concerning statistical data analysis. Furthermore I would like to thank Stefan RATHERT, and Ramazan YİRCİ School of Foreign Languages at Kahramanmaraş University, for their invaluable help, comments and suggestions in many respects.

I also would like thank my friends Burcu ÜNYILMAZ, Ebru KAYA, Tuba DEMİRKOL and Fatma YUVAYAPAN for their help during my thesis.

Many thanks to my sisters, Fatma and Asuman, for their love and closeness. Last but not the least, my heartiest thanks go to my dear husband, Ünal, my children, Ahmet Efe and Defne Ece, who have been a constant source of love, encouragement and support for me, morally and emotionally, throughout my MA studies.I dedicate this thesis to them. I would like to extend special thanks to my mother, Bedriye without her, I would not be able finish this thesis.

24.01.2014

Şerife KALAYCI

# ÖZET

## ÖĞRENCİLERİN SANAL ÖĞRENME ORTAMINDAKİ İŞBİRLİKÇİ ARAÇLARA KARŞI TUTUMU

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**Ocak 2014, 113 sayfa**

Bu çalışmanın amacı üniversitedeki hazırlık sınıfı öğrencilerinin Moodle programındaki işbirlikçi araçlara karşı tutumlarını incelemektir.Ayrıca öğrencilerin geleneksel aktivitelere ve işbirlikçi aktivitelere karşı tutumlarında farklılık olup olmadığını bulmaktır.Çalışmanın katılımcıları alanları İngilizce olmayan 28 tane üniversite öğrencisidir, bu öğrenciler haftada üç saatlik Bireysel Erişim Merkezi derslerinin iki saatinde sanal öğrenme ortamlarından Moodle programını kullanmışlardır.Tutumlarını araştırmak amacıyla çalışmanın başında bilgisayar hazır bulunuluşluk anketi öğrencilere uygulanmıştır.Araştırmanın sonunda ise bir anket uygulanmıştır ve sonuçları desteklemek için aktivitelerin ekran çıktıları alınmış ve 12 öğrenciyle görüşmeler yapılmıştır.Çalışmanın sonuçları sanal öğrenme ortamındaki işbirlikçi araçların öğrencilerin görüşünde önemli pozitif bir etkisi olduğunu göstermiştir.Öğrencilerin daha önce işbirlikçi çalışma tecrübesi olmamasına ragmen işbirlikçi araçlara karşı pozitif tutuma sahip oldukları görülmüştür.Ayrıca öğrencilerin geleneksel aktivitelere karşı pozitif tutum sergilemedikleri ve buna uygun olarak da onları çok kullanmadıkları gözlenmiştir.



**Anahtar Kelimeler:**Sanal Öğrenme Ortamı, İşbirlikçi Öğrenme Araçları, Öğrenci Tutumları

## ABSTRACT

### STUDENTS' ATTITUDES TOWARDS COLLABORATIVE TOOLS IN A VIRTUAL LEARNING ENVIRONMENT

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**January 2014, 113 pages**

Our aim in this study is to investigate the prep class university students' attitudes towards collaborative tools used in Moodle. Also it was aimed to find whether there is a difference in the students' attitudes towards traditional activities and collaborative ones.The participants of the study, 28 non-English major university students, who had three-hours of Self Access Centre lessons per week, used a virtual learning environment named 'Moodle' for 2 hours each week.In order to investigate the attitudes, the participants were administered a computer readiness scale at the beginning of the study. At the end, one questionnaire was administred, and to support the data the screenshots of the activities were taken and twelve participants were interviewed. The results show that the collaborative tools in virtual learning environment have significant positive effects according to the participants' opinions.The students significantly have positive attitudes towards the collaborative tools although they have not had enough experience of collaborative work. Also the students do not reflect positive attitudes towards traditional activities and do not use them a lot accordingly.



**Key Words:**Virtual Learning Environment, Collaborative Tools, Students' Attitudes

## ABBREVIATIONS

**CAI :** Computer-Assisted Instruction

**CALI :** Computer-Assisted Language Instruction

**CALL :** Computer-Assisted Language Learning

**CMC :** Computer Mediated Communication

**ELT :** English Language Teaching

**ICT :** Information and Communication Technology

**KSU :** Kahramanmaraş Sütçü İmam Üniversitesi

**L1 :** First Language

**L2 :** Second Language

**MOODLE:** Modular Object-OrientedDynamicLearning Environment

**OLE :** Online Learning Environment

**SPSS :** Statistical Package for the Social Sciences

**VLE:** Virtual Learning Environment

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# CHAPTER 1

## 1. INTRODUCTION

### 1.1. Background to the Study

Information and communication technology has improved so fast that our lives are influenced in various ways. Computers and the Internet have become indispensable tools in people's lives. It changed the way people work, study and entertain even though they have a history of couple of decades. Braul (2006) mentioned that "certain sectors of society have developed an increasing reliance on computers to carry out jobs, maintain and establish lines of communication and also to meet needs of leisure" (p.7).Computer technology both have become a part of the social world and affected the social world.The number of the people using social network is increasing day by day and the students are actively using social networks. They write and share their thoughts, feelings and announcements on Facebook status and they enjoy interacting with each other on the net. According to the statistics of a web page, the social network has now above 1.19 billion monthly active users. Also, there are 728 million daily active users on average during September 2013, and 874 million monthly active mobile users (Thenextweb, 2013).

The field of education is no exception and it started to make use of technology as the other fields. Even ten years ago teachers who use technology in their classes were regarded as innovative but today if you do not use technology in your class, you can be regarded as old-fashioned.Many students are comfortable with the technology and do not have any difficulty in using new programs and they do not meet any serious technical problems with it except from the infrastructure issues.

Individualized learning has become critical as the control of learning has shifted from teacher to learner, and as the value of the student's time has become much more important. In order to realize social constructivist issues in practice, first of all, constructivist learning environments should provide learners collaborative and individual activities with meaningful contexts to obtain needed knowledge and skills (Berge, 2002).

Technology has helped engage students in meaningful learning that improves their abilities in critical thinking skills, problem solving skills and cooperation skills (Monsakul, 2005). Integrating computer technology into education can support students' interests and it also engages them in the classroom (Pemberton, Borrego & Cohen, 2006). Using technology is inevitable in today's classes and there are many ways to integrate the technology into the classes of all ages.

E-learning is one of the fastest moving trends in today's education.In today's modern classes nearly all the educators accept the importance ofusing computer technology and its attached language learning programs. These programs can be convenient tools to create both independent and collaborative learning environments and provide students with language experiences as they pass the various stages of second language acquisition (Kung, 2002).

Ramsey (2003) supports claims that the VLE can contribute to improved relationships between tutors and learners, even though it is not the only, or even the best, vehicle for improving interaction, it has 'a role in facilitating new participative, mutual and more conversational student/tutor relations and more supportive and engaged student/student relations'( p. 31).

Moodle is one of the Virtual Learning Environments which gives enough freedom to the teachers to organize their lessons according to their needs. It is also used at some of the Turkish universities. Moodle can be used as a tool for teaching a lesson to the students and assess learning using assignments or quizzes and, also, it can be used to build rich collaborative learning communities.

This present study investigates the attitudes of students towards online collaborative tools in Moodle and their preferrences of these tools at a state university at the intermediate level within a compulsory English language course. Also the study aims to whether there is a match between the students' preference towards activities and the frequency of using particular activities.

### 1.2. Statement of the Problem

Learning a second language has become increasingly vital for the last century. People have to learn a second language for not just as a hobby but as a means of getting

education and securing employment (Ellis, 1997). English, in this context, is regarded as the common language of the world. It is the main language of business and political transactions, technology, scientific and educational information, the Internet, and even the entertainment industry.

The globalized world does not require only knowing a language but it requires using this knowledge through communicative skills such as writing, speaking. For today's technology native students, it is difficult to teach a language and its skills without integrating technology into the classes since the technology and the internet have become indispensable parts of them.

With the invasion of technology, a lot of innovations such as mp3 players, iPods, podcasts, the Internet, web 2.0 tools and the like, provide new alternatives for learning and teaching foreign languages. VLEs, with their inherent dynamism and opportunities, offer cost-free contexts and materials for both teachers and students beyond the limits of time and place.Similar to the face-to-face (f2f) classrooms, some VLEs offer participants with direct communication withintext/audio/video chat with each other.Whenever and wherever they like, participants can reach each other and the resources of the course. Moreover, VLEs can provide an online platform where the teacher can share with students both documents (Word,PowerPoint, PDF files, etc.) and multimedia files such as audio, video files, web pages and so on, as a result, participants do not have to carry resources along with them all the time. Furthermore, students can upload the files of their own, ask and answer questions to the teacher and their peers, work individually on the tasks and/or collaborate with each other in pairs or groups to do tasks. The use of forums, wikis and blogs allows sharing the products/tasks of students with the rest of the class, with an opportunity for observers to give feedback and for the producers to edit the product whenever needed. In Heppell's (2007) words, VLEs help build an understanding of learning which is not limited to a specific place or time.The computer and its attached language learning programs cancreate an environment where second language learners gain much more independence from classrooms and provide learners the choice to work on their learning material at any time of the day and any place they can connect to the net (Lai & Kritsonis, 2006).

The success of efforts to integrate technology with education is largely affected by students' attitudes towards technology (Pektas& Erkip, 2006). Nunan (1988) stated

that, “no curriculum can claim to be truly learner-centered unless the learner’s subjective needs and perceptions relating to the process of learning are taken into account” (p. 177).

Particularly, students’ personal beliefs and attitudes towards web-based education are regarded as a critical factor to the successful incorporation and adoption of such systems in the learning practices of an institution. As a result, many studies have examined various factors that influence users’ attitudes towards using an e-learning system (Liaw, 2008; Liaw, Huang, & Chen, 2007; Lin, 2009; Ong & Lai, 2006; van Raaij & Schepers, 2007; Selim, 2003, cited in Molina, 2014).

In spite of the popularity of e-learning environments, Liaw (2008) claims that there is not much research on instructors’ and learners’ attitudes towards e-learning environments. Moreover, in spite of the huge e-learning market, there is still a lack of study on the individuals’ attitudes towards the adoption and use of e-learning.

Lai (2004) studied the responses of 140 students joined in either partially online or entirely online courses to understand the effectiveness of online course interface design. They found that the navigation of the courses was easy and students enjoyed the online course design.

Smith et al. (2000) defined attitudes towards computers as “a person’s general evaluation or feeling of favourableness or unfavourableness toward computer technologies (i.e. attitude toward objects) and specific computer-related activities (i.e. attitudes toward behaviours” (p. 61). The evaluation according to Smith et al., (2000) can be applied to all computer technologies like attitude towards computer programs, training, and games as well as computer-related activities including behavioral diminutions like using computer.Personal attitudes are important factor to affect individual usage of information technology. In other words, understanding users’ attitudes towards e-learning helps the creation of appropriate e-learning environment for teaching and learning.

To investigate individual attitudes toward e-learning, it is necessary to build multidisciplinary approach (Liaw, 2002).

Students' perceptions of learning and achievement are important criteria to determine how activities and tasks are done in a language class. Student attitudes are important because if students feel the technology to be helpful to their learning process, then they will be much more motivated to use the technology actively (Bernat & Gvozdenko, 2005). Generally students with traditional background of education are not accustomed to the collaborative activities and normally they prefer the same kind of traditional English education when they go to universities.

However as the educational research increases and the methods improve, it is accepted that the collaborative activities are very important and vital to make the students accustomed to working collaboratively and cooperatively. Turkish students come from very traditional method of learning and teaching, they have not experienced collaborative activities in their classes. At university, in their lessons they used some of the collaborative activities and it was important to find out their attitudes towards these activities.

There are many researches about students' attitudes towards VLEs but there is not enough research about prep-class students' attitudes towards the collaborative tools of Moodle. Many researchers focus on ESP classes and teaching other subjects rather than English teaching so that this study will be important for the field.

### 1.3. Aim of the Study

The aim of this study is to investigate the students'attitudes towards the collaborative tools used in Moodle in the compulsory English prep classes. It also aims to find out whether there is a match between students' attitudes towards the tools and their frequency of usage.

### 1.4. Research Questions

The study attempts to find out answers to the following research questions:

1. What are the students' reported attitudes toward the Collaborative Tools in Moodle as a Virtual Learning Environment in compulsory English course?

2. What kind of activities do the students prefer, collaborative or traditional activities?

3. Does the students' preference towards activities match the frequency of using particular activities?

### 1.5. Operational Definitions (In Alphabetic Order)

The following terms in the study are used in the meanings suggested below:

**Asynchronous Technology Tools:** Asynchronous tools are online software applications, such as email, wikis, blogs and forums that provide information sharing independent of time and place. They allow students to engage in collaborative activities and provide a venue for direct feedback. (Barcelona & Rockey, 2010) Asynchronous messages can be accessed at any time and can be replied to more than once.

**Blog**: A web site that allows users to reflect, share opinions, and discuss various topics in the form of an online journal while readers may comment on posts. Most blogs are written in a slightly informal tone (personal journals, news, businesses, etc.). Entries generally appear in reverse chronological order. (‘Blog,’ n.d., Noun, para. 1).

**Collaborative learning:** Collaborative learning is learning with in pairs or small groups whose all members actively engage in tasks in learning environments designed intentionally by the teacher providing deeply understanding of the learning objectives of the course (Barkley, Cross & Major, 2005, pp. 4-5).

**Constructivism**: A learning theory that focuses on learning as a cognitive process, in which knowledge is expanded on the basis of learners interactively using their prior knowledge and new information in order to generate new knowledge (Rüschoff, 2009).

**E-learning:** A software solution for educational purposes based ontheoretical postulates, trends in cognitive science, artificial intelligence, and pedagogy (Höbl & Welzer, 2010).

**Forum:** An Internet message board where users can post messages regarding one or more topics of discussion (‘Forum,’ n.d., Noun, para. 4).

**Online Collaborative Tools:** Online collaborative tools are part of the web 2.0 tools that allow collaborative and participatory practices among users. (Greenhow et. al. 2009)

**Synchronous Technology Tools.** Synchronous technology tools facilitate real time interaction and connectivity and are place independent, allowing group members to

collaborate in a shared virtual environment regardless of geographical location. (Barcelona & Rockey, 2010) Examples of this include online chat rooms, telephone or real time video conferencing, and face-to-face communication.

**Social Constructivism:** A theory of learning which draws heavily on the work of the Soviet psychologist Lev Vygotsky (1896-1934). It suggests that learners add toand reshape their mental models of reality through social collaboration, building newunderstandings as they actively engage in learning experiences. Scaffolding, or guidance, is provided by teachers or more experienced peers in the learner's zone ofproximal development, that is, the zone between what a learner can achieve independently and what s/he may achieve with support (Pegrum, 2009).

**Virtual Learning Environment**: A virtual learning environment is a system working over the Internet designed to support teaching and learning in an educational setting. They provide a collection of tools such as those for assessment (particularly of types that can be marked automatically, such as multiple choice), communication,uploading of content, return of students' work, peer assessment, administration of student groups, collecting and organizing student grades, questionnaires, tracking tools,and so on ('Virtual Learning Environment,' n.d., para 1-2).

**Wiki**: A collaborative web site which can be directly edited using only a webbrowser, often by anyone with access to it ('Wiki,' n.d., Noun, para. 1).

### 1.6. Limitations of the Study

In this study, we investigated the students' attitudes towards collaborative tools in Moodle in preparatory classes, so the findings are related to the participants of the study, and thus they cannot be generalized.

Moreover, the research lasted three months, but it would be conducted for a longer period. Also in the first term, another teacher attended the class and the researcher did not have a chance of observing the class and applying the collaborative tools in the first term.

# CHAPTER 2

## 2. LITERATURE REVIEW

### 2.1. Introduction

There is a great amount of research on computer-assisted language learning (CALL) in the field of ELT. It is inevitable to utilize computer technology in language classes and the problem is how to use the technology. In this respect, theories on human learning have a significant role in determining how computers should be used and how CALL framework should be designed. For this reason, this chapter will present the literature on CALL, specifically Moodle and its collaborative tools.As technology improves, nowadays e-learning facilitates better quality of online interaction between instructors and students as well as interaction among students and has added positive social elements to the benefits of e-learning (Ettinger & Blass, 2006). For example, Baldwin-Evans (2004) interviewed 200 respondents who were using e-learning in 14 countries and found that 93.5% of the students enjoyed their experience and 98% would suggest it to others.

### 2.2. Computer-Assisted Language Learning

Throughout its history, as Levy (1997) states, different terms and acronyms have been used for this concept; CAI (Computer-Assisted Instruction), CALI (Computer-Assisted Language Instruction), TELL (Technology-Enhanced Language Learning), and CALL (Computer-Assisted Language Learning).

Today, different terms are used to indicate technology involvement in language learning andteaching: Computer-Assisted Learning (CAL); Computer-Assisted Language Instruction (CALI); Computer-Adaptive Testing (CAT); Computer-Mediated Communication (CMC); Intelligent Computer-assisted Language Learning (ICALL); Technology Enhanced Language Learning (TELL); Web Enhanced Language Learning (WELL); Computer-application in Second Language Acquisition (CASLA); Computer-enhanced Language Learning (CELL); and Computer-based Language Testing (CBLT).Computer have been used for a long time for educational purposes and integrated into the classroom environment. However, their principal use and objectives have changed by the time.

The history of computers in language learning is divided into three stages (see Table 1.) (Kern & Warschauer, 2000; Warschauer, 1996).

**Table 1. TheThree stages of CALL according to Warschauer's model**

| Stage | 1970s-1980s: Structural CALL | 1980s-1990s: Communicative CALL | 21st Century: Integrative CALL |
|---|---|---|---|
| Technology | Mainframe | PCs | Multimedia and Internet |
| English-Teaching Paradigm | Grammar- Translation & Audio-Lingual | Communicative Language Teaching | Content-Based, ESP/EAP |
| View of Language | Structural (a formal structural system) | Cognitive (mentally- onstructed system) | Socio-cognitive (developed in social interaction) |
| Principal Use of Computer | Drill and Practice | Communicative Exercises | Authentic Discourse |
| Principal Objective | Accuracy | Fluency | Agency |

CALL is used in ELT classes and it helps the learners improve their skills in every aspects. Researchers have found that student writing skills can be improved via networked computers. Foreign language educators utilize e-mail-based activities in their curriculum (Hertel, 2003; Knight, 1994; LeLoup, 1997; Warschauer, 1996). For example, international pen friends projects that allow students to contact with native speakers of the target language are easily implemented if the participants have the necessary access, equipment, and foreign contacts. In the studies about peer response through networked computers in writing classrooms, it is found out that Web-based response is easier than face-to-face response, being characterized by more participation, more discussion during interactions, more feedback, and gradually increased confidence (Beauvois, 1998; Braine & Yorozu, 1998; Cononelos & Oliva, 1993; Curtis & Roskams, 1999; Davis & Thiede, 2000; Hartman et al., 1991; Kivela, 1996; Ortega, 1997, cited in Yang& Chen, 2007).

Lee (2000) also stated that the reasons why we should use computer technology in second language instruction, including computer and its attached language learning programs can:

- provide practices for students through the experiential learning,
- get students more motivated,

- increase student achievement,
- provide authentic materials for study,
- promote greater interaction between teachers and students and students and peers,
- facilitate individualization,
- regard independence from a single source of information,
- enhance global understanding.(p.2)

Integrating computers into the classroom has a lot of advantages both for the teacher and the students. With the high development of computer technology, during the learning process computers can observe, analyze, and present data on second language students' performances. As it is known by the teachers, to support students achieve their second language acquisition, observing and checking students' learning progress are very important activities. When teachers try to assess students' learning progress, they can get enough information from a well-designed computer language learning programs and then provide feedback that fits to students' learning needs (Taylor & Gitsaki, 2003).

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

Another benefit of using web-based communication tools is that all the students have a sense of quality. Especially, shy and anxious students may feel more comfortable expressing their ideas and general facts when posting online instead of speaking in a classroom.

