**BEKIR MUGAYITOGLU**

**The relationship between motivation and success in L2 vocabulary learning in asynchronous discussions on the Edmodo social learning platform**

**THEORIES & PRACTICE**

**SECOND LANGUAGE LEARNING**

**DR. NIHAT POLAT**

**Polat, N, Balog, R., and Mahalingappa, L. (2013). Anonymity and Motivation in Asynchronous Discussions and L2 vocabulary Learning. *Language Learning & Technology, 17,* 57-74.**

The aim of this empirical article is to represent the relationships between motivation, L2 production, anonymity, and participation in asynchronous discussions in cyber schooling with computer-mediated communication (CMC). Students in asynchronous environments have greater motivation and less anxiety when they have communication tools that allow them to reformulate responses and give them more time to respond with their classmates and instructors.

**Beauvois, M. (1998). Conversations in slow motion: Computer-mediated communication in the foreign language classroom. *The Canadian Modern Language Review, 54,* 198–217.**

The aim of this paper is to demonstrate how the local area network (LAN) environment improves the quality of L2 production. In an intermediate French course at the university level, quiet students tend to participate more in the non-threating environment of the electronic class discussion than in their traditional classroom. In particular, women, minority students, less motivated students and shy students participate in the discussion on networked computers, writing with their peers and teachers, and they are more motivated. LAN communication motivates students to use expression confidently, improve the quality of their writing, and write complex sentences instead of basic sentences.

**Polat, N., & Schallert, D. L. (2013). Kurdish Adolescents Acquiring Turkish: Their Self-Determined Motivation and Identification with L1 and L2 Communities as Predictors of L2 Accent Attainment. *Modern Language Journal, 93,*745-763.**

This paper shows how second-language acquisition theory and sociocultural conditions that apply to L2 learners may help in the instructional design, planning, and implementation of L2 education. The paper also presents an empirical study of interrelationships among motivation, identity, the L2 self, and L2 acquisition effects. The strength of the paper is that it shows how motivation, self-identity, L2 attainment and native-like accent attainment have a great effect on second-language acquisition. It was especially relevant for me, because it helped me to understand that L2 acquisition and identity primarily relied on the application of Vygotsky’s socioconstructivist theory of learning and that identity and L2 acquisition have also benefited from sociocultural theory. The study shows a relationship between motivational variables and success in L2 acquisition dating back to Gardner and Lambert’s original distinction between instrumental and integrative motivation.

**Kern, R. (2006). Perspectives on technology in learning and teaching languages. *TESOL* *Quarterly,* 40, 1, 183-210.**

Healtier conversation productive ecological validity, ecological benefit and advantage. online facilitate learning, environment students oriented organization, it is integrating language skills, it is ok to empowering learners, risk-free learning, risk-free environment. Computer-assisted language learning (CALL) by e-mail, instant messaging, chat rooms, usenet groups, blogs, wikis, and discussions boards are the tools to assist learners to enjoy risk-free learning in risk-free environments. This article indicates that interactionist L2 acquisition theory focuses on linguistic dimensions, but not cross-cultural dimensions of second-language learning. Cross-cultural dimension is one of the most significant to learn via CALL.

**Fitze, M. (2006). Discourse and participation in ESL face-to-face and written electronic conferences. *Language Learning & Technology, 10*(1)*,* 67–86.**

The aim of this article is to examine how students’ use and practice advanced vocabulary in the written electronic conferences, rather than in traditional face-to-face conference discussions. Students are motivated to use a wider range of vocabulary related to the topics by typing and viewing messages while seated at the computer. Written electronic conferences are popular substitute for face-to-face conferences, since students seem more motivated with electronic conferences. Consequently, the written electronic conferences are more beneficial.

**Hurd, S. (2006). Towards a better understanding of the dynamic role of the distance language learners: Learner perceptions of personality, motivation, roles, and approaches. *Distance Education, 27*, 303–329.**

This study looked at distance learning in a French course in the UK and how motivation, confidence, and self-regulation were increased with distance learning among students and tutors. Motivation plays a crucial role in achievement of learning individual learner responsibility and the feedback of tutoring. Increased confidence and self-regulation were the benefits of distance learning. Motivation was obviously the main factor in distance language learning with the majority of language learners.

