

The Investigations of Using Web 2.0 Technologies on English Writing Skills of Students with Different Learning Styles*

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Suggested Citation:

İnce, M., & Akdemir, Ö. (2013). The investigations of using web 2.0 technologies on English writing skills of students with different learning styles. *Eğitim Araştırmaları - Eurasian Journal of Educational Research*, 53/A, 93-106.

Abstract

Problem Statement: The contemporary world has witnessed the development of internet and information technologies. Web 2.0 technologies occupying the young generations' life play a key role as a learning environment. Technology enhanced education provided many opportunities, especially, in language learning. In an effort to improve students' English writing skills using Web 2.0, the relationship between learning styles and English writing skills of the students using blogs is investigated in the study.

Purpose of study: The purpose of this study is to investigate the effects of using Web 2.0 Technologies on English writing skills of students with different Learning Styles.

Method: The study was conducted at a state university with 25 freshman students enrolled in the department of Tourism and Hospitality Management. The non-experimental comparison design was used to conduct the study. Participating students used blogs in Web 2.0 technologies within a five-week period. The Group Embedded Figures Test formed by Witkin et al. (1971) was administered to find out the learning styles of the students. According to the results of this test, students were separated into two groups as field dependent and field independent. The One-way ANOVA was used to determine the possible statistical differences between the writing skills of the students with different learning styles.

* This work was supported by grants from the Bülent Ecevit University

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Findings and Results: Findings indicated that there was no relationship between the students' learning styles and their English writing skills when Web 2.0 technologies were used. Results also showed that regardless of students' learning style, there was an increase in the writing skills of the students using blogs. The familiarity and interest of students to use blogs seems to provide preferred and accustomed environment to improve students' English writing skills.

Conclusion and Recommendations: Individuals at a broad range of ages with different learning styles use the internet as part of their routine. Especially, using blogs as a tool for foreign language teaching is a challenge for educators. Although field-dependent dimension of the learning style is a not a significant factor affecting the English writing skills of students using blogs, the use of blogs showed to improve the English writing skills of students regardless of their learning style. Replicating the study using podcast instead of blogs, students' English speaking and pronunciation skills can be investigated in future studies.

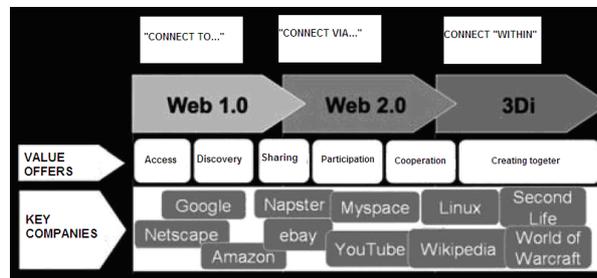
Key Words: Web 2.0 technology, second language learning, writing skills, learning style

The contemporary world has witnessed the fastest and greatest development of technology that has affected all aspects of human life in the last century (Anderson and Dron, 2012). New technologies and systems are becoming more and more common and being used in education (Joo and Chol, 2002). Researchers including (but not limited to) Bates (2005) and Gunawardena and McIsaac (2004) imply that developments of distance education technology occurs in three (or more) overlapping generations. Hardcopy printed instructional materials delivered through the regular mail, mass media including radio, film and television as a mean to deliver instruction and the interactive technologies involving mostly multiple participants interacting with one another have respectively become common tools of the distance education technology (Anderson and Dron, 2012)

Kapp and O'Driscoll (2010) stated that World Wide Web, which has come up correspondingly with the development of computer technology, continues to improve and progress rapidly in a short time. According to Kapp and O'Driscoll (2010), this development of the internet includes three concepts called Web 1.0, Web 2.0 and Web 3.0.

- Web 1.0 focuses on accessing and finding the information (accessing and discovering)
- Web 2.0 focuses on sharing, participation and collaboration
- Web 3.0 focuses on perceiving the Internet as a huge database and the users' collaboration by means of this database (co-creating)

Kapp and O'Driscoll (2010) have indicated this development chronologically with the following Internet Development Schema.



