Social Presence in Synchronous Text-Based Computer-Mediated Communication

Sedat Akayoğlu[*]
Arif Altun[**]
Vance Stevens[***]

Suggested Citation:

Abstract

Problem Statement: In recent years, the substantial technological development in various online environments has been used in educational environments. However, these online environments are still new for many teachers, researchers and students. Thus, researchers have attempted to determine the discourse patterns of these environments from different perspectives. Social presence is one of these dimensions; however, there has been little research on social presence in synchronous CMC environments. This study will contribute to the literature on social presence in synchronous CMC environments.

Purpose: The purpose of this study was to determine the discourse patterns of chat logs for the online community of practice, Webheads, in terms of social presence.

Methods: This is an ethnographic study with computer mediated discourse analysis. Chat sessions have been held and recorded weekly since 2001; however, this study specifically covered chat log data between August 2007 and August 2008. Five randomly selected sessions were analyzed. Three research questions were considered: (a) what categories are observed (b) what are the most frequently used functions of social presence, and (c) what are the least frequently used functions of social presence.

Findings and Results: It was concluded at the end of this study that five new functions should be added to the twelve in the previous taxonomy. These are "link sharing," "gratitude," "leave taking," "pre-sequential leave taking" and "reply leave taking." The most frequently used functions are found to be the "vocatives," "expression of emotions" and "asking questions" and the least used functions are found to be "referring to others' messages," "quoting from others' messages" and "continuing a thread."

[*] Ph.D. Candidate., Middle East Technical University Faculty of Education, akayoglu_s @ibu.edu.tr
[**] Assoc. Prof. Dr., Middle East Technical University Faculty of Education, altunar@hacettepe. edu.tr
[***]Instructor., Petroleum Institute, vstevens@emirates.net.ae

Conclusions and Recommendations: Teachers and students may benefit from an awareness of the discourse patterns of a synchronous text-based CMC environment as they relate to social presence. Teachers may become more conscious of the use of social presence functions in their online courses. Moreover, since five additional functions were observed, researchers may use this updated taxonomy in their own discourse analysis from the perspective of social presence. In thinking about further research, because an online community of practice may be composed of both new and old members, it might be interesting to observe the differences between these two groups.

Keywords: Social Presence, Discourse Analysis, Computer-Mediated Communication, Synchronous Text-Based Communication

As technology develops and access to the Internet becomes more common, new communication media are coming on the scene almost every day. Computer-mediated communication (CMC) tools can utilize text, voice, video or any combination of these. Many companies are working to offer faster and more user-friendly tools or updates for these types of communication, often providing them for free to Internet users.

By means of such innovations, people have had new opportunities to move their social groups to Internet environments and create online communities. In such communities, people come together through the Internet eliminating problems of geographical distance and diminishing time zone differences. Using the new tools for Internet and new online environments, researchers have attempted to compare real communities with online communities and to describe the patterns of these environments.

One of the issues studied so far is that of social presence. While this topic has been studied in face-to-face communication environments, with the emergence of online communities of practice, social presence has come under study in online environments as well (e.g. Gorham, 1988; Christophel, 1990; Whiteman, 2002; Tu, 2002). In noting that "recent thinking views social presence as one variable among many that contribute to building a sense of community among learners at a distance" (p.57) Aragon (2003) regards social presence as one of the most crucial factors in making online communities successful.

Gunawerdana and Zittle (1997) define social presence as "the degree to which a person is perceived as a 'real person' in mediated communication" (p.9). In other words, it's the process in which we become comfortable and present ourselves socially. For example, when we enter a new community, we might feel uneasy for a period of time because we don't know the people there. However, over time and through interactions with other members of the community, we become more comfortable as we develop our social presence there.

This is especially true in educational environments. When a new student enters a classroom or when a teacher encounters his/her new class, a period is necessary until the members of this class get to know one another and feel comfortable in the classroom. This period is important for the success of that classroom. But in online

communities, without facial expressions and gestures, this period is somehow different. In this paper, this period was analyzed in an online community of practice called Webheads, while they were in conversation in the synchronous text-based computer-mediated communication environment, Tapped In.

Online Communities of Practice

There are many online communities of practice on the Internet; however, before giving examples of these, we should establish the criteria that constitute a community of practice. Lave and Wenger (1991) describe a community of practice as a group of individuals who share a repertoire of knowledge about and ways of addressing similar (often shared) problems and purposes. On his website, Wenger defines communities of practice as "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (http://www.ewenger.com/theory/index.htm). Thus, sharing a common environment is not enough for being a community of practice; a common interest or passion for something is required. Therefore, the people living in London can be called a community, but they are not a community of practice. On the other hand, members of an online group created to share experiences regarding the study of English can be considered a community of practice because they share a common objective and come together regularly to interact with the other members on a particular topic.

