

Prospective Teachers' Achievement Goals, Course Blog Use and English Literature Achievement: A Diagnostic Study

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Abstract

Problem Statement: The date and time feature of blogs make it possible to observe how students approach the task of participating in a course blog differently in terms of frequency and promptness of contribution. However, there have been no studies relating this difference in behavior to educationally crucial variables such as goal orientation and observable outcomes such as academic achievement.

Purpose of Study: The purpose of this study is twofold: (a) to determine the profiles of a group of prospective EFL teachers in terms of achievement goal orientation and English Literature course blog use behavior; and (b) to explore whether the participants' academic achievement in English Literature vary as a function of their profiles.

Method: The study was conducted with a convenience sample of 65 Turkish prospective EFL teachers who posted comments on the weekly posts left by the instructor/researcher on the course blog as part of the English Literature I course. Content analysis of the course blog was used to determine the frequency and promptness of each participant's contribution by counting the number of contributions for each student and assigning them a code according to the period of time elapsing between the researcher's original post and the contribution. The goal orientations of the participants were identified by means of a questionnaire, the validity and internal reliability of which was analyzed by confirmatory factor analysis and internal consistency coefficient respectively. Hierarchical cluster analysis was used to classify the participants in terms of goal orientation and course blog use; subsequently, one way ANOVA determined any significant differences between the academic achievements in English Literature of the clusters. Statistical analyses were run using STATISTICA 7 and SPSS 13.0.

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Findings and Results: Hierarchical cluster analysis revealed 3 distinctly different cluster patterns which displayed multiple goal orientations and patterns of blog use behavior. Although significance was not reached, the mean academic achievement of the clusters differed in favor of the one showing high performance orientation and highly frequent and prompt blog contribution, with the low goal orientation and blog contribution cluster achieving the lowest mean score.

Conclusions and Recommendations: The results of the study supported previous research advocating the idea that individuals can endorse more than one goal orientation simultaneously; and that in university settings, performance goals are associated with adaptive learning behavior, frequent and prompt course blog use in the current context, and higher academic achievement. Further studies are recommended with larger samples in wider settings, and to relate qualitative aspects of blog contribution to goal orientation and academic achievement.

Keywords: Prospective EFL teachers, English literature, achievement goals, course blog use, academic achievement

While English literature is a common component of tertiary-level English courses worldwide (Buckledee, 2002), the place of literature in an English as a Foreign Language (EFL) setting has been a matter of contention for some time (Maley, 2001). In EFL teacher preparation contexts, for example, Arıkan (2005) reported that prospective teachers believed that the literature courses of their programs were beneficial and necessary aspects of their professional development. They stated that they were able to develop their language skills, they were introduced and sensitized to different worldviews and ideologies, and that reading literary texts was appealing. Chambers and Gregory (2006) concur, saying that identifying with a literary text “can suddenly open a window on life through which a reader learns to see the world in new ways or, in many cases, learns to see new worlds altogether” (p.15). So, for non-native prospective EFL teachers, studying English literature can be a vital window to the culture of the language and can help them to explore the similarities and differences between themselves and others (Lazar, 1993; Maley, 2001).

Whether learners can benefit from this opportunity to interact with literary texts depends on the teaching methods employed. Traditional approaches to teaching literature focused on correctness of interpretation and meaning, giving credit to neither student, nor indeed, teacher opinion (Chambers & Gregory, 2006; Arıkan, 2005, 2008). However, Chambers and Gregory stressed the importance of involving students in the literature learning process by demonstrating the relevance of literature to the human condition and thus the students’ own lives. Survey courses of literature, such as those of the current ELT program in the Turkish Faculties of Education (Yükseköğretim Kurulu [YÖK], 2007), generally rely on lectures to transmit knowledge about literature but do not necessarily help students to learn with literature (Arıkan, 2005; Chambers & Gregory, 2006).

There is a need to employ alternative teaching methods that allow learners to connect with university course content and to be more involved in their own learning. This need was expressed in the UNESCO World Declaration on Higher

Education for the Twenty-First Century (1998), which proposed the application of new Information and Communication Technologies (ICTs hereafter) to innovate university course content and teaching methods to prepare critically thinking citizens. Recent advances in ICTs have presented many opportunities for educators to facilitate student participation. Specific to the current context, Arıkan (2008) reported the benefits of using an Internet discussion group in teaching English literature in the ELT program of a Turkish university. The present study examined the application of the weblog (blog) to a similar context.