Source: Kapp ve O' Driscoll (2010); *Learning in 3D*/Pg:8/2010

Rittberger & Bless (2009) and Santiago & Navaridas (2011) pointed out the importance of Web 2.0 technologies having an educational potential for innovation and improvement of the communication and interaction processes. The emergence of the Web 2.0 technologies has enabled more independent, creative, participatory and cooperative educational processes (Campion, et.al, 2012). The developments in the internet technology have led to the introduction of new ways in foreign language teaching and learning. Interaction is crucial in language acquisition and Web 2.0 technologies enable learners to interact with one another.

According to Maloney (2007), foreign language learners not only access the information on the internet, but they are also able to build collective knowledge through social interaction using Web 2.0 technologies. Web 2.0 technologies occupying the young generations' life play a key role as a learning environment. Web 2.0 technologies provide an environment that foreign language learners socially interact and become more enthusiastic about the learning even beyond the classroom walls in an environment where probably they are more comfortable with.

Blogs are one of the most common and useful tools as Web 2.0 technologies (Kalelioglu & Gulbahar, 2010). Todoroki, Konishi and Inoue (2006) summarize the basic functions of blogs as displaying the contents in a chronological order, displaying various kinds of contents, commenting on posted entries, and registering newly edited contents. Blogs can also be seen as the online version of diaries that users can reflect personal opinions, feelings and experiences about specific topics or themes (Kalelioglu and Gulbahar, 2010).

Blogs are quite easy to use, and can be updated with little or no technical information. Blogs also enable other users to post comments, which leads to social interaction and exchange of opinions. It has been stated that socialization, communication and level of interactivity are the factors that have a direct influence on the quality of online learning environments (Kalelioglu & Gulbahar, 2010). The use of blogs enables language learners to develop multiple skills. As students use blogs, they read, think and write comments about them. Blogs are useful tools not only for enhancing writing-reading skills, analytic and critical thinking skills but also for supporting interaction, communication and discussion (Kalelioglu and Gulbahar, 2010). Therefore blogs have a tremendous potential as an effective tool in language learning.

Learning is a complicated process which occurs in different ways in different individuals. According to Ormrod (1999) learning is a cognitive process of taking information, processing, organizing, and storing it in rich connected schema in ways that knowledge formed is easily recalled when required. The different ways in which the learning process takes place are called learning styles. Learning style refers to “characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (Keefe, 1979). As Aragon, Johnson, and Shaik (2002) point out, learning style is the combination of the learners’ motivation, and information-processing habits while engaged in the learning process. Each learner has preferences as to how s/he receives, processes, and recalls information during instruction (Akdemir and Koszalka, 2007).

One of the most widely used measures of learning style used to identify individuals’ learning preferences is the field dependence (FD) and field independence (FI) dimension of learning style (Claxton & Murrell, 1987). The field dependent and the field independent dimension of learning styles have received the greatest research investment over the other learning styles (Witkin & Goodenough, 1981). Field dependence describes the degree to which a learner’s perception or comprehension of information is affected by the surrounding contextual field (Jonassen & Grabowski, 1993). Field dependent individuals are more likely to succeed at group oriented and collaborative work situations, tests requiring individuals to recall information in the form or structure that it was presented and situations where individuals have to follow standardized pattern of performance (Jonassen & Grabowski, 1993). On the other hand, the main characteristics of field independent individuals are analytic, internally directed, inattentive to social cues, distant in social relations and intrapersonal (Jonassen & Grabowski, 1993).

Field dependent individuals prefer to have information presented in clear and concise ways, storing and recalling it as presented while field independent individuals are more likely to excel at learning tasks that involve activities in which they must discover for themselves important aspects of content (Akdemir and Koszalka, 2007).

