Students' perceptions of blog use in an undergraduate linguistics course

Didem Koban Koç [a] [*], Serdar Engin Koç [b]

[a] Hacettepe University, Ankara, Turkey
[b] Başkent University, Ankara, Turkey

Abstract

The purpose of this study is to analyze the perceptions of learners' blog use in a Linguistics course offered in an English Language Teaching program at one of the largest government universities in Turkey. A total of 71 students participated in the study. The students were asked to respond to several blog questions about the linguistics lectures over the course of a semester. They were also encouraged to discuss their responses with each other. The lectures involved topics such as language acquisition, bilingualism and sociolinguistics. At the end of the semester, the researcher administered a questionnaire consisting of 16 questions about the usage of the blog and its contribution to their learning. The results of the study showed that the usage of the blog helped the students with their self-learning process and learning others' ideas, helped them express themselves better than in class as well as understand the linguistic topics better.

Keywords: blog; evaluation, linguistics, teaching and learning

1. Introduction

In recent years, the usage of Web 2.0 technologies, such as wiki, blog, podcast, instant messenger, online social communities (eg., Facebook), online video sharing (eg., YouTube), and online video and audio conferencing tools and their effect on teaching and learning have become one of the most investigated topics. This study examines the effects of using blogs on the learning of a variety of topics in a college level Linguistics course. Blogs are defined as "personal or organizational web pages organized by dated entries, with newer items posted to the top of the site, usually consisting of links, media, commentaries, personal thoughts, essays, papers and ongoing discussions" (Blood 2003, p.12). The usefulness of using blogs for educational purposes has been investigated by many researchers from several perspectives (Armstrong et al., 2004; Boling, et al., 2008; Chan & Ridgway, 2003; Downes, 2004; Edbauer et al., 2005; Glass & Spiegelman, 2008; Glogoff, 2005; Haramiak, Boulton, & Irwin, 2009; Kajder & Bull, 2004; Martindale & Wiley, 2005; Quible, 2005; Ray, 2006; Wassell & Crouch, 2008). The studies showed that instructors who used blogs in their courses were able to provide students with different kinds of activities that engaged students in discussions and give feedback to students regarding their comments. Through the use of blogs, instructors also helped students expand their knowledge of a variety of topics, encouraged them to reflect deeply on the

---

[*] Corresponding author. Tel.: 0 532 304 90 87
 E-mail address: dkoban2@gmail.com

information that they acquired and write on their peers' blogs. Further, the studies also found that blogs improved literacy and encouraged social and peer interaction.

What makes blogs different from traditional classrooms is that blog users have more opportunities to reflect on each other's opinions and engage in discussions. One of the reasons that this study was conducted was to determine whether blogging would have a positive effect on the students' participation in discussions. Students in the present study, due to their low English proficiency levels, usually feel embarrassed or intimidated when they have to speak up in the classroom and this prevents them from expressing themselves. In addition, the fact that Linguistics involves many unfamiliar terms and concepts adds a new difficulty. It was hoped that blogging would motivate students to express themselves more frequently about the issues raised in class. In addition, a significant factor related to students' participation in the blog has to do with time. Since the students in the present study are not very fluent English speakers, they cannot express themselves in the classroom discussions and share their opinions with their classmates in a very short time. However, blogging can give students the opportunity to take sufficient time to reflect on others' opinions as much as they need to and also respond to them. Further, blogging is also perceived as an activity that can play an important role in improving writing. Through expressing themselves by the use of blogs, students can improve their writing skills. Some courses do not require students to do much writing in the classroom and therefore, blogging can be an effective tool for students to express their views and thoughts in writing.

The main aim of the authors is to test the hypothesis that using a course blog enhances and improves the quality of learning. It is expected that students will communicate with each other to discuss certain topics raised in class. The following section presents a brief review of the literature followed by the methodology used for the present study. Then the data analysis and results are reported and finally a general discussion is provided.