**Brandle, K. (2005). Are you ready to ‘Moodle’? *Language Learning & Technology, 9*, 16–23.**

Language learning tools like Modular Object-Oriented Dynamic Learning Environment (Moodle) develop communicative skills and enable interaction between the teachers and students in asynchronous and synchronous settings. Asynchronous and synchronous learning tasks help language learners to become more proficient in their oral and written modes, and Moodle makes these tasks more feasible. Moodle creates a successful e-learning experience by providing asynchronous tools that enhance long-distance learning arrangements. Students can more easily participate in this peer-to-peer and peer-to-teacher setting. Moodle was designed to assist with learning tasks which are grounded in theories of second-language acquisition.

**The effect of synchronous and asynchronous CMC on oral performance in German. *The Modern Language Journal*, 87, 157-167.**

Three groups of learners, a control group, a synchronous group, and an asynchronous group, have three oral discussions tasks while taking the course of one semester. This study found that students in the synchronous group performed better than those in the asynchronous group and the control group. In a lexically or syntactically outcome of vocabulary analysis of quality of language indicates no significant differences among the three groups. Hence, it is possible that the learners in the computer-mediated-communication (CMC) group are more motivated to join in the asynchronous discussions as a result of the extended nature of the interaction. It is a great option for L2 learners to have the ability to wait several days before being motivated to contribute their own comments.

**Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Journal*, 78, 273-84.**

Motivation is one of the most important variable in L2 learning success. The aim of this paper is to understand the L2 motivation from the perspective of education. It is relevant to my paper, because it describes one of the most well-known aspects of motivational theories: intrinsic and extrinsic motivation. Extrinsically motivated behaviors are those that a person performs individually to receive rewards or to avoid punishment. According to Deci and Ryan, intrinsic motivation is a centralized motivation for the process of education. On the other hand, intrinsically motivated behaviors reward the person internally to satisfy the person’s curiosity.

**Csizér K, Dörnyei Z. (2005) The internal structure of language learning motivation and its relationship with language choice and learning effort. Modern Language Journal89: 19–36.**

The authors of this study used structural equation modeling to evaluate theoretical modeling, which is related to internal structure of L2 learning. The paper represents Robert Gardner’s concept of integrativeness as a central factor of L2 motivation construct. This paper is different than other papers in that it proposes a new, empirical construct of language learning motivation. Motivation is an element to explain why people are behaving the way they are and what they prefer, rather than how successful learning is likely to be. Thus, this study looks only at the impact of motivation on language proficiency or other L2 achievement measures.

**METHODOLOGY**

**Participants and Setting**

The students I picked were 6 undergraduates who already have an intermediate English background from high school, but didn’t pass the required English exam just after entering university. They will become freshman after passing the placement test. They are in a one-year, mandatory English preparation program in one of the private universities in Turkey. Six undergraduate students were willing to participate in this study. All data from the 6 undergraduate students was completed pre- and post-test. Students answered questionnaires and participated in an Edmodo social platform writing discussion activity by answering my posted questions. The response rate of 6 students was 100%, 4 of them were girls and 2 of them were boys who were enrolled in one-year English preparation college in Turkey. The majority of participants identified as Turkish (50%), followed by French (16.3%), Albanian (16.3%), and Ukrainian (16.3%).

All participants have the same level of English because of their college classification and were put in the same English preparation class. The Turkish students speak Turkish, the French student speaks French, the Albanian speaks Albanian, and the Ukrainian speaks Ukrainian. All participants had experience with Edmodo beginning when they were high school. Edmodo is very similar to the Facebook social networking platform. The participants’ school English transcripts show that they finished intermediate-level English courses successfully in high school. The participants’ overall English proficiency levels were determined as high intermediate. All participants in the study were using the same online textbook, and they were learning English from the same instructors.

The students received their education in traditional brick-and-mortar schools and online. They spend 24 hours a week in face-to-face class time, and they use the Edmodo social networking platform. All students have a laptop and are able to connect with the Internet at school.

**Research Question**

* What is the relationship between motivation and success in L2 vocabulary learning in asynchronous discussions on the Edmodo social learning platform?