The effect of online environment on the writing skills of the students is an important area for the research. Erice (2008) investigated the effect of electronic portfolio on the writing skills of the students having intermediate level of English, found that online environment which the students use for writing skills had positive effects on the students’ writing skills. Similarly, Akçay and Arslan (2010) conducted another study on the use of blogs in Turkish education to determine the place of blog use in teaching basic language skills such as reading, writing, speaking, listening and grammar. Akçay and Arslan observed that the students using blogs improved their reading and writing skills. Furthermore, result of their study revealed that the students could present their writing skills more easily when blog pages were used.

Another area important for the research is the comparison of the academic achievement of students with different learning style. Ersoy (2003) discovered a significant relationship between the students’ learning styles and their achievement in English lessons. The students having visual learning style performed better in English lessons. In another study carried out by Pallapu (2007), it was investigated whether learning styles had an effect on student achievement. In the study, Pallapu

compared academic achievement of the university students with visual and verbal learning styles. Results revealed that the fact that academically high performing students had generally visual learning style. Güven (2003) conducted another study to determine the effect of educational activities in the 5th grade students in Social Studies lesson. The activities for the experimental group were designed in accordance with field-dependent and field-independent learning styles and academic achievement and attitude of students with different learning styles was investigated. The results of the study show that there is a significant difference between the academic achievement of the experimental group where instructional activities prepared in accordance with field-dependent and field-independent learning styles and the control group where traditional in-class activities were carried out in the Social Studies lesson. Also, Akdemir et al. (2006) conducted a study to compare academic achievement of undergraduate students in Physics lesson who were classified as field-dependent and field-independent according to learning styles inventory. Upon comparing the average scores of the students in Physics lesson with two different learning styles, statistically significant differences were discovered between students having different learning styles. It was concluded that field-independent students were statistically more successful in Physics lesson than field-dependent students. On the other hand, Alomyan and Au (2004) investigating the effect of the students' learning styles, their motivation for success and background knowledge on their success in web-based learning found that the students' learning style (either field-dependent or field-independent) did not have an effect on their success.

Blogs appeal to a broad range of learners who have different learning styles. Technology-rich environments like blogs have a potential to help educators to respond individual differences such as learning styles (Todoroki, Konishi and Inoue, 2006). However, the relationship between learning styles and English writing skills of the students using blogs as a Web 2.0 technologies is not clear. This study is designed to investigate relationship between learning styles and English writing skills of the students using blogs as a Web 2.0 technology. The following research questions are formulated for the purpose of investigation:

1. What are the learning styles of the participants?
2. How does field-dependent participants' English writing skill change as a result of using Blogs?
3. How does field-independent participants' English writing skill change as a result of using Blogs?
4. What is the relationship between learning styles and English writing skills of the participants using the Blogs, as a Web 2.0 technology?

Method

Research Design

The non-experimental comparison design (McMillan, 2008) was used in the study. Participating students completed the Group Embedded Figures Test, which was designed by Witkin et al. (1971), in order to determine learning styles of the students. Participants' learning style was determined as field-dependent and field-independent based on the result of the learning style inventory. Then students were asked to use Blogs each week for five weeks. Each week participating students write

a paragraph on a given topic following the instruction presented on the Blogs pages. Two subject matter experts graded the written responses of students on Blogs based on the pre-determined criteria. Then the relationship between learning styles and English writing skills of the students using blogs was investigated. As McMillan (2008) pointed out that the results of the non-experimental comparison design should not be interpreted similar to the comparison made on the experimental research. The results of non-experimental comparison research are assessed in order to interpret a possible relationship between compared variables.

Research Sample

The study was conducted at a state university located in the Black Sea region of Turkey in the 2009-2010 Academic Year with 25 freshman students enrolled in the department of Tourism and Hospitality Management where English Language Preparatory Program was compulsory. Using random sampling, twenty-five students who had successfully completed the compulsory English Language Preparatory Program were selected for the study.