Reaching the course resources and materials has been one of the important problems for students for a long time. In this context, students do not have to worry about accessing the course materials when it is an online course. However, if it is a face-to-face course, students need to take notes during the lesson. Online education can be done on one's own pace. Students can plan their time for their homework and group projects.

Computer technologies and its components that are utilized to enhance students' learning experiences and deliver instruction are referred to as online learning environment (OLE) or sometimes the virtual learning environment (VLE). Figure 2 lists some of the online tools that can be used to deliver instruction and other factors including course content, students and teacher expectations and external learning environment are assumed to influence the OLE.In this study perception and the use of these tools were our concern.

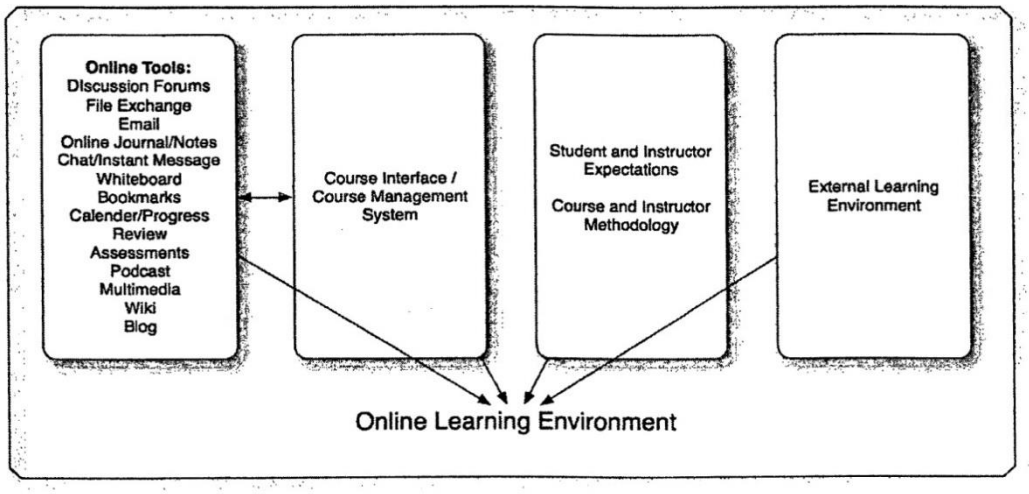



*Figure 1.Components of the online learning environment.( Armstrong, 2010)*

Using computers in the classrooms really changes the traditional image of teachers, who are the authorities in face-to-face classrooms, become a facilitator or just a guide of the learning process. Thus, the learners become more autonomous in a learner-centred class. In a learner-centred classroom, students play an active role in setting goals and choosing materials, methods, and tasks. The traditional image of a teacher standing in front of the classroom and lecturing her or his students while all the students just listening is now a part of the old- fashioned education. Electronic classrooms provide a different atmosphere compared to the traditional ones.

### 2.2.1. Virtual Learning Environments

According to Wikipedia:

"A virtual learning environment (VLE), or learning platform, is an e-learning education system based on the web that models conventional in-person education by providing equivalent virtual access to classes, class content, tests, homework, grades, assessments, and other external

resources such as academic or museum website links. It is also a social space where students and teacher can interact through threaded discussions or chat. It typically uses Web 2.0 tools for 2-way interaction, and includes a content management system." (Virtual Learning Environment,' n.d., para 1)

Virtual learning environments are regarded as the ideal tools to apply the constructivist theories into the class environments. Although we cannot guess how virtual learning environments will influence learning effectiveness, but it is important to consider that a virtual environment is a place where the teachers can try new approaches.It does not necessarily guarantee effectiveness, but it must integrate with rich pedagogical theories and supportive scenarios that profit from its various facilitating features. The things that we can do with the virtual learning environment in the classes:

- The teacher can place lesson material in the form of electronic files. The student will then download and open the file to complete the task
- Students can upload their homework to the VLE for teachers to mark
- The VLE can contain quizzes and tests for the student to use
- Some tests can be marked electronically with the teacher being able to see the results immediately
- Students can share work, as e result they can work together on a project
- Electronic messages can be sent by teachers and students to each other
- Social media such as Forums and Wikis can be set up

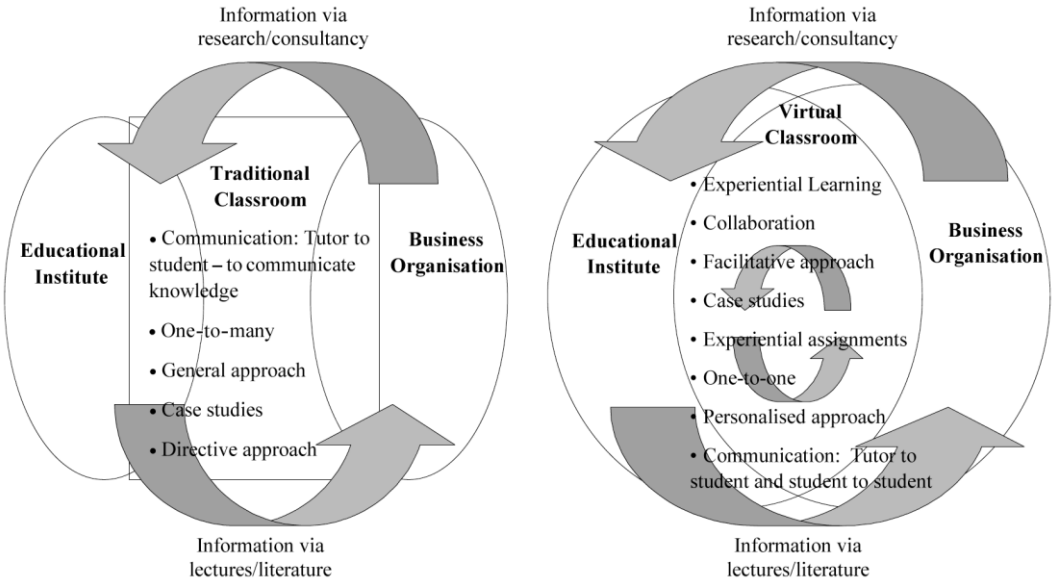



*Figure 2. Traditional versus virtual learning (McFadzean,2011)*

As seen in the figure, in a virtual classroom rather than directive approach, there is two-way communication tutor to student and student to student. Also collaboration can be enhanced among the students and the students can get the chance to work on their own pace.

Students can access the VLE from home by logging into the system. This allows them to do their homework or complete their projects from home. If they miss a lesson they can still access their work from home.It is different from traditional method of education and it needs a lot of research to support its efefctiveness.

Dillenbourg (2002) suggest that virtual learning environments can be identified by the following features:

- A virtual learning environment is a designed information space.
- A virtual learning environment is a social space: educational interactions occur in the environment, turning spaces into places.
- The virtual space is explicitly represented: the representation of this information/social space can vary from text to 3D immersive worlds.
- Students are not only active, but also actors: they co-construct the virtual space.
- Virtual learning environments are not restricted to distance education: they also enrich classroom activities.
- Virtual learning environments integrate heterogeneous technologies and multiple pedagogical approaches.
- Most virtual environments overlap with physical environments (p.1-2).

#### 2.2.1.1. Moodle

In the words of Moodle creators "Moodle is an Open Source Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It has become very popular among educators around the world as a tool for creating online dynamic web sites for their students. Many institutions use it as their platform to conduct fully online courses, while some use it simply to augment face-to-face courses." Moodle is a very useful and good platform for E-learning. Moodle is preferred among the educators because it helps the managers to control and manage all features of course content and delivery using one integrated system.

Moodle achieves many of the principles including active learning, interaction m and immediate feedback. Students can receive assessment and feedback during collaboration, in forums, blogs, wikis, glossaries and on quizzes. Instructors can use real life material and access literacy material from other agencies. Moodle supports communication, collaboration and interaction among the users. Therefore, instructors can use Moodle to create a sense of community among learners. As a result, as it is stated in its official site, there are 91386 currently active sites that have registered from 241 countries and there are 76,143,456 users.

Users can download, install, run, copy, distribute, study, change and improve the software of Moodle without cost (Kök, 2008). Therefore, the core software and modules of Moodle are not only customized by programming staff at the headquarters, but also they can be developed,modified and supported by users and programmers all around the world, which is anadvantage of Moodle over the commercial VLEs. These features also allow Moodle tobe flexible for the needs of learners and teachers. (Özkan,2011)

The acronym Moodle stands for Modular Object Oriented Dynamic Learning Environment. As the name suggests, there are modules in Moodle through which various activities are conducted. Moodle has two kinds of modules, core modules and add-on modules. Core modules, which can be called the default modules, are the inbuilt features of Moodle generally created by the programming staff of Moodle. Oncethe software package is installed, the default modules can be readily accessed on the Moodle website without having to add or install anything else.

MOODLE has a great potential for supporting traditional classroom instruction (Brandl, 2005). It has forums and they are best for fluency practice, but as they leave a written record, they also work very well for identifying individual students' errors.

Recently, traditional models of teaching and learninghave been replaced by three interrelated emerging trends, namely constructivist, problem solving, collaborative approaches to language education (Felix, 2002).

### 2.3.Constructivism

Constructivist theory claims that effective online learning which is active, not passive; allows learners a level of control over learning experiences; promotes collaboration and cooperation among learners; and encourages interaction and social presence. There is no single educational theory specific to online learning, but the framework for a model has been developed from these cognitive and constructivist theories: the Community of Inquiry (CoI) Model (Garrison, Anderson, & Archer, 2000).

Constructivism is an epistemology which was developed by philosophers like John Dewey, Jean Piaget, and Lev Vygotsky etc. It supports that humans construct meaning from current knowledge structures. The main idea of constructivism is that learning is a constructive process in that learners do not passively receive information but insteadactively construct knowledge as they try to understand their worlds. Three general instructional implications that result from constructivism are: (1) the development of meaning and understanding should be given more importance than thetraining of behavior; (2) teachers should accept that students' actions are rational,because they already make sense of things; and (3) students' errors should be regarded as opportunities to learn about students'understanding (Glasersfeld, 1989; cited in House & Postlethwaite, 1994). In addition,Bredo (2000) argues that "constructionist seems to have two implications (1) a concern for students having an active role in learning and (2) their being allowed to redefine or discover new meanings for the objects with which they interact" (p.132).

Miers (2004) provides a short summary of constructivism:

"[C]onstructivist learning should engage students in meaningful learning and ... the critical features are that the learning should be...

• Active and manipulative, engaging students in interactions and explorations with learning materials and provid[ing] opportunities for them to observe the results of their manipulations

• Constructive and reflective, enabling students to integrate new ideas with prior knowledge to make meaning and enable learning through reflection

• Intentional, providing opportunities for students to articulate their learning goals and monitor their progress in achieving them

• Authentic, challenging and real-world (or simulated), facilitating better understanding and transfer of learning to new situations

• Cooperative, collaborative, and conversational, providing students with opportunities to interact with each other to clarify and share ideas, to seek assistance, to negotiate problems, and discuss solutions." (p. 4)

Sociocultural theories influence considerably the learning procedure and have strengthened the perceptions of the educational community towards adoption and effective integration of open and distance learning (ODL) systems in the educational process (Duffy & Kirkley, 2004).

### 2.3.1. Constructivist Theory

Sherman (1995) mentions that basically, according to constructivist views knowledge is not 'about' the world, but rather 'constitutive' of the world. Knowledge is not fixed in that it is constructed by an individual through his/her own experience of that object. Authentic, challenging projects which include students, teachers and experts in the learning community are emphasized in constructivist approach in learning. Its aim is to create learning communities that are similar to the collaborative practice of the real world. In an authentic environment, learners take on the responsibilities of their own learning process; they have to develop metacognitive abilities to monitor and direct learning and performance. When people work collaboratively in an authentic activity, they put their own framework and perspectives into the activity. They can analyze a problem from different perspectives, and are able to negotiate and create meanings and solutions through a common understanding. The constructivist paradigm describes how learning can be made easier through certain types of engaging and constructive activities. This type of learning emphasizes form-meaning connections through active participation in socially, culturally, historically, and politically situated contexts.

To sum up, the contemporary constructivist theory of learning supports that individuals are active agents, they employ their own knowledge construction by integrating new information into their schema, and by associating and representing it into a meaningful way.According to the constructivists, it is not practical for teachers to make all the decisions and lecture the students without involving students in the decision process and assessing students' abilities to construct knowledge. In other words, guided instruction which puts students at the center of learning process, and provides guidance and concrete teaching is suggested whenever necessary. If students are not guided, they may easily get lost in information jungle.

There are, however, two major types of the constructivist perspective. These two types are cognitive constructivism and social constructivism. They are different in emphasis, but they also share many common perspectives about teaching and learning.

### 2.3.2. Social Constructivism

Social constructivism has been developed from the theories of Bruner (1966) and Vygotsky (1978). According to the constructivist theory, knowledge is not a fixed object but rather is fluid; learners construct their knowledge through engagements in intercollaborative learning activities with other students, with the instructor, and with the learning environment.

Both the shared experiences and on each member's efforts in the group affect what is learned and constructed. Their knowledge can be constructed and reconstructed through dialogue, web-conferencing, text-based interaction, and face-to-face discussions.

In Online Collaborative Learning, the process of building knowledge communities and the process of sharing ideas and feedback among members who work together beyond cultural boundaries are regarded as the highest levels of construction (Lin, 2009).

In social constructivist theory, culture and context are important to understand what occurs in society and to construct knowledge based on this understanding (Derry, 1999; McMahon, 1997). This perspective is related with contemporary theories and most notably the developmental theories of Vygotsky and Bruner, and Bandura's social cognitive theory (Shunk, 2000).

Social constructivism is based on specific assumptions about reality, knowledge, and learning. To understand and apply models of instruction, it is important to understand the premises behind them.

Reality: Social constructivists believe that reality is built through human activity. Members of a society altogether create the qualities of the world (Kukla, 2000). For the social constructivists, reality cannot be discovered: it does not exist before its social invention.Knowledge: According to social constructivists, knowledge is also a human product, and is socially and culturally constructed (Gredler, 1997; Prawat& Floden, 1994). Individuals create meaning through their interactions with each other and with the environment they live in.Learning: Social constructivists think learning as a social process. It does not occur only within an individual, and it is not a passive development of behaviors that are formed by external forces (McMahon, 1997). Meaningful learning occurs when individuals are engaged in social activities.

### 2.3.3. Cognitive Constructivism

Many educational psychologists regarded the behavioral approach as not satisfying. They became more interested in what was unobservable in the areas of problem solving and learning strategies. These theories are based on the work of educational philosopher John Dewey, and educational psychologists Lev Vygotsky, Jean Piaget, Jerome Bruner among others. They suggest that children actively construct knowledge relying on what they already know about the world and genuine information they receive through interaction. Constructivism stresses students' ability to solve real-life, practical problems. Typically students work in cooperative groups and they focus on projects that need solutions to problems rather than working individually in instructional settings that require learning of certain content skills. The teacher’s role in constructivist models is to act as a guide to students while they set their own goals and take on their responsibility of teaching themselves and to arrange required resources

Jonassen etal. (1995) suggests that there are eight characteristics that are the qualities of constructivist learning environments:

1. multiple representations of reality
2. avoidance of oversimplification and representation of the complexity of the real world.
3. emphasis on knowledge construction inserted of knowledge reproduction.

4. emphasis on authentic tasks in a meaningful context rather thanabstract instruction out of context.
5. real-world settings or case-based learning instead of predetermined sequences of instruction.
6. thoughtful reflection on experience.
7. context- and content- dependent knowledge construction.
8. collaborative construction of knowledge through social negotiation, not competition among learners for recognition.

To put the theory into practice, language classrooms should be full of interactional practices driven from real life situation and promote the construction of knowledge through a collaborative environment in which the learners and the teacher share the responsibility of teaching and learning. According to Jonassen et al., (1995) learning is meaningful only when learners actively participate in it, and when they are responsible for their own learning process.

Learners have to have skills and possibilities to construct new experiences and knowledge in a broader world of experience. Ahonen et al. (2003) state that the collaborative and meaningful quality of learning and this broader experience may be achieved with the strength of internet based platforms. The interaction with the help of online devices cannot be compared to face-to-face situations but the online device can provide the possibility to interact with each other no matter how far learners are from each other. With the help of Internet the learning process can also be contextual and situational and these elements support the intentional learning process.

Communicative competence has been a central concept in foreign language teaching since the early 1980s and it is accepted that the language classroom is a place where learners should develop the ability to communicate in a foreign language. In other words we want to enable our learners to interact with communication partners with different social and cultural backgrounds, to use foreign language in different contexts and situations in oral and written form, receptively and productively, in order to convey meaning and exchange messages. In order to prepare language learners to communicate in real-life situations outside the classroom, we need to create a learning environment that allows for communication inside the classroom.

Language is used for communication and as a result of this; CLT makes use of communication to teach languages. However, traditional language teaching puts a lot of

emphasis on grammar rules, but CLT emphasizes real-life situations and communication in context.

Communicative language teaching (CLT) has contributed significantly to making the language classroom a lively environment,but the approach has its limitations: For a long time it has put its emphasis on oral competency. There may be limited opportunities for teachers and learners to establish contacts outside the classroomand this led to a reduction of the term “communication”. In the context of language teaching it has generally been linked to spoken, face-to-face interaction between teacher and student or between two or more students in the classroom.

However, if the acquisition of communicative competence is considered as general learning and teaching aim, all aspects of communication have to be taken into consideration when a communicative learning environment is designed and prepared for learners for real-life communication. One of the methods to achieve such an environment is to build web based platforms in which learners may interact with their peers, teachers and the real world.

### 2.4. Collaborative Learning

Collaborative learning refers to a number of processes where students are divided into groups and interact together to achieve a certain objective or find a solution to a specific learning problem. It is different from traditional teaching approaches because learners are encouraged to work together and share ideas rather than to work alone and compete with each other individually.

Collaborative Learning Theory focuses on group interaction as a very important factor of Collaborative Learning that considers sharing as a fundamental feature of successful collaboration. Sharing is a very broad concept including but not limited to sharing information, insights, personal experiences, and perspectives.Johnson and Johnson (1996) argue that in Online Collaborative Learning settings, students do not learn passively but actively negotiate and discover more meaning through reconceptualization of prior knowledge and through working in an environment that reduces anxiety and uncertainty. Students are motivated to learn with groups because the encouraging words they get from their peers are motivational rewards for them. Students develop a positive attitude and become interdependent learners as they help each other through inquiry.

Dillenbourg (1999) argues that "collaborative learning" describes a situation in which some interactions that promote learning are assumed to occur even though there is no certainty that they will occur. Thus, he asserts that teachers should be concerned about making sure that some types of interactions occur, and lists some possible ways to increase the probability of the occurrence of those interactions.Collaborative learning provides a social context and it increases interaction among the learners and so that leads to successful learning.

Kagan (1994, as cited in Farrah, 2011) points out that cooperative learning would encourage learners to have higher achievement than competitive or individualistic learning. He also adds that cooperative learning offers learners opportunities that allow them to increase their self-esteem and to become more intrinsically motivated.

This is in accord with the motivational and cognitive theorists (Swortzel, 1997; Slavin, 1987) who think that the inherent organization of collaborative learning creates an atmosphere which provides a place for learning and motivating. The learners have become ready to discuss and negotiate the meaning and thus become collaborative. In this approach to language learning, learners are seen as problem solvers where cognitive skills are stressed. This type of learning is advocated by Vygotsky, Piaget, and Bruner (Bigge & Shermis, 1999) where learners study together and negotiate meaning to develop a common knowledge of the world. Collaborative work allows them to think at higher intellectual levels than when they work alone. The students with different background in terms of level, language proficiency and learning style and experience contribute positively to the learning process and improve their problem- solving skillsas they meet with various views for a problem- solving activity (Vygotsky, 1978; Bruner, 1985, as cited in Farrah, 2011).

Collaborative Learning is used to describe a situation when learners are organized in groups to discuss issues and work on problem-solving activities. This term is used interchangeably with cooperative learning with slight differences but cooperative learning is generally more structurally defined than collaborative learning (Smith & MacGregor, 1992).

