BELIEFS OF MEMBERS OF AN ONLINE COMMUNITY OF PRACTICE ON THE EFFECTS OF MEMBERSHIP ON TEACHING AND PROFESSIONAL DEVELOPMENT

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

FEBRUARY, 2012

Approval of the Graduate School

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ABSTRACT

BELIEFS OF MEMBERS OF AN ONLINE COMMUNITY OF PRACTICE ON THE EFFECTS OF MEMBERSHIP ON TEACHING AND PROFESSIONAL DEVELOPMENT

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February 2012, 102 pages

This study investigated beliefs of members of an online Community of Practice (WIA) on the role of the community on professional development, teaching, and on Web 2.0 use. Through the analyses of the questionnaire, it was aimed at finding out the members' ideas about the group as an online CoP and benefits of belonging to an online CoP.

The data were collected from seventy nine members of the Webheads in Action from various countries by using an online questionnaire. Then, the responses to the multiple choice items were analyzed using PASSW. The data collected from the last

section of the questionnairre were analyzed through content analysis and pattern coding.

The findings revealed that the members believe that WIA plays an important role in the process of developing multiltiteracies skills and the Web 2.0 tools used in classroom teaching and for professional development. The findings further revealed that the participants believe that being a WIA member leads to motivation, collaboration and discovery. These beliefs are thought to provide insights about the advantages and disadvantages of learning in online CoPs and their effects on the members' Web 2.0 use.

The findings can also be beneficial for researchers, teacher trainers, and teachers wishing to join CoPs for professional development. They can understand the advantages and disadvantages, and the participation process in more detail. Moreover, these findings can indicate that online CoPs can provide a medium for coping with the increasing amount of information thanks to the recent technological developments, and acquiring new skills.

Key Words: Community of Practice (CoP), Online Community of Practice (OCoP), Computer Assisted Language Learning (CALL), Teacher Development, Web 2.0 Tools

ÖZ

ÇEVRİMİÇİ BİR UYGULAMA TOPLULUĞUNUN TOPLULUK ÜYELİĞİNİN ÖĞRETİM VE PROFESYONEL GELİŞİME ETKİLERİ HAKKINDAKİ FİKİRLERİ

Yılmaz, Beyza Nur
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Şubat 2012, 102 sayfa

Bu çalışmada "Webheads in Action" (WIA) adlı çevrimiçi bir uygulama topluluğunun üyelerinin topluluğun kendilerinin profesyonel gelişimleri, öğretimleri, ve Web 2.0 araçlarını kullanmaları üzerindeki rolü hakkındaki fikirlerinin belirlenmesi amaçlanmıştır. Betimsel nitelikli bu çalışmada, anket yöntemi kullanılarak nicel ve nitel veriler elde edilmiştir. Anket yanıtlarının istatistik olarak analizi yoluyla topluluk üyelerinin, grubu çevrimiçi bir uygulama topluluğu olarak nasıl değerlendiklerinin bulunması amaçlanmıştır.

Veri toplama sürecinde, "Webheads in Action "adlı uygulama topluluğuna üye olan farklı ülkelerden 79 öğretmen çalışmaya katılmıştır. Katılımcılara çeşitli soru tipleri içeren çevrimiçi bir anket gönderilmiş ve bu yolla toplanan veri çevrimiçi olarak kaydedilmiştir. Daha sonrasında, anketin çoktan seçmeli sorularına verilen yanıtları PASS-W kullanılarak incelenmiştir. Açık uçlu sorulara verilen yanıtlar içerik analizi yoluyla çözümlenmiştir.

Bulgular WIA üyelerinin WIA uygulama topluluğunun çoklu okuryazarlık geliştirme sürecinde ve derslerde ve profesyonel gelişimde kullanılan Web 2.0 araçlarını

kullanmada etkin bir rol oynadığını ortaya çıkarmıştır. Ortaya çıkan bu sonuçlar çevrimiçi bir uygulama topluluğuna üye olmanın avantajlarını ve dezavantajlarını, ve katılımcıların üzerine etkilerini ortaya çıkarmıştır.

Bu çalışma bulguları araştırmacılara, öğretmen eğiticilerine ve uygulama toplulukları yoluyla kendini geliştirmek isteyen öğretmenlere yardımcı olabilir. Bu toplulukların avantaj ve dezavantajlarını, işleyişlerini, ve katılım sürecini daha iyi anlayabilirler. Dahası, bu bulgular çevrimiçi uygulama topluluklarının yirmi birinci yüzyılda gelişen teknoloji ve internet sayesinde artan bilgi miktarıyla başa çıkmak ve öğretmenlerden beklenen bilgi ve becerileri edinmeleri için ortam sunduğu söylenilebilir.

Anahtar Kelimeler: Uygulama Topluluğu, Çevrimiçi Uygulama Topluluğu, Öğretmen Gelişimi, Bilgisayar Destekli Dil Öğretimi, Web 2.0 Araçları

To my dear parents, Gülsen and Recep Yılmaz

ACKNOWLEDGEMENTS

There are a number of people that I owe a debt of gratitude for the invaluable help and support I received throughout the painstaking time spent in writing this study. Without them, this Master's thesis would not have been possible.

First and foremost, I am heartily thankful to my supervisor, Assoc. Prof. Dr. Gölge SEFEROĞLU, whose encouragement, supervision and support from the preliminary to the concluding level enabled me to develop an understanding of the subject. Without her enlightening remarks, encouraging feedback, her friendly attitude all year long, this thesis would not come into being. I would also like to thank my committee members Prof. Dr. Arif ALTUN, and Dr. Deniz ŞALLI ÇOPUR for their sincere support, guidance and invaluable feedback, throughout this thesis study. Furthermore, it is my pleasure to thank Prof. Dr. Özcan DEMİREL and Asst. Prof. Kamile HAMİLOĞLU, for their valuable contributions in the process of my MA studies. I would also like to thank Sedat AKAYOĞLU whom I owe my renewed interest into academic life. Without his support, it would be impossible for me to carry on my studies. Here, I would like to thank Vance STEVENS specially as he had also accepted to work with me for my articles and workshops, and encouraged me to be more productive. He has always been a model for me as an and he has guided me in the field of Computer Assisted Language Learning and teacher development.

I am also grateful to my colleagues and friends Nergis AKBAY, Aslı ALAN, Carla ARENA, Tulip ATINİZ, Işıl BOY, Müslüme DEMİR, Sibel DIĞIN, Nurgül KESKIN, Rahşan KOÇOĞLU, Ayşegül LEBLEBİCİOĞLU, Luke MEDDINGS, Hilal OĞUZAY, Petra POINTNER, Kristina SMITH, Çerağ ŞAHİN, Zeynep TAŞKIN, Nimet TANYELİ, as I needed their great support, inspiring ideas and their comments on the findings of this dissertation. I would not have made it without them

Also, special thanks go to the members of Webheads in Action who have participated in this study willingly and motivated me during the processes of planning, piloting, and collecting the data. I cannot go without thanking the members

of my Personal Learning Network (PLN) who are my virtual family. I have always felt their emotional support with me in the process of writing this thesis.

The last but not the least, the most special thanks belong to my family members, for their understanding, selfless love and support and encouragement and company during the preparation of this thesis. Without them, my life would be incomplete and meaningless.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

As changes occur in the life of human beings, it is normal to observe some shifts in learning as well. While learning was regarded as a passive, teacher imposed process in the past, the dynamic nature of it has been realized and cognitive, social, aspects of learning have been prioritized. Communities of Practice can be seen as a movement parallel to this shift in the perception of learning.

Communities of Practice (CoPs) are becoming more and more common and changing the way people learn as well as teacher training. They are defined as groups of people sharing a concern for doing something and learning how to do it better by interacting regularly by Wenger (2007). In other words, they are groups taking advantage of collective learning opportunities in a shared domain. Thanks to the Internet, they have moved to the web which enables people living in different parts of the world to collaborate, share their ideas and find solutions to their problems.

The purpose of this study is to reveal the beliefs of members of an online CoP called "Webheads in Action" (WIA) on the role of the group in their professional development, teaching, along with their Web 2.0 use. Through the analyses of the questionnairre, it was aimed at finding out whether the members have positive or negative attitudes towards the CoP along with their reasons for being a member. These beliefs and reasons are thought to provide insights about the benefits and disadvantages of learning in an online CoP and their effects on the members' Web 2.0 use.

1.2. Background of the Study

Being a teacher has always been a job requiring different levels ofcompetencies and skills. Being pedagogically competent, knowledge about content, social skills, communication skills, knowledge of different methods and techniques can be

considered the basic ones. If the needs of language teachers are considered, it can be seen that the required competencies increase. Language competency, and cultural awareness can be regarded as some of the extra skills needed to become a language teacher. More specifically, if the teacher is an English teacher, being tolerant to variety, and communicating become more crucial as English is a global language putting people from various countries in touch.

Recently, thanks to the developments in technology, many people have the chance to access the internet which makes the world "flattened" as it enables people to get in touch with like minded people from different locations and exchange ideas no matter where they are without constrained by time. This process is getting more and more common every single day. As a result of these developments of computer technology, many new web tools are coming out and it seems almost impossible to catch up with their potential uses. Moreover, new learners are getting used to these different environments. While language teachers are immigrating into these new digital environments, new learners are born into these environments and therefore most of them tend to use these very skillfully. For this reason, it may be possible to call today's teachers as 'digitalimmigrants' and the learners as 'digital natives' using two terms coined by Prensky (2001). This increases the number of skills to be possessed by educators in the twenty first century. Consequently, there seems a need for language teachers to be aware of the potential uses of these tools in addition to other basic competencies. This requires different kind of teacher and learner training opportunities

This current situation gives rise to ways of obtaining and utilizing new information. The inclusion of these new dimensions has led the educators, researchers and students to become independent and to get used to new ways and modes of learning. This can also help teachers to improve their skills and pick up new ones required by the twenty first century which may not be easy for educators to handle. CoPs can be seen as a solution for obtaining such kind of information and expertise. It is, then, not surprising to come across studies on CoPs and distributed CoPs which shed light on various aspects of this type of learning process.

The focus of studies on online CoPs in language teaching have been on characteristics of CoPS, their form, content and guidelines for successful online COPs and the roles of the participants along with the discourse of these communities.

In the first group of studies related to online communities of practice, the researchers aimed at determining the characteristics of online groups both in form andcontent. The second dimension which was researched about the online communities aims at suggesting guidelines for creating effective online communities. To summarize, the communities of practice still draw researchers' attention in order to describe its characteristics to create an online community of practice which scaffolds the learning process.

As online CoPs can be regarded as a relatively new area for teacher training and education and each and every CoP possesses unique characteristics, it can be thought that member beliefs and attitudes have still not been discovered in detail.

1.3. Statement of Purpose

The aim of the present study is to investigate the members' beliefs about the role of the CoP in their teaching and professional development, identify the web 2.0 tools they employ not only in teaching but also in their professional development as a result of their involvement in WIA. This will help to see the attitudes of the members of a specific distributed community, shed light on different dimensions of being a member from the members' point of view and reveal the Web 2.0 tools used as a result of their interaction with the members of WIA and its various activities. Since this study is concerned with the beliefs, how the role of WIA in professional development is regarded by the members will be analyzed by means of the analysis of a questionnaire including various question types such as open ended questions through PASS-W program. In order to reveal these aspects in detail, responses to the open ended questions will be subjected to content analysis.

1.4 Research Questions

The following research questions were investigated in this thesis study:

1. What are the participants' beliefs regarding

   a. necessary skills for language teachers in the 21st century?
   b. their expectations before being a member of WIA?
   c. being a member of WIA?
   d. benefits of being a member of WIA?
   e. disadvantages of being a member of WIA?

2. What are the beliefs of WIA members on the effect of membership on their classroom teaching and professional development?

3. How frequently do the participants use Web 2.0 tools?

4. What Web 2.0 tools do the participants use in their

   a. classroom teaching?
   b. professional development?

5. Do they believe that WIA has an impact on their beliefs and use related to these Web 2.0 tools?

1.5. Significance of the Study

The study is significant in revealing EFL teachers' attitudes towards belonging to an online CoP and their ideas about the role of the group in developing the skills to be possessed as educators in the twenty first century. Although many studies revealed that EFL teachers are aware of the need to change roles so as to adapt to the new insights in education and the use of the Internet, there does not seem to be enough studies conducted on teachers' beliefs on the effects of an online CoP membership on their teaching, professional development, and Web 2.0 use. Therefore, this study, attempts to shed light on a different aspect of online CoPs along with the frequencies of the commonly used Web 2.0 tools.

1.6. Definition of Terms

Computer Assisted Language Learning (CALL): Using the Internet, software programs and computers for language learning and teaching.

Community of Practice (CoP): A group of individuals sharing a repertoire of knowledge about and ways of addressing similar problems and purposes by interacting regularly.

Online Community of Practice (OCoP): A group of individuals sharing a repertoire of knowledge about and ways of addressing similar problems and purposes by interacting regularly using on line platforms.

Teacher Development: Continious teacher training so as to keep up with changes and innovation.

Web 2.0 Tools: Web applications facilitating participatory information sharing and collaboration on the Internet.

Blog: A personal journal published on the Internet shown in reverse chronological order.

Wiki: A website whose users can change its content using a web browser.

Podcast: A type of digital media consisting of episodic series of audio or video files which can be subscribed and downloaded from the Internet.

Facebook: A social networking service for sharing photos, videos, files, and interacting with friends and acquaintances.

Content Management System (CMS): A system used to manage work and information flow in a collaborative environment.

Forum: An online platform where its users can discuss issues by posting messages.

E-mail Group: A special use of e-mail allowing distribution of information to many Internet users.

Class Backchannel Tool: Tools enabling teachers to use networked computers and the Internet for real time online conversation with other users.

Social Bookmarking Service: A method for users of the Internet to organize, manage and search for bookmarks of online resources.

RSS Feed Reader: A web application aggregating syndicated content on the Internet for viewing them easily.

RSS Portal: A webpage with RSS blocks that keep pulling in content such as iGoogle and Pageflakes.

1.7. Conclusion

In this chapter the background of the study, the statement of purpose, research questions, significance of the study, and definition of terms were described. In the next chapter, the literature related to this study will be reviewed. In the third chapter, methodology, detailed information about the research design, participants, instruments and the data collection procedure will be described. In the next chapter the results will be presented and, conclusions will be made.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

In this chapter, knowledge and competencies are described, needs of educators in the twenty first century are clarified, the theoretical framework of this study is introduced and the role of CoPs in teacher training is explained. Secondly, Webheads in Action (WIA), studies on CoPs and WIA have been outlined

2.2 Teacher Knowledge and Competencies

As changes occur in education and learners in the twenty first century, it is normal to observe that there have been some changes in expectations from the educators and their competencies. In order to understand the shifts, it will be necessary to look at how the teacher knowledge was regarded in the past and how it is viewed now along with the basic competencies. This may underline the importance of keeping up to date so as to adapt to the new ways of knowing and being competent without losing the old ones.

In the 1970's subject matter knowledge of teachers seems to be the one and the most crucial one among the other ones. As underlined by Ban (2006), the notion of teacher knowledge was limited to subject matter knowledge in the 1970s. Shulman (1986), reports that there were some tests in the USA to measure teacher knowledge. He also adds that only 50 items out of 1000, were related to pedagogical aspects. By the 1980's there seems to be a change in this perception as the definition of teacher knowledge was based on educational research on teacher effectiveness rather than subject matter knowledge. As stated by Darling-Hammond (1996), the underlying belief of this era was that quality teaching was the result of only one effective practice which would result in student learning.

In the early 1980s, matter, form, content, and pedagogy was strictly separated from each other. Therefore, Shulman (1986), tried to redefine teacher knowledge using three main categories of teacher knowledge: subject matter pedagogical content, and curricular knowledge.

The term Content Knowledge was used by Shulman (1986) to refer to the facts about the subject matter representing the truths of an area or domain. Shulman (1986) also states that content knowledge must be able to explain the links between the truths or facts in and outside the domain. Ban (2006), points out that this type of knowledge can be helpful for the teacher to explain why one aspect of the domain is valued more than another. As underlined by Shulman (1986), teachers having content knowledge have to explain how controversies are resolved and explain the logic behind it.

Pedagogical content knowledge was described by Shulman (1986) as the knowledge consisting of ways of representing, demonstrating, and illustrating the content by making it comprehensible and easy to learn to the others. It also implies that teachers should know which aspects are more learnable for students along with the misunderstandings that can be caused.