Wenger defines the characteristics of communities of practice as (a) the domain, (b) the community and (c) the practice. The domain is the common interests and objectives of the group. However, it is not enough that members of the group have a common goal. There should also be interaction among the members and they should perform activities related to their goals. The final characteristic of communities of practice is that the members of these groups are not merely a group of people who share the same ideas, interests and goals, but they also should be practitioners. They aim to improve their practice as a result of their interactions.

'Webheads' is a community of online language teachers and learners who have been meeting in various cyber-venues since 1998. In 2001, Vance Stevens created a Webheads in Action session for the second annual Electronic Village Online (EVO; http://evosessions.pbwiki.com/) to bring participating teachers up to speed with the latest Web 2.0 and CMC tools. Forming initially as a Yahoo Group, Webheads have grown from just a few dozen participants in the first EVO course in 2002 to over 700 in 2008. Since then, Webheads participants have produced PhD dissertations that describe the group in detail (Simpson, 2003; and Steele, 2002). Johnson's (2005) dissertation defines the group specifically in the context of a community of practice. Webheads members are participating in dozens of other similar communities and interacting with like-minded peers throughout cyberspace (Dieu and Stevens, 2008). In addition, WiA has held two international online conferences (Webheads in Action Online Convergence, or WiAOC). At the second of these conferences, Etienne Wenger suggested in his keynote presentation that Webheads had helped him to refine his definition of a distributed community of practice (http://streamarchives.net/node/56). Webheads

community members have been meeting each Sunday at noon GMT at Tapped In (http://tappedin.org) since the group began in 1998. Participating members are sent email transcripts of each session. These transcripts were used to derive the data for this study.

Social Presence Research

There have been several studies related to the different dimensions of social presence. Tu (2000), who attempted to determine the relationship between social presence and the social learning theory, stated, "Whether one examines CMC as a learning environment or is applying student learning and socio-cultural learning to the CMC environment, social presence must be examined while considering the three dimensions of social presence, social context, on-line communication and interactivity" (p.34). A year later, Tu (2001) analyzed the transcripts of Chinese students using these three dimensions. He presented the problem of Chinese students studying in the United States by conducting research with six graduate students enrolled in an online course. He collected data using three different types of CMC – e-mail, bulletin board and real-time chat. At the end of the study, he determined many variables regarding the characteristics of online communication tools and students' attitudes toward the tools used for CMC. He concluded that "the degree of social presence can be altered and cultivated with different strategies and different participants" (p. 57).

Rourke, Anderson, Garrison and Archer (2001) applied content analysis for asynchronous text-based computer conferencing and defined the codes for a content analysis of data in terms of social presence. In this study, the three categories of affective, interactive and cohesive were used, along with 12 indicators of these categories. For data, two transcripts were compared in terms of social presence. However, the main purpose of this study was to evaluate efficacy of an asynchronous CMC tool for analyzing social presence.

Richardson and Swan (2003) explored the role of social presence in an online learning environment by having 369 students, who had completed an online learning course, fill out a survey. The variables of the survey included students' perceived learning, students' perceived social presence, students' satisfaction with the instructor for the course overall and students' perceived learning and perceived social presence for individual activities. The study indicated a significant relationship between the students' perceived social presence and their perceived learning.

Na Ubon and Kimble (2004) collected data using bulletin boards so that the communication analyzed was asynchronous. A content analysis was applied to the transcripts in order to measure the degree of social presence from the perspective of tutors and students as determined by the social presence elements of students' and tutors' perspectives, affective responses, cohesive responses and interactive responses. Four modules in this online course. It was found that affective responses were most used in the first module, which indicated that students needed the highest level of affective responses at the building stage of a community.

Along with the developments in rendering technology, these studies have been conducted not only in text-based CMC environments but also in three-dimensional virtual environments. Hauber, Regenbrect, Hills, Cockburn and Billinghurst (2005) tried to discover differences among the social presence levels in desktop two-dimensional videoconferencing, desktop three-dimensional videoconferencing and face-to-face communication in a real environment. They showed an increase in the level of social presence from two and three-dimensional mediated to real face-to-face communication. The results suggest that social presence can be strongly felt by participants in computer-mediated communication.

Finally, Nippard and Murphy (2007) examined social presence in a web-based synchronous secondary classroom. They used Elluminate Live (http://www. elluminate.com) to collect data for three months in six courses including social sciences, science, art, music, technology and mathematics. Certain features of Elluminate were accepted as the criteria for evaluation. Direct messaging, which is text based, and audio chat were compared in terms of social presence. They found that teachers and students relied on different tools for providing affective, interactive and cohesive responses. While teachers preferred audio chat, students preferred text messaging. Moreover, social presence occurred more in the context of digression, and not during the actual delivery of the course.