Research Instrument and Procedure

Two types of data collection instruments were used in order to collect data for the study. The first instrument was the Group Embedded Figures Test (GEFT) designed by Witkin et al. (1971). The GEFT has three sections. Participants were asked to trace a simple figure in a more complex figure in each question of the inventory. There are nine questions in each section of the test. There are time limits to complete each section of the inventory. The first section of the inventory is for training purposes and not counted in the final scoring. The second and the third sections of the inventory are identical to the first section of the inventory and scores from these sections are counted in the final scoring.

The second type of data was collected from Blog postings. Participants' postings on the Blogs were used to assess their English writing skills. Each posting on the Blog were evaluated by two subject matter experts based on the pre-determined criteria.

Data Analysis

The GEFT was used to identify the learning style of the participants. Participants received one point for each of their correct answer on the GEFT. The GEFT scores of participants were ranged from zero to eighteen. Using the norm data participants' learning style was identified as field-dependent and field-independent. In order to assess participants' English writing skills, postings on blogs were used. Each posting on the Blog were evaluated by two subject matter experts based on the pre-determined criteria. Arithmetic mean scores of subject matter experts were used at the final assessment. Scores that participants received for their English writing skills were ranged from 0 to 100.

Data were ported into Statistical Package for the Social Sciences (SPSS) for further analysis. Initially subject-matter experts' grading was compared using the Wilcoxon Signed Rank Test for Paired Samples to see whether there is difference in scoring. After finding no significant differences on the subject matters' scoring ($z = -0.928$, $p > 0.05$), descriptive statistics and the One-Way ANOVA was used to investigate research questions at a significant level of 0.05.

Results

The first research question investigated the participants' learning style. The results of Group Embedded Figures Test were provided in the Table-1. The students' scores from the Group Embedded Figures Test were interpreted based on the norm data of the GEFT. The distribution of the participants' learning style was presented in the Table- 2. Results revealed that the majority of the participants (%72) had field-dependent learning style. It was also found that there were more field-independent male participants (%71.4) than field-dependent (%28.6).

The students' scores from The Group Embedded Figures Test (GEFT) are given in Table 1.

Table 1

GEFT Results

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Min</i>	<i>Max</i>	<i>Interval</i>
Female	14	7.4	4.01	1	15	14
Male	11	10.5	4.7	4	16	12
Total	25	8.7	4.5	1	16	15

Participants' learning styles based on the GEFT are given in Table 2.

Table 2

Participants' Learning Styles based on the GEFT

<i>Learning Styles</i>	<i>Gender</i>					
	<i>Male</i>		<i>Female</i>		<i>Total</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Field-dependent	6	33.4	12	66.6	18	72
Field-independent	5	71.4	2	28.6	7	28

The second question investigated the changes on the writing skills of field-dependent participants as a result of using Blogs in the five-week period. Changes on the English writing skills of participants were presented in the Figure 1.

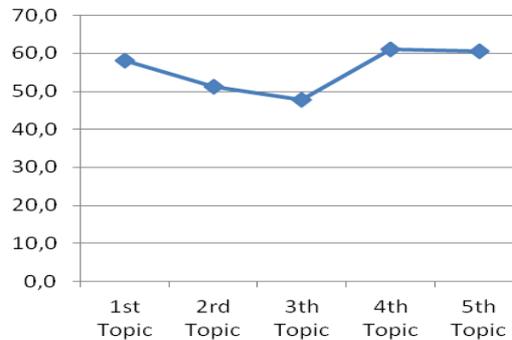


Figure 1: Changes in English Writing Skills of Field-Dependent Participants

It was observed from the data that there was a steadily decrease on the writing skills of the field-dependent students at the first three weeks of the study. Then a significant increase was observed on the writing skills of students until the last week of the study.

The third research question investigated the changes on the writing skills of field-independent participants as a result of using Blogs in the five-week period. Changes on the English writing skills of participants were presented in the Figure 2.