Curricular knowledge was described as the perception of how the content fits within the curriculum. It is also related to ways of teaching a given aspect of the subject to a a certain age group, grade, or level. Dealing with the integration of other subjects to content areas is also related to this aspect of teacher knowledge.

Other researchers also had similar ideas when describing the knowledge types to be possessed by educators. As underlined by various researchers (e.g., Borko & Putnam,1996;Cochran-Smith & Zeichner, 2005; Darling-Hammond, 1999; Darling-Hammond & Bransford, 2005; Kagan, 1992; Richardson & Roosevelt, 2004), becoming a teacher is a complex process-regardless of the subject matter of specialization. There seems to be a need for them to develop is *content knowledge* which includes the knowledge of the subject matter. In addition to *content knowledge, pedagogical knowledge* referring to the knowledge of pedagogical theories is also required. The combination of these two types of knowledge is coined by Shulman (1986), as *pedagogical content knowledge*. Secondly, skills like assessing student learning, lesson planning, and classroom management are required from educators. These different forms of teacher knowledge are represented within the concept of teacher knowledge. Shulman (1986) also proposed three more

domains and categories of teacher knowledge and forms of representation of this knowledge: propositional, case and strategic knowledge. He underlined that *propositional knowledge* includes research on learning and teaching and its implications for practice. He used *case knowledge* to make a point for a theoretical claim and *strategic knowledge* as the knowledge formed by bringing the propositional and the case knowledge.

At the same time, a heuristic was proposed by Zahorik (1986) for examining teaching skills comprised of three main categories which are: *science-research, theory-philospohy,* and *art craft conceptions.* Zahorik (1986) used science research skills to refer to using the methods and techniques used by effective teachers, *theory-philosophy* for implementing a theoretical and a philosophical model of good teaching. Art craft skills, refer to performing in resourceful creative ways. After questioning how teacher education can help teachers develop these skills, he concluded that it is necessary for teacher education to focus on certain teaching skills at different times in a teacher's career for them to become "more skillful and thoughtful in their work" (Zahorik, 1986, p.24).

Shulman (2002), proposed a table including: a) engagement and motivation; b) knowledge and understanding; c) performance and action; d) reflection and critique; e)judgment and design and f) committment and identity. He explains the relationship between components like this:

> Learning comes with student engagement, which in turn leads to knowledge and understanding. Once someone understands, he or she becomes capable of performance or action. Critical reflection on one's practice and understanding leads to higher order thinking in the form of a capacity to exercise judgment in the face of uncertainity and to create designs in the presence of constraints and unpredictability. Ultimately, the exercise of judgment makes possible the development of commitment. In commitment, we become capable of professing our understandings and values, or faith and our love, or our skepticism and our doubts, internalizing those attitudes and making them integral to our identities. These commitments, in turn, make new engagements possible and even necessary. (Shulman, 2002, p.38)

As stated above, commitment to this process help teachers to engage more in their profession. Moreover, this brings researchers and teacher trainers to a point requiring them to think about the processes teachers go through in their professional development paths and also in becoming reflective practitioners.

2.3. Foreign Language Teacher Knowledge

It is interesting that the knowledge expected to be possessed by foreign language teachers in the late 1980s is similar to the teacher knowledge suggested by Shulman (1986). On the other hand, the role of student in language learning process was questioned by Larsen Freeman in the early 1990s. Freeman (1998) also states that there is a confusion about components of good foreign language teaching because of lack of research into teacher education.

The need for the awareness of reflective practices and carrying out classroom research to understand the link between teaching and learning process has been underlined by various researchers in the same period (Barlet, 1990; Larsen Freeman, 1990; Richard Amato, 1996; Richards & Nunan, 1990). Richards and Nunan (1990), also point out the need for more research into foreign language teacher education, especially on teaching methods and techniques. Foreign language teaching was viewed as the acquisition of skills including easily defined and observed competencies. Richards and Nunan (1990), underlines that examination of how beliefs, knowledge, attitudes, and thinking of teachers inform teacher practice were also related to foreign language teaching at this time. Richards (2000), also points out to the necessity of focusing more on teacher education than teacher training. He proposed six domains reflecting this view. These domains included:

1. Teaching theories and teachers' understanding of classroom practices,
2. Teacher knowledge about achieving a balance of accuracy, fluency, error treatment, organization, and enabling communicative interaction effectively,
3. Communication skills which consist of decision making, contextual knowledge, communication ability, and language skills,
4. Subject matter knowledge,

5. Pedagogical skills and reasoning including cognitive skills such as preparation, representation, material selection and making decisions about instruction,
6. Conceptual knowledge which is about comprehension of the role of context.

Ban (2006) proposes that the way Richards (2000) relates all these domains can be regarded as a change in understanding foreign language teacher knowledge. This conceptualization of knowledge to be possessed by teachers is related to two main aspects which are: a) understanding of teaching and b) teacher's teaching philosophy. This can be regarded as a change in the understanding of teacher knowledge as multiple dimensions were added.

Freeman and Johnson (1998, 2005) state that the existing foreign language teacher knowledge base need to be redefined. They further pointed out that teacher education was central to the knowledge possessed by teachers. They also underlined the importance of teacher context and proposing that it should be considered while defining foreign language teacher knowledge. This can be regarded as an indication of inclusion of teacher perspective in the process and it adds more elements such as engagement and motivation, knowledge and understanding, performance and action, reflection and critique, judgement and design, and commitment and identity to this understanding foreign language teacher knowledge.

After Freeman and Johnson's (1998) proposal suggesting that training teachers should be component of teacher knowledge, Alwright (2001) came up with the concept of *exploratory practice* suggesting that there is a need for teachers to "bring work to life" by being careful about the logical progression of the following elements: a)noticing the events happening around us; b) relate noticing to understanding, c) reflecting upon how we go about noticing and understanding d) realization of how our understanding may cause us to want to change things; e) being aware of the fact that not everyone will be interested in this noticing and understanding. Ban (2006) underlined that the aim of exploratory practice is that it serves as a forum where professional understanding can enable teachers to make

decisions about whether change is needed or not. The most significant concepts of reflective practice are listed as understanding and integration. This kind of understanding requires teachers to focus on sustainable effort, mutual development, making work relevant to guarantee the maximum benefit, and working in a collegial manner.

As it can be seen in this chapter, there seems to be a tendency to re-conceptualize foreign language teacher knowledge putting the learning process and reflective practice at the heart of teacher knowledge. This new view can enrich teacher learning since each and every teacher possess different beliefs, expertise, and perspectives because of social, cultural, and historical differences

2.4. Expectations From Foreign Language Teachers in the Twenty First Century

As time passes by it is normal to expect some changes both in the perspectives of foreign language teachers and learners along with the methods and techniques employed. Moreover, the internet has become a necessary aspect of life and that has lead to the development and implementation of new educational technologies in foreign language teaching allowing learners to practice language in realistic contexts, in their own pace. Therefore it is common to come across terms like Computer Assisted Language Learning (CALL) and Computer Mediated Communication (CMC), and Personal Learning Networks (PLN).

The future of education seems to be closely connected with technology. It is an undeniable fact that educational technology offers endless benefits both to language learners and teachers. Shawcross (2004), found out that 'greater availability, accessibility, and flexibility, integration of media and linguistic skills, constant access to authentic material, reaching larger and remote populations, speech samples and accents, appropriate content matter, feedback and monitoring, enhanced learner involvement and motivation, new classroom dynamics' (p.2) are the main advantages of the inclusion of educational technology.

As stated by Fischer (1999), teachers put a lot effort to integrate CALL and the internet into their own classrooms so as to cope with the effects of this revolution such as methodology and roles of students and teachers in the process of language learning. It is, therefore, not surprising that these shifts can have a bigger impact on language teaching in the future.

Ideas of researchers on the role of technology and the internet in language learning are parallel to the beliefs about the Internet. Various researchers underline the fact that they offer a great potential for improving language learning significantly (Chapelle, 2001, pp.1-3; Salaberry, 2001). However, as there are many different tools increasing in quantity and each and every learning context can differ from each other, more and more research projects need to be carried out so as to make the most out of educational technology and the Internet. As a result, it is normal to find more and more studies on the use of them.

Researchers also agree that some teachers interpret the utilization of technology differently as they automatically assume that educational technology always causes positive changes and regard it as a method. Kern (2006) points out that how technology affects education is related to the tools used, people using them and how they are used. Garret's (1991) underlined that "the use of computer does not constitute a method" and considered it as a 'medium in which a variety of methods, approaches, and pedagogical philosophies may be implemented'(Garret, 1991, p. 75). This concern of researchers is described by Schrum (2000) as follows:

> We're all familiar with the extravagant promises of technology: It will make our students smarter -- and it will do it faster and cheaper than ever before. Moreover, the promise suggests, this miracle will occur almost by osmosis. We need only place a computer in a room, stand back, and watch the magic take place. If only life were that simple and learning that easy!

It is obvious that the use of educational technology is required from language teachers as well as the other competencies listed previously. However, this can be perceived as a process as it can be unnatural to expect that good practices in language teaching happen instantly. An awareness of this is also required from language teachers in the twenty first century, as well.

In addition to the competencies from language teachers listed previously, there seems to be a need for developing other competencies for filtering information, decision making, and utilizing the information in the most appropriate context for the right types of learners. The Internet contributes to this proliferation even as it facilitates access to information. The challenge is to filter and extract from this vast sea of information without being drowned in it. Therefore, there is a need for educators to question how much people learn just by receiving this information, considering that it is often interactive, and constantly changing in quantity, quality, and modality. Accordingly, educators, need to be selective about what to include in school curricula along with the media to be used. Print literacy as a conduit for this plethora of information is losing its primacy. Thus, another necessary skill becomes prominent. Educators have to help learners access, understand, and create academic media requiring multiliteracy skills, and in order to do this they face two challenges: that of developing their own 21st century learning skills sets and staying current by learning and using current practices.

As the world becomes increasingly interconnected, it is inevitable that there is change not only in the way information is obtained and transferred but in how learning takes place. Prensky (2001) suggested that today's learners were born into an environment in which technology is used much more extensively than in the world in which their teachers were born; consequently, traditional educational systems do not engage them (Prensky, 2005). Indeed, many learners are technologically savvy; their daily activities include surfing the net, sending text messages very quickly, voice chatting using VOIP, using social media, and playing computer games. However, traditional classroom settings tend to exclude such activities although, it is known by educators that students perform best when their needs and interests are addressed. These needs are neglected in traditional classroom environments. In order to do this, twenty first century skills are required. That is, if learning technologies should be incorporated into school curricula, teachers, teacher educators, materials developers and other people involved in education sector need to keep current in their use of learning technologies. In addition, multiliteracy skills are needed for teachers and students to make the most appropriate uses of these technologies, to be aware of the strategies to manage, process, and interpret the

constant influx of information and filter what is useful from what is not. If today's youth learn differently from how their teachers learned, there seems to be a need for educators to adapt so as to overcome the gap between them as educators and the digital natives. These competencies also require language teachers to be reform minded. As pointed out by Luehmann (2008), reform minded educators need to reconcile a reform based instruction with their beliefs on the subject matter gained through expertise, manage emotional aspects of personal development, place themselves within a larger cultural and political community of practice, and integrate, and reconcile a wide variety of sources of theory and experiences of practice, and develop self confidence.

As underlined by Luehmann (2007), the acquisition of all these skills, can be better perceived if researchers regard it as developing a new professional identity. This brings educators to the necessity of having a sense of identity for such strategies and competencies mentioned previously. The focus of teacher education is also criticized as a result of the current situtation. Alsup (2006), stated that the only focus on knowledge, understanding, or other purely cognitive constructs in teacher training has been criticized since the novice teacher is left alone to find how s/he can develop, integrate, and reconcile feelings and physical aspects with the perceptions involved in becoming a teacher.

Identity has been defined by various researchers in a number of different ways (e.g., Enyedy, Goldberg, & Welsh, 2006; Helms, 1998; Lave &Wenger, 1991; Lemke, 2000; Sfard & Prusak, 2005). Gee (2001) defines it as being recognized by self or others as a certain kind of teacher. As also pointed out by Gee (2001), this recognition has to happen in the interpretations of common everyday experiences. As each and every interpretation can differ from each other, there seems to be a need for educators to share their own understandings with colleagues. This brings educators to the necessity of joining communities or other professional discourses. Belonging to a Community of Practice can therefore be helpful for the development of teacher identities.

Reflection, and its role in teacher training is also an issue to be clarified here. It is regarded as a skill to be possesed by each and every educator wishing to advance their teaching and identities. Ng, Lan, and Thye (2004) state that a professional educator regularly reflects on his or her teaching through critical thinking. Dewey (1933), defines reflective thinking as "the kind of thinking that consists of turning a subject over in the mind and giving it serious and consecutive consideration" (p. 3). Burnett and Lingam (2007) underline the role of critical reflection by stating that thanks to critical reflection, teachers and administrators reconsider the aims of education and reshape the programs in order to meet needs of their students. Sockman and Sharma (2008) point out that teachers can uncover the obstacles and realize the necessity of changing their beliefs related to teaching so as to utilize transformative teaching strategies by peer feedback. As a result, reflective practice and critical thinking aids educators to develop guidelines for setting new goals and making new plans about their teaching and professional development as well as sharing them with other educators and contributing to their development processes. To sum up, becoming critical and reflective educators is a crucial aspect of teacher development. As stated by Lester & Mayher (1987) and Mule, (2006), this can equip them with the capability of continious professional development which can be seen as a solution for the increasing amount of information. Lester and Mayher (1987), also underline that being a professional means being able to reflect tentative solutions and collaborating with other professionals on the possible available avenues and also making mistakes as they are "an inevitable part of building new roads" (p.209)

As a result of the increasing demands and requirements, the need for continuous professional development seems obvious. In addition, because of the requirements from the educators by the new-age learners and basic competencies to be possessed, there seems to be a need for a shift in teacher training as well. Although educators were aware of this necessity, they did not have as many alternatives as they have now as they did not have access to the Internet. This brings educators to a point which requires them to consider other means of professional development combined with the old ones. This can also involve blending them with other professional development opportunities. When compared to the past, in order to keep themselves

up to date, language teachers, prefer alternative ways of professional development such using social media rather than attending conferences, workshops, and teacher training courses. Belonging to a Community of Practice (CoP), can be regarded as one of these alternative ways of professional development.

2.5 Overview of Communities of Practice

Change is an inevitable aspect in life. The way people learn and obtain information has changed along with the development of different ideas and inclusion of new elements. While some educational theories on the transmission of information, some others such as social constructivism prioritized social aspects and human beings along with the processes gone through in learning. Community of Practice (CoP) can be regarded as a concept stemming from the latter group of approaches.

Community of Practice (CoP), is a term coined by Jean Lave and Etienne Wenger (Lave and Wenger, 1991), although the concept it refers to is not necessarily new. It is a model of learning as a social endeavor which can effectively be the result of social interaction. Wenger (1991), based this model of learning on an apprenticeship learning style which can be applied both to business and education. As stated by Darling-Hammond (1996), Lave and Wenger's (1991) apprenticeship model fit with the ideas of educators on how to become professionals. In order to observe the application of this perspective, researchers looked at how new teachers begin as peripheral participants in communities of practice and move further on (Lave & Wenger,1991).

CoPs have been defined by various researchers. As defined by Wenger (2006), CoPs are groups of people sharing a concern or a passion forsomething they do and learn how to do it better as they interact regularly. CoPs are also defined as the entities that emerge and evolve for the purposes of learning and solving authentic problems by Liedtka (1999) Wick (2000) and Wenger (1998). As Johnson (2005) stated, CoPs emerge for learning and advancement of knowledge in a specific area. Wenger's (1998) definition of the relation between learning and communities is based on the following aspects:

1. Learning is a social endeavor as humans are social beings.

2. Knowledge in a social environment requires being competent at activities valued within the community.

3. Through participation in the activities of the community, active engagement in the community develops knowledge.

Wenger (1998) also underlines that meaning, practice, community and identity which are considered as four key components of social participation characterize social theory of learning. As Johnson (2005) states that, participation means that members of a community have a repertoire of social identities, which are appropriate for various different social skills. Saville-Troike (2002) point out that, the determining factor in defining community participation and identity is the common mode of communication.