Blogs consist of the reverse chronological posting of articles, which provide opportunities for readers to contribute their personal responses. They are easy to use, because unlike websites they do not require knowledge of web programming; they offer a way to archive information and knowledge; and they provide opportunities for others to comment or provide feedback on each blog post (Williams & Jacobs, 2004). Thus, their ease, flexibility and interactive nature make them applicable to educational settings of any subject-matter where neither the teacher nor the students are technologically inclined.

While the academic literature on the academic use of blogs is developing, it is still limited. Williams and Jacobs (2004) pointed out that a majority of academic studies on blogs carried out in the first half of the 2000s focused largely on journalism and reporting. Their study seems to have been a turning point in the literature about the educational potential of blogs; and since then, there have been a number of studies that report students' positive and negative reactions to using blogs in different university courses (for example, Martindale & Wiley, 2005; Farmer, Yue & Brooks, 2008; Tekinarslan, 2008; Wang & Hsua, 2008). Research on using blogs in EFL has developed in parallel. While earlier studies (Campbell, 2003; Godwin-Jones, 2003) focused on descriptions of the possible uses of blogs in foreign language learning contexts, there recently have been a number of empirical studies on teaching reading and writing at a university level (see, e.g., Johnson, 2004; Wu, 2006; Horvath, 2009; Bahce & Taslacı, 2009; Izquierdo & Reyes, 2009), which have largely employed qualitative data analysis techniques to report students' reactions to the application and development in writing skills.

However, there are few studies that have used inferential statistics to investigate the academic impact of blog use. One study (Du & Wagner 2007) used content analysis to examine the quality of blog posts and reported that effective use of a course blog was a significant predictor of academic achievement, whereas normal coursework was not. Overall, however, there have been very few quantitative studies to determine any relationship between academic blogging and achievement in university courses.

Even if instructors provide opportunities for students to organize their learning either conventionally or technologically, whether the students will take advantage of these opportunities and to what degree is a matter of how well they regulate their own learning. Self-regulated learning involves the use of cognitive and metacognitive strategies to control and regulate learning. Goal orientation is an important motivational belief necessary for learners to implement these strategies in directing their learning (Pintrich, 1999). It must be emphasized here that, despite the sizeable quantity of research on motivation in foreign language learning (see, e.g.,

Dörnyei, 2003; Guilloteaux & Dörnyei, 2008), this study is based on achievement goal theory. Although achievement goal theory is a popular area in educational psychology (Eren, 2009a, Akin, 2010), it has received little attention in foreign language learning (Dörnyei, 2003; Woodrow, 2006). The reason behind this choice is that the current study focuses on engagement with academic course content, foreign language literature, rather than the foreign language itself.

According to achievement goal theory, there are two main orientations to achievement: *mastery* goal orientation, concerned with participation in a task for reasons such as challenge and curiosity; and *performance* orientation, concerned with engagement in activity as a means to an end, which is usually getting good grades or pleasing others (Pintrich et al., 1991; Elliott & Church, 1997). The main body of research on achievement goal theory is characterized by the work of Pintrich and his colleagues (see, e.g., Pintrich & De Groot, 1990; Pintrich, Smith, Garcia & McKeachie, 1991; Pintrich, 1999) and that of Elliot and his colleagues (see, e.g., Elliot & Harackiewicz, 1996; Elliot & Church, 1997; Elliot & McGregor, 2001). The former work culminated in the development of the Motivated Strategies for Learning Questionnaire (MSLQ). The latter distinguished between approach and avoidance performance orientations, an important distinction which has unsubstantiated earlier claims that performance orientation was maladaptive to learning, and has shown that endorsing approach goals can be beneficial, particularly in university settings.

