RESEARCH ARTICLE

INTERNATIONAL STANDARD SERIAL NUMBER INDIA

2395-2636 (Print):2321-3108 (online)

WIKI-BASED BLENDED CLASSROOM DESIGN:
ENGLISH AS A SECOND LANGUAGE (ESL) LEARNING ACTIVITIES

MEHERUN NESA

Associate Professor, Department of English, Jagannath University, Dhaka, Bangladesh
Email:meherun.ns@gmail.com
doi: doi.org/10.33329/rjelal.73.401

ABSTRACT

The teaching and learning of English as a second language (ESL) in Bangladesh generally follows behaviorism principles. For example, in essay writing – a practice that should encourage creative writing – pre-written essays are memorized from teacher's notes or study guides and reproduced in examinations. Given this backdrop, students who join the first year of university, after 12 years of regular schooling, even after having one subject of English each year, find it difficult to put together English sentences. As words are memorized, they also find it difficult to comprehend textbooks in English. There is, therefore, a need for rethinking lesson design and how to engage Bangladeshi students in language activities that promote independent thinking and authentic language use. This paper proposes a Wiki (a Web 2.0 tool) based Blended Classroom Design Template that can be used to encourage student participation in ESL activities. The proposed blended design was tested on a small group of undergraduate students participating in a regular face-to-face English Language Teaching (ELT) class at tertiary level. For each blended class the design proposes pair and group-based classroom activities that promote participation and ownership. The classroom activities are then followed up by similar activities in the wiki. Despite the fact that activities were repeated in the wiki, it was found that getting students to participate in wiki work is difficult for a variety of reasons. Those who did participate, however, demonstrated a higher degree of reflection not normally demonstrated during the face-to-face class. For higher degrees of reflection students revert to authentic language use that may in turn help the development of authentic English language use.

Keywords: English Language Teaching, English as a Second Language, Authentic language use, Blended lesson delivery design, Wiki support to ESL activities

1.   Introduction

In Bangladesh Web 2.0 tools like Facebook, blogs, wikis, youtube, are gradually becoming part of social life. These are mainly used in facilitating communication and ideas sharing. Rarely are they applied to teaching learning situations, whereas there are authentic reports on the use of Web 2.0 tools in the academia worldwide (Solomon & Schrum, 2007) . There are researches conducted on the use of technologies and their impact on ESL classes (Stevens & Shield 2007/2009 and Newstead 2007). Web 2.0 refers to the applications that promote social

KY Publications
www.kypublications.com

networking – a space where people can share and create knowledge. Blogs, podcasting, twitter, and wikis, Second Life have been widely used as Web 2.0 tools in ESL context (Lee 2000, Deutschmann 2009). A study on the use of Second Life and podcasts reveals that for speaking and listening proficiency intimate engagement with learning can take place on online spaces (O'Brien Hegelheimer 2007). Other studies on the impact of web technologies on language teaching learning have shown that they can better motivate learners in the sense that they create an independent flexible environment (Newstead 2007). Another important feature of learning on the web is that it enhances the skill of editing and revising through peer corrections (Franco 2008).

Language teaching practices in Bangladesh are generally non-interactive and attached to the attributes of behaviorist learning theory. Research in teaching of English-as-a-second-language (ESL) has shown such teaching to be insufficient and ineffective in producing competent language users. The present study examines the performance of an English Language Teaching (ELT) class at the undergraduate level where a Wiki (a Web 2.0 tool) has been included as an extension and support to the regular face-to-face classroom. Each blended lesson has been delivered in the manner described in the lesson delivery template given in the methodology section. The objective of this paper is to test the success of this methodology through case studies.

The main question to be answered by the research is whether the blended lesson delivery design and support of assignments on a Web 2.0 tool engages students in the authentic practice of the four language skills, reading, listening, writing and speaking.

1.1 ESL Classroom Activities

Detail design of the learning environment and step-by-step design of the learning tasks is an important consideration for engaging the student in learning activities. Recent moves towards online and blended learning (a mix of online and traditional classroom learning) has added a new dimension that presents both opportunities and challenges for the English Language teacher. For the use of computers Furstenberg (1997), as far back as in 1997, suggested that in second language teaching, teachers and administrators should view the classroom as a place where computers are resources for teachers and students alike, and teachers and learners work side by side taking advantage of electronic support materials. This requires that teachers design appropriate tasks and that department heads actively provide support to faculty in this endeavor. In Furstenberg's view, a computer can provide "an extraordinary context of authentic cultural background and historical information" as well as allow "the learner to make choices and thus providing autonomy, a sense of empowerment, and the opportunity to become an active participant in language learning" (Furstenberg, 1997: 22).

However, Furstenberg (1997) warned that technology should not be seen as a panacea for language learning and teaching but as a tool that needs to be used appropriately to suit the needs of the students in question. For Frustenberg, the interactive, collaborative, and process-oriented features of technology represent its best assets, assets which, however, necessitate the development of new pedagogical practices. She calls for tasks that foster students' creativity and stresses the need for them to be appropriate to the medium used, exploiting its nature. Furstenberg concludes on the basis of these deliberations: "Our main role, then, is to design tasks" (Frustenberg, 1997: 24). One may then infer that for language learning it is the design of the *task* which actively engages the student that is important and not the resource. The resource, whatever it be, it is just a tool to serve the needs of the language learning task applied. It is important also that the design encourages the student to become an active participant to ensure authentic use of language.