CoPs draw on social constructivism and Vygotsky's (1978) theory of social cognition underlining the significance in learning of social interaction and peer collaboration and guidance. The constructivist learning principles important in the formation of CoPs can be listed as collaboration, negotiated meaning, facilitation, and shared goals (Hung, 2002, Lave & Wenger, 1991; Wolfson & Willinsky, 1998). As stated by Johnson (2005), ill-structured problems are addressed by social constructivist learning. Herrington & Oliver (2000), point out that authentic problems are ill structured, by nature and therefore need to be solved using non-linear approaches. Regarding the overwhelming sea of information educators now face, Wenger, McDermott, and Snyder (2002: 6) promote the CoP model as an antidote to the fact that "increasing complexity of knowledge requires greater…collaboration; whereas…the half life of knowledge is getting shorter.". In other words, considering the number of available Web 2.0 tools and the new developments, it is possible to regard collaboration of EFL teachers for sharing information and experiences as an ill structured problem to be solved using non-linear approaches.

Wenger (2006) warns that not every community is a CoP as a CoP has to possess some common characteristics. According to Wenger (2006), a group becomes a CoP when it exhibits three main characteristics:

1. A shared domain of interest;

2. A community sharing a passion to learn about that domain;

3. A practice; i.e. the collaborative actions of people sharing the same domain of interest

As underlined by Wenger (2006), the first main characteristic of a CoP is a shared domain of interest which defines a CoP's identity. He also adds that this shared domain means that members are committed to the domain, and possess a shared competence distinguishing them from the people who are not members of that CoP. The identity is thought to be collective and learning form each other from this collective identity is seen as a natural phenomenon in this definition.

The second crucial characteristic of a CoP pointed out by Wenger (2006), is the community possessing a passion to learn about the domain. He states that members take part in discussions and joint activities, assist each other and share information when they pursue their interest in their domain. He also adds that new relationships are built between group members which lead them to learn from each other and benefit from that passion.

Wenger (2006) lists the final main characteristic of a CoP as the practice. He clarifies that a CoP differs from a community of interest in that the members of a CoP are practicioners. In other words, they do some collaborative actions and develop a shared repertoire of resources, experiences, stories, tools, and ways of addressing recurring problems. Wenger (2006) warns us that, this process can take time and continious interaction and also that the development of a shared practice may not be very self conscious.

Smith (2009), states that the characteristics of CoPs vary by underlining that degree of formality may be different in organizations. Smith (2009), also points out that

CoPs having an informal organization, are fluid. However, common activities unite the members. Wenger (1998), emphasizes that, what brings the members together is 'what they have learned through mutual engagement in common activities'. This makes CoPs different from communities of interest or other communities involving shared practice.

Considering the characteristics of CoPs, it may be possible to say that collaboration, sharing ideas and utilizing the new information gained as a result of interaction with community members are the cornerstones of CoPs revealing the social dimension of being a CoP member.

2.5.1.Advantages of Communities of Practice

It is obvious from the CoP literature that they offer various advantages to their members as well as contributing to the subject area. As Johnson (2005),underlines that CoPs not only advance the knowledge of their participants, but also the knowledge in the subject area with which the community is concerned. This can be regarded as an innovative aspect of CoPs in terms of knowledge advancement and the necessity of cultivating and establishing such environments becomes obvious as a result of this innovative nature.

Wenger (1998) states that CoPs have always existed and they will be present even under the most adverse situations by underlining that they can be helpful for accomplishing problem solving and learning. Implementation of CoPs in organizations are cited as a way for knowledge advancement, as they add flexibility to the hierarchical structures of these organizations. Marti (2006), states that CoPs make the learning process fun and exciting. McDermot, Synder, and Wenger (2002) lists the main advantages as providing a different approach to learning, having both tangible and intangible outcomes, being important sites for development, having a value derived from both formal and informal learning, developing a sense of identity over time. As pointed out by (Wenger & Snyder, 2000; Saint-Onge & Wallace, 2003) the emergence and the continuation of COPs should be prioritized in organizations because of the listed advantages. Ban (2006), also underlines the social dimension of CoPs by stating that humans are social beings which makes learning a

social endeavor and knowledge in a social setting requires competency in the activities valued within the community. She also points out that members of a CoP develop knowledge through active engagement.

As Wenger (1998) states, social learning theory focusses on two main aspects of participation; being participants in social communites, and constructing an identity in relation to the community. Being a member of a CoP, can therefore be advantageous for developing social skills, and identity formation. Wenger (1998) also warns that learning should be regarded as a social practice rather than information transfer from one person to another.

2.5.2 Participation, Roles, and Membership in Communities of Practice

Roles and membership are not clearly defined in CoPs. Institutional structuring of group membership does not determine the community membership. There should be a joint enterprise, a shared reportoire and mutual engagement for creating the environment. As a result of individual differences, interaction, members of community of practice can have different levels of membership. While some members participate in activities of a CoP more, some others may prefer other forms of participation. Then, it is normal to observe some different categories of participation.

People become full members of a community when they show competency in the enterprise of our community. This involves full participation in the enterprise of that community. This kind of membership is called competent membership. As Wenger(1998), underlines competent membership in a CoP is related to mutuality of engagement, accountability to the enterprise, and negotiablity of the repertoire. However, Wenger (1998) also warns us that each community defines the requirements of different types of membership as each and every CoP is unique. That is to say, locally negotiated contexts define competent membership. Therefore, it is possible to state that there is an interplay between meaningful interaction and competent membership.

Participation is defined by Wenger (1998) as " social aspect of living in the world in terms of membership in a community and active involvement in social enterprise"(p.55). He defines reification as the community's or the participants' way of making concepts real. Wenger (1998) underlines that participation and reification are " woven seamlessly in practice" (p.63) Wenger (1998) states that our meaning making experience is shaped by the use of tools to perform an activity.

Different levels of engagement to identify the roles of the participants in CoPs are also underlined. Wenger (1998), proposed five main possible levels of participation in CoPs which are peripheral, inbound, insider, boundary, and outbound participation.

Jean Lave and Etienne Wenger (1991), have tried to place learning in social relationships – situations of co-participation rather than seeing it as acquiring certain knowledge forms by using the term *legitimate peripheral participation*. In other words, learners participate in structured frameworks rather than acquiring structured for understanding the world. Wenger (1999) warns us that this way of participation is not merely related to engagement of local events but it is about the process of active participation in the practices of social communities and identity formation in relation to these communities. The members move toward full participation in the socio cultural practices of a community thanks to the mastery of knowledge and skills gained through social interaction. This kind of participation can create a bond between newcomers and old members and enable them to speak about about activities, identities, artefacts, and communities of knowledge and practice. This social process, includes, indeed it subsumes, the learning of knowledgeable skills. (Lave and Wenger 1991: 29). As a result, the process of learning is not regarded as knowledge acquisition by individuals as a process of social participation. The nature of the situation also has a significant effect on impacts on the process.

Through the processes of participation, engagement, and reificiation members of a CoP negotiate identities. Wenger (1998) underlines that experience is provided by engagement but the things what the community pays attention to reifies people as participants or creates identity. In other words members construct their identities by

engagement in the participation and reification processes through negotiation of meaning. Ban (2006) states that members define themselves in terms of what is familiar and unfamiliar, what we understand and don't understand or what is negotiable or non negotiable. As also stated by Wenger (1998), learning involves both the transformation of knowledge and learning about the context in which the identity of participation takes place.

Taking the definitions of CoPs into consideration, it is possible to regard the relationships, identity, and shared interests and repertoire as important elements in CoPs. It is also obvious that more than technical knowledge or skills are required for being a member. Lave and Wenger (1991), point out that this kind of member involvement happens over time.

Wenger (1998) states that communities develop around issues prioritized by people. Smith (2009), underlines that having shared interests equips members with an understanding of joint enterprise and identity by also proposing that in order for a CoP to function, it is necessary for the community to generate a suitable and shared repertoire of ideas, memories, and commitments along with many resources like routines, documents, tools, words and symbols carrying the accumulated knowledge of the community. In other words, a CoP needs practice so as to develop identities shared among members. The interaction between the members and undertaking complex tasks makes people come together in CoPs. Smith (2009) states that this bond also enables people to trust CoPs as well as helping them to facilitate relationships.

2.6.Online Communities of Practice

The possibilities created by the presence of the Internet have enabled online communities to evolve. These virtual communities make use of various synchronous and asynchronous Web 2.0. tools for interaction between members. The members have no or very little face to face contact. The number of these platforms is proliferating as a result of the increasing number of possibilities offered by the information technology. Some of hese tools can be listed as mailing lists, content management systems, blogs, wikis, podcasts, twitter, forums and Facebook.

While these online CoPs have similar characteristics with regular CoPs, they seem to have some differences. According to Marti (2006), virtual learning communities are different from CoPs in that virtual CoPs embody the generation of collective spaces for exchange and communication among members and that they are basically constituted from scientific, educational and social circles which lead to innovation. Johnson (2005) states that CoPs in a distributed environment are not understood well. Currently, the opinions in both online community terminology and the viability of CoPs in online platforms differ (Ardichvilli, Page, & Wentling, 2002; Bradshaw, Powell, & Terrell, 2004; Davenport & Hall, 2002; Hung & Nichani, 2002; Rubenstein Montano, 2004; Teigland & Wasko, 2004; Vaast, 2004; White, 2004). In his study Johnson (2005) outlined nine criteria that distinguish distributed/on line CoPs from other kinds of virtual communities to determine whether a virtual community was a distributed CoP by analyzing related studies.

In order to understand distributed communities some other reasearches were carried out, as well. A globally distributed community of Shell Oil was examined by Wenger, McDermott, and Snyder (2002). Taking the outcomes of this research they advised restructuring of the community for compensation of the difficulties caused by online and distance communication. These recommendations were related to structure of communication and implementation in distributed CoPs. In other studies metrics such as length and number of messages posted by members were calculated. (Eick & Dias, 2005: Gray, 2004; Storck & Storck, 2004, Saint-Onge & Wallace, 2003).

Roles of members is another aspect discussed in online community literature. Clearly defined roles are suggested to be essential for virtual communities and their success (Bradshaw, Powell, & Terrell, 2004; Cascio, 1999; Eom & Lee, 1999; Kim, 2000; Nemiro, 2000; Preece, 2000) but Johnson (2005) states that attempts to set up prescribed workgroups can hinder emerging learning relationships among members. Bradshaw, Powell, & Terrell (2004); Kim, (2000), Lave & Wenger (1991); Preece, (2000) underline that clearly defined roles can disturb the dynamics of online CoPs.

The amount of face to face contact is also another issue to be considered as it is limited in online communities. Therefore, Johnson (2005), proposes that more explicit communication than regular face to face contact is needed in these communities. He underlines that implicit knowledge transfer, which is regarded as a critical aspect for learning in CoPs, is triggered by frequent and informal contact.

2.7. The Importance of Webheads in Action and Online Communites of Practice in Second and Foreign Language Teacher Knowledge and Competencies

As stated previously, language teachers need to be equipped with various skills and competencies for being able to cope with the requirements and digital native learners and staying up to date with the recent developments in learning technologies and new literacies brought as a consequence of these. It is also known that because of the global status of English, English teachers are geographically dispersed. In other words, it may not be possible for them to benefit from the vision and lived experiences of these geographically dispersed teachers. Johnson (2005) points out that an online or a distributed community of practice has the possibility for language educators to interact in online events, and establish long term collaboration with other educators all over the world. Joining online CoPs, can therefore be helpful in their professional development journeys and also getting support of like minded colleagues.

In order to address this need, Webheads in Action (WIA) was established in the late 1990s. Founded by Vance Stevens, Maggi Doty, and Michael Coghlan, WiA was one of the first free, cross-cultural, wholly online communities to involve both educators and students in activities making use of Web 2.0 tools and computer mediated communication tools to facilitate participants' sharing of knowledge, expertise, and reflections. The main communication platform remains the Yahoo Group (http://groups.yahoo.com/group/evonline2002_webheads/), through which participants send messages about various issues, ask for help, respond to each other's questions, or even share important events in their lives. In addition, they have regular live online meetings to brainstorm on how to adapt Web 2.0 and social networking

tools to their classes. These meetings are organized each Sunday via a wiki at http://learning2gether.pbworks.com.

WIA helps others besides its own list members to become conversant in the use of synchronous and asynchronous Web 2.0 tools. Through its collaborative spirit, WIA has contributed significantly to the development of other communities such as Worldbridges and Electronic Village Online. Many EVO moderators are Webheads who started out in previous EVO sessions, then became contributing Webheads, and now share their insights with newcomers. Some Webheads members have formed offshoot communities such as "Becoming a Webhead," an EVO session that graduates participants into the mainstream Webheads community, and the Learningwithcomputers Yahoo Group, whose purpose is to share what Webheads are doing with a less experienced audience utilizing hands on activities. (http://groups.yahoo.com/group/learningwithcomputers/). Many participants in these groups identify with Webheads and inspire other non-Webheads to make transformative shifts in their professional learning journeys.

WIA has operated for over ten years completely without funding, so nobody is paid in these events, not even the guest speakers. The *Elluminate* presentation venue used in all three has been made available to Webheads on a grant from Learning

Examples of social scaffolding through the group are numerous. Members are invariably helpful when answering questions or giving feedback to other members, and they understand that some participants need more time to process the information learned through exchanges with experts. Knowing that constant support will be provided, members feel open to experimenting with new tools and proposing new ideas. The camaraderie of the group encourages newcomers and long-time members equally to discover innovative uses of Web 2.0 tools. It is obvious from the activities and the description that it is possible to regard WIA as an online CoP as is possesses the three essential characteristics of CoPs which are:

1. A shared domain of interest; uses of Web 2.0. tools in ELT

2. A community sharing a passion to learn about that domain; group of educators

3. A practice; i.e. the collaborative actions of people sharing the same domain of interest

The process that the members go through in WIA does not bear much resemblance to traditional learning theories as the roles of the members can change. As Stevens (2001) states, Webheads can : '…do an end run around the teacher and put students in touch with other target language speakers in authentically communicative situations.' This dissimilarity of WIA to traditional classroom teaching is underlined in online meeetings of the members.

2.8. Research on Online Communities of Practice and Webheads in Action

Online communities of practice in language teaching have been investigated by researchers from a wide range of perspectives such as form, content and guidelines for successful online CoPs and the roles of the participants along with their discourse. Some of the studies on online CoPs in language teaching have analyzed the social status of the participants and the discourse and negotiation of meaning in online learner and teacher COPs (Simpson, 2003; Akayoğlu, 2006) and the others are related to the features of successful COPS (Palincsar, Magnusson, Marano, Ford and Brown, 1998; Johnson, 2001; Steele, 2002; Henri and Pudelko, 2003; Simpson, 2003).

The notion of online COPs have drawn researchers' attention so as to describe characteristics to create an online COPS scaffolding learning. The studies about online COPs, therefore, focus on describing the characteristics of current online communities both in the content and form (Johnson, 2001; Stevens & Altun, 2002; Henri and Pudelko, 2003; Simpson, 2003) and suggest guidelines for creating an online community to support learning (Palincsar, Magnusson, Marano, Ford and Brown, 1998; Fottland, 2002; Putz and Arnold, 2001;Sim, 2006; Steele, 2002; Akayoğlu, 2006).

The aim of researchers in the first group of studies about online CoPs is to determine their form and content. An example of these studies is Johnson's (2001) study. In his study, he attempted to find out the characteristics of an online CoP and also made a

distinction between a community and an online community. It was found out that (1) different levels of expertise that are present in the CoP; (2) fluid peripheral to center movement that symbolizes the progression from being a novice to an expert; and (3) purely authentic tasks and communication. In his study it was also mentioned that introverted students can participate in activities and that is underlined to be the most crucial advantage of online CoPs. Another example study in the first group is Stevens and Altun's (2002) study on the perceptions of EFL undergraduate students, on participating in an online community using communication tools like MSN Messenger. It was found out that their attitudes towards an online community were positive. In Henri and Pudelko's (2003) study, online communities were categorized into four groups (community of interest, goal oriented community and learners' community and CoP) and the types of negotiation of meaning were analyzed in these interest groups and they were compared. Simpson (2003), in his PhD dissertation, attempted to find out how language in use is affected when the communication medium is the internet**.** He was a participant researcher and analyzed the discourse of text based CMC environments and his findings are relevant to the characteristics of online communities.