One important issue emerging from achievement goal theory is the concept of multiple goal orientation. That is, students can hold a predominant orientation, use a combination of both to various degrees, or indeed endorse neither (Meece & Holt, 1993; Harackiewicz, Barron & Elliot, 1998; Pintrich, 2000; Harackiewicz et al., 2002; Mattern, 2005; Eren, 2009b). Meece and Holt (1993) used cluster analysis to determine how different achievement goals were integrated within individual learners. They uncovered three distinct groups with both single and multiple goal orientations and found that the *high mastery* group outperformed the *combined mastery-performance* group, which in turn outperformed the *low* group in academic achievement. Mattern (2005) used the median split technique and found similar results, except that the *low mastery-high performance* group displayed the lowest level of performance. However, it must be pointed out that the median split technique is problematic in that it forces the data into two roughly equal groups (Meece & Holt, 1993), and thus does not allow for a middle group, which could make Mattern's (2005) findings misleading.

The work relating achievement goals to learning in online settings is extremely limited. Working with students in online distance learning courses, Artino (2007, 2008) used correlational and regression techniques and found positive relations between the self-report variables of task value, self-efficacy with students' satisfaction, perceived learning, and intention to enroll in further online courses. Artino and Stephens (2006) related task value and self-efficacy to students' use of self-regulating learning strategies and found similar results to those carried out in traditional settings (see, e.g., Pintrich & De Groot, 1990). All taken into consideration, it can be said that there is a gap in the research on prospective EFL teachers' multiple achievement goals, observable engagement in educational online activity, and academic achievement.

The current study

The overall aim of the current study is to explore the goal orientation-blog use profiles of the participants and investigate whether there were any significant differences in the academic achievement of the emerging profiles. In line with this aim, the following research questions have been formulated:

1. What are the profiles of the participants in terms of achievement goal orientation and English literature course blog use behavior?
2. Does the participants' academic achievement in English literature differ significantly according to their profiles?

Method

Participants

This study was conducted with a convenience sample (Dörnyei, 2007) of 73 non-native prospective teachers in the regular and evening sections of the ELT program taking the English Literature I course in their second year of study in the department of Foreign Languages Education at a state-run university in the Western Black Sea region of Turkey during the 2009–2010 academic year. However, during the analyses (see analysis section), eight outliers were identified and subsequently removed from the data set, leaving a sample of 65. 86.2% were female and 49.2% in the regular section. Their ages ranged from 19 to 24 ($M = 20.28$, $SD = 1.02$). A MANCOVA was run to test for the effects on motivational orientation and blog use patterns of gender and section with age as a covariate. Since no significant effect was found, these variables are not considered or discussed any further.

Setting

The English Literature I course is given in the third semester of the ELT program, which is part of the curriculum in all Turkish faculties of education as of the 2006 academic year (YÖK, 2007). It is a three-credit mandatory course that involves a survey of the major literary periods and exemplary works in order to provide a background to the "Literature and Language Teaching I and II" courses in the third year of study. Assessment is carried out by means of a midterm and final examination prepared by the course instructor.

Measures

Goal orientation. The eight self-report items assessing mastery goal orientation (MGO) and performance goal orientation (PGO) from the MSLQ (Pintrich, Smith, Garcia & McKeachie, 1991) were used in this study. The MSLQ was chosen because it is a well-established measure of goal orientation, which has stood the test of time. It was also designed to be used at the course level rather than as a global measure of motivation (Pintrich, 1999), making it a suitable measure for the context of the current study. Another advantage was that it was possible to give the participants feedback on their motivational orientations, contributing to their study skills.

A Confirmatory Factor Analysis (CFA) was conducted to ensure that the factor structure was consistent with previous research. Maximum likelihood estimation from STATISTICA 7 was used in the analysis, and the findings ($\chi^2(19) = 26.62$, $p = .11$, RMSEA = .07, CFI = .94, NNFI = .92) suggest an acceptable fit (Tabachnick & Fidell, 2007). Cronbach α values in the current study were .69 and .77, suggesting acceptable internal reliability.

Blog use behavior. The current study was only concerned with directly observable blog use behavior; it did not aim to explore the qualitative nature of the contributions left by the participants. There were two directly observable categories of blog use behavior which could be determined by noting the dates of the posts and the comments, an integral feature of blogs. The first was *frequency* (FREQ), or the total number of comments left by each participant to all of the posts. The second was *promptness* (PROMPT), or the amount of time which passed between the dates of the original post and the dates of the participants' comments. This variable was operationalized by tallying for each participant the number of comments left within a week of the researcher's original comments. Adaptive behavior was taken as high frequency and high promptness of contribution.