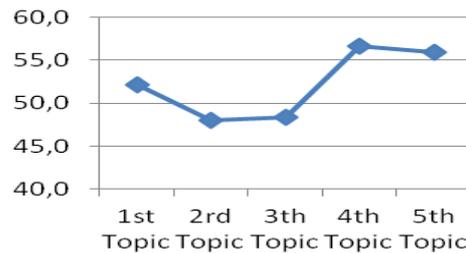


Figure 2: Changes in English Writing Skills of Field-Independent Participants

When the data on the Figure-2 reviewed, it was found that English writing skills of the students decreased at the second week of the study and then increased towards the end of the study. However a minor decline in the last week of the study was observed.

The last research question investigated whether there is a relationship between learning styles and English writing skills of the students using the blogs. Before the analysis, the Shapiro-Wilk test was conducted to determine whether the data display a normal distribution. The result of the Shapiro-Wilk test ($W=0.968$, $p > 0.05$) indicated that distribution of the data permits the use of parametric tests.

The mean scores of the field-dependent and field-independent participants were compared using the One-Way ANOVA in order to test the difference in the average scores of two groups. Results of the One-Way ANOVA were presented in the Table 3.

Table 3
The Average Scores Comparison of Field-Dependent and Field-Independent Students

<i>Groups</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Squares</i>	<i>F</i>	<i>p</i>
Intergroup	62.3	1	62.3	0.402	0.53
Intragroup	3564.3	23	154.9		
Total	3626.6	24			

According to the results of the One-Way ANOVA, no statistically significant difference between the English writing skills of the students having field-dependent learning style and those of the students having field-independent learning style as a result of using the Web 2.0 technologies for five weeks ($F_{(1,23)}=0.42$, $p>0.05$) was found. The results of the non-experimental comparison design are used to indicate possible relationships (McMillan, 2008). In this respect, the results of One-Way ANOVA show that there is no relationship between the learning styles and English writing skills of students using Web 2.0 technologies.

Discussion and Conclusion

The study has three findings. The first finding of the study shows that most of the participating students have field-dependent learning style. The participating students are studying in the department of Tourism and Hospitality Management. Participants were accepted to the department based on their preferences and scores on the nationwide university entrance exam mostly requiring verbal intelligence. Jonassen and Grabowski (1993) explaining the characteristic differences of the field-dependent individuals as having verbal intelligence, strong social tendency and outgoing. Thus learning style of the participants in this study represented the characteristics of field-dependent individuals as described by Jonassen and Grabowski (1993).

The second major finding of the study is that there is an improvement in the writing skills of the field-dependent and field-independent students after the use of blogs. Similarly, Erice (2008) found that online environment has positive effects on the students' writing skills. Another supporting finding showed that the students using blogs improved their reading and writing skills (Akçay and Arslan, 2010). The important common point in these studies is that the habit of students' use of online environment does not change from one learning style dimension to another. Today, a number of individuals at a broad range of ages and those with different learning style use computers and the Internet regularly. Also individuals can find any information on the Internet and share their opinions and emotions through social networks. Therefore, participating students' tendency to write while they are online can be interpreted as a natural result. This tendency may similarly have affected the writing skills of the field-dependent and field-independent students in this study.

The final finding in the study demonstrates that there is no relationship between learning styles and English writing skills of students using Web 2.0 technology. In a similar study, Alomyan and Au (2004) found that the students' learning style (either field-dependent or field-independent) did not have an effect on their achievement. On the other hand, in another study, Ersoy (2003) discovered a significant relation-