1.1. Literature review

Cooperative learning (Slavin, 1996) suggests that motivation is maintained by social ties formed in collaborative or individual works, but shared works and blogs are also ideal for publishing material for critical feedback and seeing examples of others' work. Blogs offer a chance for students to reflect, rewrite, comment and perfect their work which do not exist or take too much time in class. Further, the chance to learn individually via blogs gives students an online personality where they can criticize others' work and communicate with other online communities for the advancement of their writing skills. Most tacit knowledge is gained through participation in such communities and emancipation of learners in this kind of media forms the basis of learning. Moreover, blogs do not restrict curricula. When the process of blogging is considered, most of the content of the blogs are prepared by students and thus it is the learner's choice to seek and find what to learn either through reading or writing. However, in order for blogs to be effective like any other self/collaborative learning environment, they must be built with guidance and structure, otherwise they will be nothing more than archives. For example, in Lin et al. (2013), excessive time spent on blogging activities caused lack of motivation among language learners to engage in blogging activities. Thus, it is important that instructors train learners regarding writing critical feedback and inform them that blogs are more about substantiality, fluency and expression rather than accuracy.

The effectiveness of blogs on the teaching and learning process was examined from different perspectives. In Fessakis et al. (2008), when learners were asked to form an artefact together by using a blog, they stated that the online environment gave them chances that they could not otherwise use in class environment in such depth. The authors also emphasized the importance of communication and monitoring but saw the absence of a notification system in blog as a disadvantage since some posted

questions were left unanswered. The authors suggested a study with higher number of participants and increased time for analyzing the usage of blogs because they thought that it would increase participation, especially if there is a larger body of material and different ideas. In another study, Park et al. (2011) found that blogging can be used to gather knowledge and information, express views and become more active in certain areas of interest. In the study, learners perceived blogging mostly as an acquisition and reflection oriented process. The majority of them also thought that blogging changed their personal ways of thinking and social relationships and helped them develop themselves. Further, they also reported that blogs helped them deal with information differently. In Fessakis et al. (2008) participants reported that they were able to spend less time on tasks, monitor the work of others and directly communicate with one another by the help of blogs. They also expressed satisfactory learning outcomes, feelings of collaboration, and responsibility. Avcı and Aşkar (2011) compared factors that affect blogs and wikis as constructive tools in computer courses. The results showed that perceived usefulness was the highest determinant factor in using blogs in the teaching-learning process. In addition, blogs made it easier to access and reflect on information, encouraged peer and social interaction and ensured feedback and equal access to information. Similar results were obtained from Yang (2009).

Several researchers compared formal learning in classrooms and informal learning through the use of blogs to determine the effectiveness of blogging. Heo et al. (2012) investigated the effects of blogging on informal learning. According to the authors, blogs have the potential for informal learning because of the flexibility that allow people to learn with encouragement from their instructors. The authors defined learning in three dimensions (see figure below) which also apply to learning with blogs. For instance, through the use of blogs learners can make self-reflection and meaning-making through writing and reading each others' comments. In addition, there is social interaction that does not often take place in a traditional class.
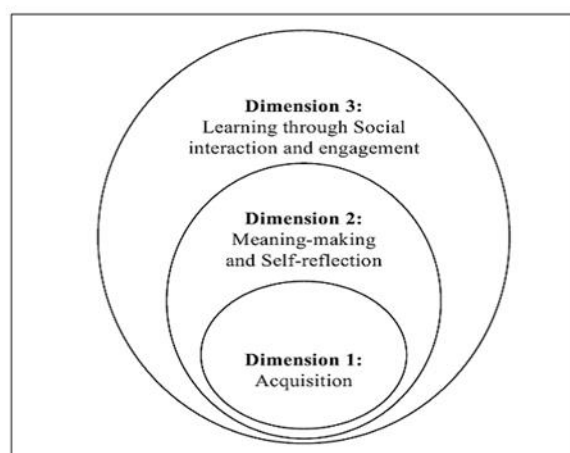

Figure taken from Heo et al. (2013, p.142)

Novakovic et al. (2013) conducted a study to determine the differences between traditional writing methods and using social media in terms of learning outcomes. The authors found that feedback played an important role on increased engagement and time spent on tasks. In another study, Park et al. (2011) analyzed the differences between informal learning with blogs and formal learning in school. As it can be seen from the table below, learning through blogs can be unlimited or unrestricted. While it may not be preferable to give learners such freedom, learning in schools can be shaped to have more independence or interdependence on other learners. The authors think that it is best to keep a certain degree of freedom through projects while offering possible topics for homework and such. At

least some parts of the lessons should be voluntarily based or there should be more choices for evaluation. The idea of self-regulation and self-determination in learning should be the ultimate goal of education so that learners can make their own decisions and become autonomous in their learning, which can take the boredom out of learning.