Academic achievement. The Grade Points (GP), the means in percentages of the midterm and final examinations, for the English Literature I course were taken as measures of academic achievement. While GP may not necessarily be the best measurement of learning outcome, it is generally accepted and widely used as summative assessment (Harackiewicz et al., 1998; Du & Wagner, 2007), and it is the goal toward which the participants orient their efforts in academic environments (Pintrich, 1999). The minimum pass score in the context of this study was 55%. The researcher did not consider it necessary to conduct a pre-test at the beginning of the course since English literature is not part of the secondary education curriculum in Turkey, and so the initial level of subject knowledge of the participants was assumed to be equal.

Procedure

The researcher, who was also the course instructor, set up a course blog (available at <http://aibuenglit09.blogspot.com>), which was similar to the tutor blog (Campbell, 2003), to accompany the material covered in the weekly lessons of the English Literature I course during the data collection period. The researcher opted for the more teacher-controlled, single-author blog because this was a first-time experience with blogging for the participants. After each weekly lesson, the researcher made a post on the blog summarizing the main points covered in the lesson, sometimes adding relevant links and extra material that could not be covered in the lesson. The researcher left eight comments over the term.

At the beginning of the term, the participants created e-mail accounts in order to be able to contribute to the blog. They were reminded that following and contributing to the blog regularly would help them to regulate their learning, connect to the course and internalize its content more readily, and that each relevant contribution would be awarded bonus points according to its promptness of posting. This point was emphasized over frequency of contribution for the blog to exist as a collaborative effort and to encourage continuous learning (Du & Wagner, 2007).

The participants were warned that comments obviously cut and pasted from other sources would be disqualified, and that consecutive comments posted under the same post by the same participant within minutes of each other would be counted as a single comment. The deadline for final contributions was the day before the final examination. After the final deadline, the researcher cut and pasted the comments from the blog onto a Word document, coded each comment according to its degree of promptness of posting, then tallied the total number of comments (FREQ) and the number of comments left within a week of the researcher's original post (PROMPT) for each participant.

The participants sat for their midterm examination in mid-November 2009 and their final examination in early January 2010. They signed a consent form and completed the MSLQ after the final examination. In this way, it was possible to avoid creating an atmosphere of experimentation in order to reduce social desirability bias and to observe the participants' realistic study behavior (Du & Wagner, 2007).

Data Analysis

First, the descriptive statistics for MGO, PGO, frequency and promptness of blog comments and academic achievement were calculated. Second, hierarchical cluster analysis (HCA) (see, e.g., Rencher, 2002) was carried out to determine any homogeneous but distinct groups of participants sharing similar characteristics in terms of goal orientation and blog use patterns. Third, a one-way ANOVA was performed to determine any significant differences in the academic achievement of the clusters emerging from stage 2. All statistical analyses were carried out using SPSS 13.0.

Results

Descriptive statistics. Table 1 shows the descriptive statistics for the MGO and PGO subscales of MSLQ, the frequency and promptness of blog comments, and academic achievement. The mean scores of MGO and PGO are above the scale midpoint of 4. The standard deviations indicate that the participants were more similar in terms of MGO than PGO.

Table 1

Descriptive Statistics

	N	Mean	Minimum	Maximum	SD
MGO	65	5.29	2.5	7	1.01
PGO	65	5.02	1.5	7	1.37
FREQ	65	7.12	2	10	1.43
PROMPT	65	4.35	0	8	2.37
GP	65	80.13	58	94.4	8.13

The participants left a mean of 7.12 comments to the eight posts, some leaving more than one comment on a number of weeks, indicating high participation to the blog in terms of frequency. Again, the standard deviations suggest the participants were more similar in terms of frequency than promptness. None of the participants

failed the course, though the lowest score indicates a narrow pass. The mean GP is quite high at 80.13%.