More recently, in the development of tasks for Communicative Language Teaching (CLT) methods Gatbonton & Segalowitz (2005) report that although most second language (L2) teachers today claim to use a CLT approach, genuinely communicative classrooms still seem to be in the minority. The reports studied by them show that many teachers' claims of using CLT are often unsupported by actual classroom events. When observed, these teachers are found to spend more

time giving grammatical explanations and encouraging rule application than conducting role-plays, games, puzzles, and conversations. Nesa (2004) confirms this approach to CLT teaching in Bangladesh while reporting that in addition, pre-written essays are memorized to be reproduced in exams – thus students experience almost no creativity in language use and thus do not develop fluency. Gatbonton & Segalowitz (2005) delve into reasons for reluctance and suggest that teachers in many parts of the world are most familiar with highly structured teacher-centric activities such as teaching grammar rules, conducting drills, and teaching vocabulary lists, making it hard for them to accept that activities such as games, role-plays, and problem solving with little obvious language *teaching* purpose can actually count as 'real teaching.' The view of teaching of ESL is considered similar to teaching a subject such as Physics. To prove this point, Gatbonton and Segalowitz (2005, p.327), quote the following from the conversation of a teacher after an ELT workshop:

> "After doing a role-play or a game and I try to summarize what I have taught, I have difficulty coming up with anything tangible. In contrast, after teaching grammar, I know that I have given my students something really concrete about the language, something that later they can go home to study and memorize."

However, the fact that the main concern of CLT is to inculcate genuine use of language in authentic interactions is not either clearly understood or accepted by ESL teachers – they feel that students should take home something concrete. In addition, teachers feel that higher forms of language use, such as the use of idioms, need reinforcement through repetitive 'practice' and cannot be done through CLT approaches. Gatbonton and Segalowitz (2005) therefore propose a methodology called ACCESS Methodology that essentially engages students in role-play and other activities while using pre-defined *essential speech segments* that the students need to learn and can take home. The design of the phases should force students to repeat the speech segments on a number of occasions in the various activities in a functional way. This approach tries to capture the

best of both worlds! In design of the activities, the philosophy is to introduce genuinely communicative activities. Genuinely communicative is defined as finding new information (from a partner or resource) and communicating this information (to the rest of the class) to fulfill a genuine need. The following example may help to understand. An example of a communicative task may be considered as interview someone and *report your findings* as opposed to a genuinely communicative task which may be interview someone to fill a job requirement. The student would then have to *justify why a certain interviewed person fulfills the requirements of a job*. The role of the teacher in preparing the task and delivering the ACCESS lesson is extensive and crucial – the teacher has to himself/herself be genuine in encouraging full use of language rather than just monosyllables or phrases. In developing countries like Bangladesh, the chances of finding a teacher with such high level of skills are unfortunately poor.

At college or tertiary levels, design of tasks that require *repetition* of the same themes in a variety of ways promotes progressive reflective thinking that encourages authentic language use. Lee (2005), after a thorough study of reflection models, proposed his own model that identified three levels of reflection:

- Recall level (R1): one describes what they experienced, interprets the situation based on recalling their experiences without looking for alternative explanations, and *attempts to imitate ways that they have observed or were taught.*

- Rationalization level (R2): one looks for relationships between pieces of their experiences, interprets the situation with rationale, searches for ''why it was,'' *and generalizes their experiences or comes up with guiding principles*.

- Reflectivity level (R3): one approaches the experiences with the intention of changing/ improving in the future, analyzes *the experiences from various perspectives, and is able to see the influence of their cooperating teachers on their students' values/behavior /achievement.*

This study uses the reflectivity levels as given by Lee (2005) to gauge whether students get authentically involved in the language learning activities and tasks.

1.1   Wiki Support to Activities

Wiki technology gives users autonomy and allows them to communicate and share the content of a task. Studies show that (Shih, 2011) the use of Web 2.0 technologies in the ESL context can support the processes of learning and learning outcomes. Kessler's (2009) research focuses on the use of Wiki in an ESL class on aspects of promoting learner autonomy and collaboration. The strong impact of collaboration in promoting learning has been emphasized by researchers like Bruce, Peyton & Batson (1993), Storch (1999), Arnold & Ducate (2006), Ortega (2007), Vygotsky (1962) as cited by Kessler (2009). Kessler states that the evolution of collaborative writing is growing along with the technology tools. The online tools help collaboration focusing upon pair and small group work (Kessler, 2009).

Horton & Huggard (2009) have a firm conviction that students learn from thinking. In a research they explored the usefulness of Wiki as a place for reflection among English as second language learners. The research was conducted at the English Language Center for the non-credit ESL programme at LaGuardia Community College to answer two questions 1) whether Wiki can promote meaningful learning through the practice of reflection, and 2) what type of Wiki activities engage students in meaningful learning through the practice of reflection?

To explain meaningful learning, the researchers relay the definition of Jonassen, Peck, and Wilson, which is learning that is active, constructive, collaborative, authentic, and intentional. Horton and Huggard regard reflection as an essential element for meaningful learning. In their study they found that the collaborative nature of the Wiki provides 'built-in opportunities for students to reflect'. The discussion forum in the Wiki especially helps in exchanging ideas and peer feedback. The constructive trait of meaningful learning enhances when students reflect on what they have learnt and construct a 'simple mental model' on the past learning. The researchers further explain that while facing new experiences, they blend the new experiences with their previous ones, or try to set new learning objectives for understanding the new situations. Commenting or evaluating different opinions can lead to the construction of new knowledge.