Researchers have been interested in the occurrence of social presence in both synchronous and asynchronous online environments. Most researchers have analyzed the content of both the Internet environments and face-to-face settings. With developments in technology, more settings, like bulletin boards, online conferences and three-dimensional virtual environments were analyzed in terms of social presence. In these studies, when the influence of environments on the levels and types of social presence were examined, it was found that there is a relationship between the environment and social presence levels. Social presence levels increase when CMC environments are used and teachers' and students' preferences for the tools change when social presence is taken into consideration. However, little research has been done in this area and more studies, especially longitudinal studies, are necessary.

Methods

This study aimed to elucidate patterns in terms of social presence in the synchronous CMC environment, Tapped In. The chat logs of the CoP, Webheads were used as data.

Research Questions

The research questions of this study are as follows:

1. What are the discourse patterns in a text-based synchronous CMC environment in terms of social presence – affective responses, interactive responses and cohesive responses?

2. What are the most frequently used functions of social presence in chat logs of an online community of practice?

3. What are the least frequently used functions of social presence in chat logs of an online community of practice?

Significance of the Study

Most social presence research has been conducted in asynchronous environments and data collection has typically lasted for one term, or approximately three to four months. This study can be taken as a longitudinal study as the members have been interacting since 1998 and the analyzed data included a year of chat logs – from August 2007 to August 2008. Moreover, the communication was synchronous CMC and little research has been conducted in synchronous CMC environments.

Research Design

This study is an ethnographic study with computer-mediated discourse analysis. It is an ethnographic study because the data was not collected under a laboratory setting; rather a natural environment was observed in which discussion sessions were held by group members. The participants connected to the environment and participated in discussions with the other members of Webheads and the logs of these chats were used as data sources of this study.

Computer-mediated discourse analysis (CMDA) is a term first coined by Herring in 1995 (Herring, 2001). Herring (2004) asserts that linguists are becoming interested in "… language structure, meaning, and use, how these vary according to context, how they are learned, and how they change over time" as the Internet provides new online platforms, new varieties of discourse and new media for communication.

These new environments require new methods for analyzing discourse. Herring (2004) points out that "scholars of computer-mediated behavior need methods for analyzing discourse, alongside traditional social science methods such as experiments, interviews, surveys, and ethnographic observation." Therefore, CMDA is considered to be an appropriate linguistic discourse analysis method from three perspectives. Primarily, it deals with the discourse patterns, which are produced consciously or unconsciously; as the main aim of discourse analysis is to discern these unseen patterns in discourse. Additionally, "discourse involves speaker choices" (Herring, 2004). For example, participants can choose not to type or to use emoticons in CMC environments. The participants' activity is not predetermined; tokens occur simultaneously. Finally, the features of technology shape discourse, i.e. computer-mediated communication, so researchers are interested in whether the medium changes the communication or not.

In this study, the chat logs of members of an online community of practice, Webheads, were analyzed in terms of social presence with intent to determine the functions and frequencies of social presence categories in these chat logs. According to Herring (2004), CMDA can be applied to four domains or levels of language: structure, meaning, interaction, and social behavior. The interaction level includes turn taking, topic development and other means of negotiating interactive exchanges. Since the foci of this study are the interaction and social behavior, CMDA was considered appropriate for the analysis of the data.

Participants

Participants in the chats were all members of Webheads. In all, 39 members joined the discussion sessions; however, not all of the members stayed connected throughout all of the discussions. Because the sessions lasted two hours, some of the members joined at the beginning; some left early or joined toward the middle, and some were connected throughout the session.

Of the 39 participants, some joined all of the sessions, while others only participated in one or more of them. The numbers of participants in each session ranged from 11 to 14.

Table 1

The Number of Participants in Each Session

Session #	Participant #
Session 1	12
Session 2	11
Session 3	14
Session 4	14
Session 5	12

Instrument

Tapped In has been used by the members of Webheads for regular, but informal, meetings each Sunday starting at noon GMT since 1998. Tapped In is an online community whose environment is designed specifically for educators. Tapped In is browser-based, so there is no need to download any setup or installation files (apart from the Java for the text chat). Users can log on as guests or members. To become a member, a user fills out a form and then is able to create a personal office for themselves, join communities within Tapped In, and receive emails automatically for each chat session in which they participate.

Tapped In attracts a wide spectrum of educators. Many are interested in English language teaching, but there are also teachers in the fields of art, history, math, science and so on. However, some students and educators come here to improve their English proficiency. Many Webheads members meet online every Sunday starting at noon (GMT) to discuss their ideas and share their information about the use of technology in language classes.