Cluster analysis. HCA was used in this study to classify the participants in terms of their mastery and performance goals, and frequency and promptness of contribution. Meece and Holt (1993) report the advantages of cluster analysis over the median split method, saying it identifies structural groupings, which fit the data satisfactorily, and organizes the data into the fewest number of units that explain the most variance. In the current study, standardized variables were computed, and Ward's method with Euclidean distance as the distance measure was used (Rencher, 2002). After omission of eight outliers ($SD = 3$) from the original 73 participants, three clusters emerged from the agglomerative schedule, the descriptive statistics of which are given in Table 2.

Table 2

Cluster Centroids

Variables	Cluster 1		Cluster 2		Cluster 3	
	Centroid	SD	Centroid	SD	Centroid	SD
MGO	.56	.68	.33	.89	-1.13	.71
PGO	-.04	.88	.78	.58	-.56	1.11
FREQ	.01	.85	1.12	.47	-.59	.62
PROMPT	.44	.46	.69	.3	-.51	.79

An ANOVA was run on the cluster data to determine whether the differences between each group were significant. The results are as follows: IGO: $F(2, 62) = 28.39, p < .001$; EGO $F(2, 62) = 10.65, p < 0.001$; PROMPT: $F(2, 62) = 28, p < 0.001$; FREQ: $F(2, 62) = 25.80, p < .001$, indicating that each cluster was indeed distinctly different from the others statistically. Figure 1 shows the plot of the cluster centroids for each variable.

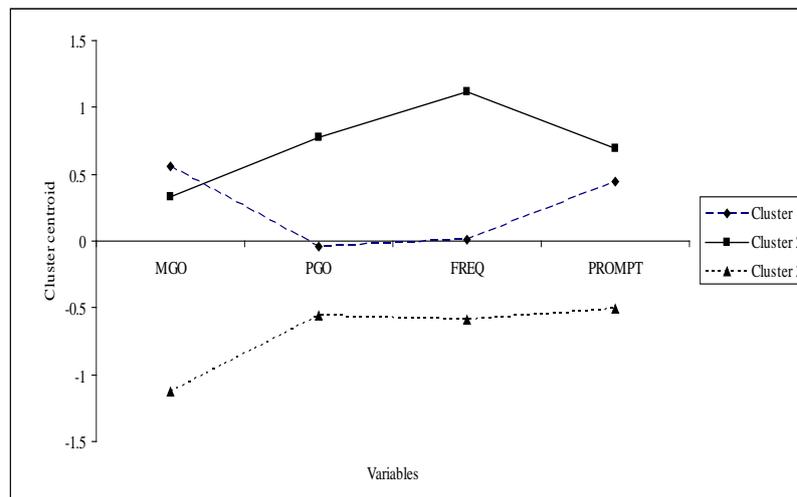


Figure 1. Achievement goal orientation and blog use patterns by cluster centroids.

High MGO-FREQ/Medium PGO-PROMPT cluster. This first cluster contained prospective teachers (n=29) characterized by high MGO and FREQ and medium PGO and PROMPT. In other words, the members of this cluster showed a multiple goal orientation, with high mastery orientation and medium-level performance orientation. In terms of blog use patterns, they tended to leave a high number of comments at a medium degree of promptness.

High PGO-FREQ-PROMPT/Medium MGO cluster. This cluster contains 18 prospective teachers. In contrast to the prospective teachers in the first cluster, the members of this cluster showed high performance orientation but medium level mastery orientation. They left a high number of highly prompt comments.

Low MGO-PGO-FREQ-PROMPT cluster. The prospective teachers (n=18) in the third cluster were characterized by low goal orientations and both low frequency and promptness of contribution to the blog, indicating that they were neither intrinsically nor extrinsically motivated toward the course, and their few contributions were not made promptly.

Cluster differences in academic achievement. A one-way ANOVA was used to determine whether the three clusters differed in terms of academic achievement in the English Literature I course. In the ANOVA, a Welch test was used to control for inequality among the numbers of the group members (Tabachnick & Fidell, 2007). The results of the Welch test approached significance ($p=.08$). However, there appeared to be differences in the mean GP of each cluster: *High MGO-FREQ/Medium PGO-PROMPT* ($M = 79.7, SD = 7.75$); *High PGO-FREQ-PROMPT/Medium MGO* ($M = 83.2, SD = 7.75$); *Low MGO-PGO-FREQ-PROMPT* ($M = 77.76, SD = 6.27$). The results of the ANOVA showed that these differences were not statistically significant.