Andreas Lund (2008) conducted a study at Hillside Senior High School, Oslo with EFL. Lund values the Wiki environment of interdependence with its collective orientation, user-produced networked structure, and meta features that track and guide the activities in shifting learners' epistemological positions. Her research questions dealt with interdependent activities that learners engage in and what the impact of wikis is on collaborative work in the foreign language learning classroom.

The ACCESS methodology proposed by Gatbonton and Segalowitz (2005) mainly focuses on repetitive listening and speaking activities during role-play. (Can you link this with the definition of Jonanssen and the work of Horton?) The intention of the design proposed in this paper and pilot tested is to allow students to repeat the same tasks in wiki-based exercises to promote adoption of authentic reading and writing skills. The idea here is to give students time and space to increase their reflective levels and consolidate their language learning experiences. As pointed out by Schaber (2010, p.3) "course redesign for blended or online learning is not merely about the technology or the transference of course content to a new medium, but creating effective learning environments that optimize learning." In the case of the proposed design, however, while repeating the same task individually, the students need only adapt to the additional wiki use as part of the learning environment as they are already somewhat familiar with the concept under study.

The research question for this paper is concerned with looking at how students adapt to the proposed blended learning environment in the context of Bangladesh as well as whether repetition

increases reflectivity levels as an indication of authentic language use.

The methodology section describes the lesson in the form of a block diagram. Three types of resources are used.1. Anonymous Cards and 2. Poster Presentations in the face-to-face class; 3. Wiki assignments as a follow-up of the work in class. The block diagram in Figure 1 provides a general template of how each resource is used. The mind map shown in Figure 2 provides an overall view.
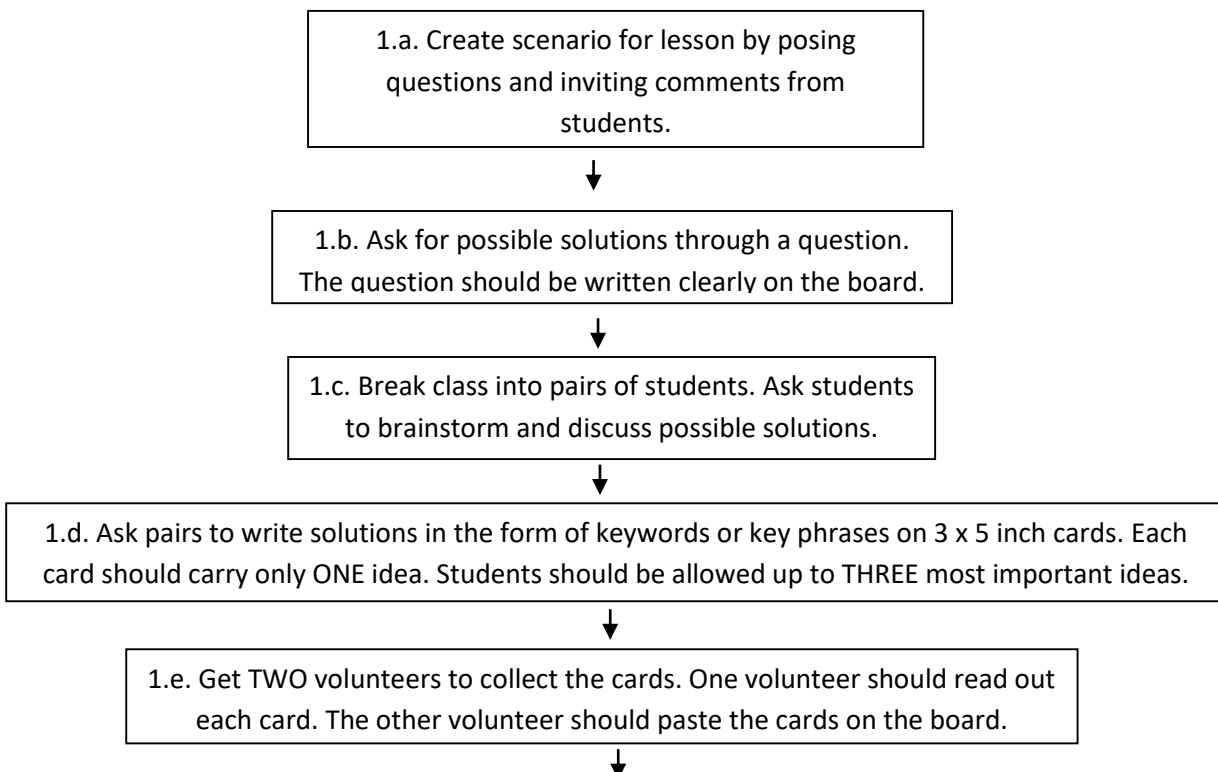
2.   Methodology

2.1 The study follows a method projected in the template given below. The mechanism starts with 'a question' that invites spontaneous student participation working in pairs. The 'question' should be clearly written on the board. Students offer tentative solutions to them through discussion with their partner. The instructor organizes the class to enable 'pair work', asking them to guess and discuss possible solutions. The students then write solutions in the form of key words or key phrases on 3X5 inch cards. Each card should carry only one idea. They should be encouraged to come up with at least three ideas. Two volunteers then collect the cards. One volunteer reads out each card. The other volunteer pastes the cards on the classroom board. Next, all the students help the two volunteers group the cards with similar ideas. A keyword title is selected for each group of ideas by the students. Individual volunteers explain each group of cards. On counting the number of classified card groups, the class is divided into same number of groups. Then the instructor randomly assigns each group of cards to ONE group of students. The groups elaborate the ideas in the form of an action plan and prepare a presentation on paper posters. The group work assignment is completed within twenty minutes. Each group then presents and defends their action plans through a question answer session. A wiki page is prepared for each presentation. Each group uploads their presentation on their page. Subsequently each student comments on TWO other presentations. These comments carry marks for their authenticity and validity. 2 days are allowed for uploading presentations, and 4 days for comments. Wiki work is followed up with teacher

comments.