Collaborative learning is an efficient learning process because it enables students to learn by discovery. It encourages them to take a more dynamic role in their own learning, develop their interpersonal skills and collaborate with other learners to achieve

certain tasks. This type of learning allows students to be engaged in new learning styles since it provides them with opportunities to interact while sharing their views, values and interests. Moreover, collaborative learning has the potential to increase comprehension, promote critical thinking, maximize motivation, foster the exchange of knowledge, information and experiences, and create an interactive and relaxed atmosphere where students have an additional responsibility for their own learning (Astin, 1993; Gokhale, 1995; Slavin, 1987; Ellison & Boykin, 1994; Elola & Oskoz, 2010, as cited in Farrah,2011).

In general, creating collaborative knowledge with effective student participation and sharing is an important learning outcome for higher education courses.

To sum up, collaborative learning can present opportunities that help learners to improve their learning and allow them to be involved in a meaningful dialogue.

### 2.4.1. Computer Supported Collaborative Learning

Online collaboration tools provide some opportunities for language teachers and learners to achieve the goals by offering environments for the collective production of texts, which promote and encourage meaning-related revision. They also increase audience awareness by enabling immediate online publishing and giving feedback to their friends. Furthermore, they help teachers to monitor and intervene in the writing process by allowing them to observe collaborative activities in different groups simultaneously.

Collaboration among learners is an important element of effective learning environments (Ally, 2004; Jonassen, Davidson, Collins, Campbell, & Haag, 1995).

Participants in an online learning environment need ways to share information, discuss ideas, provide feedback, solve problems, and build knowledge. Collaboration in online learning is referred to as computer-supported collaborative learning (CSCL) and can be defined as “collaborative engagements among teams of two to five members using synchronous and/or asynchronous tool facilities in ways that support an instructional goal…”(Clark & Mayer, 2008, p. 262).

Computer-mediated communication (CMC) provides conversation and collaboration through both synchronous and asynchronous tools. Synchronous CMC tools are those that allow participants to communicate spontaneously or at the same time. Some examples of synchronous CMC tools are web–conferencing (supported by

audio and/or video), virtual whiteboards, and chat (Greener, 2009; Repman et al., 2005). These tools are useful for virtual lectures, meetings, or group breakout sessions. Communication is interactive in real time and requires participants to be online at the same time. Asynchronous CMC tools are those that allow participants to communicate independently at different times and are mostly text-based. Examples of asynchronous

CSCL tools are blogs, e-mail, and discussion boards (Greener, 2009; Repman et al., 2005). These tools are useful for keeping journals, responding to questions and ideas posted by others, sharing information, and collaborating on documents or web pages.

Synchronous tools are considered to promote social presence while asynchronous tools are considered to encourage more reflective thought (Clark & Mayer, 2008).

When considering different CMC tools, Clark and Mayer (2008) note that collaborative learning outcomes depend on many factors such as group size, group composition, type of assigned task, learners' prior knowledge, learners' motivation, also the technology used. For effective collaborative learning, they recommend creating heterogeneous groups of two to five participants and assigning roles that promote active participation. They encourage the assignment of projects with sufficient instructions to provide guidance and to minimize cognitive loads. In selecting CMC tools, they suggest using asynchronous tools for learning that requires reflection and independent research and using synchronous tools for learning that requires synergy, spontaneity, and social presence.

An additional consideration for CMC tool selection is learner control (Clark &Mayer, 2008). Typically, asynchronous CMC tools allow learners more control over content sequencing, pacing, and optional elements. Greater learner control is regarded best for learners with high levels of prior knowledge and strong meta-cognitive skills.

Many researchers believe that learning can be enhanced by giving learners control over their interactions with media and by prompting more reflection (Means, Toyama, Murphy, Bakia, & Jones, 2009).

Computer-Supported Collaborative Learning (CSCL) encourages students to take roles in their own learning process and it motivates them to be more committed to learn collaboratively rather than competitively (Koschmann, 1996).

### 2.4.2. Collaborative Writing

Technology provided a place for students to create and share a global audience and students were highly motivated to publish for an audience.

Moreover, group work allows students to work with others from different background and experiences and this leads to better understanding of the different perspectives.

The definition of collaborative writing is not clear in the literature but clearly depends on the different subject matters employing it. Generally in collaborative writing the writer combines the complexity of the individual writing processes and the collaborative processes which increases the complexity of the collaborative endeavor. Collaborative writing is assumed to be very complex as a result of the need to reach a coherent written product, which is agreed upon by all members of the group (Sharples, 1993;Sapp& Simon, 2005).

Computerized writing environments that have been developed to date can be put into four main categories:

a) E-mail back and forth messages
b) Written discussions through instant messengers programs (Ims), such as ICQ
c) Joint schedule coordination through online calendars
d) Shared editing tools such as Wiki.

E-mail is still regarded as the most widespread asynchronous collaborative way of writing. The most challenging collaborative writing technology to develop is of the fourth category. However, they should be integrated into the curriculum and they need to be tried in the classes for the students. In a study conducted by Davis indicate that collaborative writing in a peer to peer (P2P) synchronized online environment could produce a paper of higher quality than that produced in a P2P frontal face-to-face environment (Davis, 2000).

## 2.5. Collaborative Tools

Collaborative tools are computing systems that consist of qualities designed to facilitate work that involves more than one person. Their major design aim to help collaborative work among the people.

Due to the growth of online tools, the collaborative tools have been growing very rapidly. These tools can be classified as follows:

- Email (particularly as used to share documents, schedule meetings, coordinate events and services, host discussions, foster decision-making, etc.)
- Calendaring and scheduling systems
- Content-sharing tools
- Group interaction tools
  - Conferencing tools
  - Collaborative authoring tools
  - Project coordination
  - Social networking tools
- Workspace-oriented collaboration suites including learning management systems such as Sakai and Moodle, also general purpose suites targeted at organizations, such as Microsoft SharePoint and Novell Teaming+Conferencing. These suites gather together multiple different types of collaborative tools, which can be used within virtual online workspaces.(Technology.berkeley, 2013)

### 2.5.1. Discussion forums

Discussion forums are also known as discussion boards, threaded discussions, and electronic bulletin boards. Typically, an instructor posts a topic or question. Students individually post responses to the topic or question and then proceed to comment on the posts of other students. In educational settings, discussion forums facilitate interaction among students participating in group work, case studies, or projects.

Discussion forums can also be used for role playing, debates, resource sharing, and interactions with outside experts. Discussion forums can encourage higher order thinking and reflection, but may be underutilized if topics are uninteresting or if students are not motivated to participate (Repman et al., 2005).

### 2.5.2. Glossary

Glossary is an asynchronous in which the students build a dictionary and write comments on their friends' posts. In educational settings, glossary can be a means to teach vocabulary, allowing students to create their own dictionary with their classmates. The glossary activity module allows participants to create and maintain a list of definitions, like a dictionary.

As it was described in Moodle web site:

"Glossary can be used in many ways. The entries can be searched or browsed in different formats. A glossary can be a collaborative activity or be restricted to entries made by the teacher. Entries can be put in categories. A collaborative glossary can serve as a focal point for collaboration in a course. Each member of the class could be assigned to contribute a term, a definition, or comments on submitted definitions. Multiple definitions can be rated by you and by the students, with the highest-rated definitions accepted for the final class glossary.

When students are responsible for creating the definitions, they are much more likely to remember the word and the correct definition. Engaging in the process of learning, debating, and refining a glossary can go a long way toward helping students begin using new terms."( Moodle,2013)

### 2.5.3. Wiki

The first wiki (WikiWikiWeb) was created by Cunningham in 1995. It was conceptualized as a "freely expandable collection of interlinked web pages, a hypertext system for storing and modifying information. It is a database where each page is easily edited by any user with forms- capable web browser client" (Leuf& Cunningham, 2001). A number of wiki applications (i.e. Twiki, Docuwiki, PBwiki, Wikispaces, MediaWiki) have been developed to support various group projects, such as collective production of the free encyclopedia known as Wikipedia (Mediawiki). Today, Wikipedia is the largest and probably most well-known wiki in the world.

The main feature of a wiki is that everybody can contribute, revise and delete and that every change is instantly visible in browser window (Leuf& Cunningham, 2001). Wiki pages are recognizable by the appearance of a button or link labeled "edit this page" which invites readers to modify the content of the page (McMullin, 2005).

Attitudes studies generally show that students and instructors find value in wikis as CL tools, even when their CL experiences are not completely positive ( Choy & Ng. 2007; Elgort,et.al. 2008; Ioannou & Artino, 2009, 2008).

The flexibility,simplicity, and openness of this technology provide higher education with new opportunities for developing online interaction in a way which has not been possible before. Moreover, wikis can provide an efficient, flexible, user-friendly and cost-effective interface for collaboration, knowledge creation and student interaction (Schwartz, Clark, Cossarin, & Rudolph, 2004).

In our view, wikis represent a technology which can potentially provide an environment that embodies social-constructivist principles since groups of learners can create, revise and insert comments in a single article in a simple manner where the result is immediately obvious (and not hidden in a thread of a forum or blog). Thus learners are actively involved in their own co-construction of knowledge (Boulos, Maramba, & Wheeler, 2006). From a teaching perspective there are related benefits: instructors can also give feedback at the point required, thus the wiki enables timely and specific in-task guidance (Beaumont, O'Doherty, & Shannon, 2008) that promotes learning. Importantly, the wiki also tracks all individual contributions and changes. To sum up, wikis help create a dynamic, collaborative learning environment where learning takes place through open discussion and exchange of ideas and opinions, collaborative construction and sharing of knowledge, and active participation. This is also exactly the environment needed to promote peer and self-assessment, which Boud and Falchikov (2007) consider one of the keys to self-regulated learning and sustainable assessment.

In one of the research it is concluded that the unique qualities of wikis make them a very effective tool for supporting social-constructivist models of pedagogy (Feng&Beaumont, 2010).

The use of wikis in group projects is considered to encourage a more equal participation from all team members, since on a wiki a record is kept of every contribution to every web page, when it was made and who made it, allowing the lecturer to judge both the quantity and quality of contributions by different team members. As far as the tendency of some students to dominate group work is concerned, the asynchronous nature of wiki contributions and ability to edit each other's work may allow the "quiet" student to make a significant contribution to the assessed outcomes. This asynchronous written mode of contributions also encourages students

from non- English speaking backgrounds to take a more active role in the project (Elgort, Marshall & Pauleen, 2003).

Introduction of wikis into the online learning environment, on the other hand, shifts the balance of control over the structure and content of a part of the virtual learning space to the student, and may significantly change the dynamics of online learning and collaboration, as well as students' perceptions of what online learning is about (Grierson et al., 2004).

Chao&Lo (2011) concluded in their research that the use of Wiki provided students a better collaborative writing experience than they had experienced in traditional classroom writing, and Wiki-based collaborative writing was an excellent online learning environment for students to engage in a written work collaboratively.

In one study, students' and lecturers' views on using wikis in the context of course group work was examined. The general results are encouraging, indicating that both the students and the instructors saw value in using wikis as a collaboration tool. From the students' perspective, wikis encouraged better individual participation and were a good tool to collect and organize information for group projects. From the lecturers' perspective, the use of the wikis contributed to the ease of managing and marking student work in a group project. (Elgort, Smith& Toland, 2008)

# CHAPTER 3

## 3. METHODOLOGY

### 3.1. Introduction

This chapter presents information about the research design, the participants, the instruments, the data collection procedures, and the methods used for data analysis.

### 3.2. Research Design

This research is a descriptive study which aims to compile information about the attitudes of students towards the collaborative tools used in Moodle in SAC courses in preparatory class at university level.

**Table2. Overall Research Design**

| | |
|---|---|
| Research Design | Blended; qualitative and quantitative |
| Sampling Strategy | Convenience sampling |
| Participants | 28 (convenience); 12 interviewees (convenience) |
| Data Collection Tools | • Computer Readiness Scale and Attitudes Scale towards the Online Collaborative Tools<br>• Semi-structured interview (15participants) |
| Data Analysis Tools | • SPSS<br>• Content Analysis ( for analysis od interview data) |
| Syllabus and Tasks | Task-based; Course Syllabus |
| Time and Duration of the Research | 25 February 2013-17 May 2013 (12 weeks) |
| Time and Duration of the Course | 18 February 2013-7 June 2013 (16 weeks) |

Both qualitative and quantitative methods were used to collect data regarding the research questions. Firstly, computer readiness scale was given to the participants at the beginning of the study. At the end of the study one questionnaire concerning the participants' attitudes towards the effectiveness of the applications was administered. After the quantitative analysis of the questionnaires, 12 volunteering participants were interviewed. The results were analyzed through SPSS and content analysis techniques.

### 3.3. Participants and Sampling

This study was carried out in an English class (with 25-30 students) in the preparatory program of Kahramanmaraş Sütçü İmam University. Students in this program have 26hours classes per week and the course lasts two terms (32 weeks). The students have 16hours main course, 4 hours writing skill and 3 hours reading skill lessons per week. Additionally, 3 hours per week are SAC (Self Access Center) lessons. Students have courses from A1 to B1+ according to Common European Framework of References. In order to establish the classes in the preparatory program at Kahramanmaraş Sütçü İmam University, a placement test administered by the Testing Centre of the School of English is used to separate groups according to language level. Level A starts from a Starter course book, and level B from an Elementary course book; both levels finish an intermediate course book at the end of the two terms.The number of female and male students is equal in a class. The procedure of establishing classes cannot be manipulated by the researcher.

The study was conducted in 3 hours SAC classes Laboratory/Self Access Centre (students worked independently usingthe self-study CD-ROM of the course book and used Moodle [Modular Object-Oriented Dynamic Learning Environment], a course management system using e-learningsoftware). In this lesson the researcher was also their main course teacher.

The convenience sampling method was used for the group selection. The choice of this sampling strategy was guided by practical reasons (the accessibility of the participants for the researcher who was also their teacher) and also the researcher wanted to give all individuals in the group an equal chance to participate in the study. The participants, of different age and gender groups, were the members of the class the researcher was actually teaching. Their age, gender, social and English backgrounds were not taken into consideration in this study.

### 3.4. Research Context

The study was carried out in a class of the English Preparatory Programme at KSU. Students in this programme had 28-hour classes per week and the programme lasted two terms (32 weeks). The programme led the students from level A1 to B1/B1+ according to CEFR. The students in this programme are prepared for the studies in their departments in the faculties of economics and administrative sciences, engineering and

architecture, and forestry. In these faculties, a proportion of the academic lectures (about 30%) are held in English. The first university year is completely reserved for the English preparatory programme.

In order to establish classes in the preparatory programme at KSU, an English placement test administered by the Testing Centre of the School of Foreign Languages was used to separate groups according to language levels at the beginning of the academic year. While establishing classes, equal number of female and male students was placed in a class. The procedure of establishing classes could not be manipulated by the researcher.

It can be assumed that students in the preparatory programme usually have an educationally rather disadvantaged background as they come from families of the lower or lower middle class located in Kahramanmaraş or the eastern parts of Turkey. As a result, the students both have a poor (or no) command of English at the beginning of the preparatory programme, and often come with negative attitudes towards learning English. Also it is not surprising to see that many of them had negative experiences at secondary high school about English classes.Many of the students in the programme regard the one-year preparatory programme as a lost year, and there are also some students who say that they did not know about the existence of the programme at the beginning of the academic year. Most of the instructors or researchers observe that the students do not have sufficient academic thinking skills such as critical thinking, working independently and collaboratively. As a result, it is challenging for teachers to employan English teaching methodology based on constructivist approaches that aim at enabling learners to use English for purposeful communication.

Moreover, since the students are accustomed to the traditional ways of learning and teaching, it is much more challenging task for the researcher to apply constructivist approaches and collaborative tasks in the class. The students in the English Preparatory Programme had to attend 28 hours English classes per week. Of these, 18 hours were main course, 4 hours writing, 3 hours reading, 3 hours Laboratory/Self Access Centre (students worked independently using the self-study CD-ROM of the course book and used Moodle [Modular Object-Oriented Dynamic Learning Environment], a course management system using an e-learning software).

**Sac Lesson**

The study was conducted in three-hours of Self Access Centre lessons. In preparatory programme of KSU, 3 hours of SAC lessons are compulsory different from the many universities in Turkey. There are four computer laboratories in School of Foreign Languages, each of them equipped with thirty computers for the students and one for the teacher. Also there is internet connection in the laboratories. At many Turkish universities SAC classes are the places where the students work individually after the classes and they are not part of the curriculum and not compulsory. However, in our school since the students are not accustomed to working alone and independently and they are not active in using internet and computer for learning purposes, the curriculum team and the administration thought it would be useful for the students to make the SAC lessons compulsory as a part of the syllabus. Consequently, it was assumed that the students would be familiar with e-learning at their first year at university and continue their e-learning process after the preparatory programme. The main course of the class was also their SAC lesson teacher but in this lesson the teacher had a role of facilitator and s/he observed the students and helped them if needed. There was also syllabus of the lesson and the students had to complete the tasks weekly. However, the lesson had a flexible atmosphere the teacher did not force the students to finish the tasks. In fact the teachers were responsible to check the tasks they did in Moodle and give feedback when necessary. Not many teachers were willing to edit the students' comments and writings.

The researcher was the main course teacher of the class in the second term and did not have the opportunity to apply collaborative activities in the first term. At the beginning of the second term, the researcher checked the logs of the students in Moodle that belong to the first term and analyzed what activities are done by the students and how often they used the Moodle, but the students were not very active in using the Moodle and did not have enough knowledge about the tools of the Moodle.

As a result, the role of the teacher is important to introduce the collaborative tasks into the class and encourage the students to use the collaborative tools in Moodle. However, in this research the teacher's role in applying collaborative tasks and his/her effect in the students' attitudes was not taken into consideration.

### 3.4.1. The Role of the Teacher as Researcher

The study was carried out in the second term in the SAC lessons, which were completely given by the researcher.When the researcher was conducting the study, she introduced the collaborative tools to the students and had the role of facilitator, but did not force the students to take part in collaborative tasks because she wanted to observe and understand their attitudes and their choices objectively. However, she had some difficulties because the students were not accustomed to the constructivist approach and maybe it was the first time they had to complete a collaborative task and they sometimes could not find their ways on their own. In their study, Okan and Torun (2007) stated that the findings of the study imply that instructors' significant role persists when CALL applications are involved in the language learning environments. The results are in accordance with other reports (Glisan, et al., 1998; Stepp-Greany, 2002; Eggers, 1999; Kern, 1996; McGrath, 1998; Weiss, 1994, as cited in Okan& Torun, 2007) which also conclude that the role of a teacher as facilitator is important and demanded by students.

The students' socio-economic and learning background, their assumed attitudes towards English as described above can be characterized as detrimental factors for the English learning since they were likely to demotivate students.

The teacher who is also researcher described the tasks they had to do in the Moodle and observed them, also she gave necessary feedback both in Moodle and face-to-face to make the students complete their tasks.

## 3.5. Procedure

The Computer Readiness Scale was conducted in November. The students were accustomed to using the Moodle in their writing classes and SAC lessons so they did not have difficulty in doing the tasks during the research. The students have been already using the Moodle in their SAC classes but they have had little experience of using collaborative tools in Moodle. The students were already doing the quizzes in their SAC classes, but they were not actively using the collaborative tools that already existed in Moodle.As the researcher was not their SAC classes' teacher in the first term, she did not have the chance of introducing the collaborative activities to the class since the beginning of the year. However, since the beginning of the second term the researcher studied the history of the class in Moodle and found that they did not use the

Moodle effectively and actively. Before the research she introduced the tools to the students for a week and showed how they could use them collaboratively and each week they used these tools regularly.

Moreover, she introduced Wiki to the students and the students were asked to work in groups of three or four and found a common interest and prepare a composition about this subject. The subjects range from "The radio" to "PES Football Game" and the students were free to choose the subjects and the friends they wanted to study with.

The other collaborative task was Forum where the teacher posted a question or task and the students answered the questions or wrote about the task. The teacher could edit their writings and the other students were able to comment on their friends' writings and their errors.The task ranged from introducing themselves to answering a question about the effective ways of learning vocabulary.