The second research dimension about online communities aims at suggesting guidelines for creating effective online communities. Palincsar, Magnusson, Marano, Ford and Brown (1998) provide a definition for the online CoPS and whether their community called GIsML (Guided Inquiry Supporting Multiple Literacies) is an actual online CoP or not is discussed in their study. The characteristics of an online CoPs are listed and whether their own group is an online CoP or not is discussed. It is claimed by the researchers that that they were in the process of being an online CoP by stating that an online CoP is a consequence of the negotiation of meaning; it is drawn together by a social and professional force; and they are typically characterized as emerging communities which are not subject to creation. Fottland (2002) focused on creating online learner communities in teacher education**.** Transcripts of students' internet exchanges about their tasks, the students' assessment reports, and an interview with one subgroup were the data. It was revealed that five phases in creating an effective online CoP for the learning process are a situation definition of the learning environment, writing to learn, from written interaction to

conversation (online and offline), developing critical and constructive awareness, and dissemination of understanding. It was also revealed that the phases are connected as they all scaffold learning and students need to cope with the challenges to move on to a higher stage.

Another perspective of the researchers conducting research on online communities is discourse. The two studies (Steele, 2002; Akayoğlu, 2006) focusing on the discourse of online communities are on WIA. In the study of Steele (2003), the evolution of WIA from a language learning class to a virtual language community was studied through WIA chat logs. In the ethnographic study of Akayoğlu (2006), the discourse of third year students in the Department of Foreign Languages Education at Abant Izzet Baysal University and eight WIA members was analyzed to describe negotiation of meaning of functions in text-based synchronous computer mediated communication. Semi-structured questions were used in online discussions in which students and native speakers discussed two stories. It was found out that the most frequently used functions differed but the least frequently used ones were similar which is parallel to the literature.

To summarize, online CoPs like WIA have drawn researchers' attention in order to describe its characteristics to create online CoPs scaffolding learning and analyze the discourse along with the social relationships. These studies had various findings leading to realization of different functions of WIA and online CoPs both for teachers and learnersalong with scope for further research. Although some of the studies mentioned above have revealed that online CoPs like WIA can be studied in terms of discourse, social presence, and qualities of COPS, there seems to be no other study on the relation between an online CoP like WIA, multiliteracies and teacher development

2.9. Conclusion

In this chapter, teacher knowledge and competencies are described and language teacher knowledge is outlined. Secondly, expectations from language teachers in the twenty first century are underlined and related literature on Communities of Practice is discussed in detail. Finally, the role of Webheads in Action (WIA) and research on

online communities are pointed out. In the next chapter, research methodology, the context, the participants, data collection procedures and the data analysis of this study will be explained in detail.

CHAPTER 3

METHODOLOGY

3.1. Introduction

The purpose of this study was to find out the beliefs of members of an online CoP called "Webheads in Action" (WIA) on the role of the community on their professional development, teaching, and their Web 2.0. use. Through the analyses of the questionnaire, it was aimed at finding out the members' ideas about the group as an online CoP. These beliefs are thought to provide insights about the benefits and disadvantages of learning in an online CoP and their effects on the members' Web 2.0 use.

This chapter will provide information about the research design, study participants, instruments to obtain the data, the data collection procedures, and the data analysis procedures.

3.2.Research Questions

There were five main research questions of this study. These research questions of this study were:

1. What are the participants' beliefs regarding

    a. necessary skills for language teachers in the tewnty first century?
    b. their expectations before being a member of WIA?
    c. being a member of WIA?
    d. benefits of being a member of WIA?
    e. disadvantages of being a member of WIA?

2. What are the beliefs of WIA members on the effect of membership on their classroom teaching and professional development?

3.How frequently do the participants use Web 2.0 tools?

4. What Web 2.0 tools do the participants use in their

a. classroom teaching?
b. professional development?

5. Do they believe that WIA has an impact on their beliefs and use related to these Web 2.0 tools?

3.3.Research Design

This study can be regarded a descriptive case study as its main purpose is to describe the characteristics of a particular group looking at the members' ideas. It involves both quantitative and qualitative research methods. Ellis (2012), describes this type of research as a common term which can cover a number of different research methods. Ellis (2012) also states that quantitative and qualitative data can be used in such studies for identifiying beliefs and attitudes. Moreover, it is also possible to consider this thesis study as survey research as a questionnaire was utilized for finding out the beliefs of WIA members on the role of WIA as an online CoP.

3.4. Participants

The study was conducted with 79 EFL and ESL instructors who are members of Webheads in Action (WIA) which is an Online Community of practice having 900 members from different countries working in diverse contexts. This particular CoP was chosen since the researcher is a part of this community and familiar to its rationale and activities. WIA members utilize many asynchronous and synchronous Web 2.0 tools for their professional development and in their EFL/ESL teaching contexts. They also reflect upon ways of using these tools in their teaching through various WIA activities such as Electronic Village Online Sessions, online sessions, and weekly chats. The members use e-mail, text chat, voice chat, wikis, voice e-mail, twitter, Facebook, social bookmarking services, podcasts, forums and distribution lists, create web pages, surveys, create interactive exercises and rubrics, and use weblogs to reflect upon their experiences. The main communication platform of WIA is the e-mail group of the community. The members use the e-mail group (http://groups.yahoo.com/group/evonline2002_webheads/) to post their questions, share reflections, and share successes.

The participants were from different countries and had different levels of experience. Gender, ages, teaching experience, educational background, institutions and length of WIA membership of the participants can be seen in Table 1.

Table 1: Distribution of Participants by Background Variables

	Frequency	Percentage
Gender of WIA Members		
Female	50	66,3%
Male	29	36,7%
	N:79	100%
Ages of the Participants		
18-47	31	%39,2
47+	48	%60,8
	N:79	100%
Teaching Experience		
4-18 years	30	38%
18+ years	49	62%
	N:79	100%
Last degree received		
BA	15	19%
MA	52	65,8%
Ph.D	12	15,2%
	N:79	100%
Institutions		
Free Lance	7	8,9%
Elementary School	2	2,5%
Secondary School	8	10,1%
High School	2	2,5%
University/College	32	40,5%
Other	28	35,4%
	N:79	100%
Length of WIA Membership		
Less than a year	6	7,6%
1-3 years	18	22,8%
4-7 years	27	34,2%
8+years	28	35,4%
	N:79	100%

As Table 1 displays, 66,3 % of the subjects were male and 36,7% of them were female. It can also be seen in the same table that 39,2% of the participants were between the ages of 18 and 47, and 60,8 % of them were over 47 years. As a result of the dominance of experienced teachers in the sample, it was normal to come across with more experienced teachers in the group. As seen in Table 3, 38% of the participants had 4 to 18 years of teaching experience and 62% of the participants had more than 18 years of experience.

The majority of WIA members who responded to the questionnaire(65,8%) had a Master's Degree. The percentage of the participants who had BA as their last degree was 19% and the ones having a Ph.D was 15,2.

As seen in Table 1, 8,9% of the participants worked free lance, 2,5% of them worked in elementary schools, 10,1% of them worked in secondary schools, and 2,5% of the participants were high school teachers. 40,5% of the subjects worked in universities and higher education industry, and 35,4% of them worked in other institutions.

When the length of the subjects' WIA membership is seen in Table 1, it is possible to say that the majority of the participants (35,4%) belonged to WIA for more than eight years. The second dominant group was found out to be the members who were members for 4 to 7 years (34,2%). 22,8% of the participants were members for less than four years and only 7,6% of the participants were members of WIA for less than a year.

3.5. Instruments

3.5.1. Quantitative Data

In the data collection procedure of this study a questionnaire designed by the researcher (See Appendix A.) was used as no other studies related to the questions of this research are present in the literature. The same questionnaire was used in the pilot study. In the pilot study of this research there were some problematic items and they had to be revised. Then they were checked by two graduate students. As the results were statistically significant, the new questionnaire was utilized to gather data from the sample. The new questionnaire includes three main sections. The first part

includes some fill in questions about demographic information. The second part is a likert scale designed by the researcher. The purpose of the second section was to answer the second and fifth research question about beliefs of the members on the effects of membership on the role of the group in their professional development and classroom teaching. The third section was included in order to find out the most common Web 2.0 tools used by the participants and the fourth one is included in the questionnaire to understand the most frequently used tools used by the subjects. It includes multiple choice questions.

3.5.2. Qualitative Data

In order to gather qualitative data, the last section of the questionnaire was used. It consists of seven open ended questions about WIA membership. The purpose of these seven open ended questions was to understand the reasons of the WIA members for joining the CoP, benefits, disadvantages of WIA as a CoP along with the skills challenging the subjects as educators in the twenty first century and strategies for overcoming them.

3.6.Sampling

In order gather the data, convenient sampling was used. An e-mail message was sent to the yahoo group of WIA. Then the link to the questionnaire was e-mailed to the members. The WIA members willing to respond, answered the questions.

3.7. Limitations

There were some limitations in this study. As a result of the use of convenient sampling, the number of some participants such as experienced and older ones was quite high. In addition, the majority of the WIA members who responded to the questionnairre was female. Year of membership was also another limitation as the number of people being a WIA member for a long time was not equal to the other ones. The final limitation was the institutions of the participants.

3.8. Data Collection Procedures

After getting permission from the WIA members, the link to the questionnaire (See Appendix A.) was e-mailed to them. As this study involves a questionnaire including multiple choice and open ended items, it can be possible to say that triangulation technique which comprises of both quantitative and qualitative designs was used.

The first step in collecting the data was the administration of the pilot questionnaire and interviews in 2010 with 25 participants. Then, the study had to be changed based on the problematic sections. The interview questions in the pilot questionnaire were added under the questionnaire as a separate section for gathering more data from the respondents. Then, the modified version was piloted and the real study was conducted. In order to ease the process of collecting the data, google forms were used. The participants clicked on the link e-mailed to them and filled in the questionnaire and the results were automatically transformed onto an excel document. Then the excel document was imported to PASS-W program and and the responses were coded in order to prepare the data for analysis.

3.9. Data Analysis Procedures

As stated previously, this study can be regarded as a descriptive case study as its main purpose is to describe the characteristics of an online CoP from the members' point of view. Moreover, as it includes both quantitative and qualitative data and various research questions, different data analysis procedures were used.

Quantitative data obtained from the questionnaire were analyzed through PASS-W program. As the study is descriptive, frequencies of each item were counted using PASS-W and they were reposted on individual tables.

Qualitative data obtained from the last section of the questionnaire were analyzed using content analysis and pattern-coding techniques. Responses of the participants to the questions were categorized under the following categories which can be seen in Table 2 and used to find the answers to the relevant research questions.

Table 2: Categories of Open Ended Responses

1-Ideas about Necessary Skills for the Twenty First Century Teachers	• Web 2.0 & Technology • Keeping Updated with Changes • Awareness Raising • Management • Collaboration • Decision making • Assessment & Instructional Design • Other
2- Skills Found Challenging by the Participants	• Developing Productive Skills • Integration of Web 2.0 • Encouragement & Support • Management • Decision Making • Coping with New Competencies
3- Reasons for being a WIA Member	• Motivation & Support • Networking & Collaborating • Keeping Up to Date • Research • Web 2.0 Knowledge & Application
4- Ideas about the Impact of Membership on Professional Development	• Resume Building /Career • Motivation & Support • Problem Solving • Web 2.0 Use and Knowledge
5- WIA Activities Found Useful by the Participants	• Ongoing Interaction in the Yahoo Group • Support of the WIA Members • Celebrations of Successes • Immediate Feedback • Volunteer Interaction with Students • Podcasts • Forum discussions • Weekly chats in TappedIn • Elluminate Sessions • Moderating EVO sessions • Hands on activities • Connection with Members and their ideas in Different Social Media Spaces (twitter, facebook, blogs, wikis) • Collaborative Projects • Members' Blogs and Wikis

Table 2 (continued)

6- Reasons for not Benefiting from WIA	• Existence of Other sources of Inspiration • Knowing Some of the Web 2.0. Tools Before Having Joined WIA • Being a Member of Another CoP • Internet Blockage in some Countries
7- Ideas about the Benefits of Being a WIA Member	• Social Aspects • Professional Aspects • Web 2.0 Knowledge & Competencies • Pedagogical Aspects
8- Ideas about Disadvantages of Being a WIA Member	• Privacy on the Internet • Time Management • Irrelevant posts • Feeling Overwhelmed with the Amount of E-mails/Info • Dominance of Some People in the Group • Causing Addiction • Language Used in the Posts (Difficulty) • Promoting Individual Teacher Action Rather than Institutional or Team-Based Action
9- Ideas about Progress in the Use Web 2.0 Tools as a Result of Interaction with WIA	• Web 2.0 Competencies • Confidence Building • Professional Development and Career
10- Activities Found Useful by the Participants	• EVO sessions • Blogs of Webheads • Tappedin Sessions • Learning Together Events • Twitter Updates • Meeting WIA members in Conferences • Collaborative Activities • Class Projects • Moderating Sessions with Other Members • Interacting with WIA Members on Social Media

3.10. Conclusion

In this chapter, the characteristics of the participants and instruments were presented. Then, research design, data collection procedures, data analysis and the procedures used for the analysis were described in detail. In the following chapter, the findings as a result of analysis of the data will be presented.

CHAPTER 4

FINDINGS

4.1. Introduction

As stated in previous chapters, there were five main research questions of this study. The research questions of this study were:

1.What are the participants' beliefs regarding

a. necessary skills for language teachers in the 21st century?
b. their expectations before being a member of WIA?
c. being a member of WIA?
d. benefits of being a member of WIA?
e. disadvantages of being a member of WIA?

2.What are the beliefs of WIA members on the effect of membership on their classroom teaching and professional development?

3. How frequently do the participants use Web 2.0 tools?

4.What Web 2.0 tools do the participants use in their

a. classroom teaching?
b. professional development?

5. Do they believe that WIA has an impact on their beliefs and use related to these Web 2.0 tools?

The findings of the study will be presented in this chapter under seperate headlines.

4.2. The Participants' Beliefs Regarding Necessary Skills for Twenty First Century Teachers, Member Expectations, Benefits and Disadvantages of WIA Membership

The first research question of this study was about WIA members' beliefs aboout five main issues which are necessary skills for the twenty first century teachers,

expectations before joining WIA, benefits and disadvantages of being a WIA member. This section includes five main sections. The open ended questions were analyzed for the purpose of determining these beliefs. They were categorized based on the most emergent isssues and presented in seperate tables.

4.2.1. The Participants' Beliefs Regarding Necessary Skills for the Teachers in the Twenty First Century

The thirty eighth, thirty ninth, and fortieth questions were asked to reveal the members' beliefs about necessary skills, challenging skills, and ways to achieve them. The most common responses to the thirty eighth question can be seen in the tables below.

As it can be seen in Table 3, many different competencies were listed by the participants. These competencies were categorized under eight main categories. The participants' responses focussed on eight main aspects of competencies of the educators in twenty first century which are related Web 2.0 and technology, keeping updated with changes, awareness raising, management, collaboration, decision making, assessment and instructional design, and other aspects.

Table 3: Ideas about the Skills Necessary for the Twenty First Century

WEB 2.0 & TECHNOLOGY

- Knowing How to use Web 2.0 Tools
- Keeping up to Date with New Information and Requirements
- Being Patient with Technology
- Blending Technology in the Lessons to Generate Motivation, and Engagement
- Showing Students that Language Learning is Achievable Utilizing Web 2.0 Tools
- Learning about Netiquette Rules
- Breaking Down the Classroom walls by Connecting the Students to the World Around Them
- Producing on line Materials

KEEPING UPDATED WITH CHANGES

- Being a Lifelong Learner
- Keeping Updated with Teaching
- Being able to Carry out Action Research
- Being Open to Change and Openmindedness to unlearn and relearn
- Reflecting upon Things That Go Wrong
- Knowing How to Handle Information Overload
- Being Open to Feedback

AWARENESS RAISING

- Enabling Students to be Aware of the Uses of Social Media for Learning
- Providing Students with the Useful Knowledge for the Rest of Their Lives
- Understanding Learner Needs and Capabilities
- Being a Good Role Model Using Different Modalities and Guiding Them in Students' Learning Process
- Being Able to Foster Awareness and Creativity

MANAGEMENT

- Organizational Skills
- Managerial Skills (Classroom/Time/Technology)

COLLABORATION

- Being Able to Create and Manage PLNs (Personal Learning Networks)
- Using Social Networking Both with Students and Colleagues
- Being Willing to Interact with Other Teachers via Social Networking to Share Ideas

DECISION MAKING

- Knowing How and When to Use New media
- Knowing What Tools to Use and When to Use the Tools and Activities
- Flexibility

ASSESSMENT AND INSTRUCTIONAL DESIGN

- Being Able to Design Suitable Assessment Instruments
- Differentiating Instruction for Learners with Varying Needs and Abilities

OTHER

- Having Empathy and Cultural Awareness
- Making teaching Fun and Easy
- Language Mastery

Some participants like participant 34 pointed out the importance of changing roles, making effective use of Web 2.0 tools in teaching and keeping up to date.