2.2   Blended Lesson Delivery Template

1.a. Create scenario for lesson by posing questions and inviting comments from students.

↓

1.b. Ask for possible solutions through a question. The question should be written clearly on the board.

↓

1.c. Break class into pairs of students. Ask students to brainstorm and discuss possible solutions.

↓

1.d. Ask pairs to write solutions in the form of keywords or key phrases on 3 x 5 inch cards. Each card should carry only ONE idea. Students should be allowed up to THREE most important ideas.

↓

1.e. Get TWO volunteers to collect the cards. One volunteer should read out each card. The other volunteer should paste the cards on the board.

↓

1.f. Ask all students to help the TWO volunteers group cards with similar ideas. Then ask them to put keyword titles to each group of ideas.

↓

1.g. Ask class to thank the volunteers. Get individual volunteers to come up to the board and explain each "group" of cards.

↓

2.a. Count the number of card groups. Break the class up into SAME number of groups. Randomly assign each group of cards to ONE group of students. Ask the group to elaborate the ideas in the form of an action plan and prepare a presentation on paper posters. Allow 20 minutes.

↓

2.b. Each group should then present. Encourage questions on each presentation from the other groups.

Follow-up work in wiki:

↓

3.a. Prepare a wiki page for each presentation. Ask each group to upload their presentation on their page. Subsequently each student should comment on TWO other presentations. These comments should carry marks for their authenticity and validity. Allow 2 days for uploading presentations. Allow 4 days for comments.

↓

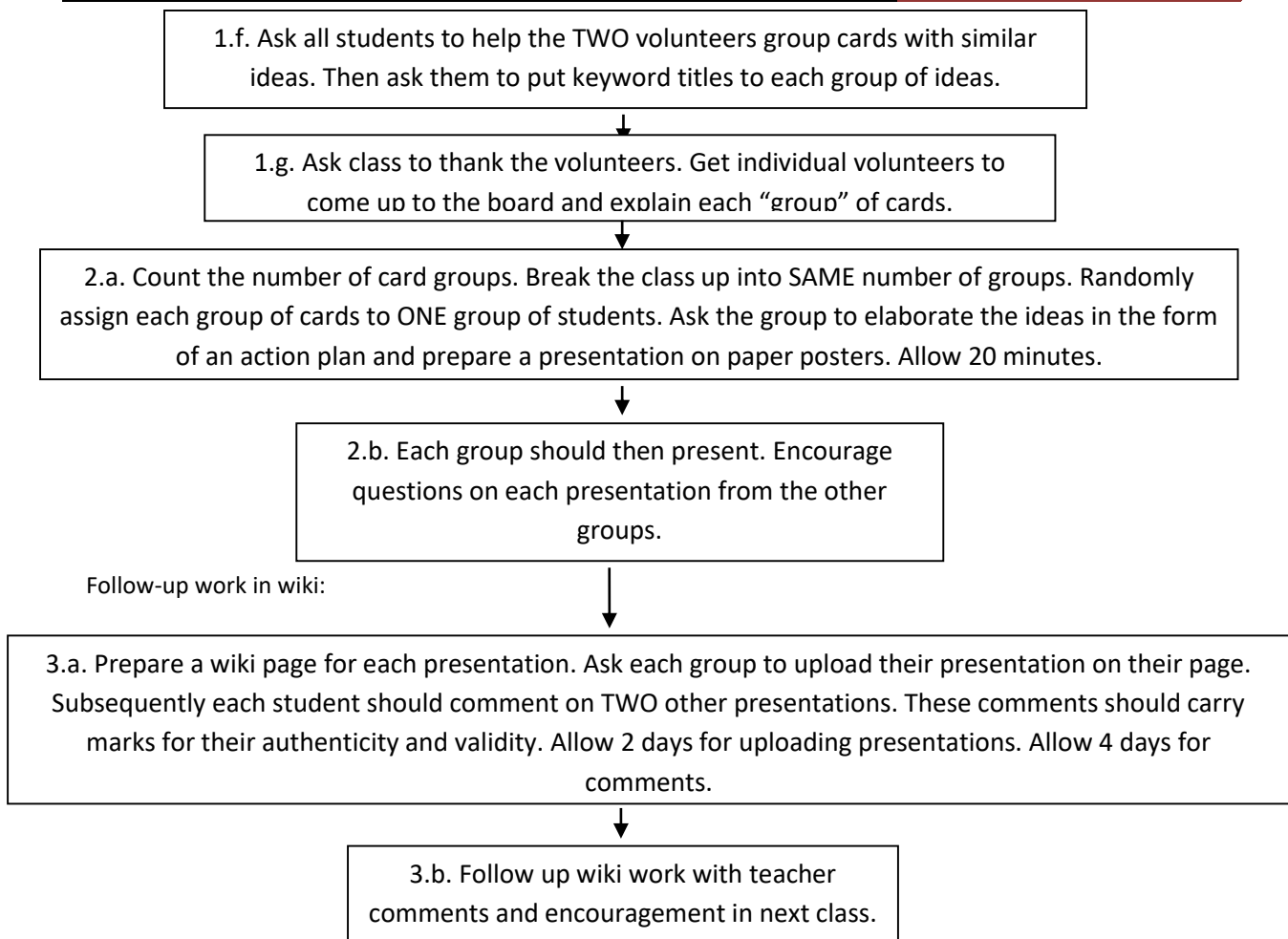3.b. Follow up wiki work with teacher comments and encouragement in next class.