Another collaborative activity that the students used actively during the research was Glossary which they never used in the first term but 129 words were entered into the glossary in the second term by the students with pictures of some objects.

The researcher focused on only three collaborative tasks, wiki, forum and glossary, because she wanted to observe the students' attitudes clearly and also a separate question related to the students' preferences of these tools was asked to the students and analyzed separately. Moreover, the students' logs which show how many times they viewed the activities were examined by the researcher to get the idea of whether their preferences of tools match with their usage of these particular tools.

### 3.6. Data Collection Tools

In this study, two kinds of instruments were used to collect data: two questionnaires and interviews. Some of the questionnaire items were taken from previously conducted related research and others were prepared by the researcher in accordance with the research questions and aims of the study. After the questionnaires,a semi-structured interview was conducted with twelve students to support the findings and to understand the students' attitudes clearly and objectively.

#### 3.6.1. Questionnaires

A Computer Readiness Scale was distributed to the participants at the beginning of the term and one questionnaire was administered at the end of the study.Many studies

are reviewed in the development of the questionnaires; however, the studies conducted by Farrah (2011), İnözü and İlin (2007) and Özkan (2011) were used by the researcher in the designing of the questionnaires due to their similarity to the research questions and aims of this particular study.

At the beginning of the course, the participants were given a Computer Readiness Scale which had 18 items (See Appendix 3 and 4) in order to explore the participants' computer and internet literacy and use, readiness to CALL, and previous internet and VLE experiences.

At the end of the study, a questionnaire (See Appendix 1 and 2), which focused on the students' attitudes towards the collaborative activities was administered. This questionnaire, too, had 39 items including 3 Likert scale questions.

Due to the low proficiency levels of the students, the participant copies of the computer readiness scale and questionnaire were in the first language of the participants, namely Turkish (See Appendices 1, 3). The English translations of the scale and questionnaires are also provided at the end of the thesis (See Appendices 2,4).

### 3.6.2. Interviews

A semi-structured interview with an emergent design was conducted face-to-face with 12 participants in order to support the data obtained from the questionnaires. The semi-structured interview also functions as a means of triangulation to check the results obtained with other data collection tools and procedures (Fraenkel & Wallen, 2006).

McKay (2006, cited in Rathert, 2013) defines the purposes of interviews stating that "questions can be designed to find out more about teachers' and learners' *opinions* and *attitudes* about various aspects of language learning such as their feelings about the use of particular classroom activities or the content of classroom material" (p. 51; italization in the original). Following these remarks, the questions in the semi-structured interview focused on the students' attitudes towards the Moodle and its collaborative tools.

The twelve interviews were conducted in my office, and each of the interviews took between 5and 10 minutes. The interviews were made in Turkish, and the interviewees were informed beforehand that they were selected according to the results of the questionnaires conducted after the study. The researcher chose the interviewees

with different attitudes towards the tools. The interviews were audio-recorded and later transcribed for content analysis.

### 3.7. Data Analysis

The obtained data was analyzed separately. While the data gained through the questionnaires was analyzed statistically using SPSS, the data gained through the semi-structured interviews of the students was exposed to content analysis.

To address the first question, percentages, mean scores and standard deviation values were calculated for each item separately, which allowed analyzing the students' attitudes according to the domains covered in the scale. The results of the descriptive analysis of the questionnaire were tabulated and presented in Chapter IV. In order to answer the second research question, which addressed the participants' preferences of collaborative tasks, their rank of choice, percentages, mean scores and standard deviation values were calculated for each item separately. Statistical Package for Social Sciences (SPSS) 20.0 was used to analyze the data. The results of the questionnaire were tabulated and presented in Chapter IV. In order to gain better understanding about the perceptions of the students, all the participants' results were tabulated. To address the third question, after the results of the second analysis, the students' logs in the Moodle was studied and the most viewed tasks' were found. Their screen shots were taken to support the results.

# CHAPTER 4

## 4. DATA ANALYSIS

### 4.1. Introduction

This chapter presents the findings obtained from the statistical analyses and the content analysis mentioned in Chapter 3. First, the data in the Computer Readiness Scale were analyzed in order to get insight about the participants. Then, the questionnaire, concerning the participants' perceptions on the effectiveness of the collaborative tools used in Moodle was analyzed. Finally, in order to support the data obtained from the scale and questionnaire above, the interviews held with 12 participants were analyzed by means of content analysis.

### 4.2. Findings from the Computer Readiness Scale

The Computer Readiness Scale consists of two parts; the first part includes questions concerning general information about the participants, their computer ownership and skills together with their Internet access and use. The second part, on the other hand, focuses on the participants' previous experiences regarding computer, Internet and VLE and their motivation to learn English through the Internet as well as their perception of usefulness of learning English in this context.

#### 4.2.1. Information on the Participants

Although the gender and age variables were not taken into consideration while analysing the data obtained from the scale and questionnaires, they are presented here in order to give a more detailed description of the participants of the present study.

Consisting of 12 females (42, 9%) and 16 males (57, 1%), totally 28 prep class students took part in the study. They were all prep students attending the Foreign Languages Schools at Kahramanmaraş Sütçü İmam University.

Eighteen of the participants (64,3%) were under the age of 20, while eight of them (28,6%) ranged between 20-22 and only two of them were over 23.

#### 4.2.2. Computer Ownership and Skills

The results show that the majority of the participants (n20, 83%) have a personal computer or laptop. Sixteen students (67%) stated that their computers were with them

in Kahramanmaraş, which means there were 8 participants who do not have computers with them.

The participants were also asked about their computer skills, and the results show that (See Table 4.2) there were participants with low computer skills (n. 9, 35%) at the beginning of the study. However four participants mentioned that they had very good computer skills (n.4, 15%) and 13 participants had good computer skills (n. 13, 50%).

When asked whether or not studying on the computer disturbed them, the majority of the participants (n. 22, 92%) stated that it did not. However, the rest of the population (n. 2, 8%), were somewhat uncomfortable with studying on the computer.

When asked whether they had used computer before coming to university, 21 out of 24 participants (88%) replied positively, and 3 out of 24 students mentioned that they had not used computer before coming to the university. Moreover, 20 participants (83%) stated that they had used computers for more than two years and two of the participants (8%) confessed that they had used computer less than a year. The high level of computer skills was an advantage for us and the researcher did not have difficulty in introducing the tasks.

### 4.2.3. Internet Access, Use and VLE Experience

As for the Internet access, the majority of the participants (n. 17, 71 %) have an Internet connection in the places they stay at. However, 7 participants (29%) indicate that they did not an Internet connection in the places they stay at. Also eighteen of the participants (75%) mentioned that they did not have problem for finding a place for internet connection, but 6 participants (25%) had a problem for finding a place for internet connection.

The participants were also asked about their frequency of Internet use, and the 14 participants (58%) stated that they “always” used the internet, 6 participants (25 %) mentioned that they “ sometimes” used the internet and 4 participants (17 %) “rarely” used the internet. Twenty-three of the participants (96%) used the internet before the university and they used the internet more than one year, but only one of the participants (4%) did not have any experience of using internet before university.

As for the previous VLE experience, only three participants stated that they had taken a course through a virtual learning environment. The interview results indicate

that the participants used a variety of software and web sites, but they did not have the experience of using online collaborative tools.Moreover, 21 of the participants (88%) did not have any experience of VLE.

#### 4.2.4. Motivation for and Usefulness of Learning English through the Internet

In order to check their willingness to use Moodle to learn English, the participants were also asked whether they were interested in the concept of learning English using the Internet.

The results reflect that a few of the participants (n.2, 8%) were very interested in learning English through the Internet, eleven of the participants (46 %) were interested in learning English through the ınternet and 3 of the participants( 12%) were undecided. However, seven of the participants(29%) were not interested and willing to use this technology and one of the participants (4%) was certainly not willing to use it.

Another question in the questionnaire was whether the participants thought English education through the Internet would be useful.

These results were obtained before the study started, and they indicate that the majority of the participants (n. 15, 63%) thought that English education through the Internet would be useful. However, three of the participants (12 %) were undecided and 6 of the participants (25%) thought that English education through the Internet would not be useful.

### 4.3. Findings from the Questionnaire

At the end of the study, one questionnaire was administered in order to investigate the general attitudes of students towards the collaborative tools used in Moodle. Twenty- eight students answered the questions.

**Table 3.The Statistical Data Analysis of Attitudes Scale towards the Online Collaborative Tools**

| Questions | Yes | Undecided | No | Mean | Std.Deviation |
|---|---|---|---|---|---|
| 1.When I study alone, I understand better and learn better | 16,57,1% | 5, 17,9% | 7, 25% | 1,678 | ,8629 |
| 2. I prefer to write alone rather than in a group | 12,42,9% | 2, 7,1% | 14,50% | 2,071 | ,9786 |
| 3.Working in groups fostered exchange of knowledge, information and experience | 23,82,1% | 4,14,3% | 1,3,6% | 1,214 | ,4986 |
| 4. Working in groups made problem-solving easier | 20,71,4% | 5,17,9% | 3,10,7% | 1,392 | ,6852 |
| 5. Working in groups stimulated my critical thinking skills | 18,64,3% | 5,17,9% | 5,17,9% | 1,535 | ,7926 |
| 6. Working in groups helped me to work in a more relaxed atmosphere | 14,50,0% | 3,10,7% | 11,39,3% | 1,892 | ,9560 |
| 7. Working in groups helped me to receive useful feedback from my friends | 18,64,3% | 5,17,9% | 5,17,9% | 1,535 | ,7926 |
| 8.Working in groups helped me to receive useful feedback from my teacher | 18,64,3% | 9,32,1% | 1,3,6% | 1,392 | ,5669 |
| 9. Working in groups helped me to focus on collective efforts rather than individual effort | 12,42,9% | 8,28,6% | 8,28,6% | 1,857 | ,8482 |
| 10. Working in groups helped me to have a greater responsibility for myself and the group | 24,85,7% | 2,7,1% | 2,7,1% | 1,214 | ,5681 |
| 11.Working in groups enabled us to help weaker learners in the group | 20,71,4% | 2,7,1% | 6,21,4% | 1,500 | ,8388 |
| 12. Working in groups enhanced our communication skills | 21,75,0% | 5,17,9% | 2,7,1% | 1,321 | ,6118 |
| 13.Working in groups improved our performance | 15,53,6% | 6,21,4% | 7,25,0% | 1,714 | ,8544 |
| 14.Working in groups helped us to participate actively in the teaching/learning process | 20,71,4% | 4,14,3% | 4,14,3% | 1,428 | ,7418 |
| 15.Working in groups is a waste of time as we keep explaining things to others | 4,14,3% | 9,32,1% | 15,53,6% | 2,392 | ,7373 |
| 16.Working in groups makes it difficult getting members to actively participate in tasks | 13,46,4% | 9,32,1% | 6,21,4% | 1,750 | ,7993 |

| | | | | | |
|---|---|---|---|---|---|
| 17.Working in groups should be encouraged/continued | 16,57,1% | 8,28,6% | 4,14,3% | 1,571 | ,7418 |
| 18.Having completed group projects, I feel I am more cooperative in my writing | 16,52,1% | 7,25,0% | 5,17,9% | 1,607 | ,7859 |
| 19.Having completed group projects, I feel I have more confident working with other students | 11,39,3% | 9,32,1% | 8,28,6% | 1,892 | ,8317 |
| 20.Working in groups enabled us to use skills which individual assessments do not | 16,57,1% | 5,17,9% | 7,25,0% | 1,678 | ,8629 |

In first and second items the students were asked about their preferences of working alone or working in a group, and in the first item sixteen students (57, 1%) stated that they understand and learn better when they work alone, and only seven students (25, 0%) mentioned that they do not understand and learn better when they work alone and five students were undecided about this issue. When we analyzed the second item, fourteen students (50%) did not prefer writing alone while twelve students (42,9%) preferred to write alone.

Furthermore, when we analyzed the other items related to the students' attitudes towards the group work; we found out that the students had positive attitudes towards the group work. The students stated that working in groups fostered exchange of knowledge, information and experience, made problem-solving easier, stimulated their critical thinking, helped them to receive useful feedback from both their teacher and friends and helped them to have greater responsibility for themselves and their groups. Moreover, as seen in the Table 4, there is a significant difference between the students who have positive attitudes and negative attitudes towards collaborative tasks.

However, in item six while fourteen students(50,0%) stated that working in groups helped them to work in a more relaxed atmosphere, eleven students (39,3%) did not agree with the statement which is a quite high number. The reason of it could be that the students only worked in groups in class environment where some students cannot feel relaxed.

As seen in Table 4, many students had positive attitudes towards the group work, the students generally supported the group work. In item eleven, the high number of students (n. 20, 71, 4%) mentioned that working in group enabled them to help weaker students and helped them to participate in actively in teaching and learning process. Moreover, in item twelve, twenty-one students (75,0%) stated that working in groups

enhanced their communication skills which is encouraging result for the researchers to apply the collaborative tools in classrooms with full of the students with traditional educational background. However, in item fourteen, only thirteen students (46, 4%) mentioned that working in groups makes it difficult getting members to actively participate in tasks and nine students (32,1%) were undecided about this issue. I was more or less expected result for the researcher because we cannot force the students to participate in tasks actively and equally, some of the students become more active by their nature.

In item nineteen, it is interesting that eleven students (39,3%) agreed that having completed group projects, they felt they had more confident working with other students while nine students (32,1%) were undecided and eight students (28,6%) did not agree on this issue at all. This result is reasonable since the students did not have any experience of such collaborative tasks. Other statistics were more or less the same and the students stated that working in groups improved their performance and enabled them to use skills which individual assessments do not. Also they said that working in groups should be encouraged and continued.

**Table 4.Students' Attitudes towards the Disagreements in Group**

| Questions | Yes | Undecided | No | Mean | Std.Deviation |
|---|---|---|---|---|---|
| 21.While working in groups, all group members contributed equally to the project | 12,42,9% | 7,25,0% | 9,32,1% | 1,892 | ,8751 |
| 22.We sometimes disagreed about what to say or how to express our ideas | 17,60,7% | 4,14,3% | 7,25,0% | 1,642 | ,8698 |
| 23.Despite disagreement, the group was able to reach consensus | 23,82,1% | 2,7,1% | 3,10,7% | 1,285 | ,6586 |
| 25.I had the chance to express my ideas in the group | 24,85,7% | 2,7,1% | 2,7,1% | 1,214 | ,5681 |

In the first item in Table 6, twelve students (42,9% ) believed in that while working in groups, all group members contributed equally to the project while nine students (32,1%) did not agree on the this item and seven students (25,0%) were undecided.

Moreover, in item twenty-two seventeen students (60, 7%) accepted that they sometimes disagreed about what to say or how to express our ideas but 23 students (82,1%) stated that despite disagreement, the group was able to reach consensus. It is a normal situation to have disagreements in a group, but it is hopeful that they reached a consensus. Also, in item twenty- five, twenty-four students (85, 7%) believed that they had the chance to express their ideas in the group while only two students mentioned that they did not have the chance to express their ideas in the group.

**Table 5.Students' Attitudes towards Editing of Their Work**

| Questions | Yes | Undecided | No | Mean | Std.Deviation |
|---|---|---|---|---|---|
| 31.While working in groups, we spent more time revising than I do when I write alone | 16,57,1% | 6,21,4% | 6,21,4% | 1,642 | ,8261 |
| 26.While working in groups, we spent more time planning than I do when I write alone | 11,39,3% | 7,25,0% | 10,35,7% | 1,964 | ,8811 |
| 27.While working in groups, we spent more time generating ideas than I do when I write alone | 12,42,9% | 5,17,9% | 11,39,3% | 1,964 | ,9222 |
| 28.While working in groups, we spent more time checking spelling than I do when I write alone | 12,42,9% | 5,17,9% | 11,39,3% | 1,964 | ,9222 |
| 29.While working in groups, we spent more time checking grammar than I do when I write alone | 13,46,4% | 3,10,7% | 12,42,9% | 1,964 | ,9615 |
| 30.While working in groups, we spent more time checking punctuation than I do when I write alone | 6,21,4% | 5,17,9% | 17,60,7% | 2,392 | ,8317 |

When it comes to editing of the written work, students' attitudes are different from their general attitudes. In the first item, sixteen students (57,1%) stated that while working in groups, they spent more time revising than they do when they write alone which is a positive thing for the researcher. However, as for checking punctuation in item thirty, six students (21,4%) mentioned that they spent more time checking

punctuation than they do when they write alone while seventeen students ( 60,7%) did not spend more time to checking punctuation than they do when they write alone.

As for checking grammar and spelling the number of the students was nearly the same and maybe the students could not decide on these issues. Maybe as they worked in groups, some of them spent time editing the text and the other students trusted them and did not spend more time on editing.

**Table 6.Students' Attitudes towards Learning New Things**

| Questions | Yes | Undecided | No | Mean | Std.Deviation |
|---|---|---|---|---|---|
| 24.I learned new ways to plan my paragraph from the group | 12,42,9% | 7,25,0% | 9,32,1% | 1,892 | ,8751 |
| 32.I learned new ways to support my points of view | 20,71,4% | 2,7,1% | 6,21,4% | 1,500 | ,8388 |

As seen in Table 7., in item twenty- four twelve students (42, 9% ) stated that they learned new ways to plan their paragraph from the group which is a low number compared to the other results and nine students ( 32,1%) did not think that they learned new ways to plan their paragraph. However, in item thirty- two twenty students (71,4%) mentioned that they learned new ways to support their points of view.

**Table 7.Students' Attitudes towardsCollaborative Writing**

| Questions | Yes | Undecided | No | Mean | Std.Deviation |
|---|---|---|---|---|---|
| 33.I enjoy writing more than I did before due to collaborative writing | 14,50,0% | 9,32,1% | 5,17,9% | 1,678 | ,7723 |
| 34.I get more work done when I work with others | 16,57,1% | 3,10,7% | 9,32,1% | 1,750 | ,9279 |
| 35.The group produced a better description and a story as compared to individual writing | 12,42,9% | 8,28,6% | 8,28,6% | 1,857 | ,8482 |

In item thirty-three, fourteen students (50,0%) declared that they enjoyed writing more than they did before due to collaborative writing, while nine students (32,1%) were undecided about this issue. Also in item thirty-four, sixteen students (57,1%) believed that they got more work done when they worked with others, but nine students (32,1%) did not agree on this issue.

Moreover, in item thirty-five, twelve students (42,9%) stated that the group produced a better description and a story as compared to individual writing.

**Table 8.Students' General Attitudes towardsCollaborative Tools**

| Questions | Yes | Undecided | No | Mean | Std.Deviation |
|---|---|---|---|---|---|
| 36.Overall, this was a worthwhile experience | 16,57,1% | 8,28,6% | 4,14,3% | 1,571 | ,7418 |
| 37. Wiki was useful | 19,67,9% | 8,28,6% | 1,3,6% | 1,357 | ,5587 |
| 38.Forum was useful | 21,75,0% | 6,21,4% | 1,3,6% | 1,285 | ,5345 |
| 39. Dictionary was useful | 26,92,9% | 1,3,6% | 1,3,6% | 1,107 | ,4162 |

When the students are asked to give their opinions about whether this was a worthwhile experience in item thirty-six, sixteen students (57.1%) said "yes" while only four students (14, 3%) said "No". Also in items thirty-seven,thirty-eight and thirty-nine, nineteen students (67,9%) thought that Wiki was useful, twenty-one students (75,0%) stated that Forum was useful, and highest number of students (n. 26,92,9%) thought dictionary (Glossary) was useful. Furthermore, only one student did not find these activities useful.

### 4.4. Findings from the Question aboutthe Collaborative Tools

To address the second research question, the students were asked a separate question about their preferences of the collaborative tools and they were asked to number the tools according to their preferences. "First" is defined as the most liked task and "Fourth" is defined as the least liked task.

