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The views of Turkish language teachers about blogs

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Abstract

Today, with the development of informatics technologies, the role of Internet users have begun to change and new applications started to break into our lives. One of these applications is blogs. The abbreviation usage of the web-log word is blog that is defined as web logs or logs generated on the internet. Blog is an internet platform that doesn’t require advanced web information and allows sharing all sorts of text images and videos, also allows writers to comment articles. This study has been carried out with 25 Turkish language teachers in Ağrı. In this study, data were collected by via of semi-structured interview. The interview was done face to face. Each interview run on approximately 20 minutes. The views were noted and recorded via of the recording device by the researcher during the interview. The result of this study, it has been identified that the Turkish language teachers have thought that the blogs are usable in Turkish education especially writing and reading activities effectively.

Keywords: Weblog, blog, Turkish education, writing;

1. Introduction

In the current age, many advances are outstanding in the field of information. Especially, many changes have occurred for usage internet habits and computer with the concept of Web 2.0 and Web 2.0 gives to users the opportunity to have an influence in internet sites with changing the role of internet users. Thanks to this opportunity, users have begun to create sites’ contents. So, Web 2.0 has brought many innovations in educational activities also. One of the remarkable innovations is blog in today. Blogs are currently receiving a great deal of attention in the Internet and popular media (Martindale & Wiley, 2005).

Barger (1999) defined a blog (weblog) is a webpage where a web logger 'logs' all the other web pages she finds interesting. The format is normally to add the newest entry at the top of the page, so that repeat visitors can catch up by simply reading down the page until they reach a link they saw on their last visit. According to Brune (2008), blogs are currently receiving a great deal of attention in the Internet and popular media (Martindale & Wiley, 2005).

- Blogs provide a space for us to share opinions and learning with multiple communities.
- Blogs foster ownership and choice.
- Blogs provide a worldwide audience, compelling and motivating us to share our thoughts, opinions, and learning.
- Blogs provide an archive of our learning over time, facilitating reflection and learning.
- Blogs provide an opportunity for collective and collaborative learning.
Blogs are interactive by nature, thus creating enthusiasm and for writing and communication and engagement in conversation and learning.

Blogs provides the opportunity to discuss responsible public writing. We can learn about the power of the published word and the responsibilities involved with public writing.

Many researches on educational uses of blogs indicated that blogs can be used in education as effective tools (Du & Wagner, 2005; Birney, Barry & Eigearaigh, 2006; Hall & Davison, 2007). Both in the field of literacy and internet literacy can provide a great benefit to the field of network logs that can be used in all education programs to gain read-write, create, review and evaluation (Şenel & Seferoğlu, 2009). It’s stated from Atıcı & Özmen’s study that blog is affecting the success of the undergraduate students, however it’s important application in terms of classroom community and Koçoğlu (2009) conducted a study about blogs and it’s stated that blogs have been identified for fun and creative by the students. It’s stated from Ward’s (2004) study, English writing class students to blog and post-course survey confirmed that students enjoyed the experience though they had no prior web design experience.

In Turkish education, there’re 5 learning areas (reading, writing, listening, speaking and grammar). Information and communication technologies can be useful for these skills also in every area. In Turkish education, especially blogs can be used for reading and writing skills and also to have gained the habit of logging to students. In this study, it’s determined that Turkish language teachers’ views on the using of blogs in especially writing education.

2. Method

Turkish language teachers’ views of the using blogs in education have tried to determine in this study. This study is a qualitative study. In this study layer of random sampling method was followed. Random sampling method is a method that determined the boundary of the universe and make a random selection each separated layer of the universe (Yıldırım & Şimşek, 2000). This study was conducted with 25 Turkish language teachers in Ağrı. The data were collected by via of semi-structured interview. The interview was done face to face. Each interview run on approximately 20 minutes. The views were noted and recorded via of the recording device by the researcher during the interview. After the analysis, descriptive analysis approach was applied for obtained data.