Fig.1 Template for weekly lesson delivery

2.3 Thoughts Behind the Activity Design of Each Resource

Resource	Type of Activity	Justification
Anonymous Cards	Discuss possible solutions. Write solutions in keywords. Classification into categories. Sharing of ideas.	Shy students, or students not used to speaking out in class can participate comfortably. Since ideas are a result of their own discussions, the students take ownership of the results.
Poster Presentations	Group collaboration, brainstorming, recording of ideas in a brief keyword format.	Students have to justify their solutions to the rest of the class.
Wiki Work	Individual written activity. Is able to see everyone else's work.	Allows time for reflective thinking. Student is more careful of what he/she writes.

Table 1. Justification of the type of activities in the blended lesson delivery

2.4 Case Study Students

A total of 12 participants were involved in testing the template. The students are 1st year undergraduate students who have completed at least the Higher Secondary Certificate (HSC), i.e. 12th class equivalent to A levels. Seven of these students have teaching

experiences in English or Bengali medium schools of grade I to grade VI. Participants are of different backgrounds and abilities. There were 2 male and 10 female students, ages ranging from 20 to 32. Some of the students already have jobs. They have joined the course to get the benefits of a degree.

2.5 Data collection

The study mainly depends on data collected from student participation in the face-to-face class, participation in the course Wiki, follow up interviews and examination performance during the 12-week long course. Wiki participation was analyzed to examine student reflection behavior. The points data collection are: participating in the wiki, answering instructors questions, comments on peer's opinions, asking or commenting for clarification, opinions on other group's presentation, answering other group's questions, and adding new information to ELT other than the texts studied.

3. Data Collection and Analysis

3.1 Introduction

This section analyses levels of 'reflection' demonstrated in student activities measured during

- face-to-face class activities such as writing on anonymous cards;

- poster presentations as further work on the same activity,

- Wiki discussion on poster presentations as third attempt at developing solutions

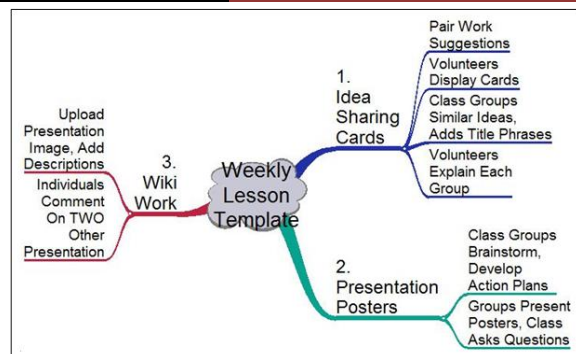- Checking levels of reflection in selected Final Examination Questions.

Figure 2: Use of Resources to Deliver Lesson

3.2 Cards used in brainstorming session in face-to-face class:

The first class started with a brainstorming activity with the aim to create a flexible learning environment that would engage students in collaborative tasks leading them to think about ESL learning experiences. The question placed before the learners was '*Suggest language activities that can engage a student to participate and learn*'. After discussing in pairs, they were to write their ideas using keywords on one side of green cards anonymously. I noticed the whole class engaged in discussion and enthusiastically writing ideas on cards. Even the two or three students who never participated in my previous classes participated vibrantly in this activity. I then requested two of the students to facilitate reading out and posting the cards on the whiteboard. The class was then to identify common ideas in the cards and group them. At first no response came up. But I allowed them some time to think and again led them think with a simple question like, 'do you think reading story books, poems, reading SMS (text messages on mobiles), personal e-mails, and comics can be classified as READING?' Instantly they picked up the idea, ran to the board and started classifying. The whole class started participating. Figure 3 shows an example of the cards organized in groups by the students.

Figure 3: Students took ownership and classified their anonymous cards in red cards

The effect of seeing their ideas on display with themselves facilitating, the entire class acted as if they are the owners of the grouped results. This then became an absolutely a student-led activity. The students themselves took the picture shown in Figure 3 and mailed it to the teacher. They willingly participated in the research and allowed their real names to be used.

At the end of this first class I introduced Wiki as a support tool to the class, collected their e-mails, and demonstrated how to register as a Wiki member**.**

Given that most students are job holders, the ELT classes are held during Fridays, the weekly holiday. During the rest of the week, I contacted students who had e-mail addresses and asked them or reminded them to join the Wiki. Over the telephone, I guided 3 students on how to log in and how to contribute to the Wiki. The Cards session was followed by poster presentation which is described below.

3.3 Activity with Posters in the face-to-face class

For this activity, the whole class was divided into four groups to prepare an ESL syllabus based on the classification of cards shown in *Figure 3*. Eight students were present in class. Though they were advised to work in pairs practically only one student from each group did the work. The objective of the task was for the students to experience the act of collaboration and reflection. The posters were prepared on the student's own assumptions and experiences in ESL. This work provided a basis for launching students on Reflection Level R1 as defined by Lee (2005).