Data Collection Procedure

Webheads members are aware and implicitly agree that data from emailed transcripts might be published on a webpage; for example at (http://akayoglu_s.web.ibu.edu.tr/webheads.htm), where each log file was assigned a sequential number. In order to randomly select a subset of subjects, a pseudorandom number generation software program (http://www.graphpad.com/quickcalcs/index.cfm) was used select five of

the 42 chat logs posted. Later these chat logs were imported into the data analysis software Hyper Research and coded, as explained in the following section.

Data Analysis

Data was analyzed using the coding taxonomy below:

Table 2

The Model and Template for Assessing Social Presence

Category	Indicator
Affective	• Expression of emoticons
	• Use of humor
	• Self-disclosure
Interactive	• Continuing a thread
	• Quoting from others' messages
	• Referring explicitly to others' messages
	• Asking questions
	• Complimenting, expressing appreciation
	• Expressing agreement
Cohesive	• Vocatives
	• Addresses or refers to the group using inclusive pronouns
	• Phatics, salutations

These coding categories were originally determined by Garrison et al. (2000) as *emotional expression*, *open communication* and *group cohesion*; and were later modified by Rourke et al. (2001) into the categories *affective responses*, *interactive responses* and *cohesive responses*. In this study, Rourke et al.'s taxonomy was applied and modified further. These categories are explained briefly in the following section.

Affective Responses. As defined by Nippard and Murphy (2007), this category is primarily related to the affective elements such as emotions, feelings, mood, closeness, warmth, affiliation, attraction and openness. In text-based CMC environments these can be observed through emoticons, humor and jokes.

Interactive Responses. This category studies interactions such as replies to other members of the community. Complementing, expressing appreciation or agreement, and asking questions are also included in this category.

Cohesive Responses. The final category is strongly related to building and sustaining a sense of group commitment. In this category we find salutations, greetings, leave-taking, addressing someone with his/her name, using inclusive personal pronouns, other phatics and vocatives.

Intercoder Reliability

In order to ensure the reliability of the coding, Cohen's Kappa was calculated. The coders were asked to code the data according to the given taxonomy. Cohen's Kappa value was found to be .78; and according to the Landis and Kappa (1977), values greater than .75 indicate excellent agreement.

Findings

The findings were organized according to the three research questions. The first question was to discover discourse patterns in the data in terms of social presence (affective responses, interactive responses and cohesive responses). In the analysis, 2555 turns were coded as social presence and 17 categories of social presence were observed (see Table 3). The Model and Template for Assessment of Social Presence created by Rourke at al. (2001) was used to add an additional five functions to this list: "link sharing," "gratitude," "leave taking," "pre-sequential leave taking" and "reply leave taking." Except for the link sharing, which can be taken as an interactive response, these functions can be categorized as cohesive responses, which help group members build a sense of community. In the following table, the frequencies of functions in each session are given.

Table 3

The Results of the Data

	Session 1		Session 2		Session 3		Session 4		Session 5		TOTAL	
	n	%	n	%	n	%	n	%	n	%	n	%
C- Vocatives	147	5.75	128	5.01	136	5.32	159	6.22	129	5.05	699	27.36
A- Expression of Emotions	75	2.94	85	3.33	99	3.87	58	2.27	77	3.01	394	15.42
I- Asking Questions	68	2.66	76	2.97	83	3.25	76	2.97	83	3.25	386	15.11
C- Phatics, Salutations	48	1.88	47	1.84	55	2.15	67	2.62	47	1.84	264	10.33
I- Complementing - Expressing Appreciation	20	0.78	37	1.45	41	1.60	51	2.00	30	1.17	179	7.01
E- Link Sharing	28	1.10	15	0.59	8	0.31	33	1.29	24	0.94	108	4.23
A- Use of Humor	15	0.59	9	0.35	46	1.80	6	0.23	15	0.59	91	3.56
A- Self Disclosure	36	1.41	31	1.21	5	0.20	12	0.47	2	0.08	86	3.37
I- Expressing Agreement	7	0.27	21	0.82	25	0.98	17	0.67	13	0.51	83	3.25
E- Gratitude	10	0.39	21	0.82	5	0.20	25	0.98	12	0.47	73	2.86
E- Reply Leave Taking	13	0.51	10	0.39	20	0.78	4	0.16	12	0.47	59	2.31
E- Pre-Sequential Leave Taking	13	0.51	6	0.23	15	0.59	3	0.12	8	0.31	45	1.76
E- Leave Taking	8	0.31	6	0.23	7	0.27	3	0.12	10	0.39	34	1.33
C- Addresses or refers to the group using inclusive pronouns	2	0.08	4	0.16	7	0.27	7	0.27	10	0.39	30	1.17
I- Continuing a Thread	4	0.16	3	0.12	2	0.08	0	0.00	3	0.12	12	0.47
I- Quoting from others' messages	2	0.08	1	0.04	3	0.12	1	0.04	0	0.00	7	0.27
I- Referring explicitly to others' messages	1	0.04	4	0.16	0	0.00	0	0.00	0	0.00	5	0.20
TOTAL	497	19.45	504	19.73	557	21.80	522	20.43	475	18.59	2555	100.00

Note: The letters in front of the categories, A, C, I, E, stand for Affective Responses, Cohesive Responses, Interactive Responses and Extra Responses added by the researcher respectively.