> **Participant 34:** They should be aware of the fact that the students in this century are digital natives and they can use Web 2.0 tools very effectively. In order not to create a gap between the teachers and students, they should be facilitators and also learners in this period. Moreover, they should follow the recent developments in terms of CALL as new tools tend to get out of date.

As it can be understood from the thirty fourth participant's response, some educators see the use of Web 2.0 tools for bridging the gap between the digital native students and also to become facilitators of teaching and learning processes rather than information providers. Some other participants pointed out various skills to be possessed by the twenty first century language teachers which also support the opinions of the thirty first participant:

> **Participant 19:** Besides all the learning skills they needed to be a teacher in the twentieth century, learning about web tools and the virtual world, knowing when, how and why use one tool or another with each class, being able to find and sort out information, adapt and produce materials to be used online and learning to share, interact and work colaboratively are very important.

> **Participant 30:** I think language should be able to convey their love of language to their students. They should be able to show their students that learning a language will be an advantage to them and that it is something anyone can do as long as they know the best methods for their learning style. A teacher should have a whole range of options to offer his/her students to make best use or his/her learning style. Traditional options with books, CDs TV and radio and Web 2.0 options with learning sites, podcasts, games etc.

While some of the participants stated that Web 2.0 knowledge and use are important skills, some others pointed out different competencies possessed by the language teachers in the twenty first century which can be seen below.

> **Participant 38:**Technology skills are needed, too. But what you consider as technology skills yesterday may be considered ordinary skills or expectations today. Teachers need to keep updated with educational uses of various technology tools. But at the same time, they need to develop good decision making skills as to how to integrate these technology into their own contexts and for the students' learning. *Teachers need to understand that using technology for the sake of technology does not make use effective teachers.*

> **Participant 64:** The 21st century language teachers must be multiliterate, i.e. they should have the skills that allow them to integrate various types of Web 2.0 tools (preferable through different types of technology devices, such as ipod, ipad, smartphone, and laptops) in their classrooms. This should qualify them to facilitate / and teach material in manners suitable for the new generation of learners in their classes. This PLN would also help to handle information overflow in the sense that you can see what tools people whose judgement you trust are using, how they are using them, what advantages and possible pitfalls they are encoutering.

As it can be seen in the responses of participants 38 and 64 above, as well as being able to integrate Web 2.0 tools, understanding the logic behind this integration process is also crucial. Multiliteracy and being able to develop PLNs (Personal Learning Networks) so as to handle the amount of information are also reported to be significant skills for being a twenty first century educator. Responses to the thirty ninth question can be seen in Table 4. As it can be seen in Table 4, when asked to state the skills challenging them, various responses were given by the participants. These responses can be categorized as integration of Web 2.0 tools, encouragement and support, management, decision making, coping with new competencies, assessment, and development of new literacies.

Table 4: Skills Found Challenging by the Participants

DEVELOPING PRODUCTIVE SKILLS
• Using tools Allowing Students to Practice Productive skills
INTEGRATION OF WEB 2.0
• Integrating Social Media Fully into Curricula
• Remembering not to Use Technology for Technology's Sake
• Using Web 2.0 at the Right time for a Particular Group of Students
• Understanding that Technology Can Aid Methods and Approaches Instead of Changing Them
• Not Having Access to Technology at School
• Aggregation and Tagging
ENCOURAGEMENT AND SUPPORT
• Helping Learners Communicate Fluently and accurately
• Using Social Networking Platforms with Students
• Being Available for Feedback
MANAGEMENT
• Time management
• Always Having Another Plan When Things Go Wrong
• Enabling Students to Think Critically
• Coping with Information Overload
DECISION MAKING
• Choosing the Most Appropriate Tool
• Convincing Colleagues to Come on Board
• Evaluating Tools
COPING WITH NEW COMPETENCIES
• Changing Roles
• Being More Creative
• Carrying Out Action Research
• Being Proactive
•
ASSESSMENT
• Designing Online Exams
• Effective Classroom Strategies
NEW LITERACIES
• Enabling Students to Develop Critical Literacies

One of the participants pointed out that knowing Web 2.0 tools is not enough for being a competent educator. Her response can be seen below:

> **Participant 38:** What I find challenging is to find the appropriate project/lesson for the students that would incorporate a technology tool that is easy for them to use and that achieves my objectives and which is also in line with the curriculum. So, having technology skills is not enough in this century, because everybody has those skills. Rather, knowing how to use

them in pedagogically sound ways is the important skill that teachers need to work on.

As it can be seen above, participant 38 thinks that adapting Web 2.0 tools for pedagogical use considering the objectives is not an easy skill to be possessed.

Responses to the thirty ninth question can be seen in the Table 5 below. As displayed in Table 5, when the participants were asked to suggest ways to acquire the skills which challenge them, they gave various responses which are related to two main responses which are reflection and research, and exploration of new opportunities such as online collaborative projects and on-line workshops carried out by both WIA members and people among the participants' Professional Learning Networks (PLNs).

Table 5: Ideas about Ways of Acquiring the Skills Challenging Them

REFLECTION AND RESEARCH
• Self Reflection and Action
• Research
• Mentoring Colleagues and Being Mentored
• Goal Setting
• Practice and Feedback
• Self Awareness
EXPLORATION OF NEW OPPORTUNUTIES
• Continious Professional Development
• Combining Traditional Ways of Professional Development with the Online Ones
• Attending Conferences
• Utilizing Social Media
• Joining a Group of Like Minded People and Sharing
• Attending Sessions Done by WIA Members
• Using New Tools to Help Students Get Involved in Communication as Much as Mossible
• Reading Blogs and Online Magazines
• Online Teamwork

Some of the participants provided detailed explanations for such kind of acquisition process.

Participant 29: I strongly believe that interaction with other teachers and professionals in this area is the key because technology is always evolving and advancing. Teachers need to see, be aware of various implementations of

various technology tools into similar teaching contexts. This happens usually more easily when you are connected with other people in online communities, I believe. This way, as a teacher, you create a "bag of technology tools" for yourself, and develop the skills of pedagogocial decision making for technology through interacting with others and learning together.

Participant 39: By joining different communities, be on twitter, facebook, blogs and online magazines to learn about new tools. Then, keep them organized in social bookmarks, to finally explore and use them when needed.

Participant 43: Today students are more digital learners or have some other problems so being in school is not their priority. I am talking here about exceptions. Sometimes I ran into the wall, but have noticed though that using ICT in class can make them more engaged, but one has to be careful with that, so that normal teaching skills and use of course books is not all forgotten.

Participant 55: I think by planning well. As there are so many things to learn, teachers should be able to plan and see technology from teaching side, ask questions why they need to use technology, will their selected tools help them achieve their goals to teach specific skills such as speaking, writing, listening, reading, and most importantly thinking.

As pointed out by the participants, interaction with peers is essential to share findings, learn from others, show others what is being done, try different approaches to see what works best, and then make decisions accordingly. This kind of interaction is also suggested for developing language skills like listening, reading, reading, and writing. Participants' expectations are reported in the following section.

4.2.2. The Participants' Beliefs Regarding Their Expectations from WIA

The thirty seventh and thirty fourth questions were asked to find out the members'expectations from WIA before being a member. The most common

responses are reported on tables. Responses to the thirty fourth question can be seen in Table 6.

As it can be seen in table Table 6, the participants' reasons for being a WIA member varied. The reasons tended to focus on motivation and support, networking and collaboration, keeping up to date conducting research, research and knowledge and application of Web 2.0. It is important to note that many participants wrote that they did not have any expectations before being a member and only one of them thought that being a member would be an extra load of assignments.

Table 6: Reasons for Being a WIA Member

MOTIVATION & SUPPORT
• To Be Inspired • To Enjoy the Sense of Support that the Community Offers • To Renew Interest in Professional Development • To Get the Company of Other Educators Using Technology • To Get Suggestions and Collaborative Assistance
NETWORKING & COLLABORATING
• To Interact with ELT Professionals Using Technology Across the world • To Interact with a Multicultural Group • To Share Ideas and Experience with Like Minded Colleagues • To Increase Professional Development Opportunities • To Network
KEEPING UP TO DATE
• To Keep current in Educational Uses of Web 2.0 • To Keep Abreast of International Concerns for Technologies in the Language Classroom • To Participate in EVO Sessions • To Do Research • To Benefit More after Observing the Impact of EVO Sessions
WEB 2.0 KNOWLEDGE AND APPLICATION
• To Learn about the Technology in a Supportive Environment. • To Keep up-to-Date with New Developments in the Area • To Learn Uses of Web 2.0 Tools and Utilize Them in Teaching • To Be Introduced To New Tools and Learning opportunities

Some participants stated very detailed descriptions of their reasons for being WIA members which can be seen below.

> **Participant 23:**Finding out about internet tools and how to adapt them to my classes was a challenge for me and I thought that a group like WiA might give me the support and encouragemente I needed to try new things in a meaningful way. In the end, what I found was a tremendously supportive and exciting community whose members are always willing to share and help!
>
> **Participant 18:** I incidentally became a member 4 years ago. I was active during BaW2007 but then for several years I lurked mostly. I have become a bit more involved this year for the purposes of my research. But I admit that getting involved in this community have impacted my learning and teaching to a great extent that I always felt like I am learning a great deal even at the times that I lurk. This might be the reason that I choose to stay as a member in this community.
>
> **Participant 21:** I just dived at the deep end. I saw the whole experience as an invaluable ICT learning experience and that is how I still see see it.
>
> **Participant 30:** I thought they might be very advanced and a little daunting. But in fact they are very open and friendly. We are all learning constantly.
>
> **Participant 36:** I just wanted to see what an online course was like and, as I was able to do the Becoming a Webhead course during my summer holidays, I enrolled. I had no idea of the great community I was about to discover. I´m very pleased to belong to this group though I don´t take part in many discussions; anyway, I find really interesting suggestions and advice.
>
> **Participant 41:** It has never occured to me that educational theories, including teaching/learning approaches, educational phylosophies, and e-learning quality were going to be discussed by this community of practice.

As it can be seen above, some participants did not have high expectations from WIA and feel surprised at the impact it has had on their professional development and teaching, and the support of the WIA members. It is also interesting that although some of them tend to stay behind, she thinks that she has made progress. The participants' beliefs about WIA membership are reported in the following section.

4.2.3. The Participants' Beliefs Regarding Being a WIA Member

The forty first question was asked to understand the members' beliefs about being a WIA member and the impact of membership on their professional development. The most common responses can be seen in the tables below.

As indicated in Table 7, most of the WIA members stated that they had positive ideas about the membership. Four main categories were identified while analysing the responses to the fourty first question. These categories were career opportunuties, motivation and support of members, developing problem solving skills, and Web 2.0 use and knowledge. They stated that their WIA membership had helped them to build better cvs, be recognized, feel connected with teachers, understand that the occurence of problems are normal, make changes in their career, feel more confident and willing to try new tools and ask in the occurence of a problem, learn how to teach on line, make use of Web 2.0 tools in their social and professional lives, get a view of the new tools, and decide to get a Master's degree in Educational Technology. The participants also pointed out that some activities of WIA have been useful in this process.

Table 7: Ideas about the Impact of Membership

RESUME BUILDING/CAREER
• Considering It as a Good Oppportunity for Resume Building
• Deciding to Get a Master's Degree in Educational Technology
• Making Changes in Career
• Teaching Online After Interacting with WIA
MOTIVATION & SUPPORT
• Feeling Connected to the Other Educators
• Feeling More Self Confident in the Use of Different Web 2.0 Tools
• Being Recognized by the Others
PROBLEM SOLVING
• Getting Used to the Problems and Finding Solutions Easily
• Feeling More Willing to Ask or Help When a Problem Occurs
WEB 2.0 USE AND KNOWLEDGE
• Having the Opportunity to Use Web 2.0 Tools in Social and Professional Lives Effectively
• Getting an Early View of New tools and Trends in order to Make Realistic Choices

The activities found useful can be seen in Table 8. As displayed in Table 8, the participants stated that they found the ongoing interaction in the yahoogroup, member support, celebrations of successes, immediate feedback, voluntering for interacting for learners, podcasts, forum discussions, weekly TappedIn chat sessions, Elluminate sessions, moderation of EVO sessions, hands on activities, getting in

touch with members using social media, collaborative projects, and reading members' blogs and wikis useful. Considering these responses, it is possible to state that the members benefited from the collaborative activities of WIA and other members' productions. The dynamic nature of the group and support and feedback from the members were also helpful for the members. Although most of them the members stated that WIA had an impact on them, there were few participants who did not think they benefited from the CoP.

Table 8: WIA Activities Found Useful by the Participants

- Ongoing Interaction in the Yahoo Group
- Support of the WIA Members
- Celebrations of Successes
- Immediate feedback
- Volunteer Interaction with Students
- Podcasts
- Forum Discussions
- Weekly chats in TappedIn
- Elluminate Sessions
- Moderating EVO Sessions
- Hands on Activities
- Connection with Members and Their Ideas in Different Social Media Spaces such as Twitter and Facebook
- Collaborative Projects
- Members' Blogs and Wikis

The reasons for not considering WIA as an influence on their professional development are displayed in Table 9. As seen in Table 9, the participants stated four main reasons for not being affected by WIA membership. The reasons they stated are the existence of other sources of inspiration such as twitter, previous Web 2.0 knowledge and experience before joining the CoP, and the internet blockage in some countries.

The participants' ideas about the advantages of WIA membership are reported in the Table 9. As seen in Table 9, the participants stated four main reasons for not being affected by WIA membership. The reasons they stated are the existence of other sources of inspiration such as twitter, previous Web 2.0 knowledge and experience before joining the CoP, and the Internet blockage in some countries.

Table 9: Some Reasons of not Benefiting from WIA

• Existence of Other sources of Inspiration Like Twitter
• Knowing Some of the Web 2.0 Tools Before Joining WIA
• Being a Member of Another CoP
• Internet Blockage in Some countries

The participants' ideas about the advantages of WIA membership are reported in the next section.

4.2.4. The Participants' Beliefs Regarding Benefits of Being a WIA Member

The thirty fifth question was asked to understand the members' beliefs about benefits of WIA membership. The most common responses can be seen in Table 10. As it can be seen in Table 10, various advantages of being a WIA members were listed. The benefits tended to focus on social aspects, professional aspects, Web 2.0 knowledge and aspects related to pedagogy.

Table 10: Ideas about the Benefits of Being a WIA Member

SOCIAL ASPECTS
• Worldwide Friendships/Networking
• Opening classroom doors to the world
• Helping Students to Make Contacts with People from Different Countries
• Making Very Special Friendships with WIA Members
• Constant Interaction and Sharing
• Feeling Validated and Connected
• Immediate Feedback
• Encouragement/Motivation
• Expanding Horizons by Sharing Local Perspectives and Getting in Touch with Global Tendencies Concerning Technology- Mediated Language Teaching/Learning
• Helping the Members to Filter Information
PROFESSIONAL ASPECTS
• A Big Step in Career
• Keeping Updated in terms of Teaching. and Collaborative Tools
WEB 2.0 KNOWLEDGE AND COMPETENCY
• Reducing the Fear of Technology
• Introduction to New Tools
• Easy Access to Information
• Helping the Members to Filter info
PEDAGOGICAL ASPECTS
• Increasing teacher Motivation to Learn and Produce Extra Activities
• Providing the Members with Solutions to Overcome Some Hurdles Related to Web 2.0 Tools
• Changing the Taste of the Learning Process
• Fostering Lifelong Learning

Some of the participants wrote detailed descriptions about the advantages which are listed below.

Participant 72: The members of this group use Web 2.0 tools very efficiently for their classes and professional developments. Thus, when I have difficulties or doubts about using these tools, they help me to solve the problems. Moreover, most the Webheads members are academicians and they are aware of the importance of professional development. Finally, they really respect what you do and help you to improve yourself without discouraging you.