During this phase of the discussion, it was attempted to 1) identify level of reflection from the poster presentation and 2) look at whether this reflection shows autonomous learning. It was found that students' educational background and attitude played important roles in the preparation and presentation of the syllabus. As part of the assignment, the groups were asked to design a syllabus for language learning based on the ideas

MEHERUN NESA

Research Journal of English Language and Literature (RJELAL)
A Peer Reviewed (Refereed) International Journal
Impact Factor 6.8992 (ICI) http://www.rjelal.com;
Email:editorrjelal@gmail.com ISSN:2395-2636 (P); 2321-3108(O)

Vol.7.Issue 3. 2019
(July-Sept.)

presented in the cards. The two columns, 'Initial thoughts' and 'Helps autonomous learning or not' of

Table 2 summarize the level of reflection of each student in class.

Table 2: Study of initial ideas in the poster presentations

Student	Initial thoughts – Level of Reflection	Helps autonomous learning or not
Group Leader Khalid	Mentions use of storybooks, novels, marking out unknown words, explaining characters, dictionary use, basic phrases, discussing meanings. **The item reveals R1 type of reflection of the student. The activities discussed are traditionally used as template activities in an ESL class. Basically, Khalid recalled experiences without looking for alternative explanations. This goes with R1 type of reflection (Lee, 2005)**	Before preparing the activities on poster, the leaders were advised to talk to the poor language performers in the class, who had trouble in all four skills, including reading. Four students (Shirin, Mahmuda khatun, Mahmuda Aktar and Arpita) mentioned that they found reading burdensome, as for every sentence they needed to consult the dictionary. The way Khalid prepared the syllabus reflecting his peers needs who preferred exciting reading rather than mechanical tasks, depicts his positive attitude towards autonomous learning.
Sanjeeda	Mentions of activities like going through a considerable number of stories, and listening to them as well. She incorporates computer and internet as learning tools. Group work and role play have been mentioned as another kind of activity. Wants to involve learners in internet resources. **She has demonstrated R2 type (Lee, 2005) of reflection about learning that exposure to learning resources can assist students' progress.**	She herself admits that having a Bengali medium education, she has very low level of English proficiency. Whatever she writes or speaks in English are thought in Bengali and then translated. She meant this syllabus for the other four students and for herself too. She believes in self dependence in learning rather than depending much on mentors.
Sara	Mentions tasks like, assignment, dialogue writing, summary, guided writing – these are used in almost every grade up to Secondary School Certificate (SSC) in Bangladesh. She does not elaborate how is she planning to design these tasks. **Sara has essentially demonstrated R1 type (Lee, 2005) of reflection.**	Her presentation does not express that autonomous learning can be meaningful, as personally she depends on teachers lectures too much and does not go for going through any texts out of interest. However journal writing mentioned in her poster syllabus may lead students towards autonomous learning,
Sahil	Sahil's procedure includes reflection throughout as he is planning to develop a syllabus on needs analysis, and then review the whole process throughout the learning sessions when required. Sahil suggests that activities and syllabus should be designed based on the needs of the students. **Sahil demonstrates R2 level (Lee, 2005), i.e. rationalizing and proposing guiding principles.**	As Sahil focuses on base-building, his design revolves round a constant scrutiny of student progress. However, the syllabus indicates that it will not be an imposed one rather it assesses student acquisition to progress for the next phase. His presentation includes learner initiative in applying and using English wherever possible, indicates learner responsibility and independence in the process of learning.

3.4 Student Participation in Wiki

For the present study, two Wiki pages were analyzed, 'Introduction' and 'Activity' as maximum amount of student contributions were found in these two pages.

3.5 Participation in the 'Introduction' page in the course Wiki

The purpose of the 'Introduction' page in the wiki was to initiate reflective activity. Students were required to post their reflection on English language learning problems in Bangladesh' and their opinion on 'how it could be solved'. In the Introduction page, 11 students participated altogether. The questions were problems and solutions of English language teaching-learning in Bangladesh, for which the students wrote the following answers. The level of reflection (Lee, 2005) is determined. Table 3 summarizes the highest level of reflection demonstrated in the introduction page.

Table 3: Highest level of reflection demonstrated in answer to question on "problems & solutions" in the wiki page where students introduced themselves

Name of Student	Total number of sentences	Number of reflective sentences	Highest level of reflection reached (Lee, 2005)
Khalid	15	5	R2
Sanjeeda	23	16	R3
Sahil	34	22	R3
Sara	9	1	R2
Nadia	9	3	R2
Mahmuda K.	8	4	R2
Marufa	16	7	R2
Arpita	16	8	R1
Shirin	7	2	R2
Binte	19	8	R2

3.6 Discussion on Posters uploaded in the Wiki (Wiki Activity page)

The students were asked to upload their poster presentations in the wiki. While four of students (Sahil, Sanjeeda, Khalid, and Sara) presented in the class, only a total of two questions came from the other groups in the face-to-face class. The presentations in the face-to-face class followed the traditional lecture based delivery, and were generally non-interactive.

The interactions in the wiki, however, show that the presenters are forced to analyze their presentations from various perspectives while defending or clarifying their positions. In defending their positions, students are forced to reach level R3 (Lee, 2005). Drawing parallels from other models, the students go through a peer collaboration framework as defined in the model presented by Lee, 2005, the highest level being 'evaluation and reconsideration'.