Discussion

The results of the cluster analysis showed that the participants of the present study could be distinctly classified into three different clusters that showed different varieties of multiple goal orientation. Two of the clusters showed combinations of MGO and PGO at differing degrees, and one showed low degrees of both orientations. Unlike the Meece and Holt (1993) and Mattern (2005) studies, however, no groups of single goal orientation occurred. These findings are in keeping with the literature on multiple goal orientations (Harackiewicz et al., 1998; Pintrich, 2000; Harackiewicz et al., 2002) and contribute further evidence for the co-occurrence of mastery and performance goal orientations to different degrees in individual learners.

In terms of engagement with the course blog, the participants in the second cluster displayed the desired adaptive behavior of highly frequent and prompt contributions, suggesting that this type of engagement was associated with a combination of high PGO and medium MGO. However, when the goal orientations are reversed, as in the first cluster, blog contributions were still left highly frequently but at a medium level of promptness. When both goal orientations are low, as in the third cluster, engagement in the course blog is also low. These findings would suggest that a combined MGO-PGO profile, with a high level of the latter rather than

the former, was associated with the desired behavior of highly frequent and prompt contributions. This is in contrast with the findings of Meece and Holt (1993), Midgely, Kaplan & Middleton (2001. Cited in Harackiewicz et al., 2002, p. 641) and Mattern (2005) who found that optimal adaptive behavior was associated with high levels of MGO and low levels of PGO. However, it is in concurrence with those of Bouffard et al. (1995. Cited in Pintrich, 2000, p. 545), who found that high levels of PGO interacted with MGO to promote adaptive behavior.

There can be several possible explanations for this phenomenon. First, the university involved in the current study does not employ the normative forms of assessment prevalent in a North American context (Harackiewicz et al., 1998). Turkish students earn their places both at high school and university and are then appointed to teaching posts by means of highly competitive examinations. Thus, their attending university is an indication of, and their future careers are dependent on, successful performance-oriented behavior (Harackiewicz et al., 2002). Second, the incentive to participate in the course blog, bonus points, was performance-oriented.

The results of the ANOVA showed that the differences in the academic achievement of each cluster were not significant. However, the mean achievement scores of each group differed from each other in a way that reflects the literature, suggesting that high PGO when enhanced with MGO is associated with adaptive learning behavior and academic achievement in a university environment (Harackiewicz et al., 1998; Pintrich, 1999; Harackiewicz et al., 2002; Barron & Harackiewicz, 2003). That is, the *high PGO-FREQ-PROMPT/medium MGO* cluster scored above the mean, the *high MGO-FREQ/medium PGO-PROMPT* cluster scored around the mean, and the *low MGO-PGO-FREQ-PROMPT* cluster scored below the mean. Since statistical significance is a function of sample size (Tabachnick & Fidell, 2007), it is possible that significance would be attained with a larger sample.

This study has a number of limitations that need to be taken into consideration when interpreting the results. First, because the study is course based, the number of participants is low, which makes generalizability an issue. Furthermore, it is limited to the instance of a course blog set up for one course taken by the prospective teachers in the ELT program of one Turkish university. In addition, it was not experimental, and so no claims of causality can be made when describing the relations between the variables. It also only related goal orientation to performance in an examination, typified by short term retention of information, so it is impossible to determine which type of orientation would be more associated with long term retention of course content. Moreover, the current group was assumed to be at the same level of language proficiency, hence the suitability of course blogs for different proficiency levels have not been addressed. Finally, it focuses only on the directly observable aspects of course blog use behavior, but it does not take into account the quality of the contributions.

Further longitudinal research needs to be carried out with larger samples in a much wider setting involving more than one university and in different courses, taking into consideration the fact that goal orientations differ from course to course (Pintrich, 1999). The directly observable behavior of frequency and promptness of contribution are only one aspect, and content analysis of the contributions in terms of

qualitative criteria (see, e.g., Du & Wagner, 2007) to assess learning logs, in relation to goal orientation and academic achievement, would be enlightening.