ship between the students' learning styles and their achievement in English lessons. In another study carried out by Pallapu (2007), it was discovered academically high performing students have generally visual learning style. These findings (Ersoy, 2003; Pallapu, 2007) are contradicted with the final finding of this research showing that there is no significant relationship between the students' learning styles and their English writing skills of students using Web 2.0 technology. One possible reason for this contradiction is the field- dependent learning style dimension used in this study. Ersoy (2003) and Pallapu (2007) did not use the field dependent learning style dimension of the learning style in their study. Therefore other learning style dimensions may have yielded to achieve such result. The final finding of this study is also contradicted with the results achieved in other settings (Akdemir et al., 2006; Güven, 2003). Güven (2003) found that student achievement was higher when the instruction was designed to match the characteristics of the field-dependent and field-independent students. The age difference of the participants in two studies could have caused to achieve this contradiction. Güven (2003) conducted the study with the 5th grade students while undergraduate students whose learning style is less likely to change Witkin et al. (1971) were selected in this study. In another study, Akdemir et al. (2006) found that field-independent students were more successful in Physics lesson than field-dependent students. The main reason may be the fact that participating students in this study and those in Akdemir et al. (2006)'s study were studying at different departments. Akdemir et al. (2006) conducted the study in Physics course requiring students to demonstrate arithmetic ability while this study required the use of language which is a verbal skill.

In conclusion; Internet provides educators various resources in teaching English. Individuals at a broad range of ages with different learning styles use the Internet as part of their routine. Especially the use of information sharing sites like Blogs is increasing dramatically. Using Blogs as a tool for foreign language teaching is a challenge for educators. Although field-dependent dimension of the learning style is a not a significant factor affecting the English writing skills of students using Blogs, the use of Blogs showed to improve the English writing skills of students regardless of their learning style.

The results of this investigation have important implications for the use of Web 2.0 technologies to improve English writing skills of students. The long-term effects of the study should be investigated in further studies to investigate in what way the writing skills of students change as a result of the Blog use. Results can be used to guide long-term design for Language courses.

The Group Embedded Figures Test developed by Witkin et al. (1971) was used to determine the learning styles of the students. Similar studies should be conducted using the different learning style inventories designed to determine learning styles of students. Investigating the different dimensions of learning style can be used to make more generalizable inferences.

Changes in the English writing skills of students were investigated as a result of using Blogs in this study. Another Web 2.0 technology, Podcasting can be used to investigate the changes not only in the writing but also in the English listening skills of students.

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Web 2.0 Teknolojileri Kullanımının Farklı Öğrenme Stillerine Sahip Öğrencilerin İngilizce Yazma Becerilerine Etkisinin İncelenmesi

Atıf:

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Özet

Problem Durumu: Modern dünyada, ortaya çıkan değişimlerin en önemlilerinden biri, yeni üretilen bilgi teknolojilerinin yaygınlaşarak hayatımızda yer bulmasıdır. Özellikle; internetin günümüzde etkin bir şekilde kullanımı, bireylerin bilgiye hızlı şekilde ulaşmalarını sağlamakta, bunun doğal bir neticesi olarak; çalışmalarına büyük ko-