Analysis of Wiki 'ELT Activity' page

On the Wiki 'Activity' page the following features were noticed:

- In the face-to-face class, student interaction was found at a minimum level. Some of the students were confused about what the presenters were talking about. But while writing on the Wiki, firstly they had to have a look at the 'poster syllabus' and had to make an effort to understand them. Secondly, they needed to read other postings for constructing an idea of what the whole thing was about. And then they attempted to ask questions. It was a mandatory task to comment on the syllabus in the Wiki as I allocated 20 marks for it.

- While writing in the Wiki, all of the students told me that they tried to think best and construct best sentences so that they were meaningful to the readers. Moreover, they felt that through the postings they can convey their learning.

- The presenters too had an opportunity to clarify of what they intended to impart through their presentations.

- Before questioning students had to read the 'syllabus' on posters and go deeply into the logic of the activity and thereby also consider alternatives. When considering alternatives, the level of thinking reaches R3 as per Lee's (2005) model. And while answering, the presenters (Sahil, Sara, Sanjeeda, and Khalid) needed to reflect deeper on their syllabus and explain the logic behind their perspectives.

3.7 Summary

Four features were found relevant to reflective process in the present study, 1) zeal for learning 2) educational background 3) professional experiences 4) participation in teaching-learning process. As the students of varied backgrounds engaged in the various activities in the face-to-face class and in the course wiki "a developing awareness" towards English language teaching (ELT) problems and solutions was noticed. A move to a higher level of reflection was noticed in most of the students. Overall, it may be said that regardless of their own language skills, those who are employed in jobs for some length of time reflect better than those who do not hold jobs. This could mean that familiarity with the real world helps the students adapt or link what they do in class or in the wiki to their approach to ELT. Being attached to the practical world helps them come out of the 'template' or rote learning mode. The role played by the wiki was that it promoted flexibility and allowed extra time that the students needed to reflect.

Engaging students in class as well as in the work given in the Wiki as a follow up to face-to-face classes, had its own set of problems. First, it was an effort to destroy the cultural barrier between the "traditionally superior" teacher and the learners so that an atmosphere of we-can-all-learn-together can be established. Here the teacher appears not as a theoretician, rather as a reflective co-learner. Second, once the ELT students understood that to some extent they are to carry the responsibility of

participating in the class, some of them excelled while some took a back seat. In the very first class, the student's experience was like being thrown in an unfamiliar island where they needed to prepare the necessary things for sustenance. The students with real job experience adapted to this new environment willingly. A consciousness of the problems and solutions of ELT in Bangladesh was raised in the learners who actively participated.

The day when the students prepared syllabi (in four paired-groups) on the themes of 'Writing, 'Activity', 'Exercises', and 'Reading' they entered into the domain of an authentic learning environment, where they recalled past learning experiences, job experiences, sometimes sought to analyse the learning situations they lived through or are living in and construct new perspectives on learning. However, the students who normally are already engaged in a real-world job appeared to adapt better to the demands of the 'authentic learning' situation rather than those attending the class without job experience.

4. Discussion

The discussion attempts to interpret the findings in relation to the background, problems encountered, instruments and methods used, research questions and results. Among a total of 12 only 4-8 were regular in the face-to-face classes whereas 3-4 were regular in the Wiki pages. The cases of those who fully participated are examined and analyzed.

The study excludes the students who were irregular in class and the Wikis, as the specific study concentrates on the use of Wikis in ELT class and attempts to find out whether Wiki participation has encouraged reflection and enabled a better understanding of ELT syllabus design. At this point, it can be said that, getting students to participate in wiki activities was not very successful; only 4 out of 12 students participated. This finding generally agrees with the finding of Choy & Ng (2007) who suggest readiness, motivation and workload problems. The answers to the research question are therefore based on a case study of the four students who participated in all activities.

It is noticed that getting students to participate in the wiki is time consuming and a monumental task for a teacher or facilitator – this is likely due to the fact that it involves thinking and writing in English perhaps for the first time in their academic career. Students need motivation, technical skills, access to technology and a change in mindset from memorization to authentic application. Participation in the wiki indeed helps both in reflection and coming out of existing mindsets to examine real world situations and design solutions. To help create reflective teachers or for that matter students, additional motivational techniques need to be sought to coerce learners into using Web 2.0 tools as part of the educational scenario. If this can be done, positive changes may ensue. Additional research needs to be done on how the required motivation can be achieved – perhaps through repeated wiki work. (Did the participation improve with the second or third class?)

So, does the work in the wiki engage the student in enhance reflection? I now look at the performance and progress of 4 students Sahil, Sara, Sanjeeda and Khalid, in relation to the background of English language teaching learning in Bangladesh. In all of the above four cases, the level of reflective thinking changed when working in the Wiki. Sahil and Sanjeeda reach R3 reflectivity level (Lee, 2005); Khalid and Sara reach R2 that is rationalization level. The main difference between Sahil+Sanjeeda and Sara+Khalid are their prior motivation towards learning and their perceptions regarding learning English are different. In response to the research question, it may be said that *wiki itself is not a motivator, it gives motivated persons a platform for learning – as learners participate, reflection levels improve.*