Table 6. Difference of characteristics between informal learning through blogging and formal education at schools

Themes	Learning through blogging	Learning in school
Learner's role	Self-directed Self-meaning making Self-motivated Active Voluntary	Passive Non voluntary
Characteristics of learning contents	Practical and tacit knowledge Social and everyday life Situated Subjective Unlimited Multiple directions	Theoretical knowledge Structured and organized Curriculum-based Disciplinary Non-practical Fixed
Learning process	Self-regulated Open Flexible Process-oriented	Guided Structured and organized Fixed Outcome-oriented

Figure taken from Park et al (2011, p.158)

Researchers also addressed the role of anonymity in the use of blogs and found that students express themselves better when they are anonymous. In a study conducted by Lu and Bol (2007), the effect of identifiable and anonymous feedback produced by 92 undergraduate students in general English writing classes in college are compared in an e-mode. Students were randomly divided into identifiable and anonymous groups and met for regular classes separately. The results showed that the students in the anonymity group was better than the identifiable group with respect to their writing and giving more critical peer feedback. In addition, anonymity in a writing course increased student participation (Miyazoe et al., 2011) as well as made it possible for students to make critical reflections with the guidance of teachers (Yang, 2009). However, instructors and students should also be aware of the fact that anonymity may lead to irresponsibility (Miyazoe1 & Anderson, 2011).

2. Method

2.1. Sample / Participants

The current study took place in the Department of English Language Teaching at Hacettepe University, Turkey. The aim of the study was to investigate the perceptions of the learners about the usage of the blog, more specifically, whether blogs would help them understand content better and as well as express themselves better than they do in class sessions.

Participants were 2nd year students enrolled in three sections of a Linguistics course. Linguistics course is a required course which is taught over two semesters. The curriculum focused on core areas such as syntax, semantics, and phonetics in the Fall semester and first and second language acquisition, bilingualism and sociolinguistics in the second semester. The study was conducted over the Spring semester. All three sections were taught by the same instructor. The sections met once a week for three hours. There were approximately 50 students in each section and students were predominantly female. Students were between the ages of 18 and 20. Convenience sampling was used

in the study. Seventy-one second-year students (52 females, 16 males, 3 students did not report their gender) volunteered to participate in the study.

2.2. Data collection procedures

First, the researchers created a blog for use as a discussion forum for students. Then during the semester, they asked the students to respond to several blog questions about the linguistics lectures. The lectures involved topics such as language acquisition, bilingualism and sociolinguistics. The course was conducted over a 10-week period. Students were required to reflect upon the issues each week and post their views on the questions; as well as post comments on their friends' responses. They were also encouraged to discuss their responses with each other. Students were given a choice on whether to be anonymous or identified when blogging. In addition, the participation in the study was voluntary. The reason for this is that students using blogs as part of the fulfillment of their courses did not necessarily exhibit enthusiasm in personalizing or maintaining their blogs (Williams & Jacobs 2004). Further, according to Instone (2005), Kuzu (2007), and Salen (2007), students saw blogging as a waste of time activity and they used it because it was required to pass the course.

At the end of the semester, the researchers administered a questionnaire consisting of 16 statements about the usage of the blog and its contribution to students' learning. The questionnaire was adapted from Yoo and Huang (2011) and used a 5-point Likert scale in terms of 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). To avoid misunderstandings, the questionnaire was translated into Turkish. While the questionnaire items involved themes such as collaborative learning, self-directed learning, online identity, writing skills and attitude towards technology usage, the main aim was to investigate the benefits of using the blog in learning. It was expected that the students would write more critically and carefully since the blog was public and they would be evaluated by their friends and others as compared to writing in the classroom. Since the study is limited to the students taking the Linguistics course, it is a case study in a quantitative paradigm. Data analysis

Data collection procedures and data analysis can be combined under "Data collection and analysis".