The second research question concerned the most frequently used social presence categories. It can be clearly seen that "vocatives" are the most frequently used social presence function and that there is a large difference between the number of vocatives (699) as compared to the other functions (vocatives were 27.36% of all

functions observed). The second most frequently observed function was "expression of emotions" (394 times, or 15.42% of the observed functions) and the third most frequently observed function was "asking questions" (386 occurrences or 15.11% of all functions observed).

The third research question was about the least frequently used functions of social presence. As shown in Table 3, the least frequently used function was "referring to others' messages" followed by "quoting from others' messages" and "continuing a thread." The number of occurances of these functions were very low when compared to the other functions. "Referring to others' messages" was observed only for five times (0.20%), "quoting from others' messages" was observed seven times (0.27%) and "continuing a thread" was observed 12 times (0.47%).

Discussion and Recommendations

This study aimed to determine the discourse patterns of the chat logs of the online community of practice, Webheads, in terms of social presence. The data were collected from transcripts of naturally occurring chats and analyzed by means of CMDA for answers to the research questions asked.

The first research question asked what discourse patterns would occur in these chat logs in terms of social presence using Rourke et al.'s (2001) taxonomy. While analyzing the data, it was seen that five additional functions were present. The first of these was "link sharing," where participants researched topics on the Internet while chatting and shared their links with the other participants, thus making others aware of their research and providing new information crucial for the communities. Another function added in this study was "gratitude." When participants thanked one another for any favor or for sharing information, this can be counted as "phatics" but the frequency of "gratitude" warranted making it a separate function. The rest of the newly added functions were "pre-sequential leave taking," "leave taking" and "reply leave taking."

In the current taxonomy, there is a function called salutations. When a session begins, all participants greet the others and these greetings were counted as the cohesive responses. Although all participants use leave taking before they leave the sessions, this was not taken as a function in the taxonomy. In this study, "leave taking" was added for this reason. Moreover, statements from someone when leaving varied widely. For example, participants prepared to leave might propose an excuse like "I have to leave and sleep." This was not categorized as leave taking but as pre-sequential leave taking. After that, the participants leave saying "Bye" and this is categorized as leave taking. When someone utters the final statement, he/she waits for a few seconds while the other participants reply to his/her leave taking with a response like "see you later." This was coded as "reply leave taking." These functions were added to the taxonomy in this study.

Moreover, the emoticons like ":)" ":(" were transformed into verbal statements as "VanceS smiles" and "ThomasLev nods" as a built-in feature of Tapped In. These

were commonly used in the chat logs (5.59% of all observed functions) and these were counted as "expression of emotions."

The other two research questions considered the most and the least frequently used categories in these sessions. As previously noted, "vocatives," "expression of emotions" and "asking questions" were most commonly used. Vocatives, addressing someone by his/her name, are crucial when there are more than two chat participants in order to avoid confusion about who is saying what to whom. Sometimes the addressee is clear but often omission of vocatives can be disorienting. This explains why vocatives were the most frequently used function in this study. The second and the third most frequently used functions, "expression of emoticons" and asking questions, were also important in discussion. The discussion unfolds as some members ask questions and others answer. Furthermore, people in a community enjoy expressing their emotions to make the environment more sincere.

The least frequently used functions were concerned referring to and quoting from others. In chat sessions, participants' messages do not disappear in time. The participants can easily go back to their transcripts and check them. Because participants do not need to quote previously posted messages, such tokens appeared infrequently in our chat data.

Conclusion

In this study, the researchers hoped to gain insights into the discourse patterns of a text-based CMC environment of the communities of practice, Webheads, in terms of social presence. During the analysis, using Rourke et al.'s (2001) taxonomy as the coding list, researchers added five functions for social presence they deemed absent from the original taxonomy. Finally, the most and the least frequently used functions were determined and reasons for their frequencies were addressed.

As mentioned in Akayoglu and Altun (2008), "teachers may direct their students to use the Internet for their language development in the target language. Before directing them to these places, they should be aware of the characteristics of these environments." Additionally, communication was found to be one of the perceived roles of school administrators regarding IT classrooms in schools (Akbaba-Altun, 2004; Akbaba-Altun & Gürel, 2008). This role should be extended to computer-mediated communication settings and tools.