laylıklar getirmektedir. Bilgi teknolojileri alanındaki gelişmelerin ardından; hemen hemen her alanda kullanılmaya başlanan internet, gelişime ve ilerlemeye büyük katkılar sunan bir araç haline dönüşmektedir (Uzunboylu, 2002). Alkan (1997), bu gelişmeler ve değişimlerin, ülkelerin eğitim sistemlerini de etkilediğini, dolayısıyla; eğitim sistemi içindeki kurumların da eğitim sürecinde bilimsel ve teknolojik gelişmelerin doğal bir sonucu olan teknolojilerden yararlanma yoluna gittiklerini ifade etmiştir. Yeni teknolojik sistemler ve araçlar, eğitim teknolojisinin gelişmesiyle doğru orantılı olarak hızla yayılmakta ve eğitim-öğretim faaliyetleri yararına kullanılmaktadır (Joo ve Chol, 2002). Uzunboylu (2002), yaşadığımız çağda, yeni teknolojiler içerisinde internetin çok hızlı bir şekilde yaygınlaştığını belirtmekte; özellikle, eğitim ve öğretim yararına kullanımının arttığını vurgulamaktadır. Kapp ve O'Driscoll (2010), bilgisayar teknolojisinin gelişmesine paralel olarak ortaya çıkan web'in, kısa sürede, hızlı bir şekilde gelişmesini ve ilerlemesini devam ettirdiğini vurgulamış, internetin bu gelişimine "webvolution" (internet gelişimi) ismini vermiş ve bu gelişimle ilgili Web 1.0, Web 2.0, Web 3.0 isimleri verilen üç kavramdan bahsetmiştir. Uzunboylu (2002), bu gelişmeler ve ilerlemeler ışığında, interneti; etkin bir şekilde kullanma, internet kullanıcıları ile rahatlıkla iletişim kurabilme, internet ortamında bulunan bilgi bankalarından istenilen bilgilere ulaşabilmenin temelinde, yabancı dil bilmenin özellikle, Dünya'nın ortak dili konumuna gelen İngilizceyi bilmenin önemi aksi savunulamayacak kadar büyük önem taşıdığını belirtmektedir. Kapp ve O'Driscoll (2010), yabancı dil ve teknoloji ilişkisini özetlerken, dilin bir iletişim aracı olduğunu ve sosyal hayatta, bireylerin birbirleriyle aynı dili konuşarak iletişim kurduklarını belirtmektedirler. Ayrıca, diğer ülkelerle her alanda bilgi alışverişi yapabilmek, ekonomik ilişkilerimizi yürütebilmek ve kendi düşüncelerimizi ifade edebilmek için, anadilimizden başka en az bir yabancı dili bilmek büyük önem taşımaktadır.

Araştırmanın Amacı: Bu çalışmanın temel amacı Web 2.0 teknolojileri kullanımının farklı öğrenme stillerine sahip öğrencilerin İngilizce yazma becerilerine etkisini incelemektir.

Araştırmanın Yöntemi: Araştırma, 2009-2010 Eğitim ve Öğretim yılında Batı Karadeniz'de yer alan bir devlet üniversitesindeki Meslek Yüksek Okuluna bağlı İngilizce Hazırlık Sınıfı zorunlu olan, Turizm ve Otel İşletmeciliği bölümünde öğrenimlerine devam eden birinci sınıf toplam 25 öğrenci ile gerçekleştirilmiştir. Bu çalışmada, deneysel olmayan karşılaştırma deseni kullanılmıştır. Öğrencilerin öğrenme stillerini belirlemek amacı ile Witkin ve arkadaşlarınca (1971) oluşturulan Grup Saklı Figürler Testi (Group Embedded Figures Test) öğrencilere uygulanmıştır. Grup Saklı Figürler Testi ile öğrenciler, öğrenme stilleri alana bağımlı (field-dependent) ve alandan bağımsız (field-independent) olarak ikiye ayrılmıştır. Beş haftalık süreç içerisinde Web 2.0 teknolojilerinden blok kullanan alana bağımlı öğrenme stiline sahip öğrencilerin İngilizce yazma becerileri ile alandan bağımsız öğrenme stiline sahip öğrencilerin İngilizce yazma becerileri arasında olası istatistiksel farkları belirlemek amacı ile İlişkisiz Örneklemeler İçin Tek Faktörlü Varyans Analizi (One-Way ANOVA) kullanılmıştır.

Araştırmanın Bulguları: Öğrencilerin Grup Saklı Figürler Testi sonunda almış oldukları puanlar ilgili testin norm verilerine göre yorumlanmış ve öğrencilerin öğrenme

stilleri alana bağımlı ve alandan bağımsız olarak belirlenmiştir. Çalışmaya katılan Turizm Otel İşletmeciliği bölümü öğrencilerinin büyük çoğunluğunun alana bağımlı öğrenme stiline sahip olduğu saptanmıştır. Web 2.0 teknolojilerinden blog sayfası kullanan alana bağımlı ve alandan bağımsız öğrenme stillerine sahip öğrencilerin yazdıkları konu başlıkları ile ilgili metinlerden aldıkları notların ortalama değerlerinde çalışma süresi içerisinde grafik olarak artış eğilimi gözlenmiştir. Öğrencilerin öğrenme stilleri ile Web 2.0 teknolojileri kullanımı sonucunda oluşan İngilizce yazma becerileri arasında bir ilişki saptanmamıştır.