3. Results

The participants' answers were converted to numbers by means of a procedure and entered into SPSS (Statistical Package for the Social Sciences). Percentage statistics were used to analyze the data. The table below shows the percentage distributions of the items in the questionnaire. The blanks in the table indicate that none of the participants selected that option.

Table 1. Students' Perceptions towards the Questionnaire Items

Questionnaire Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I1. I found using a blog useful when learning about the Linguistics subjects.	---	5.6	14.1	60.6	19.7
I2. Using a blog to read others' ideas helped me understand the Linguistics subjects.	---	7	21.1	52.1	19.7
I3. It was easy for me to use a blog.	---	4.2	14.1	35.2	46.5
I4. When I used a blog I	---	7	14.1	45.1	33.8

expressed my ideas better than I expressed them in class.					
I5. It was a good idea to use a blog to learn the Linguistics topics	1.4	4.2	12.7	59.2	22.5
I6. Using a blog made it more interesting to learn the Linguistics subjects.	1.4	14.1	23.9	40.8	18.3
I7. I like learning with blogs.	1.4	18.3	23.9	40.8	22.5
I8. Using blogs helped me improve my internet skills.	2.8	14.1	14.1	50.7	18.3
I9. Using a blog can help me finish my assignments quickly.	5.6	14.1	23.9	39.4	16.9
I10. Responding to the questions in the blog helped me learn on my own.	---	2.8	8.5	63.4	25.4
I11. I felt intimidated when I used a blog for the Linguistics course.	36.6	38.0	11.3	11.3	2.8
I12. I felt apprehensive about using blogs for the Linguistics course.	11.3	42.3	8.5	32.4	4.2
I13.Using blogs helped me understand the Linguistics subjects while reading others' ideas.	1.4	7.0	12.7	56.3	22.5
I14. I would use blogs with my students when I become a teacher.	---	5.6	28.2	45.1	19.7
I15. I believe that all English teachers should use blogs in their lessons.	1.4	7.0	46.5	33.8	11.3
I16. People who influence my behavior think that I should use blogs.	4.2	21.1	32.4	32.4	9.9

The results summarized in Table 1 show that almost all the participants had a positive perception about the use of blog and its contribution towards their own learning. More than half of the participants thought that using a blog helped them learn on their own (63 %) (I10) and helped them learn the Linguistics subjects (60 %) (I1). Further, the majority of them thought that it was a good idea for them to use a blog to learn the Linguistics topics (59 %) (I5) and understand the Linguistics subjects through reading their friends' responses (56 %) (I13). Half of the participants also agreed with the fact that using blogs improved their internet skills (50 %) (I8).

The results also showed that 47 % of the participants found it easy to use a blog (I3); 45 % of the participants expressed their ideas better in the blog than they expressed them in class (I4) and would use blogs with their students when they become a teacher (I14); 41 % of the participants considered that using a blog made it more interesting to learn the Linguistics subjects (I6) and liked learning with blogs (I7); and 39 % agreed with the fact that using a blog can help them finish their assignments quickly (I9). Nearly half of the participants were neutral about the fact that all English teachers should use blogs in their lessons (I15). In addition, while 32 % of the participants agreed with the fact that

people who influence their behavior recommend that they should use blogs, another 32 % were neutral about it (I16). Finally, 42 % of the participants neither felt apprehensive (I12) nor intimidated about using blogs for the Linguistics course (I11) (38 %).

4. Discussion

The present study aimed to investigate the learning effects of using blogs in a Linguistics course. Although the study is conducted in the context of a specific course with Turkish students only, the findings, nevertheless, allow us to provide several tentative insights of Turkish students' perceptions of the learning benefits of blogging. In examining the usefulness of blogging, the majority of participants expressed positive views about their own experiences as bloggers, and reported that using a blog made it easier for them to learn about the Linguistics subjects, improve their internet skills, finish their assignments quickly, and learn on their own. They also considered that blogging increased their motivation to learn about the Linguistics subjects. It is important to acknowledge that students of today are equipped with the necessary skills to search for and exchange information on different platforms and already have motivation to do so. Therefore, the result that students indicated positive views towards using the blog is expected. It can also be said that 'time' may have played an important role on the positive views of the students towards using the blog. Since the students in the present study are not very fluent English speakers, they cannot express themselves in the classroom discussions and share their opinions with their classmates in a very short time. However, blogging can give students the opportunity to take sufficient time to reflect on others' opinions as much as they need to and also respond to them.