**Data Collection and Instrumentation**

Data were collected by questionnaires, vocabulary test, and e-documents retrieved from the Edmodo asynchronous discussion wall. Each participant spent 110 minutes to provide data. A pre/post-test consisted of a vocabulary recognition test (30 minutes), a clozed test (65 minutes), background and motivation questionnaires (15 minutes), and asynchronous discussions for experimental group. The background questionnaire gives information about participants’ gender, grade level, age, and years in schooling and also comfort level with technology use, degree of English use outside the class and at home, and reasons for learning English. I used Deci and Ryan’s (1985,1987) self-determination theory for the motivation questionnaires. There are five sections in the questionnaires to answer by students according to the Deci and Ryan’s questionnaires: (1) Why they did their English homework, (2) why they worked on their English class work, (3) why they tried to answer hard questions in the English classes, (4) why there were learning English, and (5) why they should be concerned about attaining the highest proficiency level possible.

I used the Edmodo social platform to give the survey to the participants. Participants emailed their responses back to me via Edmodo, using a 7-point Likert-scale, with 1 = “Not at all true” and 7 = “Very true.” They reported the degree to which the items in each section measured external, introjected, identified, and integrated regulation. Mean scores were calculated for each of them in a regression analysis.

First of all, the recognition test, participants are required to match synonyms, antonyms, and related words in the two columns. The cloze test measured students’ knowledge of nouns, adjectives and verbs. There were 24 words; 8 of them were adjectives, 8 of them verbs, and 8 of them nouns.

**Data analysis**

In order to address students’ motivation variables were used as predictors of the level of participation and success in attaining the target vocabularies. In order to determine differences in the quality of vocabulary of language use in asynchronous discussions on Edmodo, I conducted regression analysis to determine what motivational variables; external, introjected, identified, or integrated are significant predictor(s) or not. Vocabulary is related to perform using the number of correct simple and complex sentences, and capitalization, punctuation, and grammar mistakes.

6 participants were given a background and motivation questionnaire to complete on Edmodo social learning platform. First of all, 24 target words were selected from textbook to teach in the lesson. Secondly, All participants were exposed to the 24-targeted words using Edmodo social learning platform through several warm-up, reading comprehension, and vocabulary learning activities. Edmodo is a social learning platform for teachers, students, and parents. It is commonly thought of as the Facebook of schools, as called by pupils and teachers alike.

There are three activities in which are Pre, during, and Post reading parts. The pre activities prompt students to brainstorm what they know about pertinent vocabulary, during the activities to let student summarize the content, and the post activities to practice and apply what they learn. Participation in the lesson, students’ records was retrieved from Edmodo. Lastly, students were given a vocabulary recognition test and a pre/post test with selected text.

An average score was computed each students performance as a pre-test scores. Out of the 24 words, students’ correct responses ranged between 7 and 19.

After completing instructional steps, the students were randomly assigned experimental (n=3) and control groups (n=3). Both of the groups continued to follow their regular English curricula. Control group didn’t do any activities next 1 week with targeted the 24 words and participants in the experimental group joined in two asynchronous discussions. They responded to certain instructor-led prompts that involved the use of the targeted words in an Edmodo social networking. During each discussion, students are required to use targeted words as much as they can. The prompts included “Tell your classmates what your city or town is like; I think living in a town/city is better than living in a town/city because... I enjoy traveling very much because...; and I don’t like traveling very much because....” Students are required to answer at least three threads in the one week to their peers or teachers. Finally, all participants were given post-test to determine if any significant differences between experimental and control groups occurred how vocabulary improve them.

Table 1. Model Summary

Model R R Square Adjusted R Square Std. Error of the Estimate

1 .995a .991 .955 .729

1. Predictors: (Constant), integration, external, introjection, identification

Table 2. Coefficientsa

Model Unstandardized Coefficients Standardized Coefficients

B Std. Error Beta

1 (Constant) -24.33 5.01

External 1.58 .64 .540

Introjection .922 .30 .555

Identification .012 .41 .006

Integration .716 .57 .253

**Conclusion**

I found out what elements of motivation predict L2 vocabulary learning in asynchronous discussions on the Edmodo social learning platform. The main reason I experienced since nobody hasn’t done it with Edmodo social learning platform to analyze vocabulary learning with it.