Araştırmanın Sonuçları ve Öneriler: Bu çalışmada üç temel sonuç ortaya çıkmıştır. Araştırmanın birinci sonucu, çalışmaya katılan öğrencilerin büyük çoğunluğunun öğrenme stilleri içerisinde alana bağımlı olduğunu göstermektedir. Çalışmaya katılan öğrenciler Turizm ve Otel İşletmeciliği bölümünde eğitim gören öğrencilerdir. Bu bölümde eğitim hakkını kazanabilmeleri için öğrencilerin üniversite sınavında sözel soruları doğru yanıtlamaya eğilimli olmaları beklenmektedir. Dolayısıyla, bu çalışmada öğrencilerin büyük çoğunluğunun alana bağımlı bireyler olması beklenen bir durum olarak görünmektedir. Araştırmada elde edilen ikinci sonuçta ise, çalışmaya katılan öğrencilerin Web 2.0 teknolojilerinden blog kullanımları sonucunda hem alana bağımlı hem de alandan bağımsız öğrenme stiline sahip öğrencilerin yazma becerilerinde artış olduğu gözlenmektedir. Bunun nedeni, öğrencilerin öğrenme stillerinin farklı olmasının bilgisayar veya internet kullanım alışkanlıklarını etkilemediği olabilir. Günümüzde, her yaşta veya farklı öğrenme stilinden bireyler, interneti etkin bir şekilde kullanabilmektedir. Dolayısıyla, öğrencilerin internet ortamında yazmaya eğilimli bireyler olmaları doğal bir sonuç olarak görülebilir, alana-bağımlı ve alandan-bağımsız öğrenme stiline sahip öğrencilerin yazma becerilerini benzer oranda etkilemiş ve değişim göstermiş olabilir. Çalışmada ortaya çıkan üçüncü sonuç, öğrencilerin öğrenme stilleri ile Web 2.0 teknolojilerinin kullanımı sonucunda oluşan İngilizce yazma becerileri arasında bir ilişki olmadığını göstermektedir. Web 2.0 teknolojilerinden blog kullanan öğrencilerin yazma becerileri ile öğrencilerin öğrenme stillerinin arasındaki ilişkinin incelendiği çalışmaya katılan öğrenci grubu, öğrenme stilleri belirginleşmiş, 18-21 yaş grubunda olan öğrencilerdir. Bu çalışmada kullanılan, Witkin'in, "kişilik modelleri" açısından, alana bağımlı ve alandan bağımsız diye nitelediği öğrenciler; Curry'nin değişikliklerden en az etkilenen "kişilik" katmanı çerçevesinde değerlendirilmiştir. Jonassen ve Grabowski (1993), Witkin'in, bireyleri, alana bağımlı ve alandan bağımsız olmalarını bilişsel kontrol olarak değerlendirdiğini, değişimden ve dış etkilerden etkilenmelerinin zor olduğunu ifade etmiştir. Sonuç olarak, Web 2.0 teknolojilerinden blog kullanımının farklı öğrenme stillerine sahip öğrencilerin İngilizce yazma becerilerine etkisinin incelendiği bu çalışmada, öğrencilerin blog kullanımı sonucunda oluşan yazma becerileri ile alana bağımlı ve alandan bağımsız öğrenme stillerine sahip bireyler olmaları arasında bir ilişkinin olmaması doğal bir sonuç olarak görülebilir.

Anahtar Kelimeler: Web 2.0 teknolojileri, ikinci dil öğrenimi, yazma becerisi, öğrenme stilleri