Although social presence is one of the most important factors in creating a sense of community, there has been little research on this topic. This study may help other researchers to analyze text-based CMC environments from the perspective of social presence. Moreover, this study may help teachers and students create a greater awareness and make better use of these environments.

References

Akayoğlu, S., & Altun, A. (2008). The functions of negotiation of meaning in text based CMC. In R. V. Marriott & P. L. Torres (Eds.), Research on E-Learning Methodologies for Language Acquisition (pp. 302-317). New York: Information Science Reference.

Akbaba-Altun, S. (2004). Information technology classrooms and elementary school principals' roles: Turkish Experience. *Education and Information Technologies*, 9(3), 255-270.

Akbaba-Altun, S., Gürer, M.D. (2008). School administrators' perceptions of their roles regarding information technology classrooms, *Eurasian Journal of Educational Research*. (33), 33-54.

Aragon, S. R. (2003). Creating social presence in online environments. In *New Directions for Adult and Continuing Education 100* (p. 57-68). San Francisco: Jossey-Bass.

Christophel, D. (1990). The relationship among teacher immediacy behaviors, student motivation, and learning. *Communication Education, 39*(4), 323-340.

Dieu, B, & Stevens V. (2008). WiA field trip. http://cpsquare.org/. http://beevance. wikispaces. com/cp2.

Gorham, J. (1988). The relationship between verbal teacher immediacy behaviors and student learning. *Communication Education, 37*, 40-53.

GraphPad Software: Quick Calcs-Online calculators for scientist. Retrieved on July 31th, 2008 on page http://www.graphpad.com/quickcalcs/index.cfm.

Gunawardena, C. N., &Zittle, F.J. (1997). Social presence as a predictor of satisfaction within a computer-mediated conferencing environment. *The American Journal of Distance Education, 11*(3), 8-26.

Hauber, J., Regenbrecht, H., Hills, A., Cockburn, A. & Billinghurst, M. (2005). Social Presence in Two- and Three-dimensional Videoconferencing. Proceedings of 8th Annual International Workshop on Presence, London / UK, September 21-23, 2005. pp. 189-198.

Herring, S. C. (2001). Computer-mediated discourse. In D. Tannen, D. Schiffrin, & H. Hamilton (Eds.), *Handbook of Discourse Analysis* (pp. 612-634). Oxford: Blackwell.

Herring, S. C. (2004). Computer-mediated discourse analysis: An approach to researching online behavior. In: S. A. Barab, R. Kling, and J. H. Gray (Eds.), *Designing for Virtual Communities in the Service of Learning* (pp. 338-376). New York: Cambridge University Press. Preprint: http://ella.slis.indiana.edu/~herring/cmda.pdf.

Johnson, C. (2005). Establishing an Online Community of Practice for Instructors of English as a Foreign Language (unpublished dissertation).

Landis, J.R. and Koch, G. G. (1977) "The measurement of observer agreement for categorical data" in *Biometrics*. Vol. 33, pp. 159--174

Na Ubon, A., Kimble, C. Exploring Social Presence in Asynchronous Text-Based Online Learning Communities (OLCs), *In Proceedings of the 5th International Conference on Information Communication Technologies in Education 2004, Samos Island, Greece* (2004), pp. 292–297 Retrieved from http://www.chris-kimble.com/Publications/Documents/Ubon_2004.pdf.

Nippard, E. & Murphy, E. (2007). Social presence in the web-based synchronous secondary classroom. *Canadian Journal of Learning and Technology*, 33(1).

Richardson, J. C. & Swan, K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction. Journal of Asynchronous Learning Networks, 7,1, 68-88.

Rourke, L., Anderson, T. Garrison, D. R., & Archer, W. (2001). Assessing social presence in asynchronous, text-based computer conferencing. *Journal of Distance Education*, 14(3), 51-70.

Siemens, G. (2004). Connectivism: A Learning Theory for the Digital Age. elearnspace. http://www.elearnspace.org/Articles/connectivism.htm.

Simpson, J. (2003). The discourse of computer-mediated communication: A study of an online community. PhD dissertation: http://www.personal.leeds.ac.uk/~edujsi/phd.pdf.

Wenger, E. (2007). Conversation with Suzanne Nyrop. Presentation at WiAOC 2007 - http://www.webheadsinaction.org/wiaoc2007/EtienneWenger.

Slides: http://www.flickr.com/photos/netopnyrop/503628210/in/set-72157600229137116/.