Participant 47: This group allows me to keep informed and trained in the of Web 2.0 for EFL. I´m able to get help, ask questions and share experience with colleagues from all over the world in an easy and friendly way. There´s always a member ready to collaborate of search for information one needs.

Participant 74: You always learn something from exchanging experiences. It's a global community, so you not only learn something about teaching and learning, but also about other countries, languages, and cultures in the world. I also feel connected to the world and to the profession. I feel like WIA also gives us a cause, and develops our awareness of advocacy for teaching languages through technology.

Participant 65: Constant source of inspiration and it has helped me to:

- become aware of the importance of integrating Web 2.0 tools

- learn about new tools and opportunities for teaching development

- try to find new solutions when different members pose a question

- profit from the findings shared by other members

- participate in cross cultural projects

- reflect on my teaching practice

- develop a sense of community

As it can be understood from the participants' responses above, the main benefits of WIA membership are related to the attitudes of the participants to share ideas and reflect upon experiences related to both Web 2.0 use and teaching ideas in a way that motivates the members, making global friendships, feeling connected, and community building. Disadvantages of WIA membership will be explained in the next item.

4.2.5. The Participants' Beliefs Regarding Disadvantages of Being a WIA Member

The thirty sixth question was asked to understand the members'beliefs about being a WIA member. The most common responses can be seen in Table 11. As seen in Table 11, the participants stated nine main reasons about disadvantages of WIA membership. The reasons they stated are related to privacy, time management, internet restrictions in some countries, feeling overwhelmed with the amount of information, dominance of some group members, addiction, language difficulty, promoting individual teacher action.

Table 11: Ideas about Disadvantages of Being a WIA Member

- Privacy on the Internet
- Time Management
- Net Restrictions
- Irrelevant Posts
- Feeling Overwhelmed with the Amount of E-mails and Info
- Dominance of Some People in the Group
- Causing Addiction
- Language Used in the Posts
- Promoting Individual Teacher Action rather than Institutional or Team-Based Action

Some of the participants' responses reveal the aspects in the table in detail.

> **Participant 4:** Sometimes, you may be too busy to follow the e-mail messages and in those days you can choose the daily e-mail option and you can follow later.
>
> **Participant 49:** Membership in WIA can, at times, lead one to think that unless he or she knows about everything that is discussed and is proficient in using it, one is ill-trained in educational technology. This is, of course, not true—and most experienced WIA members would say that it is not true: being a Webhead is an attitude, not a standard to be achieved
>
> **Participant 68:**Some of the posts on the group forums are irrelevant and I have to wade through these to find those I consider relevant and useful. Thought occasionally some of the irrelevant ones may lead me to something new and interesting as well.

As stated by the participants, following e-mails, irrelevant posts, and de-motivation. Although they were listed as some of the disadvantages, the participants themselves, underlined that these disadvantages can be turned into advantages if some other alternative options such as choosing daily e-mail digest options are tried and different perspectives are gained through the membership. The members' beliefs on the effects of WIA membership on teaching and professional development are going to be explained in the next item.

4.3. WIA Members' Beliefs on The Effect of Membership on Their Classroom Teaching and Professional Development

4.3.1. Beliefs of WIA Members on The Effect of Membership on Classroom Teaching

The tenth, eleventh, and fourteenth, items were asked to understand WIA members' beliefs on the impact of membership on teaching. In order to analyze participants' responses in detail, frequency of the responses to each question are reported in tables which were copied from PASS-W program after the data analysis procedure.

Responses to the tenth item can be seen in the following table (See Table 12). Five main responses were given by the respondents in item 10 asking whether WIA has had an impact on the awareness of the participants' awareness of the teaching and learning opportunities through Web 2.0 tools. 60,8% of the participants strongly agreed and 30,4% of them agreed with the statement. 6,3 % of them were not sure and 2,5% disagreed with the statement about about teaching and learning opportunities through Web 2.0 tools.

Table 12: The Distribution of the Answers Given to Item 10

	Frequency	**Percent**
Strongly agree	48	60,8
Agree	24	30,4
Not decided	5	6,3
Disagree	2	2,5
Total	**79**	

Responses to the eleventh item can be seen in the following table (See Table 13). As displayed in Table 13, all of the options were chosen by the participants when asked whether WIA membership has affected their teaching practice. 68,4% of the participants strongly agreed and 27,8% of them agreed with the statement. 1,3 % of them were not sure and 2,5% disagreed with the statement about the impact of WIA membership on their teaching practice.

Table 13: The Distribution of the Answers Given to Item 11

	Frequency	**Percent**
Strongly agree	54	68,4
Agree	22	27,8
Not decided	1	1,3
Disagree	2	2,5
Total	**79**	**100**

Responses to the fourteenth item can be seen in the following table (See Table 14). When the responses to the fourteenth question asking whether WIA membership has increased the awareness level of the participants about the problems in the Web 2.0 use and their solutions, the participants gave four main answers. 39,2% of subjects strongly agreed with the statement, 51,9% agreed with the statement. 5,1% of the participants were unsure and only 3,8% disagreed with the statement. Responses gathered from this item indicate that all the subjects believe that WIA has been helpful for classroom teaching.

Table 14: The Distribution of the Answers Given to Item 14

	Frequency	**Percent**
Strongly agree	31	39,2
Agree	41	51,9
Not decided	4	5,1
Disagree	3	3,8
Total	**79**	**100**

4.3.2. Beliefs of WIA Members on The Effect of Membership on Professional Development

The eighth, ninth, twelveth, and eighteenth items were asked to understand WIA members' beliefs on the impact of membership on professional development. For the purpose of analyzing student responses in detail, frequency of the responses to each question are reported in tables which are copied from PASS-W program after the data analysis procedure. Responses to the eigth item can be seen in the following table (See Table 15). As shown in the Table 15, the participants chose all five of the options when asked whether WIA membership has had an impact on managining the amount of information or not. 60,8% of the participants strongly agreed and 30,4% of them agreed with the statement. 5,1 % of them were not sure and 2, 5% disagreed with the statement the effect of WIA on handling the increasing amount of information. Only 1,3% of the participants disagreed.

Table 15: The Distribution of the Answers Given to Item 8

	Frequency	**Percent**
Strongly agree	48	60,8
Agree	24	30,4
Not decided	4	5,1
Disagree	2	2,5
Total	**79**	**100**

Responses to the ninth item can be seen in the following table (See Table 16). When the participants were asked whether WIA membership has had an impact on their filtering ability, the subjects gave five main responses. 35,4% of them strongly agreed, 36,7% agreed, and 20,3% of them were unsure. 6,3% of them disagreed and only 1,3% strongly disagreed with the statement asking them to evaluate whether WIA eases filtering information or not.

Table 16: The Distribution of the Answers Given to Item 9

	Frequency	**Percentage**
Strongly agree	28	35,4
Agree	29	36,7
Not decided	16	20,3
Disagree	5	6,3
Strongly disagree	1	1,3
Total	**79**	**100%**

Responses to the twelveth item are displayed in the following table (See Table 17). As seen in the Table 17, all of the options were chosen by the participants chose when the participants were asked whether WIA membership has had an impact on their control over professional development or not. 44,3% of the participants strongly agreed and 40,5% of them agreed with the statement. 11,4 % of them were unsure and 2,5% disagreed. Only 1,3% of the participants disagreed with the statement the effect of WIA on handling the increasing amount of information.

Table 17: The Distribution of the Answers Given to Item 12

	Frequency	**Percentage**
Strongly agree	35	44,3
Agree	32	40,5
Not decided	9	11,4
Disagree	2	2,5
Strongly disagree	1	1,3
Total	**79**	**100%**

Responses to the eighteenth item can be seen in the following table (See Table 18). As shown in Table 18, most of the participants (64,6%) strongly disagreed and 25,3% agreed with the reverse item asking whether WIA has been helpful in their professional development or not. 8,9% of them disagreed and only 1,3% strongly disagreed. When the responses to the reverse item (item 12) are considered, the results obtained from this item can be considered to be in parallel with the findings.

Table 18: The Distribution of the Answers Given to Item 18

	Frequency	**Percentage**
Strongly agree	1	1,3
Agree	7	8,9
Disagree	20	25,3
Strongly disagree	51	64,6
Total	**79**	**100%**

4.4. Frequency of The Web 2.0. Tools Used by The Members

The nineteenth, twentieth, twentyfirst, twentysecond, twentythird, twentyfourth, twentyfifth, twentysixth, twentyseventh, twentyeighth, twentyninth, and thirteth items were asked to identify the most prequently used Web 2.0. tools in classroom teaching and professional development. The responses of the participants about the frequency of the Web 2.0 tools in in classroom teaching are reported in Appendix 2. As it can be seen in Appendix B, the most frequently used Web 2.0 tools are found out to be social bookmarking services, learning management systems, rss feed readers, blogs, and content management systems.

4.5. The Web 2.0. Tools Used by The Participants in Classroom Teaching and for Professional Development

In order to find out the Web 2.0 tools utilized by WIA members in their classroom teaching and professional development the participants were asked the thirty first and thirty second items. The responses of the participants about the frequency of the Web 2.0 tools in in professional development were reported on seperate tables which can be seen in Appendix B and Appendix C.

4.5.1. The Web 2.0. Tools Used by The Participants in Classroom Teaching

In order to understand the frequency of Web 2.0 tools used by the subjects in their classroom teaching, the subjects were asked the thirty first question about how frequently they used each Web 2.0 tool. The responses of the participants about the

frequency of the Web 2.0 tools in in classroom teaching are reported on the tables in the Appendix B. As it can be understood from Appendix B, the most common web 2.0 tools of the participants in classroom teaching were wikis, blogs, e-mail groups, and podcasts. The least used tools are rss portals, and class backchannel tools

4.5.2. The Web 2.0 Tools Used by The Participants for Professional Development

In order to understand the frequency of Web 2.0 tools used by the participants in their professional development, the subjects were asked the thirty second question about how frequently they used each web 2.0 tool. The responses of the participants about the frequency of the Web 2.0 tools in in professional development were reported on the tables in Appendix C. As it can be understood from Appendix C, the most frequently used Web 2.0 tools of the WIA members in professional development were e-mail groups, blogs, wikis, forums, and facebook. The least used tools are rss portals, and other tools.

4.6. WIA Members' Beliefs on The Impact of WIA Membership on Their Competencies and Use of Web 2.0. Tools

The fourth, seventh, thirteenth, fifteenth, sixteenth, seventeenth, thirty third questions were asked in order to reveal the effects of WIA membership on their beliefs related to the their ideas regarding the Web 2.0 use and competencies. Responses to the seventh, thirteenth, fifteenth, sixteenth items were reported in the tables below (See Table 19, Table 20, Table 21, Table 22, Table 23 and Table 24.)

As seen in Table 19, 58.2% of the participants strongly agreed and 35,4% of them agreed with the statement asking them to evaluate their awareness level of web 2.0 tools as a result of belonging to WIA. 3.8% of the participants were unsure about this issue. The percentage of the participants who disagreed and strongly disagreed was the same (1,3%).

Table 19: The Distribution of the Answers Given to Item 7

	Frequency	**Percentage**
Strongly agree	46	58,2
Agree	28	35,4
Not decided	3	3,8
Disagree	1	1,3
Strongly disagree	1	1,3
Total	**79**	**100%**

Responses to the thirteenth item are reported in Table 20. As seen in Table 20, all of the options were chosen by the participants in item 13 asking whether they felt good at choosing the right Web 2.0 tools as a result of interaction with WIA. The majority of the respondents (% 51,9) agreed, and 34,2 % strongly agreed, and 3,8% disagreed with the statement. The percentage of the subjects who were not sure was only 10,1%.

Table 20: The Distribution of the Answers Given to Item 13

	Frequency	**Percent**
Strongly agree	27	34,2
Agree	41	51,9
Not decided	8	10,1
Disagree	3	3,8
Total	**79**	**100**

Responses to the fifteenth item can be seen in Table 21. The responses to the fifteenth question indicate most of the subjects think that they are actively involved in WIA activities. 43% of the subjects strongly agreed, 45,6% agreed and 8,9% of them were not sure. Only 2,5% of the subjects disagreed.

Table 21: The Distribution of the Answers Given to Item 15

	Frequency	**Percentage**
Strongly agree	34	43,0
Agree	36	45,6
Not decided	7	8,9
Disagree	2	2,5
Total	**79**	**100%**

Responses to the sixteenth question can be seen in Table 22. When the responses to the sixteenth item are considered, it is obvious that most of the participants (58,2%) strongly agreed and 36,7% of them agreed with the statement asking whether WIA membership has impacted their Web 2.0 use in classroom teaching, and 2,5 % of them were unsure. The participants who disagree with the item was only 2,5%.

Table 22: The Distribution of the Answers Given to Item 16

	Frequency	**Percent**
Strongly agree	46	58,2
Agree	29	36,7
Not decided	2	2,5
Disagree	2	2,5
Total	**79**	**100**

Responses to the seventeenth question are reported in the following table (See Table 23). As seen in Table 23, when the reverse item of the statement 13 was asked to the subjects in statement 17, the majority of the participants (28,8% and 57,5%) strongly disagreed and disagreed, 10,1% agreed and 2,5% of the participants were not sure. Only 5,1% of them strongly agreed with this statement. The frequency of the answers of this statement, indicate that the results are parallel to the results of the thirteenth item as the majority agreed with the positive statement and disagreed with the negative one.

Table 23: The Distribution of the Answers Given to Item 17

	Frequency	**Percentage**
Strongly agree	4	5,1
Agree	8	10,1
Not decided	2	2,5
Disagree	43	54,4
Strongly disagree	22	27,8
Total	**79**	**100%**

When the participants were asked the tools they use as a result of interacting with WIA members, they they stated that they used various tools because of being a WIA member. The most common ones are reported to be wikis blogs email groups and forums. The least common tools are found out to be RSS feed readers, other tools,

and RSS portals. Responses to the forty first item are listed in the table below (See Table 24). As it can be seen in Table 24, the participants stated many aspects of their progress in the use of Web 2.0 tools as a result of interacting with WIA members, and involvement in WIA. They gave three main responses related to Web 2.0. competencies, confidence building, and professional development and career. The ideas of the following participants are parallel to the finding.

Table 24: Ideas about Progress in the Use Web 2.0 Tools as a Result of Interaction with WIA

WEB 2.0 COMPETENCIES
• Using Web 2.0 Tools Better Both in Professional Development and in Class
• Discovering New Ways of Utilizing Web 2.0 Tools
• Feeling More Confident about the Use of Web 2.0 Tools and Online Activities
• The Possibility of Using the New Collaborative Tools Learned as a Result of Interaction with WIA Members
CONFIDENCE BUILDING
• Not being afraid of Taking Risks
• Being Ready for Changes
• Willingness to Share and Interact
• Feeling Connected
PROFESSIONAL DEVELOPMENT & CAREER
• Deciding to get a Masters' Degree
• Making a Difference in Teaching
• Taking Place in Some Online Workshops both as Participants as Presenters
• Developing Better Courses
• Joining Other Teacher Development Communities
• Understanding of the Importance of lifelong learning

Most of the participants pointed out the positive feeling or support that being a WIA member creates. This can be seen in the response of the following participant:

> **Participant 1:** I have learned so much from following the blogs and tweets and conference presentations of many Webheads, have felt the joy of meeting

several in person at TESOL conventions, **feel 'connected' more** so than with many colleagues I see f2f (face-to-face) on a weekly basis.

As it can also be seen in Table 24, a lot of participants pointed out the usefulness of being a WIA member in terms of Web 2.0 use. Some of these responses can be seen below.

> **Participant 2:** I feel better in terms of using Web 2.0 tools after joining WIA. Firstly, the online meetings and conferences are quite beneficial for me as the participants talk about their experiences. Thus, I can feel that there might be some problems while integrating Web 2.0 tools into my classes and this is quite normal. Moreover, when I create a platform for my students, I can ask for help from WIA members to interact with my students and they do this voluntarily.

The response of participant 2 reveals the impact of WIA on her progress as a result of WIA involvement and also underlines the collaborative and interactive nature of WIA. The response of the third participant also reveals the same finding.

> **Participant 3:** I've learnt about wikis, blogs and many other tools which I had never heard of before. Though I'm still learning how to use them, I feel I'm much more ahead than some expertises here in my area! Besides, belonging the this group makes feel confident in the sense that, if I need any kind of help or advice, I´m sure I´ll get them there through the kind generosity of any of its members.