After reviewing 10 empirical and theoretical articles, I started collecting data sources with questionnaires, writing test, and e-documents retrieved from the Edmodo asynchronous discussion wall. I conducted and run regression analysis in SPSS to find what predicts motivational variables and motivational variables are significant in this study. Literature of empirical journal articles of related with this study indicates that asynchronous forums are effective and efficient as learning outcomes in L2 attainment.

There are four different kinds of motivational variables in which introjected regulation, external regulation, integrated regulation, and identified regulation effects vocabulary in asynchronous Edmodo discussion board. Having found that students with higher levels of some forms of motivation (introjected and external forms) participated in the discussions more, we then needed to examine if these motivation forms predicted higher gains on the vocabulary post-test. Hence, I constructed a multiple regression model with the four motivation forms acting as predictors of success in L2 vocabulary attainment. Data suggested that of the four motivation orientations, introjected and external regulation was the two significant predictors of success in learning the 24 selected words. This result implies that avoidance of guilt or anxiety or the attainment of self-esteem or ego enhancement was among the forces that moved these students to acquire more English vocabulary.

The implication of L2 learning with asynchronous discussions board vocabulary is effective. The findings are showing that the vitality of growing online social platforms and effectiveness of L2 learning opportunities that the virtual environment offers.

The effectiveness of asynchronous discussion forums mitigate the motivation L2 learners have. Self-determination theory focuses on the degree to which an individual’s behavior is self-motivated and self-determined. Self-determination theory claims to give a different approach to motivation, considering what motivates a person at any given time as opposed to seeing motivation as a unitary concept. SDT makes distinctions between different types of motivation and the consequences of them. There are Intrinsic and extrinsic motivation. Intrinsic motivation is the natural, inherent drive to seek out challenges and new possibilities that SDT associates with cognitive and social development. Extrinsic motivation comes from external sources. Deci and Ryandeveloped Organismic Integration Theory, as a sub-theory of SDT, to explain the different ways in which extrinsically motivated behavior is regulated.

OIT details the different forms of extrinsic motivation and the contexts in which they come about. It is the context of such motivation that concerns the SDT theory as these contexts affect whether the motivations are internalized and so integrated into the sense of self. Extrinsic motivation comes from outside us. We do it because we are impelled to.

Extrinsic motivation comes from outside us. We do it because we are impelled to, for example because someone who has power over us tells us to.

Many employment motivation systems work on the principle of extrinsic reward, where people are bought and then commanded. Whilst this is effective for simple activities, it is less useful when you want a person to be self-driven.

There are four different kinds of motivational variables. Introjected motivation is similar to intrinsic motivation in that it is internalized. The distinctive aspect of this is that if it is not done, then the person feels the tension of guilt. Identified motivation is where a person knows that something needs doing but has not yet decided to do anything about it.

And also Social theories are includes the learners motivation about target language and culture. This theory indicates that learners believe to be achieved because of their emotional receptiveness to language learning. Good learners are motivated, emphatic to native speakers, flexible and experience relatively little culture shock. According to the social distance Hypothesis, which is a relationship between the learning group and the target group scaffold second language learners. Using of the asynchronous discussions Edmodo platform can circumvent enclosure to some extent, and learners have the possibility of communicating with their peers and teachers. It is a great idea to use Edmodo as a tool of assisting second language learners to Schumann’s original list of factors contributing to social distance. Social Distance Hypothesis appears to focus on language learning outside of traditional classroom, it has significant applications for language teaching especially in a second language setting. Social theories are helping students to be more successful to decrease their psychological distance by working to increase and mitigate their motivation to learn the language and to decrease their anxiety and stereotypes of the new culture.

From the perspective of Attention Theories for learning vocabulary by writing on Asynchronous discussions on Edmodo is scaffolding the possible feedback which students can consult when needed, and a slower pace allowing more focused attention.

In this century, second language vocabulary learning is related with computer technology and it is impossible to discuss second language vocabulary without using discussions board.

Recently, instructors and teachers use social networking to involve students in free written communication with each other to scaffold them to increase their vocabulary. Computer-mediated communications are used asynchronously with peers and teachers. Unlike traditional and regular conversation, computer-mediated communication asynchronous discussion is a group of conversation without getting together literally.