Recordings - Part 1: http://streamarchives.net/node/56;

Part 2 : http://streamarchives.net/node/55

Steele, J. (2002). Herding cats: A descriptive case study of a virtual language learning community: http://netdial.caribe.net/~jhsteele/cats.pdf

Stevens, V. (2007). Webheads as agents of change in overlapping clouds of distributed learning networks. AdVancEducation.

http://advanceducation.blogspot.com/2007/11/webheads-as-agents-of-change-in-ever.html

Tu, C.H. (2000). On-line learning migration: from social learning theory to social presence theory in a CMC environment, *Journal of Network and Computer Applications*. 23, 27-37.

Tu, C.H. (2001). How Chinese perceive social presence: An examination of interaction in an online learning environment. Educational Media International, 38(1), 45-60.

Tu, C.H. (2002). The impacts of text-based CMC on online social presence. *The Journal of Interactive online learning,* 1(2), 1-24.

Webheads' Chat Logs. Retrieved on July 31th, 2008 on page http://akayoglu_s.web.ibu. edu.tr/ webheads.htm.

Wenger, E. Communities of practice: A brief introduction. Retrieved on July 31th, 2008 on page http://www.ewenger.com/theory/index.htm.

Whiteman, J. A. 2002. Interpersonal Communication in Computer Mediated Learning. ERIC Document Reproduction Service, No. ED 465 977.

Eş Zamanlı ve Metne Dayalı Bilgisayar Destekli İletişimde Sosyal Buradalık

(Özet)

Problem Durumu: Söylem analizi uzun yıllar boyunca çeşitli ortamların, metinlerin içlerinde var olan ancak yazılı olmayan kurallarını bulmak için uygulanmıştır. Günümüzde teknolojinin getirdiği yenilikler sayesinde yeni ortamlar ve metin türleri ortaya çıkmıştır. Artık yüzyüze iletişim kadar internet üzerinden gerçekleşen iletişim ve internet üzerinde meydana gelen yazı türleri de gün geçtikçe önem kazanmaktadır. Bunun sonucunda ise bu yeni ortamların ve metinlerin analizine gerek duyulmaktadır. Bu şekilde bu ortamların kendi içlerinde olan düzenleri ortaya çıkarılacak ve ortamın kullanıcılarına kolaylık sağlanacaktır.

Bu ortamların analizi birçok açıdan yapılmaktadır ve sosyal buradalık da bunlardan bir tanesidir. Ancak bu konu üzerine yapılan çalışmalar ya kısa süreli olmaktadır ya da eş zamanlı olmayan ortamların analizinde kullanılmaktadır. Bu çalışmada uzun süreli bir grubun eş zamanlı olarak gerçekleştirdiği tartışmaların analizi yapılarak, sosyal buradalık açısından ortamın özelliği ortaya konulmaya çalışılmıştır.

Araştırmanın Amacı: Bu çalışmanın amacı çevrimiçi bir topluluk olan Webheads grubunun düzenli olarak her hafta bir araya gelip gerçekleştirdikleri eş zamanlı ve metne dayalı sohbet kayıtlarının sosyal buradalık açısından söylem analizini yapmaktır. Çalışma sonunda elde edilen bulgular, çevrimiçi toplulukların eş zamanlı ve metne dayalı sohbet ortamlarındaki sohbet ortamlarının söylem açısından özelliklerini ortaya çıkarmaya yarayacaktır.

Araştırmanın Yöntemi : Bu çalışma etnografik bir çalışma olup verilerin analizi yöntemi olarak da söylem analizi kullanılmıştır. Çalışma etnografik bir çalışmadır; çünkü veriler bir amaç için toplanmamıştır ve çalışmanın verileri haftalık tartışma oturumları düzenleyen Webheads grubunun sohbet kayıtlarından oluşmaktadır. Webheads grubu 1998 yılında kurulmuş olan, amaçları dil öğretimi ile ilgilenen araştırmacı, öğretmen veya eğitmenlerin bir araya gelip deneyimlerini, görüşlerini ve materyallerini paylaşması olan bir gruptur. Bu grubun üyeleri 2001 yılından bu yana her Pazar günü 1 (GMT) ve 3 (GMT) saatleri arasında Tapped In diye bilinen bir ortamda bir araya gelerek tartışma oturumları düzenlemektedirler.

Tapped In ortamı ise her alandan eğitimcilerin bir araya geldiği, kendi ofislerini yarattıkları, öğrencileri ile çevrimiçi ders yürütmenin yanı sıra dünyanın herhangi bir yerinde meslektaşları ile biraraya geldikleri ve deneyimlerini paylaştıkları sanal bir ortamdır. Bu ortamda eş zamanlı olan ve eş zamanlı olmayan birçok iletişim aracı bulunmaktadır. Bu çalışmanın verileri Tapped In ortamının eş zamanlı araçlarından olan sohbet

bölümünden elde edilmiştir. Tapped In'in önemli bir özelliği de yapılan sohbetlerin anında kaydedilmesi ve kullanıcılara elektronik posta yoluyla ulaştırılmasıdır.