Conclusions

There are a number of pedagogical implications that arise from this study. First, the importance of performance goal orientation in Turkish university settings cannot be overlooked. Learners in higher education might give more importance to performance over mastery as a means for survival in competitive environments and direct their learning efforts accordingly, even though course instructors may wish for the more idealistic reverse. Thus, when setting tasks, such as constructing and maintaining a course blog, a certain amount of extrinsic incentive should be provided to orient the learners to the task, perhaps in the form of bonus points. Second, learners are not necessarily only performance oriented, and their mastery orientation needs to be attended to in order to enhance their learning. Assigning a certain amount of class time to discuss blog content, and occasional instructor comments on learners' contributions on the blog might help to show that the instructor is interested in what they have to say. The initial extrinsic incentive of bonus points could lead to learners engaging in the blog tasks. Then, the intrinsic appeal of sharing ideas online could sustain the engagement.

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Öğretmen Adaylarının Başarı Amaçları, Ders Blog Kullanımları Ve İngiliz Edebiyatı Ders Başarıları: Tanılayıcı Bir Çalışma (Özet)

Problem Durumu

İngiliz Edebiyatı dersi, Türkiye'deki üniversitelerin İngiliz Dili Eğitimi programlarında yer alan temel derslerinden bir tanesidir. Öğretmen adaylarının kişisel, zihinsel ve duyuşsal özellikleri, İngiliz Edebiyatı dersinin içeriğinde yer alan konuların öğrenilmesinde önemli rol oynamaktadırlar. Bilişim teknolojileri kullanımı ve öğrenme arasındaki pozitif yönlü ve anlamlı ilişki dikkate alındığında, blog ve forumlar gibi internet teknolojilerinin, zamana ve yere bağlı olmaksızın öğrenci-öğrenci ve öğrenci-öğretmen arasındaki etkileşimi artırmaya olanak sağladıkları söylenebilir. Ancak her eğitimsel görevde olduğu gibi dersin bir parçası haline geldiğinde, öğrencilerin söz konusu teknolojileri kullanmalarında farklılıklar gözlemlenmektedir. Blog gibi internet teknolojilerinin kullanımına ilişkin olarak yüksek öğretim alanında gerçekleştirilmiş önemli miktarda nitel araştırma bulunmaktayken, bu konudaki nicel araştırmaların miktarı oldukça sınırlıdır.

Araştırmanın Amacı

Bu araştırmanın amacı iki yönlüdür: (a) İngilizce öğretmenliği alanında öğrenim gören öğretmen adaylarının başarı amaçlarına ve blog kullanımlarına ilişkin görünümün keşfedilmesi ve (b) Öğretmen adaylarının İngiliz Edebiyatı ders başarısının söz konusu görünüme göre anlamlı düzeyde farklılaşp farklılaşmadığının belirlenmesidir.

Araştırmanın Yöntemi

Bu araştırmanın örneklemini Türkiye'nin Batı Karadeniz bölgesinde bulunan büyük bir üniversitenin İngilizce öğretmenliği alanında öğrenim gören 65 ikinci sınıf lisans öğrencisi oluşturmaktadır. Araştırmacı, öğrencilerin derslerde işlenen konuları ve okunan metinlerin üzerinde düşüncelerini paylaşmak amacıyla bir blog oluşturmuş ve her hafta dersten sonra ders konusunu özetleyen veya ek bilgiyi içeren bir giriş yapmıştır. Her girişten sonra ise, öğrencilerin kendi düşünce ve tepkilerini özetleyen yorumlar yapmaları istenmiştir. Her öğrencinin yaptığı yorum sayısı ile yorumların yapıldığı zaman tespit edilmiş ve bu değişkenler sıklık (toplam yorum sayısı) ve zaman (yapılan yorumun Blog'a ne zaman yazıldığı) olarak tanımlanmıştır. Öğrencilerin başarı amaçları Öğrenme için Motive Edilmiş Stratejiler Ölçeği kullanılmıştır. Ölçeğin yapı geçerliğine doğrulayıcı faktör analizi aracılığıyla bakılmıştır. Ölçeğin güvenilirliği içinse iç tutarlılık güvenilirliği hesaplanmıştır. Öğrencilerin İngiliz Edebiyatı dersine ilişkin başarı düzeyleri ise ara sınav ve final sınavlarından aldıkları notların ortalamaları kullanılarak belirlenmiştir. Araştırmanın sorularının cevaplanabilmesi amacıyla kişi merkezli hiyerarşik küme analizi ve tek yönlü varyans analizi gibi istatistiksel teknikler kullanılmıştır. Tüm istatistiksel analizler bilgisayar ortamında, STATISTICA 7 ve SPSS 13,0 programları kullanılarak yapılmıştır.