**Table 9. The Rank of Students' Preferences of Collaborative Tools**

| | First | Second | Third | Fourth |
|---|---|---|---|---|
| Wiki | 10,35,7% | 9, 32,1% | 5,17,9% | 4,14,3% |
| Glossary | 7,25,0% | 10,35,7% | 6,21,4% | 5,17,9% |
| Forum | 8, 28,6% | 5,17,9% | 8,28,6% | 7,25,0% |
| Quizzes | 7,25,0% | 3,10,7% | 6,21,4% | 12,42,9% |

Forums can be considered as collaborative tool since the students can interact with each other and comment on their writings and edit their writings. However, only (n.8,28,6% ) of the students chose the forums as their most liked activity and also (n.7,25,0% )of the students chose the forums as their least liked task. It can be

understood from the table that students are neutral about the forums and they are undecided about this task.

Glossary is also another collaborative tool of Moodle. The researcher created a relaxed atmosphere for the students to build a dictionary and 129 entries were created by the students.However, not many students (n.7, 25,0%) chose it as the first tool, but ten students (35,7%) chose the glossary as the second most liked task and it can be assumed that generally the students enjoyed doing this task.

Wiki was the most preferred constructivist tool among the others with (n. 10, 35,7%) and also it should be noted that (n.9, 32,1%) quite many people preferred the wiki as their second choice. I can be concluded that the wiki was the most liked and preferred collaborative task among the participants.

Quizzes as the traditional task was not preferred among the participants with 25,0%, only seven students chose the quizzes as their first rank task. Also twelve students chose the quizzes as the least preferred tasks.

### 4.5. Findings from the Interviews

After the analysis of the questionnaires, 12 students were interviewed. Designed in line with the research questions and according to the findings obtained from the questionnaires, the interview questions focused on:

- effectiveness of the Moodle in SAC lessons
- effectiveness of the collaborative tools such as wikis, forums and glossaries
- difference of attitudes between the first term and second term

The content analyses of the interviews are presented in the following sections**.**

#### 4.5.1.General Attitudes towards Moodle

The students in the semi-structured interview were asked about their experiences with Moodle in general. Nearly all the students stated that generally they found the Moodle useful and they were also asked in what way it was effective. The participants stated different reasons for its effectiveness.

Extract 1

"*Generally, I found the Moodle useful because I improved myself and it was very enjoyable and effective.*"

As stated above, the participant found Moodle effective and enjoyable and believed that it improved himself.

Extract 2

"*If I describe it in percentage I can say that it was 70 %or eighty percent useful but it was enjoyable, I enjoyed using the Moodle 100%*."

As seen in this quote, the participant stressed that he enjoyed the Moodle and in general he found it useful.

### 4.5.2. Participants' Change of General Attitudes towardsMoodle

To understand the effectiveness of the collaborative tools used in the second term actively in the class. First of all, the students were asked about whether there was a difference of their attitudes towards the Moodle between the first term and the second term.

Then, according to their answers, the researcher asked why their perceptions of Moodle changed. And here are some extracts from the participants' answers:

Extract 10

"*Yes, I used Moodle much more actively in the second term, and why? Because we started to use Forum, Dictionary and Wiki, they were enjoyable and everybody could express and support their ideas, I learned a lot of vocabulary."*

The participant expressed that he liked and used Moodle because of collaborative tools and also mentioned that it improved his vocabulary knowledge.

Extract 6

"*Yes, in the first term I was not interested in using Moodle, but in the second term I was much more interested in using Moodle."*

Another participant also stated that her attitudes towards Moodle changed in the second term and she became much more interested in using Moodle.

Extract 8

"*Yes, in the first term I did not know how to use it well but in the second term I learned it and used it a lot."*

The participant mentioned that she did not know how to use the Moodle in the first term and as she learned to use them in the second term, she stated that she used it a lot.

Extract 3

"*Yes, in the second term there were a lot of interactions and so I used it a lot and contributed a lot*."

As understood from the statements of the students, they started to use Moodle much more actively and they see its reason as collaborative activities that they started to use in the second term. Moreover, many of them said that their perceptions changed in a positive way because of these tools.

### 4.5.3. Effectiveness of the Collaborative Tools

The interview results for the collaborative tools reflect the positive opinions obtained from the questionnaires. All the interviewees agreed with the effectiveness of collaborative tools. However, there were some attitudes differences between the tools. The students generally found these tools effective.

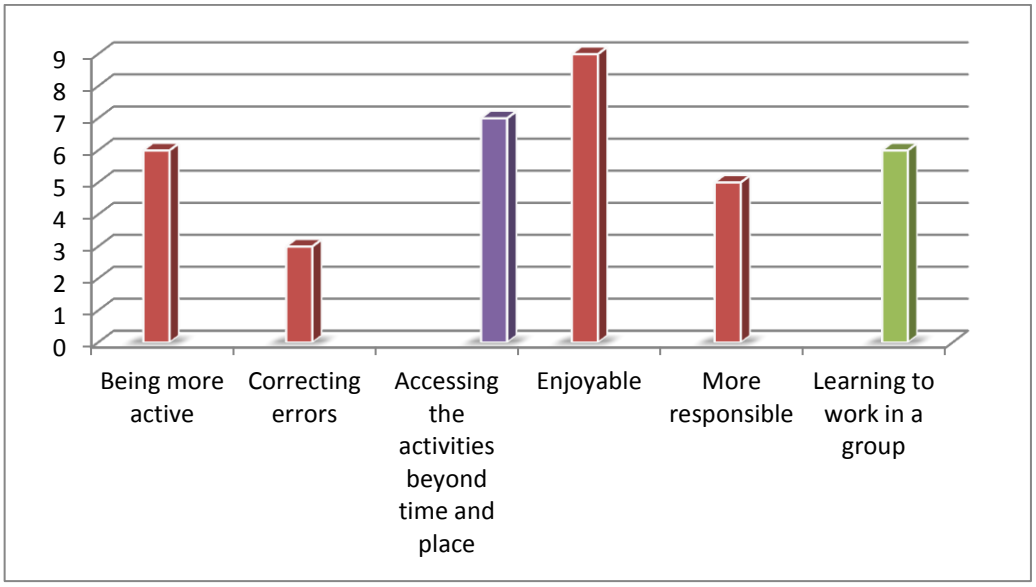



*Figure 3. Reasons for the Effectiveness of the Moodle Courses*

Nine of the students found the collaborative activities enjoyable and during the interview nine students stated the word "enjoyable" several times to describe their opinions about the collaborative tools. As seen in Figure 3., accessing the activities beyond time and place was another favourite reason for the effectiveness of the Moodle courses according to interview results. Also six participants stated that they were much more active and they learned to work in a group. Five of the students indicated that they were more responsible during the process.Regarding the effectiveness of the collaborative tools, here are the statements of some students:

Extract 6

*"I spent a lot of time using wiki, forum and glossary in SAC lessons. We were more active and responsible for our own learning."*

As stated in the quote, the participant mentioned he spent a lot of time using the collaborative tools. It can be concluded that by using these tools the students took responsibility of their learning process.

Extract 11

"*I didn't even open a book, but I learned a lot of things from my friends, we were correcting our friends' writings. We learned from our friends not only teacher.*"

As indicated in the above statements, the participant tended to learn from the experiences of her friends. It can be interpreted that being in co-operation with other students might enable us to reach new points of ideas about the learning process.

### 4.5.4. Wikis

The questionnaire results indicated that wikis are regarded as the most favourite tools in Moodle since ten students chose it as the number one tool. However, the interviews reflect that it is a tool around which there is some controversy. Although the application was regarded as useful in general, there are some points about wikis which bother some interviewees. There were some controversial statements among the participants.

Extract 3

"*I did not like Wiki and I did not contribute to it a lot because we always copied from the other sites and pasted it. I used other tools outside the class but I did not use it*."

The participant pointed out one of the biggest problem of Wiki, some members may not contribute to the group work and there is always risk of copy-paste in the nature of Wiki. However, another participant supported the collaborative nature of Wiki and found it effective.

Extract 1

"*We as a group made research together for our subject and contributed equally to the writing. I felt that my writing improved due to Wiki. It was the first time I wrote in a group, it was easier for me.*"

As stated in the quote, the participant worked collaboratively in the group and felt that they contributed equally to the project. It also helped improve his writing and it was easy for him to work in a group.

Extract 9

"*I liked Wiki because my subject was very interesting and my group friends helped me a lot. Writing in a group was better than writing alone*."

The participant focused on the collaborative nature of the work and mentioned that writing as a group was better than writing alone.In general, the participants liked their errors being corrected by the other members of the group, and they enjoyed correcting other people.

### 4.5.5. Forums

Forums were the second most preferred tool among the students. Participants also stated the advantages and their positive opinions about Forums. Here are some extracts from the participants' interviews:

Extract 4

"*Forums were enjoyable, we commented on each other's writings and learned a lot.*"

The participant expressed that they enjoyed the process and they gave feedback to each other's writings and learned from this process.

Extract 11

"*Everybody expressed their opinions freely. We learned working as a group and supporting each other*."

They also stated the collaborative nature of the forum and they mentioned that they could express their opinions freely.

Extract 2

"*I learned new things from other people and it was really helpful and enjoyable*."

Moreover, one of the participants stated that she learned new things from other people and it was a helpful and enjoyable activity.

Extract 5

*"I could not comment on other people's writings, and could not edit their work, but Ilearned a lot just by reading their comments and looking at their feedback."*

This statement expressed the notion and aim of the collaborative tools.The participant stated that by working in a group and observing other students' work, he learned a lot.Consequently, the participants stated that they liked Forums and found it useful tool for group activity.

### 4.5.6. Glossary

The researcher used the term "dictionary" for this tool because it was more common term for the participants. Dictionary different from the questionnaire results, was regarded as the most favorite tool among the other tools in the interviews.

Also nearly all the participants stated that their vocabulary improved due to Glossary.

Extract 4

"*I improved my vocabulary and we posted very interesting words and put very colorful pictures. I was nice to build a dictionary together*."

One of the participants expressed his positive opinions about using Glossary and also stated that he improved his vocabulary.Moreover one of the participants criticized some aspects of the tool as following:

Extract 5

"*I was useful and I used it effectively. I also used it at home, but it would be better if we could put a link next to the word that plays its pronunciation*."

One participant expressed that it was a useful tool and he used it effectively and he recommended there should be link to the pronunciation of the words. It can be regarded as the participant embraced the tool and found solutions for the improvement of this tool.

Extract 7

"*It helped to improve my vocabulary, and it was also useful for my exams and face-to-face lessons*."

One of the participants stated that it was also useful for the exams.As it was mentioned in the questionnaire analysis, 129 entries were built by the students in dictionary tool and some of the words with their pictures next to them.Overall, all of the participant students expressed their satisfaction with the collaborative tools and they seemed to embrace colaborative nature of the Moodle tools.

### 4.5.7. Quizzes

As the students coming from the traditional educational background it was assumed that they would like the quizzes since they were helpful for the exams. However, most of the participants gave different answers to this question, eight of the participants declared that they did not like the quizzes and they were bored.

Extract 8

"*I enjoyed using the tools such as Wiki, Forums and Dictionary,we shared our writings and it improved my English, but the quizzes were boring and I did not do them a lot*."

As it is clear from this quote, the CFG program helped Filiz to improve her language skills through sharing and commenting on their writings. However, he also expressed that he found the quizzes boring and he did not do them a lot.

Extract 10

"*Moodle was a generally good experience but I did not like the quizzes*."

Another participant also mentioned that she did not prefer the quizzes compared to the collaborative tools.

Extract 2

"*I used and liked quizzes; they were helpful for improvement of my language, they were useful for my exams*."

However, only one of the participants stated that he liked the quizzes and he found it useful and helpful for the improvement of his language. Overall, the participant students specifically pointed out that they did not like doing quizzes and they did not do the quizzes in Moodle program. This result was in accordance with the questionnaire results and the logs of the students.

### 4.6. Findings from the Moodle Web Site

In this study, the researcher tried to find out whether the students' preference towards activities matched the frequency of using particular activities. In order to get the answer, the researcher took the screenshots of the tools the students used and how many times the students viewed the activities are written on the screen.

By analyzing these screenshots and the results of the questionnaires, we can understand whether there is relationship or not.

The students' first and second choices of students were taken into account to decide the preferences of the students.

#### 4.6.1. Wiki

Wiki was the most preferred tools among the students as 19 students out of 28 chose it as their most liked and second most liked activity among the others. Also as seen in the screen shot of the wiki, the students viewed wiki 1338 times which is a great number compared to the small number of the participants and to the limited time of the research. However, the final product of the wiki was not inspiring, they were not quality work, but even this result does not change the reality of students' frequent use of wiki.

| | | | |
|---|---|---|---|
| 1. Vocabulary I | - | - | |
| 2. Vocabulary II | - | - | |
| 3. Was Going To | - | - | |
| Learning Strategies 2 - Speaking | 68 | - | Thursday, 18 April 2013, 12:37 PM (245 days 3 hours) |
| **Topic 20** | | | |
| 1. Vocabulary | - | - | |
| 2. Conjunctions Quiz | - | - | |
| 3. Scrambled Sentences | - | - | |
| Wiki | 1338 | - | Saturday, 14 December 2013, 9:14 PM (4 days 18 hours) |

*Figure 4. Frequency of Students' Usage of Wiki*

As seen in the Figure 4., while the quizzes were not done or viewed by the students Wiki was viewed 1338 times by the student which is a great number for a class with 28 students.

### 4.6.2. Glossary

Glossary, in other words dictionary was chosen as the second most liked activity by the students, seventeen students chose the dictionary as their first and second choice.129 vocabulary entries were written by the students into the dictionary and some of them were also supported by the pictures of the words.

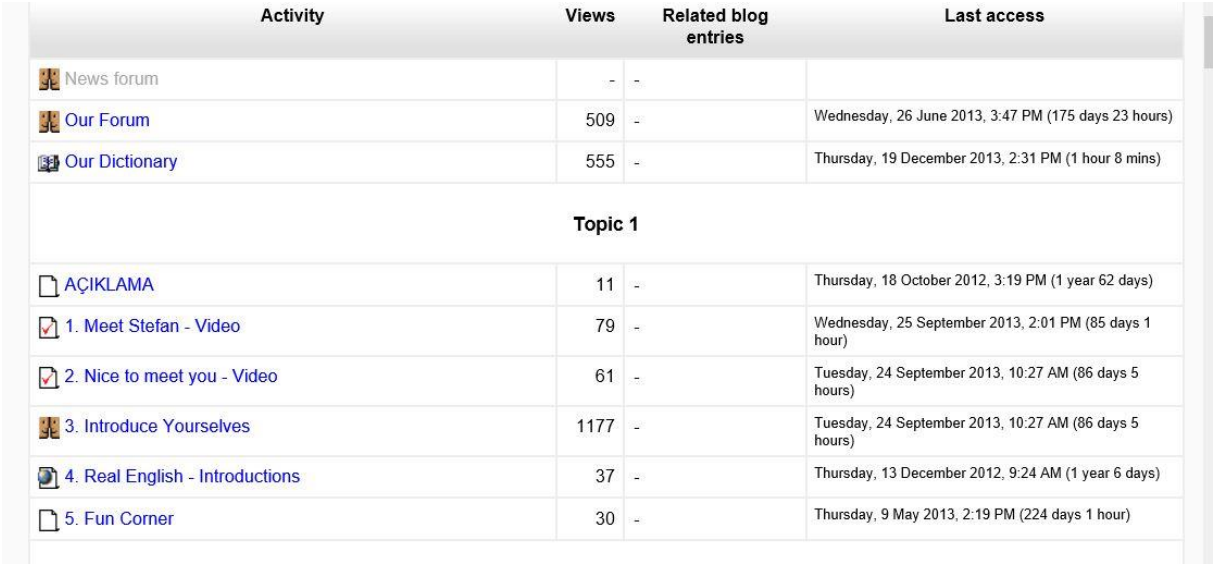
| Activity | Views | Related blog entries | Last access |
|---|---|---|---|
| News forum | - | - | |
| Our Forum | 509 | - | Wednesday, 26 June 2013, 3:47 PM (175 days 23 hours) |
| Our Dictionary | 555 | - | Thursday, 19 December 2013, 2:31 PM (1 hour 8 mins) |
| **Topic 1** | | | |
| AÇIKLAMA | 11 | - | Thursday, 18 October 2012, 3:19 PM (1 year 62 days) |
| 1. Meet Stefan - Video | 79 | - | Wednesday, 25 September 2013, 2:01 PM (85 days 1 hour) |
| 2. Nice to meet you - Video | 61 | - | Tuesday, 24 September 2013, 10:27 AM (86 days 5 hours) |
| 3. Introduce Yourselves | 1177 | - | Tuesday, 24 September 2013, 10:27 AM (86 days 5 hours) |
| 4. Real English - Introductions | 37 | - | Thursday, 13 December 2012, 9:24 AM (1 year 6 days) |
| 5. Fun Corner | 30 | - | Thursday, 9 May 2013, 2:19 PM (224 days 1 hour) |

*Figure 5.Frequency of Students' Usage of Glossary*

As seen in the figure above, glossary was viewed 555 times by the students. In fact the number is low compared to the Wiki, but in the interviews the students' most favorite tool was Dictionary. The reason could be that the students enjoyed a lot while building Dictionary because they also shared their personal photos in the definitions of some words. Also instead of Glossary, the term of "Dictionary" was used in Moodle because the students were accustomed to the term "Dictionary".

### 4.6.3. Forum

Forum was the third favourite tool among the students and thirteen students chose it as their first most liked or second most liked tool. However, in Moodle there was not only one activity to analyze about Forum as Wiki and Dictionary. There were more than one discussion forum started by the teacher so that we looked at some of the forums' frequencies of usage.



| Activity | Views | Related blog entries | Last access |
|---|---|---|---|
| News forum | - | - | |
| Our Forum | 509 | - | Wednesday, 26 June 2013, 3:47 PM (175 days 23 hours) |
| Our Dictionary | 555 | - | Thursday, 19 December 2013, 2:31 PM (1 hour 8 mins) |
| **Topic 1** | | | |
| AÇIKLAMA | 11 | - | Thursday, 18 October 2012, 3:19 PM (1 year 62 days) |
| 1. Meet Stefan - Video | 79 | - | Wednesday, 25 September 2013, 2:01 PM (85 days 1 hour) |
| 2. Nice to meet you - Video | 61 | - | Tuesday, 24 September 2013, 10:27 AM (86 days 5 hours) |
| 3. Introduce Yourselves | 1177 | - | Tuesday, 24 September 2013, 10:27 AM (86 days 5 hours) |
| 4. Real English - Introductions | 37 | - | Thursday, 13 December 2012, 9:24 AM (1 year 6 days) |
| 5. Fun Corner | 30 | - | Thursday, 9 May 2013, 2:19 PM (224 days 1 hour) |

*Figure 6. Frequency of Students' Usage of Forum*

As seen in Figure6., forum was actively used tool by the students, either they viewed their friends' posts or they wrote comments and corrected their friends' posts.In one of the forum about introducing themselves, the students viewed the forum 1177 times.Moreover, in one of the forum discussions, they wrote their final writing homeworks on different subjects and they corrected each other's writings.

### 4.6.4. Quizzes

Quizzes as the traditional activity in Moodle was the least favourite tool among the students and only ten students chose it as their most liked activity or second most liked activity. The results were also interesting since the quizzes were parallel to their main course syllabus and the students had the chance of revising the subjects they learned in their main course lesson. However, the students did not even do the quizzes or only some of them did the quizzes.

| | | | |
|---|---|---|---|
| Soruları nasıl cevaplayacaksınız | 4 | - | Saturday, 23 November 2013, 3:05 PM (26 days) |
| 1. Reading Quiz I | 4 | - | Thursday, 9 May 2013, 8:49 PM (223 days 18 hours) |
| 2 | - | - | |
| 3 | - | - | |
| 4 | - | - | |
| 5 | - | - | |
| 6 | - | - | |
| 7 | 2 | - | Thursday, 21 February 2013, 2:48 PM (301 days) |
| 8 | - | - | |
| 9 | 1 | - | Thursday, 13 December 2012, 10:02 AM (1 year 6 days) |
| 10 | - | - | |
| 11 | - | - | |
| 12 More | - | - | |
| 13. Vocabulary Units 11 - 12 | 1 | - | Thursday, 11 April 2013, 2:28 PM (252 days 1 hour) |

*Figure 7.Frequency of Students' Usage of Quizzes*

As seen in Figure7., students were not interested in doing the quizzes. However, the low number of frequencies could be because of the nature of the exams, as students did them only once and they did not check their friends' answers.