Bu çalışmanın üç araştırma sorusu bulunmaktadır. Bunlar (a) çevrimiçi bir topluluk olan Webheads grubunun eş zamanlı sohbetlerinde hangi tarzda sosyal buradalık kategorileri görüldüğü, (b) sosyal buradalık açısından en çok hangi kategorilerin görüldüğü ve yine (c) sosyal buradalık açısından en az hangi kategorilerin görüldüğüdür. Bu araştırma soruların cevaplamak için öncelikle sosyal buradalık açısından söylem analizi yapmak için halihazırda kullanılmakta olan bir ölçek belirlenmiştir. Daha sonra otomatik olarak kaydedilen sohbetlerin kayıtları bir araya getirilmiş ve Hyper Research yazılıma aktarılmıştır. Daha sonra belirlenen kodlar alınarak bunların ne kadar sıklıkla verilerde görüldüğü belirlenmiş ve verilerde sosyal buradalığa dair olan ancak ölçekte yer almayan kodlar listelenmiştir. Bu şekilde hazırda olan kodların ne kadar sıklıkla görüldüğü ortaya çıkmış, aynı zamanda da ölçekte bulunmayan kategoriler belirlenmiştir. Verilerin analizi için son olarak da yapılan analiz sonuçları tabloya çevrilmiştir.

Araştırma sonunda ölçekte var olmayan ancak sosyal buradalıkla ilgili olduğu düşünülen 5 kategori daha bulunmuştur ve toplamda 17 farklı kategoride veri analiz edilmiştir. Ölçekte bulunan kategoriler, "isim ile hitap etme", "duyguların ifade edilmesi", "soru sorma", "selamlama", "iltifat etme", "şaka yapma", "kendinden bahsetme", "aynı fikirde olduğunu ifade etme", "gruptan 'biz' diye bahsetme", "mesaja devam etme", "diğer mesajlardan alıntı yapma" ve "diğerlerinin mesajlarına gönderme yapma" şeklindeydi. Bu çalışma ile eklenen kategoriler ise "bağlantı paylaşma", "teşekkür etme", "ayrılma", "ayrılmaya hazırlanma" ve "ayrılmaya gelen karşılık" şeklindedir. Kullanılan ölçekte "selamlama" yer aldığı halde ortamdan ayrılmak için kullanılan ifadelere yer verilmemişti. Bu çalışmada bu eklendi. Ayrıca sosyal buradalığa doğrudan katkısı olan teşekkür etme ifadesi de yer almıyordu. Bunun yanı sıra bu ölçekte bilgi paylaşma amacıyla ile gönderilen bağlantı adresleri de dahil edilmemişti. Bu kategorilerin eklenmesi ile ölçeğe katkıda bulunulmuştur.

Araştırmanın Bulguları : En çok kullanılan kategoriler konusunda ise "isim ile hitap etme" en fazla görülen kategori olarak belirlenmiştir. Bunun en nedeni metne dayalı ortamlarda iki kişiden fazla katılımcının olduğu durumlarda kimin kime ne söylediğini anlamak için kullanıcılar genellikle hitap ettikleri kişilerin isimlerini kullanmaktadırlar. Bu da internet üzerinde eş zamanlı bir ortamda karışıklığı önlemektedir. En az kullanılan kategoriye baktığımızda ise "diğerlerinin mesajlarına gönderme yapma" kategorisi belirlenmiştir. Bunun nedeni de eş zamanlı sohbet esnasında geriye dönüp gönderme yapma gereği duyulmaması, diğer kullanıcıların rahatlıkla eski mesajlara ulaşabilmesidir.

Araştırmanın Önerileri : Çalışma sonunda elde edilen bulgular, daha once var olan bir ölçeğe yeni kategoriler kattığı için ve alanda bu konu ile ilgili çalışmaların sayısının azlığı açısından önemlidir. Sosyal buradalık konusunda söylem analizi yapmak isteyen araştırmacılara yardımcı olabilecek sonuçlar elde edilmiştir. Eğitimciler ve öğrenciler için ise metne dayalı eş zamanlı iletişimin olduğu bir ortamda gerçekleşen iletişimin özelliklerini ortaya koyması açısından ve onlara yol gösterici bir niteliği olması açısından önemlidir.

Anahtar Sözcükler: Sosyal Buradalık, Söylem Analizi, Bilgisayar Aracılığıyla İletişim, Metne Dayalı Eş Zamanlı İletişim.