Araştırmanın Bulguları

Hiyerarşik küme analizi sonucunda birbirlerine göre anlamlı düzeyde ayırıcı özelliklere sahip 3 küme örüntüsü ortaya çıkmıştır. Buna göre birinci küme Yüksek

Ustalaşma/Yüksek Sıklıkta Yorum Yapma/Orta Düzeyde Performans Odaklılık/Orta Düzeyde Yerine Getirme. Örüntüsüne sahipken, ikinci küme Yüksek Performans Odaklılık/Yüksek Sıklıkta Yorum Yapma/Orta Düzeyde Ustalaşma/Zamanında Yerine Getirme örüntüsüne sahiptir. Üçüncü küme ise Düşük Performans Odaklılık/Düşük Sıklıkta Yorum Yapma/Düşük Ustalaşma/ Düşük Zamanında Yerine Getirme örüntüsü sergilemiştir

Öğretmen adaylarının İngiliz Edebiyatı dersine ilişkin başarı düzeyleri söz konusu kümelerle ilişkin üyeliklerine göre anlamlı düzeyde farklılaşmamaktadır. Ancak, bu bulgu anlamlılık düzeylerinden bağımsız olarak yorumlandığında, ikinci kümede yer alan öğrencilerin İngiliz Edebiyatı dersine ilişkin başarı ortalamasının hem birinci hem de üçüncü kümede yer alan öğrencilerin başarı ortalamalarından daha yüksek olduğu gözlemlenmiştir. Nitekim üçüncü kümede yer alan öğrencilerin başarı ortalaması diğer kümelerde yer alan öğrencilerin başarı ortalamalarına göre en düşüktür. Genel anlamda söz konusu ortalamalar konuyla ilgili literatürdeki araştırmalardan elde edilen bulgularla tutarlıdır.

Araştırmanın Önerileri

Araştırmadan elde edilen bulgular başarı amaçlarının tekil bir görünüme sahip olmaktan çok, çoğul bir görünüme sahip olduğunu göstermiştir. Buna göre, İngilizce öğretmenliği eğitiminde öğretmen adaylarının yalnızca ustalaşma amaçlarına ya da performans amaçlarına sahip olmadıkları, ancak bu amaçları aynı anda ve belirli düzeylerde benimsemekte oldukları dikkate alınmalıdır. Bunun anlamı, blog kullanımı gibi teknolojilerin öğretimsel amaçlarla kullanımında hem dışsal hem de içsel motivasyon faktörlerinin bir arada ele alınması gerektiğidir. Böylece öğretmen adaylarının Blog kullanımlarının etkin bir biçimde gerçekleştirilebilmesinde önemli bir faktör olan başarı amaçlarının katkısı anlamlı düzeyde artırılabilir. Bu araştırmadan elde edilen bulgular İngilizce öğretmenliği alanında önemli katkılar sağlama potansiyeline sahip olmasına rağmen, örneklemin görece küçük olması verilerin tek bir üniversiteden elde edilmiş olması gibi önemli sınırlıkları bulunmaktadır. Araştırmanın bu konuda bir ilk adım niteliğinde olduğu düşünüldüğünde, bu konuya ilişkin olarak ileride gerçekleştirilecek boylamsal ve kesitsel çalışmaların önemli katkılar sağlayacağı söylenebilir.

Anahtar kelimeleri: İngiliz dili öğretmen adayları, İngiliz edebiyatı dersi, başarı yönelimi, ders blog kullanımı, akademik başarısı