Computer-mediated communications lets students to join the asynchronous conversation at their own pace and it is so flexible that Computer-mediated communication might be so choppy since students can respond to a previous comment at any point in the conversation. This is a great opportunity for second language learners who often feel that by the time they have decided what to say and how to say it in a normal discussion, their comment is no longer relevant.

Computer-mediated communication is yielding explicit learning goals to participants. In particular, empirical studies indicates that Computer-mediated communication gives students more opportunities to communicate in the target language, less anxiety and more motivated participants who are don’t talk in the class since they are shy, reticent, and stressed out. Also, large size of classes doesn’t give opportunity students to share their feeling, opinions to write and learn vocabulary, but asynchronous discussions is a promising alternative and give them to share, write and learn vocabulary even it is a huge class size. Electronic discussions are beneficial to recorded speech so that it helps second language learners to speak very well. The most important advantage of Computer-mediated Communication would seem to be an ideal way to include both ELLs and native- English-speakers in the same discussions in content classes.

Electronic writing and learning vocabulary on asynchronous discussion can make writing more motivation and even fun for students. After reviewing empirical and theoretical articles, asynchronous discussions are beneficial for non-native speakers to success in vocabulary since more autonomy, convenience, absence of distractions, more comfortable, and equal opportunities to diverse groups. Several other studies reported that of the four motivation orientations, introjected regulation was the only significant predictor of success in learning the 24 selected words, but my result in this study reported that of the two motivation orientations, interjected and external orientations were the two significant predictors of success in learning the 24 selected words.

This conclusion tells that avoidance of guilt or anxiety or the attainment of self-esteem or ego enhancement were among the forces that moved these students to acquire more English vocabulary and doing a task due to the attainment of externally imposed rewards or punishments acquire more English vocabulary.

In this case R square was .991, which means that 99.1% of variability in success (dependent variable) is explained by the linear relation between success and motivation on asynchronous discussion. Therefore, this is an indication that our model fits the data.

**Limitation & Future Research**

One of the limitations of our study is the sample size. We could only survey 6 individuals; therefore we believe that this number is not enough to conclude an accurate result. In future, we plan to collect more data and redo the analysis. In this way the power of the analysis will be greater too. Sample size should be more than I have and gender, age, and culture is a big part of analyzing.

**REFERENCES**

Abrams, Z. I. (2003b). The effect of synchronous and asynchronous CMC on oral performance in German. *The Modern Language Journal*, 87, 157-167. Retrieved from http://llt.msu.edu/issues/june2013/polatetal.pdf

Beauvois, M. (1998). Conversations in slow motion: Computer-mediated communication in the foreign language classroom. *The Canadian Modern Language Review, 54,* 198–217.

Brandle, K. (2005). Are you ready to ‘Moodle’? *Language Learning & Technology, 9*, 16–23. Retrieved from <http://llt.msu.edu/vol9num2/review1/default.html>

Csizér K, Dörnyei Z. (2005) The internal structure of language learning motivation and its relationship with language choice and learning effort. Modern Language Journal89: 19–36.

Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Journal*, 78, 273-84. Retreived from http://mailer.fsu.edu/~jkeller/EDP5217/Library/Curiosity%20&%20Attention/Attention/Dornyei(1994)%20Foreign%20Language%20Classroom.pdf

Hurd, S. (2006). Towards a better understanding of the dynamic role of the distance language learners: Learner perceptions of personality, motivation, roles, and approaches. *Distance Education, 27*, 303–329. Retrieved from http://oro.open.ac.uk/6000/1/

Fitze, M. (2006). Discourse and participation in ESL face-to-face and written electronic conferences. *Language Learning & Technology, 10*(1)*,* 67–86. Retrieved from http://llt.msu.edu/vol10num1/ fitze/default.html

Polat, N, Balog, R., and Mahalingappa, L. (2013). Anonymity and Motivation in Asynchronous Discussions and L2 vocabulary Learning. *Language Learning & Technology, 17,* 57-74.

Polat, N., & Schallert, D. L. (2013). Kurdish Adolescents Acquiring Turkish: Their Self-Determined Motivation and Identification with L1 and L2 Communities as Predictors of L2 Accent Attainment. *Modern Language Journal, 93,*745-763.

Kern, R. (2006). Perspectives on technology in learning and teaching languages. *TESOL* *Quarterly,* 40, 1, 183-210.