5. Conclusion

The research reveals that 1. Wiki can help learners with self-motivation to be reflective; 2. Forced Wiki participation also leads to thinking better, as it was with Sara and Khalid who for maintaining a reputation were compelled; 3. Wiki itself can be a tool for motivated learners, as when Sahil and Sanjeeda performed better, classmates Sara and Khalid attempted to come out of their low

profile; 4. The very nature of hypertext display and access helped widen learners views of how information can be collected; 5. The process of peer-feedback leads learners to be reflective (Sotillo, 2002; Storch, 2005; as cited in Kessler, 2009); 6. Exposure to peer contribution is a source of input that enhances richer output (Vygotsky, 1962 and Oxford, 1997; as cited in Kessler, 2009); 7. Except Sahil and Sanjeeda most students were tired of having to acclimatize themselves to the new environment (Lee, 2005). They found it very difficult to bridge the gap between the rote-learning mindset ingrained in schools, and things delivered in this class (Choy & Ng, 2007); 8. For all four students who participated, the written format, i.e., Wiki facilitated moving to a higher level of reflection.

6. Further Research

As only 4 out of 12 students participated in the supporting wiki exercises, it would be of benefit to find out how to motivate better participation in supporting activities.

References

Benichou, Jennifer Horton., & Huggard, Kathleen. (2009). "Wikis and the Practice of Reflection", *In Transit, The LaGuardia Journal on Teaching and Learning*, pp. 75-92.

Choy, S. O. & Ng, K. C (2007). Implementing wiki software for supplementing online learning. *Australasian Journal of Educational Technology 2007, 23(2),* 209-226*.* Retrieved from http://www.ascilite.org.au/ajet/ajet23/choy.html.

Cubric, M. (2007). Wiki-based Process Framework for Blended Learning [Electronic version]. *WikiSym '07*. October 21-23, Montreal, Quebec, Canada.

Deutschmann, M., Panichi, L., & Molka-Danielsen, J. (2009). Designing oral participation in Second Life – a comparative study of two language proficiency courses. *ReCALL,* 21(2), 206–226.

Franco, C. (2008). Using wiki-based peer-correction to develop writing skills of Brazilian EFL Learners**.** *Novitas-ROYAL,* 2(1), 49-59, ISSN: 1307-4733.

MEHERUN NESA

Furstenberg, G. (1997) Teaching with Technology: What Is at Stake? *ADFL Bulletin*, **28** (3): 21–25.

Gatbonton, E., & Segalowitz, N. (2005). Rethinking Communicative Language Teaching: A Focus on Access to Fluency. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes,* 61(3). 325-353. Retrieved from: http://elechina.super-red.es/gatbonton.pdf

Hampel, R. (2006). Rethinking task design for the digital age: A framework for language teaching and learning in a synchronous online environment. ReCALL, 18(1), pp. 105–121.

Kessler, G. (2009). Student-Initiated Attention To Form In Wiki-Based Collaborative Writing. *Language Learning & Technology, 13(1).* 79-95. Retrieved from http://llt.msu.edu/vol13num1/kessler.pdf.

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973). *Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain.* New York: David McKay Co., Inc.

Lee, H-J. (2005). Understanding and assessing pre-service teachers' reflective thinking. *Teaching and Teacher Education*. 21, 699 – 715. Retrieved from http://gsueds2007.pbworks.com/f/preservice%20reflection.pdf

Lee, L. (2010). Exploring wiki-media collaborative writing: A case study in an elementary Spanish course. *CALICO Journal,* 27(2), 260-276.

Lee, L. (2010). Fostering reflective writing and interactive exchange through blogging in an advanced language course. *ReCALL*, 22(2), 212-227.

Lund, A. (2008). Wikis: a collective approach to language production. *ReCALL, 20(1), 35-54. doi:* 10.1017/S0958344008000414.

Nesa, M. (2004). English Language Teaching – Learning Through Communicative Approach At The Secondary School Certificate (SSC) Level In Bangladesh: A Brief Review. *Journal of NELTA.* Vol.9 (1-2), 8-16.

Newstead, H. (2007). *Web 2.0 / Language learning.* IDEL. Retrieved from <http://web20andlanguagelearning.wikidot.com/start-here>

Notari, M. (2006). How to use a wiki in education: 'Wiki based effective constructive learning' [Electronic version]. *WikiSym.* Odense, Denmark.

O'Bryan, A., & Hegelheimer, V. (2007). Integrating CALL into the classroom: the role of podcasting in an ESL listening strategies course*. ReCALL,* 19(2), 162-180.

Schaber, P. et.al. (2010). Designing Learning Environments to Foster Affective Learning:

Comparison of Classroom to Blended Learning. *International Journal for the Scholarship of Teaching and Learning.* 4(2). ISSN 1931-4744

Shih, R. (2011). Can Web 2.0 technology assist college students in learning writing? Integrating *Facebook* and peer assessment with blended learning. *Australian Journal of Educational Technology*, *27(5), 829-845*. Retrieved from https://ajet.org.au/index.php/AJET/article/view/934

Solomon, G., & Schrum, L. (2007). *Web 2.0: New Tools, New Schools.* Washington, US: International Society for Technology in Education.

Stevens, A., & Shield, L. (Eds.). (2007/2009). *Study on the impact of information and technology (ICT) and new media on language learning*: Annexe IV case studies. EACEA:European Commission.

Wheeler, S. & Wheeler, D. (2009). Using wikis to promote quality learning in teacher training. Learning, Media and Technology, 34 (1). 1-10(10).

Williams, M. & Burden, R.L. (1994). The role of evaluation in ELT project design. In *English Language Teaching Journal,*48/1, 22-27.