More importantly, 45 % of the participants agreed with the fact that they expressed themselves better when blogging than they expressed themselves in the classroom. As mentioned in section 1, participants in the present study feel very anxious when they have to participate in the discussions that take place in the classroom. Most of the time they do not speak up for fear of being embarrassed due to their limited English language proficiency and their unfamiliarity with the Linguistic terms. For this reason, students agreed with the fact that blogging was an activity for them to express their thoughts and opinions freely without any fear or embarrassment.

In addition, as mentioned in section 1, blogging is also perceived as an activity that can play an important role in improving writing. Through expressing themselves by the use of blogs, students can improve their writing skills. The Linguistics course does not require students to do much writing in the classroom and therefore, blogging can be an effective tool for students to express their views and thoughts in writing. Further, the quality of students' entries gets better as they use blogs. According to Fernheimer and Nelson (2005) when students use blogs, they make their blogs their own and thus are more likely to write entries that are well thought.

The findings of this study indicate that using blogs as part of a course helped students learn the subject-matter more efficiently and played an important role in encouraging students to learn from one another as well as from other resources. In addition, the students acknowledged that blogging changed their learning process in a positive way. Therefore, it is important that instructors understand the potential effects of blogging and efficiently integrate it in their own courses. Glogoff (2005) suggests a number of ways in which blogging can be used in classrooms. Blogging, for instance, can be used in a knowledge-centered instructional environment where the instructor involves students in research activities and engages them in discussions to help them learn the necessary knowledge that the subject-matter requires. Learner-centered blogging is another efficient way which emphasizes the importance of giving positive feedback to students and making comments about their work. Moreover, blogging can be used as a receptive learning tool through which students can acquire, reflect and

assess information. They can also be used as a directive learning tool by which students can have equal access to information, and other additional materials which can widen their knowledge about a certain subject. Finally, blogs can be useful tools to encourage guided discovery and knowledge construction. For example, after students do research about a given subject, they can collaborate with other students to build knowledge and prepare a common report together. Given the fact that there can be different methods regarding the ways blogs can be used in the classrooms, students' learning styles should also be taken into consideration (Lin, et al., 2013).

Given the fact that students of today are highly dependent on the Internet and getting sophisticated each day at searching for and exchanging information, educators should acknowledge the benefits of blogging in learning and encourage students to use blogs in their classrooms to maximize learning.

5. Conclusions

In sum, the findings of the study reveal that using a course blog can have a positive effect on the learning outcomes and suggest that instructors incorporate blogs into their classes to give opportunities for students to learn the subject matter. When the appropriate pedagogical approach is used, blogs can improve the quality of learning. The results showed that Turkish students' perception of blogging is consistent with those discussed in existing literature (Novakovich and Long, 2013; Avcı and Askar 2012; Park, Mi Heo and Lee 2011; Yang, 2009; Huang, Jeng and Huang, 2009).

The present study is not without its limitations. Future research can address a few areas. First of all, the present study included only Turkish learners. Further studies should involve different cultural groups of students and their learning experiences with blogs as cultural differences may lead to different perceptions about the use of blogs. For example, Yoo and Wen-hao (2011) compared the use and acceptance of Web 2.0 applications between American and Korean college students. The authors found that although Korean students showed positive attitudes towards using blogs, they had high anxiety levels. American students, on the other hand, were more likely to participate in online social communities such as Facebook than using Web 2.0 applications, such as social virtual environment tools.

Second, a further study could also encourage students to continue their communication using blogs with the same group students and investigate their learning experiences; thus continuing the 'community of learners' (Park, Gyeong, & Romee, 2011). "Blogging is a significant factor in making informal learning more enriching and fulfilling for adults. Adults learn more efficiently if learning can be self-directed, practical, and reflection-oriented" (Park, Gyeong, & Romee, 2011, p.159).

References

Armstrong, L., Berry, M., & Lamshed, R. (2004) Reflective learning and blogs.   Paper presented at the Proceedings of International Conference on Computers in Education Asia-Pacific Society for Computers in Education (APSCE), Melbourne, Australia.

Avcı, U., & Askar, P. (2012). The Comparison of the Opinions of the University Students on the Usage of Blog and Wiki for Their Courses. *Educational Technology & Society, 15*(2), 194–205.

Blood, R. (2003). Blog definition and uses, retrieved December 16, 2006, from   http://www.osu.edu/ webinterestgroup/12_16_2003.php.

Boling, E., Castek, J., Zawilinski, L., Barton, K., & Nierlich, T. (2008). Collaborative   literacy: Blogs and Internet projects. *The Reading Teacher, 61*(6), 504-506.

Chan, K. K., & Ridway J. (2005). Blog: A tool for reflective practice in teacher education? Retrieved on March 29, 2010 from http://www.dur.ac.uk/resources/smart. centre/Publications/BlogsFloridaeista2005.pdf.;

Downes, S. (2004). Educational blogging. *Educase*, September/October, 14-26.

Edbauer, J., Hogan, K., Hynes, C., & Rumbarger, L. (2005). Issues in Teaching Series –White Paper Series: No.050504-2. University of Texas at Austin, Computer Writing and Research Lab.

Fernheimer, J. W., & Nelson, T. J. (2005). Bridging the composition divide: blog pedagogy and

Potential for agnoistic classrooms. *Currents in Electronic Literacy.* Retrieved on March 29, 2010 fromhttp://www.cwrl.utexas.edu/ currents/fall05/fernheimernelson.html.

Fessakis, G., Tatsis, K., & Dimitracopoulou, A. (2008). Supporting "Learning by Design" Activities Using Group Blogs. *Educational Technology & Society, 11* (4), 199–212.

Glass, R., & Spiegelman, M. (2008). Incorporating blogs into the syllabus: Making their space   a learning space. *Journal of Educational Technology Systems, 36*(2), 145-155.

Glogoff, S. (2005). Instructional blogging: Promoting interactivity, student-centered learning,   and peer input. Journal of Online Education. Retrieved on March 29, 2010 from http://www.elearn.arizona.edu/stuartg/resume/article.pdf.

Heo, G. M., & Lee, R. (2013). Blogs and Social Network Sites as Activity Systems:

Exploring Adult Informal Learning Process through Activity Theory Framework.   *Educational Technology & Society, 16*(4), 133-145.

Haramiak, A., Boulton, H., & Irwin, B. (2009). Trainee teachers' use of blogs as private reflections for professional development. *Learning, Media and Technology, 34*(3), 259-269.

Huang, Y.-M., Jeng, Y.-L., & Huang, T.-C. (2009). An Educational Mobile Blogging System for Supporting Collaborative Learning. *Educational Technology & Society, 12* (2),   163–175.

Instone, L. (2005). Conversations beyond the classroom: Blogging in a professional development course. Retrieved on March 29, 2010 from http://www.ascilite.org.au/conferences/brisbane05/blogs/proceedings/34_Instone.pdf.

Kajder, S. B., & Bull, G.. (2004). A space for "writing without writing." *Learning & Leading with Technology, 31*(6), 32-35.

Kuzu, A. (2007). Views of pre-service teachers on blog use for instruction and social interaction. Turkish Online Journal of Distance Education, 8(3). Retrieved on March 29, 2010 from http://tojde.anadolu.edu.tr/tojde27/articles/article_2.htm. and

Lin, M. H., Groom, N., & Lin, C.-Y.(2013). Blog-Assisted Learning in the ESL Writing Classroom: A Phenomenological Analysis. *Educational Technology & Society, 16*(3), 130–139.

Lu, R., & Bol, L. (2007). A comparison of anonymous versus identifiable e-peer review on

college student writing performance and the extent of critical feedback. Journal of

Interactive Online Learning, 6, Retrieved March 10, 2011, from,

http://www.ncolr.org/jiol/issues/PDF/6.2.2.pdf.

Martindale, T., & Wiley, D. A. (2005). Using weblogs in scholarship and teaching.
TechTrends, 49(2), 55-61.

Miyazoe, T., & Anderson, T. (2011). Anonymity in Blended Learning: Who Would You Like
to Be? *Educational Technology & Society, 14* (2), 175–187.

Novakovich, J., & Long, E. C. (2013). Digital Performance Learning: Utilizing a Course
Weblog for Mediating Communication. *Educational Technology & Society, 16* (4), 231–
241.

Park, Y., Heo, G. M., & Lee, R. (2011). Blogging for Informal Learning: Analyzing Bloggers'
Perceptions Using Learning Perspective. *Educational Technology & Society, 14* (2), 149
–160.

Quible, Z. K. (2005). Blogs: A natural in business communication courses. *Business
Communication Quarterly, 68*(1), 73-76.

Salen, T. (2007). Weblogs and blogging: Constructivist pedagogy and active learning in
higher education. Unpublished master's thesis, University of Bergen, Norway.

Wassell, B., & Crouch, C. (2008). Fostering critical engagement in preservice teachers:
Incorporating weblogs into multicultural education. *Journal of Technology and Teacher
Education, 16*(2), 211-232.

Williams, J. B., & Jacobs, J. (2004). Exploring the use of blogs as learning spaces in the
higher education sector. *Australasian Journal of Educational Technology, 20*, 232–247.

Yang, S. H. (2009). Using blogs to enhance critical reflection and community of practice.
Educational Technology & Society, 12(2), 11–21.

Yoo, S. J., & Huang, W.-H. D. (2011). Comparison of Web 2.0 Technology Acceptance
Level based on Cultural Differences. *Educational Technology & Society, 14* (4), 241–252.

Lisans Dilbilim Dersinde Yer Alan Blog Kullanımı Hakkında Öğrenci Görüşleri

Öz

Bu çalışmanın amacı, Türkiye'de bulunan en büyük üniversitelerden birindeki İngilizce Öğretmenliği Lisans Programında verilen Dilbilim dersindeki blog kullanımı hakkında öğrencilerin görüşlerini analiz etmektir. Bu çalışmaya, 71 öğrenci katılmıştır. Öğrencilere, dönem boyunca aldıkları dilbilim dersleri hakkında blog kullanımı ile birçok soru sorulmuştur. Ayrıca, bu sorulara verdikleri cevapları tartışmaları istenmiştir. Dersler,

dil edinimi, iki dillilik ve toplum dilbilim gibi konular içermektedir. Dönem sonunda, dersin öğretmeni, blog kullanımı ve blog kullanımının öğrencilerin öğrenim sürecine katkısını sorgulayan ve 16 sorudan oluşan anket uygulamıştır. Araştırmanın sonuçlarına göre, blog kullanımı öğrencilerin kendi kendilerine öğrenme sürecine ve birbirlerinin fikirlerini öğrenmelerine katkıda bulunmuştur. Ayrıca, dilbilim konularını daha iyi kavramalarını ve sınıfta kendilerini daha iyi ifade etmelerini sağlamıştır.

Anahtar sözcükler: blog kullanım, dilbilim, öğrenci görüşleri

---

AUTHOR BIODATA

Assist. Prof. Dr. Didem Koban Koç is currently working in the English Language Teaching Department at Hacettepe University, Ankara, Turkey. She received a a Ph.D. degree in Linguistics from the City University of New York in 2009, an M.A. degree in Teaching English as a Second Language (TESOL) from New York University in 2002 and a B.A. degree in Teaching English as a Foreign Language (EFL) from Middle East Technical University in 2000. Her current interests include sociolinguistics and second language acquisition.

Assist. Prof. Dr. Serdar Engin Koç is currently working in the Computer Education and Instructional Technologies Department at Başkent University. He received his Ph.D. Degree from Middle East Technical University (METU) in 2009, and a M.Sc. degree in Computer Education and Educational Technologies from METU in 2002 and a B.Sc. degree in Biology from METU in 1998. His interests include teaching with games, autonomy, distance education and programming.