3. Findings and Discussion

The findings of this study have been listed below:

3.1. Turkish language teachers’ views on the availability of education

Teachers stated that blogs can be used in writing education effectively as a tool. When table 1 is analyzed, %90 of teachers think that use blogs in writing education improve the ability of interpretation, %86 of them think that students are able to express themselves in different cases and % 81 of them think that students are able to express themselves at different times.

Table 1. Turkish language teachers’ views on the availability of blogs in education

| Views                                      | f  | %  |
|--------------------------------------------|----|----|
| Improve students’ ability of interpretation| 19 | 90 |
| To get information on any subject to students | 15 | 71 |
| Students can express themselves in different cases | 18 | 86 |
| Students can express themselves in different times | 17 | 8  |
| Feelings or thoughts may be presented as a welfare | 16 | 76 |
| Homework can be given to students         | 10 | 48 |
| Students’ writing skills can be evaluated  | 13 | 62 |
| Develop the imagination of students       | 14 | 67 |
| Students can comprehend composition, poetry etc. | 10 | 48 |
| Provide the transmit of feelings and thoughts to the masses | 16 | 76 |
| Help the recognition of the students       | 13 | 62 |
3.2. Turkish language teachers’ views on the advantage of the blogs

Teachers think that blogs have several advantages. When table2 analyzed, to develop writing skills (%95), reading skills (%86) and no constriction of thought (%86) are seen.

| Views                                                      | f  | %  |
|------------------------------------------------------------|----|----|
| Interpretation can be made                                  | 15 | 71 |
| No traditional                                             | 14 | 67 |
| Lack of distress in terms of time                           | 17 | 81 |
| No construction of thought                                  | 18 | 86 |
| Help personality development                                | 14 | 67 |
| Develop the imagination                                     | 12 | 57 |
| To acquire environment individually                        | 15 | 71 |
| Develop reading skills                                      | 18 | 86 |
| Develop writing skills                                      | 20 | 95 |
| Enable to locality                                          | 14 | 67 |
| Interpretations could be easy about information or subjects | 15 | 71 |
| Sharing documents related to lessons                        | 16 | 76 |
| Not require technical knowledge                             | 14 | 67 |

3.3. Turkish language teachers’ views on the disadvantage of the blogs

Teachers think that someone who doesn’t know use computer (%81), they can be struggle and using computer opportunity is low in less developed areas (%76).

| Views                                                      | f  | %  |
|------------------------------------------------------------|----|----|
| Discomfort to use computer                                  | 10 | 48 |
| Implementation is not possible in crowded class              | 15 | 71 |
| To get students’ writings without reference                 | 15 | 71 |
| Using computer opportunity is low in less developed areas   | 16 | 76 |
| Someone who doesn’t know use computer can be struggled       | 17 | 81 |

3.4. Turkish language teachers’ views on the purpose of using blogs in lessons

Teachers think that someone who doesn’t know use computer (%81), they can be struggle and using computer opportunity is low in less developed areas (%76).

| Views                                                      | f  | %  |
|------------------------------------------------------------|----|----|
| To contribute to the development of students               | 17 | 89 |
| Because of the shortage of materials in schools             | 16 | 84 |
| For students’ participation in lesson                       | 14 | 74 |
| To provide students to express their own opinions           | 18 | 95 |
| To make students aware of the capabilities                  | 18 | 95 |
| To defend the students their ideas for the outside of the classroom | 17 | 89 |

4. Conclusion

In this study it’s determined that Turkish teachers’ opinions regarding to blogs can be used in writing education. However, Turkish teachers ordered some advantages about blogs such as development reading and writing skills, making comments, save time. Another result is blogs can be used for students to express their thoughts and be aware of their abilities.

In Turkish teaching program, many activities are used about reading and writing skills. Blogs are web-based applications that not require technical knowledge. By means of this case, many activities is possible to arrange through the using blogs (Akçay & Arslan, 2010). In this respect, teachers must use blogs in their lessons. However,
teachers must use blogs in their lessons. However, teachers should be given information about the web-based applications in pre-service time.

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