However, in general the students' preference towards activities matched the frequency of using particular activities. The students used the collaborative tools more often than the traditional tool such as quizzes.

# CHAPTER 5

## 5. CONCLUSION

### 5.1. Introduction

This chapter presents the conclusions of the study, its implications for the field of ELT, limitations of the study and suggestions for future research and practice.

### 5.2. Conclusion

The main purpose of this study was to investigate students' general attitudes towardscollaborative tools in a virtual learning environment named Moodle used in the compulsory English course in prep classes for university students. It also aimed to find out whether the students' preference towards activities matched the frequency of using particular activities. Thus, the study attempted to find out answers to the following research questions:

1. What are the students' reported attitudes towards the Collaborative Tools in Moodle as a Virtual Learning Environment in compulsory English course?
2. What kind of activities do the students prefer, collaborative or traditional activities?
3. Does the students' preference towards activities match the frequency of using particular activities?

In this respect, three data collection tools were administered; a computer readiness scale, a questionnaire and an interview. In the following pages, the research questions will be discussed in line with the findings obtained from the data.

**Research Question 1:**What are the students' reported attitudes towards the Collaborative Tools in Moodle as a Virtual Learning Environment in compulsory English course?

Dörnyei (1997) claimed that collaboration or group work enables learners to develop positive attitudes towards learning in comparison to teacher- centered

instructions, thus the study expected to find out positive attitudes toward collaborative tools in Moodle. In accordance with the prediction, the overall results of the questionnaire indicate that the majority of the participants have positive attitudes towards the collaborative tools in Moodle. This result is in line with previous research about attitudes of students towards using computer in ELT environment (Chen, 2003; Ayres, 200; Lin, 2002). Although many of the students coming from the traditional background of education, they found the collaborative activities useful and they enjoyed using these tools. Moreover, the students stated that their attitudes have changed owing to the inclusion of collaborative tools into their lessons. It may be important to point out that applying collaborative learning in any university language course or skill course may increase the autonomy of the students, and they may take more responsibility for their studies.It can be concluded that, the collaborative tools were viewed by all of the participant students as an opportunity to reflect on their learning process by working together in the activities in a friendly and constructive environment.

**Research Question 2:** What kind of activities do the students prefer collaborative or traditional activities?

In order to get answer to this question, a separatequestion was asked to the students. They put the tools used in Moodle into an order that they wrote their most liked activity in the first line and the second most liked in the second line and so on. According to the students' responses, the collaborative activities were preferred by many students. Also students' interviews supported this result. They stated that they liked working in group rather than working alone and doing traditional quizzes. At the beginning of the study, it was expected that the students would prefer traditional activities because they were assessed by traditional methods and the quizzes in Moodle were proper exercises for them to revise the subjects they learned in the classroom and test their knowledge. However, the students stated that they preferred using collaborative tools and they used them a lot.Collaborative tools increase communication skills, critical thinking skills and motivation. Quizzes were the least preferred tools among the others according to the results of the question.

**Research Question 3:**Does the students' preference towards activities match the frequency of using particular activities?

According to the results of the question, and the interview results, Wiki was the most preferred tool among the others, Glossary was the second, Forum is the third and Quizzes were the least preferred tool. In fact, these results are in line with the questionnaire results, but during the interviews, the students declared that the glossary was their favourite tool and they learned a lot of vocabulary thanks to it. The reason for this result can be that the students put their personal photos next to the word that they defined in Glossary and everybody commented on it or laughed at some pictures a lot. Also Wiki was a useful tool, but there was a problem of "copy-paste" and some students were unwilling to work together.

Also the quality of the final wiki may not be significant. In fact, students may benefit more from the liberation associated with the process. It is likely that this activity represents the first time that these students were faced with such an autonomous task. Maybe they would produce higher quality work if given the opportunity to practice autonomy for a longer period of time in a variety of contexts, if they felt sufficiently comfortable contributing to the public space, and if they fully utilized the potential of the technology. Since the students were not accustomed to working collaboratively and cooperatively and it was the first time they had the experience of using collaborative tools in a Virtual Learning Environment, their final works of Wiki were not very inspiring.

However, it was a valuable experience for them and they showed their attitudes and support in a positive way in the questionnaire and the interviews.

Logs kept by Moodle provided valuable insights to find our whether the students' preference towards activities matched the frequency of using particular activities. As the results suggested, there was a match because the most preferred tools were used a lot and the interviewswith the students supported these results.

In fact, at first students were expected to be in favor of the quizzes and use the quizzes a lot during the course, but the students did not do the quizzes or the tests and they used the collaborative tools even outside of the class as they mentioned it in the interviews.

### 5.3. Implications and Recommendations for Further Study

As can be seen in the above findings and previous chapters, the collaborative toolsmay be useful for most of the problems encountered by the teachers in the classroom. Therefore, it is highly recommended to integrate some sort of VLE into classroom-based compulsory foreign language education in higher education institutes. Various studies show that virtual learning environments and such applications as web 2.0 tools facilitate the use of social constructivist principles (McLoughlin & Lee, 2007; Woo & Reeves, 2007). It is also important to give an opportunity to the students to experience collaborative activities with integration of VLE into the learning process.

In this respect, designing online courses and collaborative activities in line with pedagogical principles of language learning and teaching is very important. Another point to be considered while creating online collaborative activities is the language of the web site and instructions. The difficulty of understanding and doing the online activities may lead to not knowing what to do. During the first weeks of the induction courses in this study, the language of both the Moodle web site and the instructions for the online activities was Turkish, which helped the participants to understand and do the activities accurately. Using their native language in Moodle prevented the participants from getting lost in the activities and instructions.

An important factor that should be taken into account is the traditional educational background of some students. Research indicates that students feel secure when they are directly instructed by the teacher (Hong, Lai and Holton, 2003). Students coming from such backgrounds may be more dependent on the teacher and less autonomous to carry out studies individually, as a result of which some students may feel worried about whether they have learned or not with collaborative tools. Classroom- based courses may be more important for such students. However, they can be provided with feedback and scaffolding through pair and group work activities both in classroom- based and online courses, which may lead to get accustomed to working collaboratively. The teacher may still be much more than a facilitator in the class especially at the first stages of the application to prevent the students from getting lost in the tools.

Also, the use of collaborative tools appears to increase the opportunities for collaboration and interaction. Forums can be used for making announcements and

asking and answering questions on various topics and discussions with the participation of all the class members and the teacher. In this study, since English level of the students was high, they were able to use forum for discussion and they gave feedback to their peers. For students with low English competency, it would be better to use native language and forum can be used as a problem solving platform where the participants ask and answer language related questions and discuss problems with the online/f2f courses using the first language.

As for Wikis, some students may feel discomfortable in that they might feel upset when their work is edited and/or deleted by others and/or when others contribute to the work more than they can. This discomfort can be reduced, if not overcome, by providing several different wiki activities where members of wiki groups are shuffled periodically. Besides, as Liao (as cited in Shih, 2010) points out, if carefully planned, such activities that involve cooperative learning enable students to reflect on and evaluate their work in the group and provide suggestions for improvement.

Glossary was another tool used during the research and preferred by the students and during the interviews they frequently pointed out its effectiveness in teaching and learning vocabulary. Thus, this tool may be used more often and as a means of teaching vocabulary and increasing the students' participation in this process. Also, based on the students' opinions and the results of the questionnaire, a detailed study may be conducted about teaching vocabulary by means of Glossary.

From the perspective of the teacher of the online course, it may be useful to share some personal experiences about the difficulties that a teacher can encounter while applying collaborative tools. Firstly, the students may be reluctant to use online tools, if students are going to use the online learning platform for the first time, there may be some initial reactions towards it. This stage should be accompanied with induction courses and patience from both the teacher and students.

Moreover, there may be some technical problems.The teacher may receive help from an information technologies (IT) expert from his/her institution during the first stages of the application, especially before/during/after the installation of the software and first weeks of the application. Even though it may be easy to learn and use Moodle and there may be some problems. Also it may be important for the teachers to take the

advice of colleagues who have the experience of using online collaborative tools and activities, if the do not have enough experience of such tools. It is also recommended for the teacher to use online forums for Moodle to get help from Moodle users all over the world.

Another difficulty that a teacher may encounter is the teacher and students' new roles. In contrary to the expectations, online courses do not decrease the teacher's work, as Adair-Hauck, Willingham-McLain, and Youngs (1999) indicate, "Instead, his/her energies are channelled in different directions such as evaluating, choosing, designing, adapting software, serving as consultant to students, assuring that the overall course learning objectives are being met, and that the course is an integrated whole." (p. 293). Not only students but also teachers may spend much time online.

Compared to student, the teacher can spend more time on the VLE, preparing activities, interacting with students, giving feedback, evaluating and the like. However, these new roles of the teacher place students in the centre of the learning process, which was traditionally occupied by the teacher. So students also have some new roles "as they gain the freedom to work when and where they choose but also face the responsibility of doing considerably more work outside of class" (Adair-Hauck, Willingham- McLain, & Youngs, 1999, p. 293).

Since many of the students may not experience the collaborative work, they may feel that they do not improve and learn something. Also some students may feel that it is a waste of time. The teacher may be patient with these students and encourage them to take part in the activities and experience the process of collaboration.Moreover, the teacher may be much more active as the facilitator or guide in the classroom.

Furthermore, the effectiveness of collaborative tools on skills such as writing, speaking, listening and reading can be investigated in the further studies.

### 5.4. Limitations of the Study

In this study, we investigated the students' attitudes towards collaborative tools in Moodle in preparatory classes, so the findings are related to the participants of the study, and thus they cannot be generalized. Also this study was a case study because of

the researcher's restrictions, an experimental study can be conducted to see the attitudes differences of the students.

Moreover, the research lasted three months, but it would be conducted for a whole year. Also in the first term, another teacher attended the class and the researcher did not have a chance of observing the class and applying the collaborative tools in the first term. The study could be replicated by one teacher for a whole year.

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## 7. APPENDICES

### 7.1. Appendix 1: İşbirlikçi Sanal Öğrenme Araçlarına Karşı Tutum Ölçeği

*Bu dönem yüzyüze yaptığımız sınıf içi derslere ek olarak İngilizce becerilerimizi geliştirmek için Sanal bir Öğrenme Ortamı olan Moodle'ı kullandık.Aşağıda Moodle'da yaptığımız grup aktiviteleriile ilgili birtakım soruları bulacaksınız.Lütfen size en yakın seçeneği işaratleyiniz.*

*Zaman ayırdığınız ve katkınız için teşekkür ederim.*

Cinsiyet……. Yaş……

| | | Evet | Karasızım | Hayır |
|---|---|---|---|---|
| 1. | Yalnız çalışırken daha iyi anlayıp öğrenirim. | | | |
| 2. | Grupla yazamkatansa bireysel yazmayı tercih ederim. | | | |
| 3. | Grupla çalışmak arkadaşlarımla bilgi ve tecrübe paylaşımımızı arttırdı. | | | |
| 4. | Grupla çalışmak problemleri çözmeyi kolaylaştırdı. | | | |
| 5. | Grupla çalışmak eleştirel düşünce yeteneklerimi geliştirdi. | | | |
| 6. | Grupla çalışmak daha rahat bir ortamda çalışmama yardım etti. | | | |
| 7. | Grupla çalışmak arkadaşlarımdan faydalı dönütler almama yardım etti. | | | |
| 8. | Grupla çalışmak öğretmenimden faydalı dönütler almama yardım etti. | | | |
| 9. | Grupla çalışmak bireysel gayretten daha fazla kollektif çabalara odaklanmamı sağladı. | | | |
| 10. | Grupla çalışmak kendim ve grubum için daha fazla sorumluluk almamı sağladı. | | | |
| 11. | Grupla çalışmak gruptaki daha zayıf öğrencilere yardım etmemizi sağladı. | | | |
| 12. | Grupla çalışmak iletişim yeteneklerimizi güçlendirdi. | | | |
| 13. | Grupla çalışmak performansımı arttırdı. | | | |
| 14. | Grupla çalışmak öğrenme ve öğretme sürecine aktif bir şekilde katılmamı sağladı. | | | |
| 15. | Grupla çalışmak vakit kaybıdır çünkü sürekli digger grup üyelerine birşeyler açıklıyorum. | | | |
| 16. | Grupla çalışırken grup üyelerini aktif bir şekilde görevlere dahil etmek zordur. | | | |
| 17. | Grupla çalışmak teşvik edilmeli ve devam etmeli. | | | |

| | | | | |
|---|---|---|---|---|
| 18. | Wiki'de grup olarak yaptığımız yazma projelerini tamamlayınca yazı yazarken daha işbirlikçi olduğumu hissettim. | | | |
| 19. | Wiki grup projelerini tamamlayınca, digger öğrencilerle çalışırken daha özgüvenli hissettim. | | | |
| 20. | Grupla çalışmak bireysel değerlendirmelerde kullanmadığımız yeteneklerimizi kullanmamızı sağladı. | | | |
| 21. | Grupla çalışırken bütün grup üyeleri eşit bir şekilde projeye katkıda bulundu. | | | |
| 22. | Bazen ne söyleyeceğimiz ve görüşlerimizi nasıl ifade edeceiğimiz hakkında anlaşmazlığa düştük. | | | |
| 23. | Anlaşmazlığa ragmen grup ortak bir karara varabildi. | | | |
| 24. | Gruptan paragrafımı planlamanın yeni yollarını öğrendim. | | | |
| 25. | Grupta fikirlerimi ifade etme şansım oldu. | | | |
| 26. | Grupla çalışırken yalnız yazdığımdan daha fazla zamanı planlama için harcadım. | | | |
| 27. | Grupla çalışırken yalnız yazdığımdan daha fazla zamanı fikir üretirken harcadım. | | | |
| 28. | Grupla çalışırken yalnız yazdığımdan daha fazla zamanı yazım hatalarını kontrol etmek için harcadım. | | | |
| 29. | Grupla çalışırken yalnız yazdığımdan daha fazla zamanı grameri kontrol etmek için harcadım. | | | |
| 30. | Grupla çalışırken yalnız yazdığımdan daha fazla zamanı noktalama işaretlerini kontrol etmek için harcadım. | | | |
| 31. | Grupla çalışırken yalnız yazdığımdan daha fazla zamanı yadıklarımı düzeltmek ve gözden geçirmek için harcadım. | | | |
| 32. | Görüş açımı savunmak için yeni yollar öğrendim. | | | |
| 33. | İşbirlikçi yazma sayesinde yazmaktan daha fazla zevk almaya başladım. | | | |
| 34. | Diğer öğrencilerle çalışınca daha fazla çlaışabiliyorum. | | | |
| 35. | Grupla bireysel yazdıklarımdan daha iyi bir yazı oluşturdum. | | | |
| 36. | Genel olarak grup halinde çalışmak faydalıydı. | | | |
| 37. | Wiki faydalıdır. | | | |
| 38. | Forum faydalıdır. | | | |
| 39. | Sözlük faydalıdır. | | | |

## 7.2. Appendix 2: Attitudes Scale towards the Online Collaborative Tools

*This term we used Moodle as a Virtual Learning Environment to improve our skills in English. Here are some questions about collaborative activities. Please put a tick in the appropriate box using the scale given below.*

*Thank you for your participation.*

| | | Yes | Undecided | No |
|---|---|---|---|---|
| 1. | I learn better when I work alone. | | | |
| 2. | I prefer writing alone rather than writing in a group. | | | |
| 3. | Working in groups fostered exchange of knowledge, information and experience | | | |
| 4. | Working in groups made problem-solving easier | | | |
| 5. | Working in groups stimulated my critical thinking skills | | | |
| 6. | Working in groups helped me to work in a more relaxed atmosphere | | | |
| 7. | Working in groups helped me to receive useful feedback from my friends. | | | |
| 8. | Working in groups helped me to receive useful feedback from my teacher. | | | |
| 9. | Working in groups helped me to focus on collective efforts rather than individual effort | | | |
| 10. | Working in groups helped me to have a greater responsibility – for myself and the group | | | |
| 11. | Working in groups enabled us to help weaker learners in the group | | | |
| 12. | Working in groups enhanced our communication skills | | | |
| 13. | Working in groups improved our performance | | | |
| 14. | Working in groups helped us to participate actively in the teaching/learning process | | | |
| 15. | Working in groups is a waste of time as we keep explaining things to others | | | |
| 16. | Working in groups makes it difficult getting members to actively participate in tasks | | | |
| 17. | Working in groups should be encouraged/continued | | | |
| 18. | Having completed group projects in Wiki, I feel I am more cooperative in my writing | | | |
| 19. | Having completed group projectsin Wiki, I feel I have more confident working with other students | | | |
| 20. | Working in groups enabled us to use skills which individual assessments do not | | | |
| 21. | While working in groups, all group members contributed equally to the project. | | | |

| | | | | |
|---|---|---|---|---|
| 22. | We sometimes disagreed about what to say or how to express our ideas | | | |
| 23. | Despite disagreement, the group was able to reach consensus | | | |
| 24. | I learned new ways to plan my paragraph from the group | | | |
| 25. | I had the chance to express my ideas in the group | | | |
| 26. | While working in groups, we spent more time planning than I do when I write alone | | | |
| 27. | While working in groups, we spent more time generating ideas than I do when I write alone | | | |
| 28. | While working in groups, we spent more time checking spelling than I do when I write alone | | | |
| 29. | While working in groups, we spent more time checking grammar than I do when I write alone | | | |
| 30. | While working in groups, we spent more time checking punctuation than I do when I write alone | | | |
| 31. | While working in groups, we spent more time revising than I do when I write alone | | | |
| 32. | I learned new ways to support my points of view | | | |
| 33. | I enjoy writing more than I did before due to collaborative writing | | | |
| 34. | I get more work done when I work with others | | | |
| 35. | The group produced a better description and a story as compared to individual writing | | | |
| 36. | Overall, this was a worthwhile experience | | | |
| 37. | Wiki was useful. | | | |
| 38. | Forum was useful. | | | |
| 39. | Glossarywas useful. | | | |

## 7.3. Appendix 3: Web-Temelli Dil Öğrenimi için Öğrencilerin Hazır Bulunmuşluk Ölçeği

*Bu dönem İngilizce yeteneklerimizi geliştirmek için Moodle'u kullanacağız. Lütfen her soru için size en uygun seçeneği daire içine alın. Bu anketin tamamlanması 5 dakikadan fazla sürmeyecektir. Zaman ayırdığınız ve katkıda bulunduğunuz için teşekkürler.*

**1.** Ben ...

☐erkeğim ☐ bayanım

**2.** Yaşım ....

☐ 20'nin altında ☐ 20-25 arası ☐ 25'ten yukarı

**3.** Kişisel bilgisayarım (masaüstü) veya dizüstü bilgisayarım var.

☐ Evet ☐ Hayır

**4.** Bilgisayarım Kahramanmaraş'ta, yanımda..

☐ Evet ☐ Hayır

**5.** Bilgisayar kullanma becerim ....

☐çok iyidir ☐iyidir ☐fena değildir ☐kötüdür ☐çok kötüdür

**6.** Bilgisayarı hangi amaçla kullanıyorsunuz? (Birden fazla seçeneği işaretleyebilirsiniz)

☐İnternet

☐Ders çalışmak

☐Film/Müzik

☐Oyun

☐Diğer amaçlarla

**7.**Bilgisayarla uğraşmak beni rahatsız eder.

☐Kesinlikle evet

☐Evet

☐Karasızım

☐Hayır

☐Kesinlikle hayır

**8.** Kaldığım yerde internete erişebilirim.

☐Evet

☐Hayır

**9.** İnternete girecek yer bulma konusunda sıkıntı yaşıyorum.

☐Evet

☐Hayır

**10.** İnternete….

☐Her gün girerim.