> **Participant 4:** I definitely feel better at using these tools, because there's always someone to explore them with and exchange ideas about their potential and applications in the classroom.

As it can be understood from the reflections of the participants, it is obvious that the kind of proficiency in Web 2.0 use is can be the result of the support of the WIA members. However, there seems to be some members who stated that they gained such kind of support from other sources, as well. Response of the sixth participant points out some other sources of motivation to be able to continue learning.

> **Participant 6:** I benefit from the collaborative nature of the group a lot. However, now it's true that there are other sources of inspiration (especially through twitter yes, but I also learned some of these tools through professional development when I used to teach)

When the response of the sixth participant is considered, collaboration and support of the WIA members has been helpful. However, he also reported that the impact of twitter updates of other educators, as well. Another participant pointed out the reliability of the knowledge and experience gained and shared as a result of being a WIA member in his response:

> **Participant 5:** Web 2.0 tools are enhanced through constant exploration through interaction with one another particularly at weekly online meetings and in online conferences, and also in collaborations between classes I've used the WIA annual cohort of new WIA members as our test bed, i.e. guinea pigs if you like, to perfect the various online tools we use for distance education. This has resulted in us having a very stable and reliable systems approach to live events we broadcast throughout the world.

Apart from the reliability of shared knowledge, the active nature of WIA community is obvious in the response of the following participant:

> **Participant 7:** Yes, I do. It was back in 2007, I think, that I first got to know what a blog, a wiki, a podcast, a web conference, an HTML code, is. I have volunteered to take active role in some activities in the BaW07 workshop and I think that gave me a chance to experience things first hand through observation of others and with the their guidance. I think in this community, you learn by doing it yourself, and you learn together with others.

The stress free atmosphere created in WIA activities and its promotion of life long learning is also stated in the following participants' responses:

> **Participant 8:** For me, the most helpful thing has been the EVO sessions I have attended and/or moderated since 2006: Becoming a Webhead, Blogging for Beginners, Enhancing Lessons with Web 2.0, Podcasting for the EFL/ESL Classroom. It is absolutely essential for me to try out new tools in a non-

threatening environment before using them with students, to gain the comfort level I need to integrate them into my classes. Of course, I am MUCH MUCH less fearful and "better" at using web 2.0 tools, and I am continuing to learn all the time.

Participant 9: There's more to WIA than Web 2.0. It is ultimately about the networks that it opens up to lifelong learning. Look at who the key participants are connected with and explore from there.

Participant 10: Strangely enough, being part of WIA makes me feel less pressure to jump on the bandwagon for many Web 2.0 tools. Through WIA I get an early view of new tools and trends and feel that I can make more realistic choices without feeling the panic of being left behind.

Participant 11: I thought I was quite an expert before I joined, I just wanted to learn something new. To my surprise, there was so much I did not know and learning in team was an excellent part of the experience. Very motivating to see other people's products. I teach ICT to teachers and I developed my courses a lot thanks to WIA.

As it can be seen in the response of participants 8, 9, 10,and 11, non threatening environment in WIA and the connections made with the group members leads to an improvement in Web 2.0 use, impacts their decision making skills and promotes lifelong learning. However, there were few members who stated that the benefit of being a WIA member has not been useful at all. One of these participants pointed out that his purpose of joining WIA was different and made a suggestion for the WIA community about its future:

Participant 12: Not so much. I did not join WIA to learn web 2.0 tools, but to learn about what problems teachers are facing. I think the future of WIA needs to focus on Web 3.0 tools which I believe concern mass-collaboration in content and activity creation.

As reported by participant 12, WIA can also be helpful to understand the problems faced by its members and the concern of the group should be Web 3.0 instead of Web 2.0, and more collaboration between members. Considering the responses

above, the participants reported a lot of benefits as consequence of belonging to WIA community. There were also very few participants who stated that WIA membership has not had any impact on teaching and professional development because of their previous Web 2.0 knowledge and expertise.

The participants also underlined the importance of the some WIA activities in their progress. Ideas about the activities of WIA found helpful by the participants are reported in Table 25. As shown in Table 25, EVO sessions, reading blogs of WIA members, TappedIn sessions carried out every Sunday, learning together events, twitter updates of the members, real life interaction between members such as face to face encounters, collaborative activities, class projects with students of different members, moderation of online sessions, and interaction using social media.

Table 25: Ideas about Activities Found Useful by the Participants

• EVO Sessions
• Blogs of Webheads
• Tappedin Sessions
• Learning Together Events
• Twitter Updates
• Meeting Webheads in Conferences
• Collaborative Activities
• Class Projects
• Moderating Sessions with Them
• Interacting with WIA Members on Social Media

Participant 13 outlined how these activities enabled her to feel confident and more proficient in the use of Web 2.0 tools in teaching:

> **Participant 13:** Joining WIA has been a turning point in my career. Reading about what others are doing, and taking part in projects that require the use of wikis, blogs, Flickr groups and other tools, has given me the necessary

experience to feel confident enough to apply what I have learned to my teaching context.

The response of the participant 13 implies that WIA membership lead her to feel better in utilizing Web 2.0 tools because of hands on experience and collaborative projects.

4.7 Conclusion

In this chapter the findings of the data analysis were presented in the order of the research questions of this study and the findings were converted into tables.

As the findings of this study, it can be summarized that the members of WIA who participated in the study had positive attitudes toward the group as a community of practice and they used some common tools for their classroom teaching such as wikis, blogs, e-mail groups, and podcasts. The findings also point out that the most common tools used by them in professional development are e-mail groups, blogs, wikis, forums, and Facebook.

The findings further pointed out that the most popular tools used as a result of interaction of WIA members in various activities are wikis, blogs, email groups and forums. It is also obvious from the findings that the participants considered that they can choose different Web 2.0 tools to utilize in their teaching contexts and integrate them into these contexts, as well as feeling confident, active, more competent, ready to cope with the increasing amount of the information thanks to the collaborative and supportive nature of WIA and its various activities.

In the next chapter the discussion and implications of the study will be presented in the light of the findings revealed. The next chapter includes a conclusion of the study and suggestions for further studies as well.

CHAPTER 5

CONCLUSION

5.1. Overview of the Study

In this chapter the findings of this study will be discussed in the order of research questions of this study. The results will be associated with the literature and the parallel and conflicted points will be presented in the discussion section. Then, suggestions for further research will be given and the major findings of the study will be summarized.

This study aimed at revealing EFL teachers' attitudes towards belonging to an online Community of Practice (CoP) and their ideas about the role of the group in developing the skills to be possessed as educators in the twenty first century. In other words, it attempted to shed light on a different aspect of online CoPs along with the commonly used Web 2.0 tools.

As stated previously, the following five research questions were sought in this study:

1. What are the participants' beliefs regarding

    a. necessary skills for language teachers in the 21st century?
    b. their expectations before being a member of WIA?
    c. being a member of WIA?
    d. benefits of being a member of WIA?
    e. disadvantages of being a member of WIA?

2. What are the beliefs of WIA members on the effect of membership on their classroom teaching and professional development?

3. How frequently do the participants use Web 2.0 tools?

4. What Web 2.0 tools do the participants use in their

    a. classroom teaching?
    b. professional development?

5. Do they believe that WIA has an impact on their beliefs and use related to these Web 2.0 tools?

In order to find out the answers to the research questions, a questionnaire including multiple choice, and open ended items was sent to the members of WIA. Then, the second and the third sections of the questionnaire were analyzed by PASS-W program. The tables obtained through PASS-W were included both in the fourth chapter and in the Appendix section. The open ended items in the last section were categorized using content analysis. As these questions were related to different research questions, the responses were listed under the questions where they belonged to. Some responses of the participants were also included in the results section.

5.2.Discussion of Results

The first research question was about the participants beliefs on necessary skills for language teachers, members' expectations before joining WIA, being a member of WIA, and benefits and disadvantages of utilizing WIA for professional development. As stated in the results section, most of the participants had positive attitudes towards being a WIA member and listed various skills necessary for twenty first century teachers.

The participants' responses focussed on eight main aspects of competencies of the educators in twenty first century which are related Web 2.0 and technology, keeping updated with changes, awareness raising, management, collaboration, decision making, assessment and instructional design, understainding the rationale behind technology integration and other aspects. This is parallel to Luehmann (2008)'s ideas about reform based educators and takes Schullmann's (1986, 2000) basic teacher competencies one step further as there seems to be other competencies other than *pedagogical content knowledge* as both pedagogical aspects and Web 2.0 competencies are listed as necessary aspects for the educators in the twenty first century.

When it came to the skills listed to be challenging ones by the participants, the responses tended to focus on integration of Web 2.0 tools, encouragement and

support, management, decision making, coping with new competencies, assessment, and development of new literacies were given by the participants. It is obvious from these responses that what challenged the participants were feeling motivated while dealing with new competencies required from the educators like finding their own paths in the increasing amount of information without losing control and combining these new literacies with pedagogical aspects like assessment.

In order to cope with the skills they found difficult, the participants gave many responses which were related to reflection and research, and exploration of new opportunities in their PLNs. Looking at these responses, it can also be understood that there is a need for ongoing teacher education for being an educator equipped with the twenty first century skill sets. Considering this necessity, it is also possible to state that interaction with peers is vital for sharing findings, learning from others, showing them what is being done, trying different approaches to see the best ways, and then make decisions considering these factors.

When the the reasons for becoming a WIA member were analyzed, it was found out that they were about EVO sessions, Web 2.0 tools, supportive nature of the group, keeping up to date with the recent developments, multicultural elements, collaborative assistance, feedback, networking, curiosity, renewal of interest, reducing the fear of the unknown, and research. Here, it is important to note that many participants wrote that they did not have any expectations before being a member and only one of them thought that being a member would be an extra load of assignments. It is obvious from the responses that most of the participants did not have very high expectations from WIA and therefore feel surprised because of its impacts on their professional development and teaching. It is also interesting that although some of them tend to stay behind, they can make progress. This finding indicates that the process is an important element in their progress although there may be some lurkers benefiting from this process.

As stated in the results section, the participants had positive ideas about WIA membership as they stated that WIA is good for career opportunities, motivation and peer support, development of problem solving skills and Web 2.0 use and knowledge. The findings about their beliefs on membership underlined that WIA membership has been beneficial for the participants' career, motivation for

professional development, and developing some skills required from the twenty first century educators. The main reason why such positive responses were given can be the collaboration and among members not only for their own professional development but also improving WIA as a CoP which can similar to Johnson's (2005) ideas. The involvement of new members in EVO sessions as moderators, and other WIA activities can be an indication of this finding. It can be said that their participation level increases as they engage more in the activities of WIA.

The participants' responses also underlined the collaborative nature of the group in the responses to the item asking the advantages of being a WIA member. As stated in the results section, the participants listed the advantages of belonging to WIA as being exposed to the ongoing interaction in the yahoo group, member support, celebrations of successes, immediate feedback, volunteering for interacting with learners, podcasts, forum discussions, weekly chat sessions, elluminate sessions, moderation of EVO sessions, hands on activities, getting in touch with members using social media, collaborative projects, and reading members' blogs and wikis. The consideration of these responses brings researchers to three main aspects of WIA membership which are collaboration, reflection, and hands on activities as the members benefited from the collaborative activities of WIA and other members' productions. The dynamic nature of the group and support and feedback from the members were also helpful. It can also be related to the advantages of being a WIA member listed by the participants. As stated in the results section, the benefits of being a WIA member were related to social aspects, professional aspects, Web 2.0 knowledge and aspects related to pedagogy. This finding points out to the collaborative nature of the group, again as well as underlining the role of WIA in professional development.

Although most of the participants stated that WIA had an impact on them, there were few participants who did not think they benefited from the CoP. The responses of these members who did not think that WIA membership had an effect on their professional development and classroom teaching stated four main reasons which were the existence of other sources of inspiration, prior Web 2.0 knowledge and experience before joining WIA, and the Internet blockage in some countries. The reason why WIA membership did not affect their teaching and professional

development can also be related to the disadvantages listed by the participants which were about privacy, time management, Internet restrictions in some countries, feeling overwhelmed with the amount of information, dominance of some group members, addiction, language difficulty, promoting individual teacher action, following e-mails, irrelevant posts, and de-motivation. Although they were listed as some of the disadvantages, the participants themselves, underlined that these disadvantages can be turned into advantages if some other alternative options such as choosing daily e-mail digest options are tried and different perspectives are gained through the membership.

When the members were asked to state the impact of WIA membership on classroom teaching and professional development, most of them underlined that it raised awareness on teaching and learning opportunities provided by Web 2.0 tools. They also pointed out that WIA membership had an impact on their teaching practice and raised their awareness level of the participants about the problems in the Web 2.0 use and their solutions. It was also found out that most of the participants believed that being a member had an impact on professional development as well as classroom teaching. It is clear from the results that it was helpful in management, and filtering of the increasing amount of information. However, some of the participants were unsure about whether WIA enabled them to filter information. This finding can be an indication of different awareness levels as a result of different types of memberships in CoPs. The members who were not very sure might be outbound, peripheral, or boundary participants. It might also show that these participants need some time to understand the logic behind a CoP and active engagement for increasing their levels of participation and interaction with other members which is also put forward by Wenger (1998). It was also found that majority the participants believed that WIA membership had an impact on their control over professional development which was also revealed by the responses the reverse item (item 12).

The next research question was about the most frequently used Web 2.0 tools in the participants' classroom teaching and professional development. Social bookmarking services, learning management systems, rss feed readers, blogs, and content management systems were found out to be the most frequently used Web 2.0 tools. The most frequently used tools in classroom teaching were wikis, blogs, e-mail

groups, and podcasts. The least used tools are rss portals, and class backchannel tools. However, the most frequently used ones in professional development were different as they were found out to be e-mail groups, blogs, wikis, forums, and facebook. The least used tools are rss portals, and other tools. It is also interesting that wikis, and blogs were the only tools which were used both in classroom teaching and professional development. This can be the result of the user friendliness of blogs and wikis and the possibility of adapting them to different contexts. In other words, the flexibility of these two tools could have led them to be the common tools in classroom teaching and professional development. Considering that each and every context can be different, this finding points out to the importance of utilizing them both for teaching and professional development and also the need for trying to come up with alternative uses of these tools to make the most out of them.

Beliefs of the members on the impact of WIA on their Web 2.0 use and competencies were also positive as most of them thought that they were aware of the use of Web 2.0 tools, and that they got better at choosing the most appropriate tools for their own contexts and and utilizing them in their classroom teaching and professional development as a result of interaction with WIA. The responses of the participants also underlined the active involvement in the activities organized by WIA members. In addition, he frequency of the responses to the statement which was intended to be asked as a reverse item, indicate that the results are parallel to the findings as the majority agreed with the positive statement and disagreed with the negative one.

Another research question was about the most common tools used by the participants both in classroom teaching and professional development. It was revealed by this study that the most common Web 2.0 tools in classroom teaching were wikis, blogs, e-mail groups, and podcasts. Similarly, the most common ones in professional development were e-mail groups, blogs, wikis, forums, and Facebook. Blogs and wikis were found out to be the most common ones. The least used tools were also similar as most of the participants stated that they used rss portals less than the other tools. This finding might be related to the frequency of the use of these common tools in the activities of WIA. The participants might have also stated these tools as a

result of discovering their interactive nature after experimenting with them with other members in various activities of WIA.

The participants also stated that they had positive ideas when they were asked to reflect upon their progress in the use of Web 2.0 tools. Their responses focussed on Web 2.0 competencies, confidence building, and professional development and career. Most of the participants pointed out the support of other members. The proficiency in Web 2.0 use is can be the result of the support of the WIA members. Moreover, the participants also underlined that the non threatening environment and the connections made with the group members leads to an improvement in Web 2.0 use, impacts their decision making skills and promotes lifelong learning as a consequence of some of the activities of WIA members which are EVO sessions, blogs of members, TappedIn sessions, learning together events, twitter updates of the members, real life interaction between members, class projects, moderation of online sessions, and interaction using social media. However, there seems to be a few members who stated that they gained such kind of support from other sources, as well which can also be related to their participation levels and involvement in other CoPs.