☐haftada birkaç kez girerim.

☐Haftada bir kez girerim.

11. Üniveristeye gelmeden önce bilgisayar kullandım.

☐Evet

☐Hayır

12. .....bilgisayar kullanıyorum.

☐Bir yıldan az süredir

☐Bir yıldan fazla süredir

☐İki yıldan fazla süredir

13. Üniversiteye gelmeden önce interneti kullandım.

☐Evet

☐Hayır

14. ……..internet kullanıyorum.

☐Bir yıldan az süredir

☐Bir yıldan fazla süredir

☐İki yıldan fazla süredir

15. Bilgisayar kullanırken kendimi rahat hissediyorum.

☐Kesinlikle evet

☐Evet

☐Karasızım

☐Hayır

☐Kesinlikle hayır

16. Üniversiteye gelmeden önce, Moodle veya benzeri bir uzaktan öğrenme programı kullanarak bir derse katılmıştım.

☐Evet

☐Hayır

17. Uzaktan öğrenme/İnternet yoluyla İngilizce öğrenme konusu ilgimi çekiyor.

☐Kesinlikle evet

☐Evet

☐Karasızım

☐Hayır

☐Kesinlikle hayır

18. Uzaktan eğitim/İnternet yoluyla İngilizce öğrenme faydalı olur.

☐Kesinlikle evet

☐Evet

☐Karasızım

☐Hayır

☐Kesinlikle hayır

## 7.4. Appendix 4: Readiness Scale for Web-Based Language Learning

*This term we are going to use Moodle to improve our skills.Please circle the best answer for you.It will not take more than 5 minutes to complete this questionnaire. Thank you for your participation.*

**1.** I am ...

☐ male ☐ female

**2.** I am....

☐ below 20 ☐ between 20-25 ☐ above 25

**3.** I have my own computer.

☐Yes ☐No

**4.** My computer is in Kahramanmaraş.

☐Yes ☐No

**5.** My skill in using a computer is....

☐very good☐good☐not so good☐bad☐very bad

**6.**What is your purpose in using computer? (You can choose more than one answer)

☐Internet

☐To study

☐Film/Music

☐Games

☐Other purposes

**7.**Studying on a computer makes me uncomfortable.

☐Completely agree

☐Agree

☐Undecided

☐Disagree

☐Completely disagree

**8.** I have internet access in the place I stay in

☐Yes

☐No

**9.** I have difficulty finding a place to go online.

☐yes

☐No

**10.**I use internet….

☐Everyday

☐A few times a week.

☐Once a week.

**11.**I had used computer before coming to university.

☐Yes

☐No

**12**. I have been using the computer…..

☐less than a year.

☐more than a year.

☐more than two years.

**13.**I had used the Internet before coming to university.

☐Yes

☐No

**14.** I have been using internet….

☐less than a year.

☐more than a year.

☐more than two years.

**15.**I feel comfortable while using computer.

☐Completely agree

☐Agree

☐Undecided

☐Disagree

☐Completely disagree

**16.**Before coming to university, I had been on a course that involved learning by means of a VLE.

☐Yes

☐No

**17.**I am intersted using the Internet for language learning.

☐Completely agree

☐Agree

☐Undecided

☐Disagree

☐Completely disagree

**18.**I think using web-based English education will be useful.

☐Completely agree

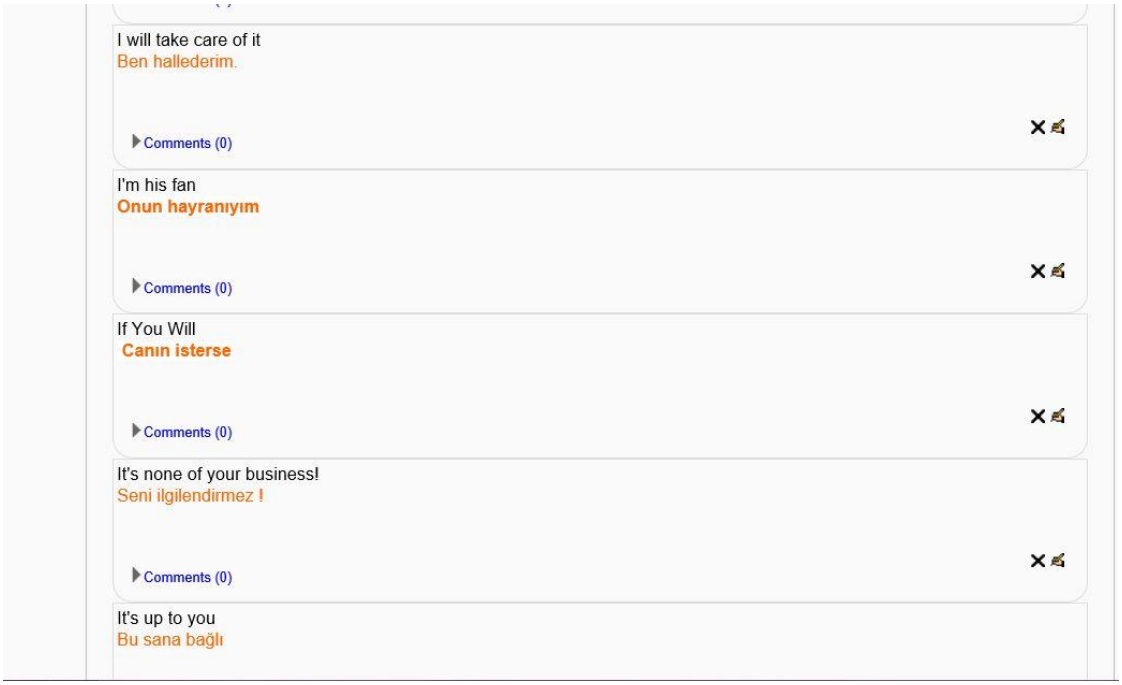
☐Agree

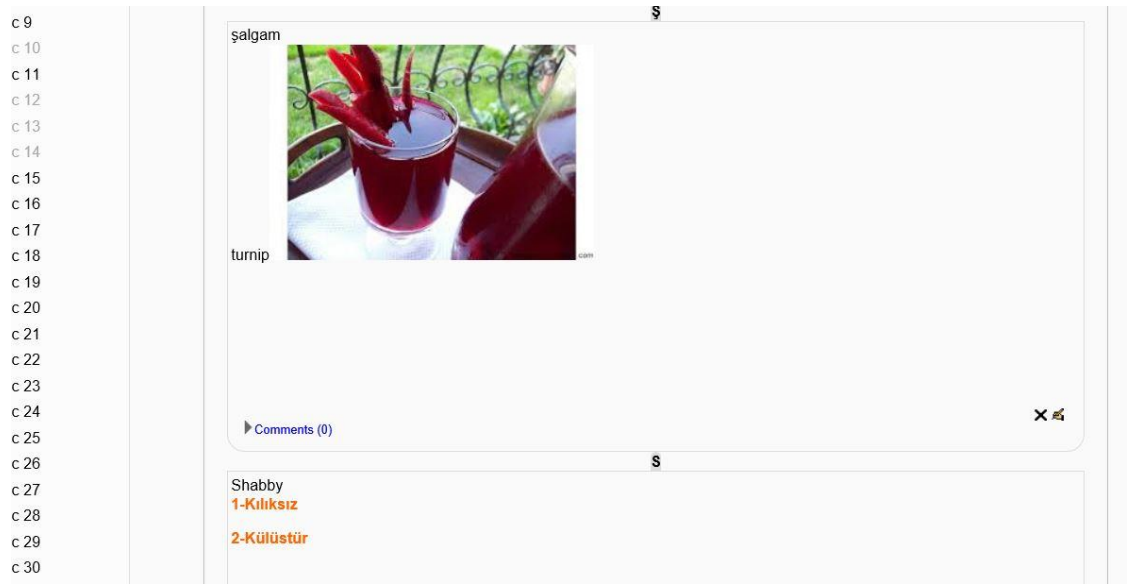
☐Undecided

☐Disagree

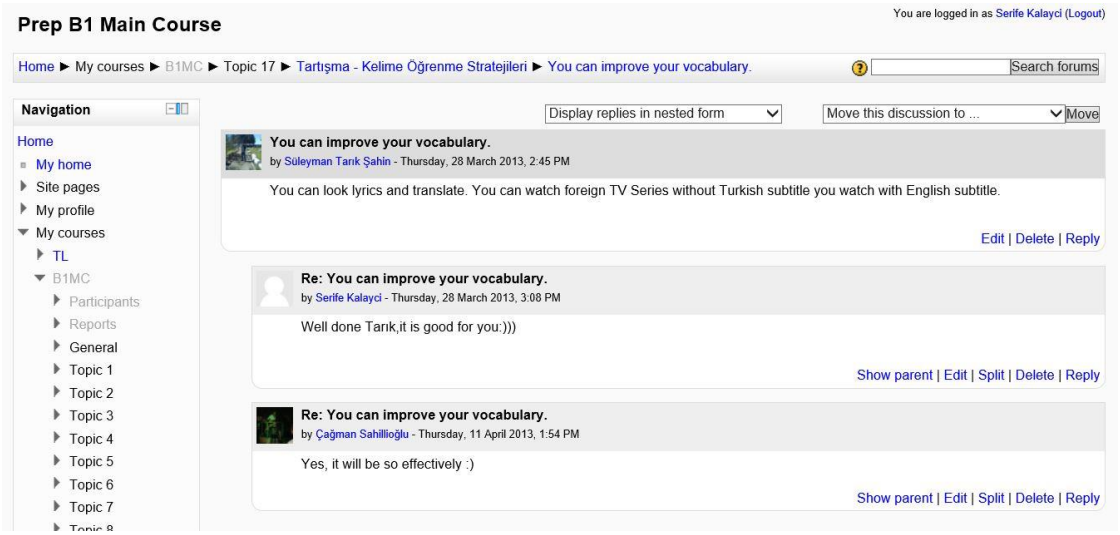
☐Completely disagree

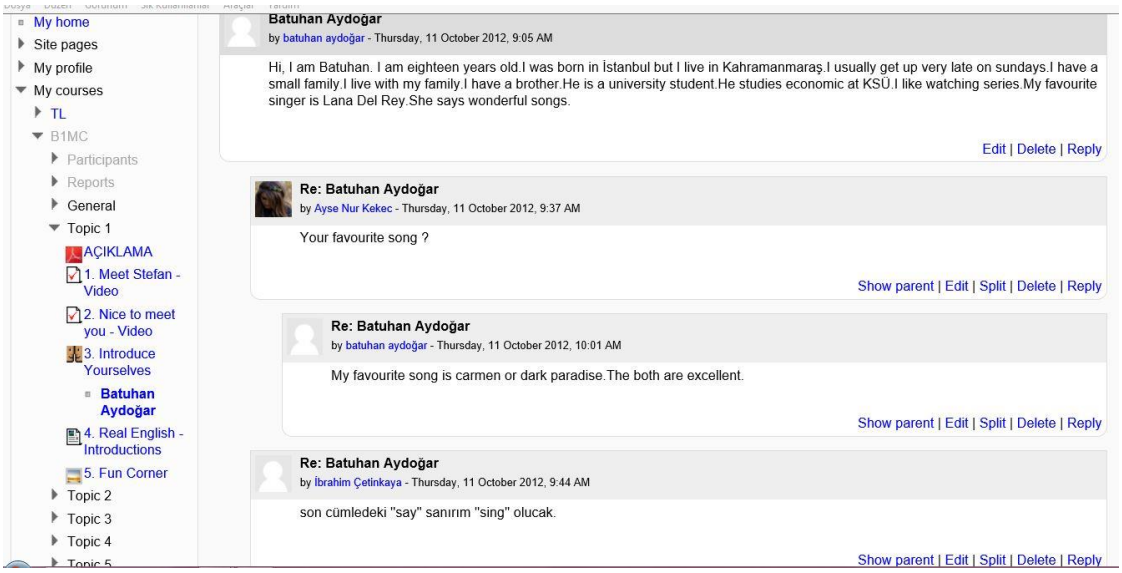
## 7.5. Appendix 5: Screenshots of Glossary

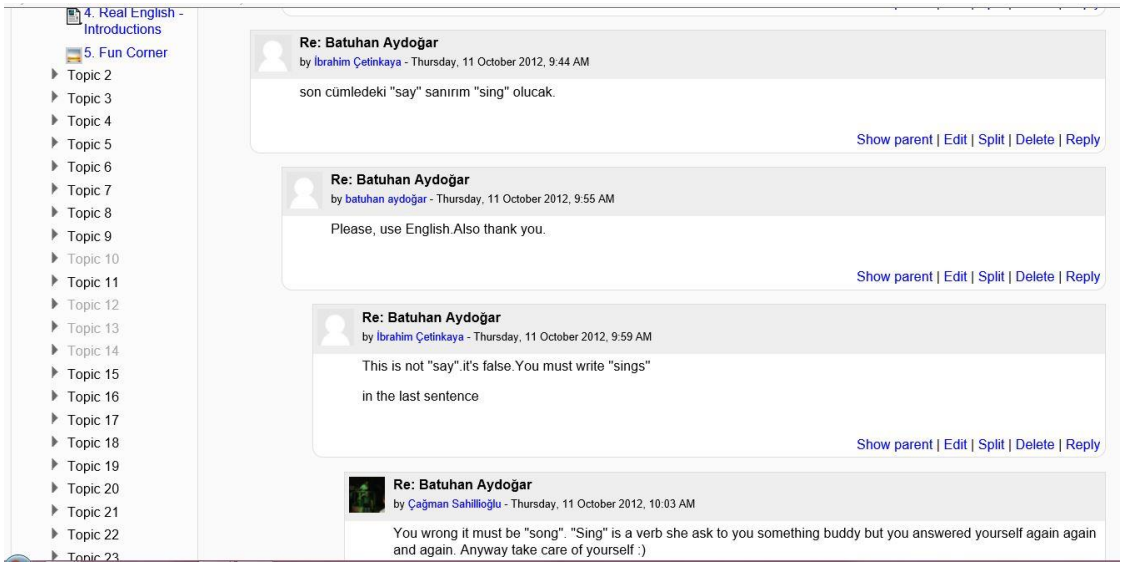


## 7.6. Appendix 6: Screen shots of Forum




4. Real English - Introductions
5. Fun Corner
Topic 2
Topic 3
Topic 4
Topic 5
Topic 6
Topic 7
Topic 8
Topic 9
Topic 10
Topic 11
Topic 12
Topic 13
Topic 14
Topic 15
Topic 16
Topic 17
Topic 18
Topic 19
Topic 20
Topic 21
Topic 22
Topic 23
Re: Batuhan Aydoğar
by İbrahim Çetinkaya - Thursday, 11 October 2012, 9:44 AM
son cümledeki "say" sanırım "sing" olucak.
Show parent | Edit | Split | Delete | Reply
Re: Batuhan Aydoğar
by batuhan aydoğar - Thursday, 11 October 2012, 9:55 AM
Please, use English.Also thank you.
Show parent | Edit | Split | Delete | Reply
Re: Batuhan Aydoğar
by İbrahim Çetinkaya - Thursday, 11 October 2012, 9:59 AM
This is not "say".it's false.You must write "sings"
in the last sentence
Show parent | Edit | Split | Delete | Reply
Re: Batuhan Aydoğar
by Çağman Sahillioğlu - Thursday, 11 October 2012, 10:03 AM
You wrong it must be "song". "Sing" is a verb she ask to you something buddy but you answered yourself again again and again. Anyway take care of yourself :)

## 7.7. Appendix 7: Screen shots of Wiki

**First page name**

# The Radio

The radio was made by Marconi in 1800s.Marconi was a good merchant.Popov improved consuming technique and radio thanks to this won a gold award.

**Improvent Of the Radio**

Some Americans think, the radio was improved by Edison, because he found first diode. High Frequency Alternator was found by Ersnt Alexander who American Scientist in 1906 so the first radio broadcast began in the USA in 1921.

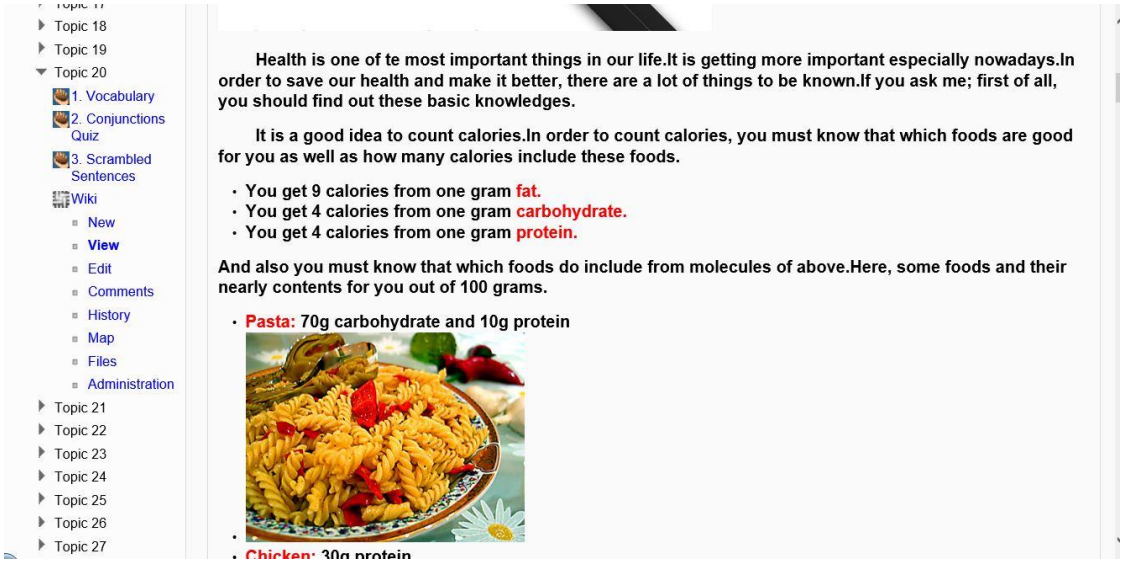
**First page name**

Pro Evolution Soccer (as known as PES) football game is a published by KONAMI. As of december 2011, Pro Evolution Soccer series has been localized with 19 languages in 62 countries. In 2012 game was best-selling game series and 81.65 million copies were sold in the world.

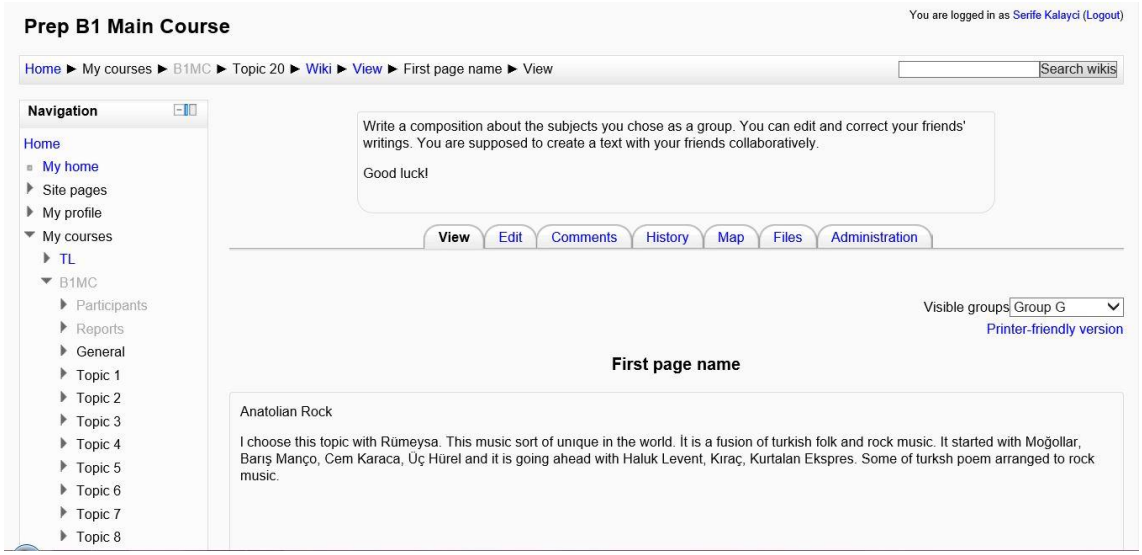
The first game in the current series of Pro Evolution Soccer games was released in October 2001 for both Sony PlayStation and PlayStation 2. It was released under the name, Winning Eleven 5 in Japan and North America.

Pro Evolution Soccer 2013 is the 12th edition of the series. The gameplay improves the AI as well as giving the player the ability to accurately aim passes and shots. Real Madrid player Cristiano Ronaldo is featured for the front cover. For the first time of the series, all 20 teams from the Brazilian national league, Campeonato Brasileiro Serie A, are included in the game series. The UEFA Champions League and the Copa Santander Libertadores is once again appeared in the game.

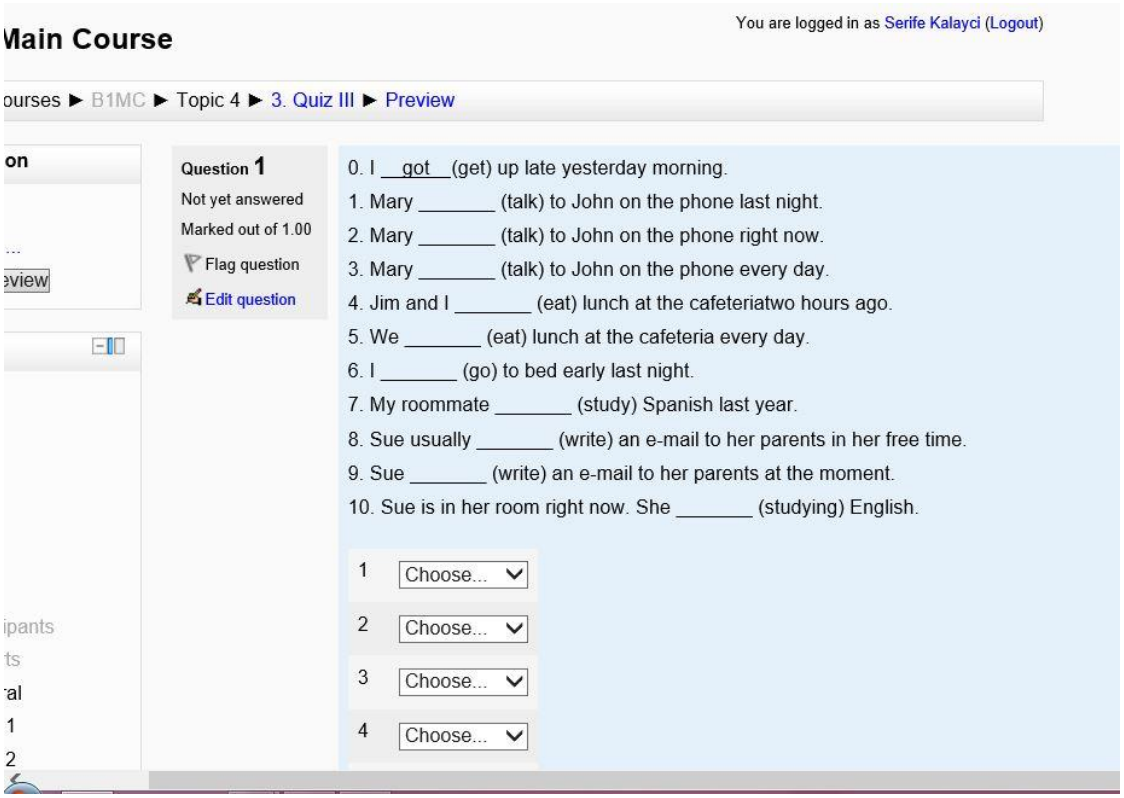
**Pro Evolution Soccer Logo**

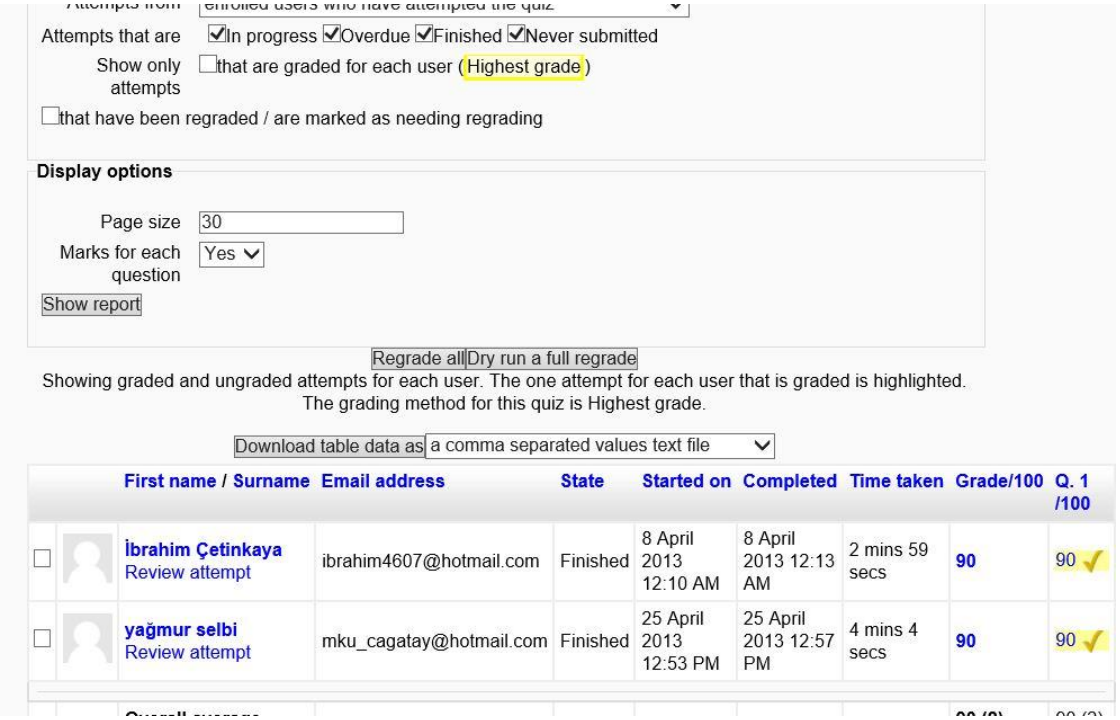

Topic 18
Topic 19
Topic 20
1. Vocabulary
2. Conjunctions Quiz
3. Scrambled Sentences
Wiki
New
View
Edit
Comments
History
Map
Files
Administration
Topic 21
Topic 22
Topic 23
Topic 24
Topic 25
Topic 26
Topic 27
Health is one of te most important things in our life.It is getting more important especially nowadays.In order to save our health and make it better, there are a lot of things to be known.If you ask me; first of all, you should find out these basic knowledges.
It is a good idea to count calories.In order to count calories, you must know that which foods are good for you as well as how many calories include these foods.
You get 9 calories from one gram fat.
You get 4 calories from one gram carbohydrate.
You get 4 calories from one gram protein.
And also you must know that which foods do include from molecules of above.Here, some foods and their nearly contents for you out of 100 grams.
Pasta: 70g carbohydrate and 10g protein
Chicken: 30g protein


Wiki
New
View
Edit
Comments
History
Map
Files
Administration
Topic 21
Topic 22
Topic 23
Topic 24
Topic 25
Topic 26
Topic 27
Topic 28
Topic 29
Topic 30
B2MC
A6W New
Settings
Pro Evolution Soccer 2013 Screen Theme
PES2013
PRO EVOLUTION SOCCER
A playable on both PC and PlayStation game. There are many years of competition with fifa. But they are beatiful game and popular games. I think young people is a good game to relieve stress. This game can be addictive and you can play for hours. I want to share a few game videos.
My legend mod is strutting goal (PES 13)
Mami1


Prep B1 Main Course
You are logged in as Serife Kalayci (Logout)
Home ► My courses ► B1MC ► Topic 20 ► Wiki ► View ► First page name ► View
Search wikis
Navigation
Home
My home
Site pages
My profile
My courses
TL
B1MC
Participants
Reports
General
Topic 1
Topic 2
Topic 3
Topic 4
Topic 5
Topic 6
Topic 7
Topic 8
Write a composition about the subjects you chose as a group. You can edit and correct your friends' writings. You are supposed to create a text with your friends collaboratively.
Good luck!
View
Edit
Comments
History
Map
Files
Administration
Visible groups
Group G
Printer-friendly version
First page name
Anatolian Rock
I choose this topic with Rümeysa. This music sort of unique in the world. İt is a fusion of turkish folk and rock music. It started with Moğollar, Barış Manço, Cem Karaca, Üç Hürel and it is going ahead with Haluk Levent, Kıraç, Kurtalan Ekspres. Some of turksh poem arranged to rock music.

## 7.8. Appendix 8: Screen shots of Quizzes



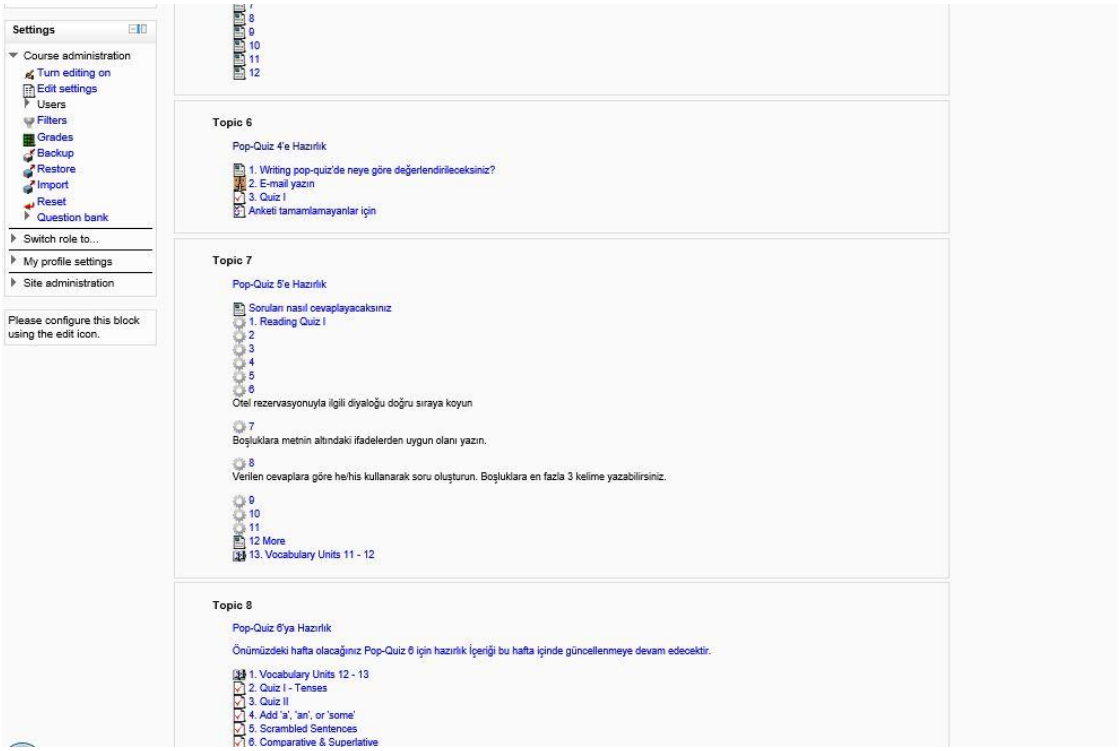

| First name / Surname | Email address | State | Started on | Completed | Time taken | Grade/100 | Q. 1 /100 |
|---|---|---|---|---|---|---|---|
| İbrahim Çetinkaya Review attempt | ibrahim4607@hotmail.com | Finished | 8 April 2013 12:10 AM | 8 April 2013 12:13 AM | 2 mins 59 secs | 90 | 90 |
| yağmur selbi Review attempt | mku_cagatay@hotmail.com | Finished | 25 April 2013 12:53 PM | 25 April 2013 12:57 PM | 4 mins 4 secs | 90 | 90 |

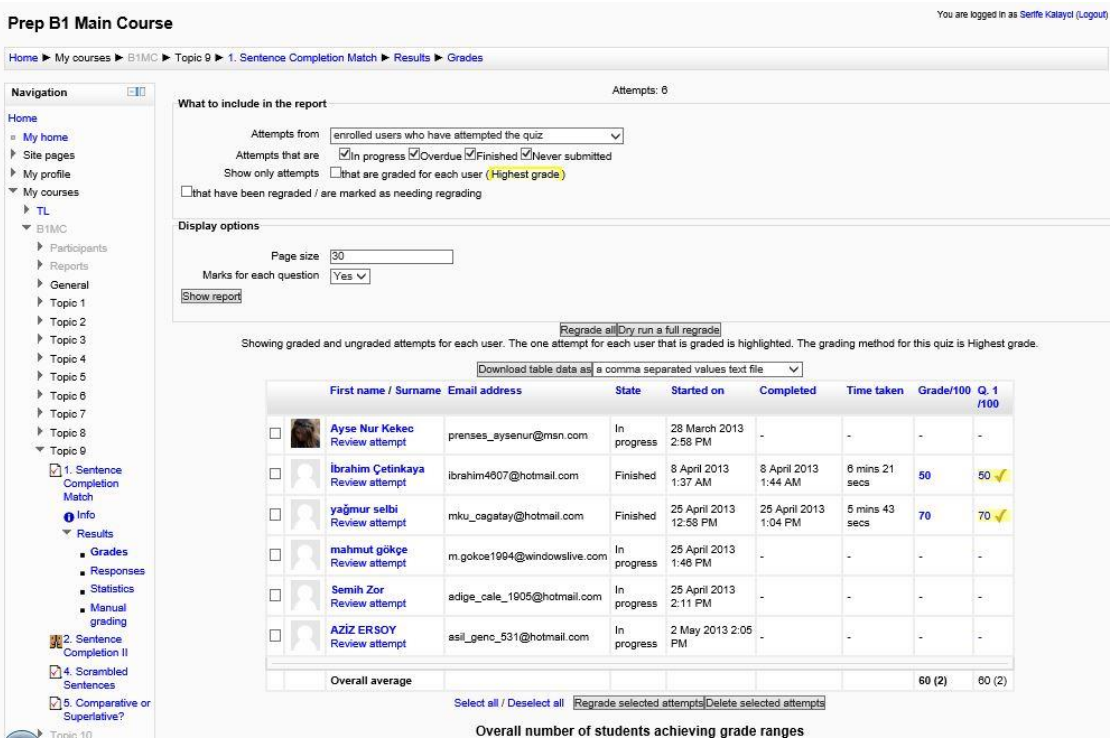
| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | 1:35 PM | | | | |
| | Muhammet Mendilli | 88% | ☐ | 1 | Wed, 27 Feb 2013, 12:07 AM | Completed | 4 mins 20 secs | ✓ A<br>▪ 100%<br>▪ (0,0,1) | ✓ A<br>▪ 100%<br>▪ (0,0,1) |
| | | | ☐ | 2 | Thu, 21 Mar 2013, 1:33 PM | Completed | 1 min 55 secs | ✓ A<br>▪ 100%<br>▪ (0,0,1) | ✓ A<br>▪ 100%<br>▪ (0,0,1) |
| | Nagihan Akbaş | 33% | ☐ | 1 | Thu, 21 Mar 2013, 1:35 PM | Abandoned | 5 mins 9 secs | ✓ A<br>▪ 100%<br>▪ (0,0,1) | ✗ B<br>▪ 0%<br>▪ (0,0,6) |
| | Ömer Zülkadir | 100% | ☐ | 1 | Thu, 21 Feb 2013, 3:08 PM | Completed | 2 mins 11 secs | ✓ A<br>▪ 100%<br>▪ (0,0,1) | ✓ A<br>▪ 100%<br>▪ (0,0,1) |
| | | | ☐ | 2 | Thu, 7 | Completed | 1 min 51 secs | ✓ A | ✓ A |

http://moodle.ksu.edu.tr/mod/hotpot/review.php?id=1615


| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 2 | | Write 2 "know" | 6 | 65.00% | 50.50% | 0.00% | 14% | 20.60% | 39.15% | 40.44% |
| 3 | | Write 3 "know" | 6 | 33.33% | 51.64% | 0.00% | 14% | 14.85% | -0.00% | -0.00% |
| 4 | | Write 4 know | 6 | 80.00% | 39.50% | 0.00% | 14% | 21.02% | 76.58% | 90.87% |
| 5 | | Write 5 know | 6 | 0.00% | 0.00% | 0.00% | 14% | 0.00% | | |
| 6 | | Write 6 know | 6 | 33.33% | 51.64% | 0.00% | 14% | 19.23% | 25.65% | 42.86% |
| 7 | | Write 7 know | 6 | 0.00% | 0.00% | 0.00% | 14% | 0.00% | | |

## 7.9. Appendix 9: Screen shots of Moodle


Prep B1 Main Course
You are logged in as Serife Kalaycl (Logout)
Home ► My courses ► B1MC ► Topic 9 ► 1. Sentence Completion Match ► Results ► Grades
Navigation
Home
My home
Site pages
My profile
My courses
TL
B1MC
Participants
Reports
General
Topic 1
Topic 2
Topic 3
Topic 4
Topic 5
Topic 6
Topic 7
Topic 8
Topic 9
1. Sentence Completion Match
Info
Results
Grades
Responses
Statistics
Manual grading
2. Sentence Completion II
4. Scrambled Sentences
5. Comparative or Superlative?
Topic 10
Attempts: 6
What to include in the report
Attempts from
enrolled users who have attempted the quiz
Attempts that are
In progress Overdue Finished Never submitted
Show only attempts
that are graded for each user (Highest grade)
that have been regraded / are marked as needing regrading
Display options
Page size
30
Marks for each question
Yes
Show report
Regrade all Dry run a full regrade
Showing graded and ungraded attempts for each user. The one attempt for each user that is graded is highlighted. The grading method for this quiz is Highest grade.
Download table data as a comma separated values text file
First name / Surname
Email address
State
Started on
Completed
Time taken
Grade/100
Q. 1 /100
Ayse Nur Kekec
Review attempt
prenses_aysenur@msn.com
In progress
28 March 2013 2:58 PM
İbrahim Çetinkaya
Review attempt
ibrahim4607@hotmail.com
Finished
8 April 2013 1:37 AM
8 April 2013 1:44 AM
6 mins 21 secs
50
50
yağmur selbi
Review attempt
mku_cagatay@hotmail.com
Finished
25 April 2013 12:58 PM
25 April 2013 1:04 PM
5 mins 43 secs
70
70
mahmut gökçe
Review attempt
m.gokce1994@windowslive.com
In progress
25 April 2013 1:46 PM
Semih Zor
Review attempt
adige_cale_1905@hotmail.com
In progress
25 April 2013 2:11 PM
AZİZ ERSOY
Review attempt
asil_genc_531@hotmail.com
In progress
2 May 2013 2:05 PM
Overall average
60 (2)
60 (2)
Select all / Deselect all
Regrade selected attempts
Delete selected attempts
Overall number of students achieving grade ranges

## 8. CURRICULUM VITAE

### PERSONAL DETAILS

**Name :** Şerife KALAYCI

**Place and Date of Birth :**Kahramanmaraş- October, 1978

**Marital Status :**Married

**E-mail :** kalayciserife@gmail.com

### EDUCATIONAL BACKGROUND

**2011 – 2014:** (MA) Çağ University, Institute of Social Sciences, English Language Teaching Department, Mersin.

**1996 – 2000:** (BA) Middle East Technical University, Faculty of Education English Language Teaching Department, Ankara.

**1992 – 1996:** Kahramanmaraş Anadolu Öğretmen Lisesi, Kahramanmaraş

### WORK EXPERIENCE

**2013-……. :** Eurodesk Contact Person

**2008– …… :** Kahramanmaraş Sütçü İmam University (English Instructor)

**2004 –2013:** American Culture Language Schools, Kahramanmaraş (English Teacher)

**2004 – 2008:** MEB Schools, Kahramanmaraş (English Teacher)

**2000 – 2003:** Private Model College (English Teacher)