5.3. Suggestions

The present study investigated beliefs of the members of an on line CoP on its role of improving classroom teaching and professional development. It was revealed that WIA members had positive ideas on the group as an on line CoP because of its various advantages and made use of and some common tools for their classroom teaching such as wikis, blogs, e-mail groups, and podcasts. It was also found out that e-mail groups, blogs, wikis, and Facebook were the most common tools used in professional development. Moreover, there was not a considerable difference between the participants based on age, gender, teaching experience, year of membership, last degree received and institution. This section includes suggestions for further research, teacher trainers and teachers. In this section how researchers and teachers can benefit from the results of this study will be briefly mentioned.

5.3.1. Suggestions for Researchers

The Internet, and CoPS are considerably new areas being explored by researchers in the field of language teaching and teacher training when compared to the other ones. Consequently, there seems to be a need for the researchers to observe what goes on in an online CoP along with the processes gone through by the members of these communities. The researchers, therefore, can carry out studies using both quantitative and qualitative data and various research designs. A new member of an online CoP can be chosen and her progress and interaction with other members can be studied. If she keeps a blog to reflect upon her experiences, it will add some more spice to this research dimension. Secondly, studies similar to this dissertation can be done to compare its results with the results of other studies to find out whether there are some differences in the impact of membership of another CoP on the participants' professional development and classroom teaching. The results of this research dimension can shed more light on the shared characteristics of CoPs in teacher training. In addition to other research dimensions, as there were many experienced participants in this study, the same study can be conducted on some other CoPs including less experienced participants to see whether there is a difference in the results or not. The final research dimension to be suggested is the analysis of online CoPs for learning English. Researchers can create new on line CoPs based upon the results of this study and they can test the effectiveness of these environments in language learning by using longitudinal studies which can reveal the benefits and disadvantages of on line CoPs for learners of English.

5.3.2. Suggestions for Teacher Training

This study can also be beneficial for teacher training. As the roles and competencies of language teachers are shifting, teacher trainers, first of all, should know the necessity for educators to deal with the changes required. They also need to be aware of the presence of CoPs like WIA in order to suggest ways for teachers to cope with the increasing amount of information and changing roles of learners and language teachers. In addition, it might be useful for people involved in training to underline that teachers are the ones responsible for their own professional development. Finally, it is a good idea for them to create such kind of communities in their training programs for making their trainers benefit from the advantages of CoP membership.

5.3.3 Suggestions for Teachers

Teachers may explore the professional development opportunities on the Internet. They can join online CoPs like WIA or find other ones so as to interact with like minded professionals in language teaching both for carrying out collaborative projects, and being exposed to different points of views and Web 2.0 tools. Before using these CoPs for their classroom teaching and professional development, they need to be aware of the rationale and characteristics of on line CoPs and the learning process taking place in these communities. Therefore, the findings of this study will provide information about the advantages and disadvantages of being a member of these communities and inspire them to make the most out of this learning opportunity. In addition, it is possible that they can form on line CoPs for learners of English who are more digitally literate than and extend the borders of their classroom by utilizing wonders of Web 2.0 as teachers, and learners from different countries can interact in these communities. This can help teachers to direct the learners to the twenty first century skills sets and get used to new roles and modes of learning.

5.4. Conclusion

The present study investigated beliefs of the members of an on line CoP on its role of improving classroom teaching and professional development. It was revealed that WIA members had positive ideas on the group as an on line CoP because of its various advantages and made use of and some common tools for their classroom teaching such as wikis, blogs, e-mail groups, and podcasts. It was also found out that e-mail groups, blogs, wikis, and Facebook were the most common tools used in professional development..

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APPENDICES

Appendix A: The Questionnaire Sent to WIA Members

Dear participant,

This survey is conducted by a graduate student enrolled in MA ELT Program at Middle East Technical University in to better understand the beliefs of Webheads in action members about the role and functions of Webheads in Action group. Therefore, I kindly ask you to answer the following questions as honestly as possible as only this will guarantee the success of the investigation. Please be sure that your responses will be kept confidential. Thank you very much for devoting your time and contributions.

Beyza Nur YILMAZ

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SECTION 1

Please choose the best option.

1- What is your gender?	a) Male b)Female
2- How old are you?	a) 18-23 b) 24-29 c) 30-35 d) 36-41 e) 42-47 f) 47+
3-What is your teaching experience?	a)1-3 years b)4-6 years c)7-10 years d)11-14 years e)15-18 years f)18 + years
4-What is the last degree you received?	a)BA b) MA c)Ph.D
5-What kind of institution do you work at?	a) free lance b)elementary school c)secondary school d)high school e) university/college f) other
6-How long have you been a member of Webheads in Action?	a)Less than a year b)1-3 years c)4-7 years d)7+ years

SECTION 2

Please choose the best option about you and your WIA membership.

7- I am aware of the possibility to integrate web 2.0 tools into an academic context (education) thanks to Webheads in Action.	a)Strongly Agree b)Agree c)Not Decided d)Disagree e)Strongly Disagree
8- I believe that WIA has helped me to learn to manage the increasing amount of information	a)Strongly Agree b)Agree c)Not Decided d)Disagree e)Strongly Disagree
9- I think filtering useful information is easy thanks to being a member of WIA.	a)Strongly Agree b)Agree c)Not Decided d)Disagree e)Strongly Disagree
10- I am aware of the learning and teaching opportunities through the use of computer and internet applications as I am a member of WIA.	a)Strongly Agree b)Agree c)Not Decided d)Disagree e)Strongly Disagree
11- I believe that being a WIA member has had an impact on my teaching practice.	a)Strongly Agree b)Agree c)Not Decided d)Disagree e)Strongly Disagree
12- I believe that being a WIA member has helped me to gain control over my professional development.	a)Strongly Agree b)Agree c)Not Decided d)Disagree e)Strongly Disagree
13- I am good at choosing a suitable web 2.0 tool for my own context thanks to being WIA member.	a)Strongly Agree b)Agree c)Not Decided d)Disagree e)Strongly Disagree
14- Thanks to WIA, I am aware that there might be some problems while applying what I have learned along with the solutions to those problems	a)Strongly Agree b)Agree c)Not Decided d)Disagree e)Strongly Disagree
15- I feel active when I am trying to learn the use of web 2.0 tools in the activities of WIA.	a)Strongly Agree b)Agree c)Not Decided d)Disagree e)Strongly Disagree
16- I believe that being a WIA member has had an impact on my use of web 2.0 tools (e.g. blogs,wikis, etc.) in my teaching.	a)Strongly Agree b)Agree c)Not Decided

	d)Disagree e)Strongly Disagree
17- I don't think being a member has affected me to choose the right web 2.0 applications	a)Strongly Agree b)Agree c)Not Decided d)Disagree e)Strongly Disagree
18- I believe that there has not been a difference in my professional development after joining WIA.	a)Strongly Agree b)Agree c)Not Decided d)Disagree e)Strongly Disagree

SECTION 3

In the following section please choose the Web 2.0 tools you use and also the frequency of your use of Web 2.0 tools.

19- How frequently do you use blogs?	a) Everyday b)A few days a week c)Once a week d)Few times a month e)Few times a year f)Never
20- How frequently do you use wikis?	a) Everyday b)A few days a week c)Once a week d)Few times a month e)Few times a year f)Never
21-How frequently do you use podcasts?	a) Everyday b)A few days a week c)Once a week d)Few times a month e)Few times a year f)Never
22-How frequently do you use a content management system such as Grouply and Ning?	a) Everyday b)A few days a week c)Once a week d)Few times a month e)Few times a year f)Never
23-How frequently do you use Facebook?	a) Everyday b)A few days a week c)Once a week d)Few times a month e)Few times a year f)Never
24-How frequently do you use a class backchannel tool such as Twitter or Edmodo?	a) Everyday b)A few days a week c)Once a week

	d)Few times a month e)Few times a year f)Never
25-How frequently do you use forums?	a) Everyday b)A few days a week c)Once a week d)Few times a month e)Few times a year f)Never
26-How frequently do you use an email list service such as YahooGroups and GoogleGroups?	a) Everyday b)A few days a week c)Once a week d)Few times a month e)Few times a year f)Never
27-How frequently do you use a learning management tool such as Moodle or Blackboard	a) Everyday b)A few days a week c)Once a week d)Few times a month e)Few times a year f)Never
28-How frequently do you use a social bookmarking service such as Diigo or Delicious?	a) Everyday b)A few days a week c)Once a week d)Few times a month e)Few times a year f)Never
29-How frequently do you use an RSS feed reader such as Bloglines, Google Reader?	a) Everyday b)A few days a week c)Once a week d)Few times a month e)Few times a year f)Never
30-How frequently do you use an RSS portal such as Pageflakes, Netvibes, Protopage, iGoogle?	a) Everyday b)A few days a week c)Once a week d)Few times a month e)Few times a year f)Never

SECTION 4

While answering the next two questions, please choose the tool you use the most. You can choose more than one option.

31-Which tools do you use for your classroom teaching most?	a) blogs b)wikis c)podcasts d)a content management system such as Drupal, Grouply, Ning

	e)Facebook f) forums g) email groups h) a class backchannel tool like twitter i)social bookmarking service j) RSS feed reader k) an RSS portal l)other
32-Which Web 2.0 tools do you use for your professional development most?	a) blogs b)wikis c)podcasts d)a content management system such as Drupal, Grouply, Ning e)Facebook f) forums g) email groups h)a class backchannel tool like twitter i)social bookmarking service j) RSS feed reader k) an RSS portal l)other
33-Which of these web 2.0 tools and applications do you adapt/ utilize as a result of WIA group?	a) blogs b)wikis c)podcasts d)a content management system such as Drupal, Grouply, Ning e)Facebook f) forums g) email groups h)a class backchannel tool like twitter i)social bookmarking service j) RSS feed reader k) an RSS portal l)other

SECTION 5

34-Why are you a member of WIA?

35-What are the benefits of being a member of WIA?

36-Are there any disadvantages of being a member of WIA?

37-What were your expectations from WIA before being a member?

38-What are the necessary skills for language teachers in the twenty first century?

39-As a language teacher, which ones do you find more challenging?

40- How do you think can a teacher achieve these challenging skills?

41-Do you feel you are better at the use of Web 2.0 tools after having joined WIA? If yes, what kind of activities of WIA have helped you to feel more confident in using Web 2.0 tools? If no, why do you think it did not make a difference in your use of Web 2.0 tools? Do you do any other activities in order to experiment more with these tools?

Appendix B: Frequencies of the Web 2.0 Tools Used by The Participants in Classroom Teaching

Frequencies of the Blog Use of the Participants

How frequentlydo you use blogs?	Frequency	Percent
everyday	18	22,8
a few days a week	19	24,1
once a week	3	3,8
few times a month	22	27,8
few times a year	16	20,3
once a year	1	1,3
never	1	1,3
Total	**79**	**100**

Frequencies of the Wiki Use of the Participants

How frequently do you use wikis?	Frequency	Percent
everyday	20	25,3
a few days a week	18	22,8
once a week	9	11,4
few times a month	13	16,5
few times a year	14	17,8
never	6	6,3
Total	**79**	**100**

Frequencies of the Podcast Use of the Participants

How frequentlydo you use podcasts?	Frequency	Percent
everyday	6	7,6
a few days a week	25	31,6
once a week	9	11,4
few times a month	15	19,0
few times a year	15	19,0
never	9	11,4
Total	**79**	**100**

Frequencies of the content management systems of the Participants

How frequently do you use CMS?	Frequency	Percent
everyday	23	29,1
a few days a week	13	16,5
once a week	6	7,6
few times a month	11	13,9
few times a year	11	14,0
never	15	19,0
Total	**79**	**100**

Frequencies of the Facebook Use of the Participants

How frequently do you use Facebook?	Frequency	Percent
everyday	49	62,0
a few days a week	9	11,4
once a week	4	5,1
few times a month	12	15,2
few times a year	2	2,5
never	3	3,8
Total	**79**	**100**

Frequencies of the Class Backchannel Tool Use of the Participants

How frequently do you use class backchannel tools?	Frequency	Percent
everyday	19	24,1
a few days a week	17	21,5
once a week	1	1,3
few times a month	12	15,2
few times a year	7	8,8
never	23	29,1
Total	**79**	**100**

Frequencies of the E-mail Group Use of the Participants

How frequently do you use e-mail groups?	Frequency	Percent
everyday	54	
a few days a week	14	
once a week	3	
few times a month	7	
few times a year	1	
Never	0	
Total	**79**	**100**

Frequencies of the Learning Management System Use of the Participants

How frequently do you use LMS?	Frequency	Percent
everyday	35	44,3
a few days a week	6	7,6
once a week	5	6,3
few times a month	9	11,4
few times a year	16	20,3
Never	8	10,1
Total	**79**	**100**

Frequencies of the Social Bookmarking Service Use of the Participants

How frequently do you use social bookmarking Services?	Frequency	Percent
everyday	17	21,5
a few days a week	30	38,0
once a week	5	6,3
few times a month	11	13,9
few times a year	10	12,7
Never	6	7,6
Total	**79**	**100**

Frequencies of Forum Use of the Participants

How frequently do you use forums?	Frequency	Percent
everyday	22	27,8
a few days a week	20	25,3
once a week	6	7,6
few times a month	16	20,3
few times a year	11	14,0
never	4	5,1
Total	**79**	**100**

Frequencies of the RSS Feed Reader Use of the Participants

How frequently do you use RSS feed readers?	Frequency	Percent
everyday	24	30,4
a few days a week	15	19,0
once a week	5	6,3
few times a month	10	12,7
few times a year	11	14,0
never	14	17,7
Total	**79**	**100**

Frequencies of the RSS Feed Portal Use of the Participants

How frequently do you use an RSS Portal?	Frequency	Percent
everyday	30,4	29,1
a few days a week	19,0	6,3
once a week	6,3	7,6
few times a month	12,7	13,9
few times a year	14,0	17,8
Never	17,7	25,3
Total	**79**	**100**

Appendix C: Web 2.0 Tools Used in Professional Development by the Participants

Frequencies of the Blog Use of the Participants

Blogs	Frequency	Percent
Yes	50	63,3
No	29	36,7
Total	**79**	**100%**

Frequencies of the Wiki Use of the Participants

Wikis	Frequency	Percent
Yes	42	53,2
No	37	46,8
Total	**79**	**100%**

Frequencies of the Podcast Use of Participants

podcasts	Frequency	Percent
yes	27	34,2
no	52	65,8
Total	**79**	**100%**

Frequencies of the Content Management System Use of the Participants

Content Management System	Frequency	Percent
yes	21	26,6
no	58	73,4
Total	**79**	**100%**

Frequencies of the Facebook Use of the Participants

Facebook	Frequency	Percent
yes	36	45,6
no	43	54,4
Total	**79**	**100%**

Frequencies of the Forum Use of the Participants

Forums	Frequency	Percent
yes	39	49,4
no	40	50,6
Total	**79**	**100%**

Frequencies of the E-mail Group Use of the Participants

E-mail Groups	Frequency	Percent
yes	55	69,6
no	24	30,4
Total	**79**	**100%**

Frequencies of the Class Backchannel Tool Use of the Participants

Class Backchannel Tools	Frequency	Percent
yes	32	40,5
no	47	59,5
Total	**79**	**100%**

Frequencies of the Social Bookmarking Service Use of the Participants

Social Bookmarking Services	Frequency	Percent
Yes	24	30,4
No	55	69,6
Total	**79**	**100%**

Frequencies of the RSS Feed Reader Use of the Participants

RSS feed reader	Frequency	Percent
yes	16	20,3
no	63	79,7
Total	**79**	**100%**

Frequencies of the RSS Feed Portal Use of the Participants

RSS Feed Portal	Frequency	Percent
yes	5	6,3
no	74	93,7
Total	**79**	**100%**

Frequencies of the Other Web 2.0 Tools Used by the Participants

Other	Frequency	Percent
yes	10	12,7
no	69	87,3
Total	**79**	**100%**

Appendix D: Tez Fotokopisi İzin Formu

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☒

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı : Yılmaz

Adı : Beyza Nur

Bölümü : Yabancı Diller Eğitimi Bölümü

TEZİN ADI : BELIEFS OF MEMBERS OF AN ONLINE COMMUNITY OF PRACTICE ON THE EFFECTS OF MEMBERSHIP ON TEACHING AND PROFESSIONAL DEVELOPMENT

TEZİN TÜRÜ : Yüksek Lisans ☒ Doktora ☐

1. **Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.** ☐

2. **Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.** ☐

3. **Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.** ☒

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: