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Enhancing L2 Learning Motivation and Autonomy of Iranian EFL Students through Personal Website and Weblog Creation as a Kind of Online Journal: Developing Writing Skill as the Result

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Abstract

Technology and web-based tools especially websites or weblogs have gained high value and remarkable significance in L2 learning and development. The present project employs a qualitative approach and endorses two main goals: first, it explores one such website or weblog creation capabilities that empower students in website or weblog creation, enhance the students' L2 learning motivation, both intrinsic and extrinsic types of motivation, and lead to their autonomy in the process of L2 learning. Second, this is done by creating website or weblog, composing and uploading some articles to improve L2 skills especially writing skill. The participants were 30 BA students in TEFL in the third year of an ELT course. For data collection and data analysis, the students were supposed to design, develop and create their own websites or weblogs and compose articles on them. They were also asked to develop and keep reflective reports and journals during website or weblog creation and article composition. Then, their process of website or weblog creation and article composition were reviewed and supervised by group and project organizers and their reflective journals were analyzed qualitatively based on some pre-determined motivation and autonomy criteria as well. At the end, a semi-structured interview designed and administrated to gain a deeper in terms of the focused issue. The findings demonstrated that websites or weblogs assisted the students to be more skillful in developing websites or weblogs and dealing with technology and virtual space. This also increased their L2 learning motivation and made them more autonomous since they had to design and edit their personal websites or weblogs. Consequently, as they claimed, their L2 writing skill was developed.

Keywords: Second Language Learning Motivation, Students' Autonomy, Website and Weblog Creation, Writing Skill

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Introduction

It is a largely accepted tenet that both 'motivation' and 'autonomy' are two essential elements of successful language learning. According to Homola (1969), 'motivation' is an umbrella term for all the conditions which determine any human activity. So when we say that the individual is motivated, we point to the fact that he/she does something with a certain goal and puts a lot of effort into it. Moreover, this effort is associated with a desire and willingness to reach the goal and also with a positive attitude towards the activity the individual intends to do. It is true in the context of language learning as well.

According to Mares (1998), the concept of 'autonomy' and autonomous learning is a process in which students take joint liability for their decisions, act independently in the process of learning, and consider themselves responsible for that process. According to many researchers, L2 learning motivation and learners' autonomy are intertwined and are highly correlated (Keller, 1983; Manjula, 2005).

In addition, websites and weblogs are useful online communicative tools for developing language skills, enhancing L2 learning motivation and consequently learners' autonomy. Most of the students encounter various problems while creating a website and weblog which is intended to be created for educational, teaching and learning purposes. Moreover, in the EFL contexts like Iran, in terms of teaching and learning L2, students are less motivated and are not independent to take responsibility of the process of learning and continuing the process out of the context of the classroom and in real life situation. These are predominant, crucial and significant factors concerning L2 learning though might have been worked on that, still is lacking in EFL contexts like Iran. As far as we know and mentioned and will mention again, technology and using that in the context of language learning such as websites and weblogs are applicable tools in the transformative pedagogy rather than transmittory pedagogy and aid students to learn L2 creatively, as a result enhances their L2 learning motivation and leads to their autonomy. Since learners are to create websites and weblogs independently on their own and write, upload and post materials without help of the teacher or their peers, even out of the classroom.

The main purpose of this study is twofold; the first is that Iranian EFL learners learn the process of website and weblog creation and be able to create without helping teacher, peer or a more competent person. The second is that learners' L2 learning motivation be enhanced and as a result be led to their autonomy in terms of language learning. It would be attempted to do this with the aid of website and weblog creation. Furthermore, the purpose is that English language learning skills of the learners, especially writing skill, would be developed.

L2 learning motivation and learners' autonomy

The concept of 'autonomy' has recently considered and gained outstanding position in ELT and in the domain of language learning. The conceptual notation and different aspect of the 'autonomy' are identified by concept and opportunity for detachment, independent and isolated action, decision making and critical reflection; 'autonomy' also carries varied and different abstract meanings such as making an informed choice, independent ability, desire and willingness, responsible decision making and execution (Crabbe, 1999, Dickinson, 1993), responsibility for individual's own choices (Dam, 1995, p.26), and determining learning techniques or strategies (Peverly and Wang, 1986).

Research over two decades have depicted that one of the outstanding and remarkable concepts in teaching second language is learners' autonomy (Cao Rongping, 2003, Nunan, 2001). According to Littlewood (1996), Learners' autonomy is one of the key concepts in theories that examine factors that aid students

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develop their ability, teaching language for the purpose of interaction and communication, group and peer learning with having practice, and helping student think and act independently. Aoki (2000) asserted that it serves as a vital objective among various subjects that are taught by educational system in Europe. In a same vein, Dam (1995) proposes criteria for autonomous learners. Dam urges that if learners distinguish and discover their favorite materials, then trying to fix their goals with the organized task which has been chosen and finally look for the valid criteria for independent evaluation, are considered as autonomous learners.

Most of the researchers claim that learning does not occur out of framework and in a vacuum and 'independence' does not necessarily imply or claim learning on one's own. In the context of L2 teaching and learning, interaction, communication, negotiation, cooperation, collaboration, and the concepts like these are significant factors in promoting learners' autonomy. Similarly, in this regard, Ryan (1991) claims that learners' autonomy is synonymous with 'autonomous interdependence' (p.227). Likewise, Little (1994) states that 'learner autonomy is the product of interdependence rather than independence' (p.435).

In addition to the concept of 'autonomy', Dornyei (2001) considers motivation as the generic principle that leads to independent and isolated action. Motivation as discussed in many studies and by many researchers is one of the willpowers in order to achieve learning in second language (Gardner and Smythe, 1975; Oxford and Shearin, 1994). According to Gardner (1985), it is the powerful factors for learning new language. Vallerand (1992) noted that in educational system one of the notable factors is motivation and also Gottfried (1990) states that learners who are not successful, are not motivated as well and they are not that much interested in participate in learning process.

Moreover, motivation and autonomy are considered interrelated and integrated concepts. The terms of motivation and autonomy carry different notions and concepts but somehow, in some extent they are similar as well. To illustrate, according to the Keller (1983) a motivated individual is easily deciding to perform a task but if she or he doesn't have enough knowledge, this range of motivation does not response and does not work at all. When learners consider themselves highly responsible for the learning, the range of motivation is increasing and will become easy for them to achieve a goal. Furthermore, the result of the study by Manjula (2005) proves that there is a high correlation between motivation and autonomy. Similarly, researchers such as Benson (2001), Littlewood (1996), and Little (1991) have considered learners' autonomy, one of the factors that become the central attention of for approximately two decades and they urge that in order to reach the success level, having motivation as a predictor is essential.

Both intrinsic and extrinsic factors (also referred to intrinsic and extrinsic types of motivation) play a predominant role in terms of motivation and its relationship with autonomy (Deci and Ryan, 1985; Oxbrow, 2000). In line with the notions submitted by behaviorist approaches, Scharle and Szabo (2000) urge that although extrinsic factors like rewards and punishments stimulate and lead to learning but they increase the dependence of the learners simultaneously. (p.7)

Website/weblog creation in relation to L2 learning motivation and the concept of learners' autonomy

Websites, weblogs or blogs, are an extremely well-known synchronous and web-based communication tool on the virtual environment and internet. They are considered as a kind of spontaneous online journal

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which it is easy to post and upload materials instantly, a sort of multifunctional 'diary', 'community', information board', personal page and notebook or electronic office, a rich and updateable environment that is constructed and interrelated by time and topic, list and link of related and interesting websites, or a personal diary of events, opinions, interests, feelings and thoughts, or a combination of all of these mentioned characteristics.

Bella (2005) states that 'a weblog or blog, is an easily created and updateable website that allows people to write, post, compose, upload and publish to the Internet instantly', even if they do not have any knowledge of HTML and WEB programming. Simply, Bartlett-Bragg (2003) reshapes the definition and claims that, 'a website and weblog consists in entries composed by a single author or administrator and presented in reverse chronological order'. Depending on instructional goals, these are often hyperlinked to other sources or websites and can focus on class topics, class evaluations, class discussions, class contents or on student interests. Anybody with access to the Internet can read websites and weblogs posts, compositions, writings, entries and leave comments on what they have read. To mention other applications and in terms of language learning, attracted by these interactive and public aspects of websites and weblogs, teachers worldwide have been exploring the potential of this tool as a learning environment. Most platforms also offer the possibility of uploading PowerPoint presentations, photos and slide shows, audio and video resources, which makes websites and blogs even more attractive, enhances motivation to use websites and weblogs as learning tool, consequently leads to learners' autonomy.

In terms of language learning, the application and usefulness of the websites and blogs for language learning activities has been proven by many researches (cf. Bella, 2005; Ward, 2004). They are considered as a kind of tool for language development. Websites and weblogs have also been found to improve communication, writing, reading skills and facilitate access to the gathered knowledge and information for further researches, research groups and other members of the community (Bialek, Efimova, Neuhas, Pless, Sauer, Schwartlander, Neuhas, 2005). Campbell (2005) proposes that website and weblog creation assist learners to make decisions on their own independently. Traditional classroom tools such as notes, pamphlets, diaries and journals that enhance autonomy apparently would be better to be integrated into the websites and weblogs environment. (Dam 1995; Oxbrow, 2000; Roberts, Turbee, Warschauer, 1996)

This action equips learners with double options, increases motivation, develops their learning strategies, and as a result enhances learner's autonomy in the real sense. However, this action is not done or has done little in the EFL contexts like Iran which its gap really feels. The current project is an attempt to investigate different features and aspects of L2 learning motivation and autonomy which are considered and mentioned above, to explore how they could be related to website and weblog creation and also to determine how learners access to high achievement of those through website and weblog creation.

Research questions

The present qualitative study attempts to investigate and answer the following questions:

1. How does students' capability of website or weblog creation strength and develop?
2. In what ways does website or weblog creation help students to enhance their L2 learning motivation and their autonomy?
3. In what ways does website or weblog creation help students to develop their L2 writing skill?

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Methodology

Participants and instruments

The participants of the study included about 30 BA students in TEFL in the third year of an ELT course. Their English background limited to the academic environment and their exposure to English and technology was minimal, led to low motivation levels. It was understood through distributing questionnaire. The learners would be divided into groups of three; however, at the end of the project each individual would be required to produce their own website or weblog. This action was done with considering some factors and limitations such as:

1. The resources were limited and minimal, in that, the computers were a few in numbers and there was little access to the internet.
2. The learners had various language proficiency levels and they needed constant help and support; thus, this barrier could be eliminated by putting them into groups, so that they need less help or support and the teacher creates 'interdependence' among them (Little 1994; Ryan 1991);
3. The students had basic web and computer literacy skills and also they had little information about internet and web tools or facilities and how to make or manage and conduct a website or weblog.

A likert type scale questionnaire in terms of attitude toward autonomous L2 language learning (ATLLQ) containing 22 items (See Appendix 1 for the questionnaire) offered to the learners at the beginning of the project to elicit information about:

1. The concept of independence: like, 'I handle my own problems or affairs and generally do not need assistance from others',
2. Concordance skills: like, 'I like assisting people if they are in trouble'.
3. Interaction skills: like, 'I like interacting and communicating with people'.
4. Web and Computer literacy skills: like, 'I am fond of and confident with computers and like working with them'.

According to responses, about 10 group organizers with high level of proficiency selected to be responsible for the activities of their groups. Moreover, among these 10 organizers, 5 project organizers selected according to their levels of language and computer literacy they had. They were also asked to interact with the group organizers and be of assistance to them. All students were asked to keep producing a reflective journal which they were provided by guidelines of completing their journals (See Appendix 2 for the guidelines).

After this, each learner were asked to create a website or weblog at Blogfa or other well-known data centres which provide the host for website or weblog creation. They were asked to write and publish about three different articles in different domains such as: topics related to institutional and academic purposes, topics related to their interests and topics which enjoy gap in the ELT. The learners were constantly encouraged and motivated to write or publish more on their websites and weblogs to make them popular among their friends, classmates and society members with the hope to increase their websites and weblogs visit. They were also extrinsically motivated to utilize virtual tools that allow students to make money through distributing and post advertisements on their websites and weblogs.

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Data collection procedure

The website and weblog creation consisted several phases which are ordered below; Since, as mentioned in the introduction and literature review, the main purposes of the study were to enhance learners' L2 learning motivation and develop their autonomy as well as to develop their language skills, especially writing skill.

Phase 1

The students were presented several instructional slides and demonstrations in terms of providing hints and direction for weblog and website creation and how to create, manage, conduct and organize a website and weblog as well as how to deal with SEO features and how to popularize it on the web environment and on the famous databases such as: Google, Yahoo and MSN.

Phase 2

The learners were asked to submit their typed and written articles which were supposed to write about three various topics to the group organizers, for example as mentioned, the topic related to institutional and academic purposes. Group organizers handed them over to the project organizers after the first and initial editing and revising; the group and the project organizers were asked to just check the language, grammar, cohesion, coherence, arrangement and organization of the articles and the content, information and the materials gathered, composed and written in the articles were to be reviewed and checked by the researchers.

Phase 3

The project organizers returned the reviewed articles back to the group organizers with in depth elaborations, comments, explanations and feedbacks. The learners were asked to re-compose for incorporating the wanted and suggested changes by group and project organizers. (All these paths followed in a top-down manner from the group organizers to the project organizers and then to the students. As mentioned before, classifying the learners into groups, are for enhancing their cooperative and collaborative potentials and as the purpose of the study, for increasing the L2 learning motivation and as a result the learners' autonomy for needing less support and help).

Phase 4

Similar procedure was followed for the topic related to the students' interests and topic which enjoyed gaps in the ELT.

Phase 5

This phase endorsed an abstract and minor sub-phase. In that, at first the project organizers were asked to create their websites or weblogs. This done for the reason that their websites or weblogs and the process of creation served as criteria and samples for other learners; this phase was mandatory to identify the difficulties and obstacles that one might encounter during weblog or website creation.

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Phase 6
The researchers supervised and monitored the websites and weblogs created by the project organizers and the way and the process they followed and then asked the group organizers to assist their group members create their own websites or weblogs.

Phase 7
The students were encouraged and motivated to write or publish more on their websites and weblogs to make them popular among their friends, classmates and society members and advertise their own websites or weblogs through emails or through distributing posts on other students' websites or weblogs to increase their websites and weblogs visit and to make money through distributing and post advertisements on their own websites and weblogs. They also visited each other's websites or weblogs to comment and share idea or information.

Phase 8
The learners were asked to submit their reflective journals about their experiences regarding the website or weblog creation and possible difficulties which they might encounter.

Data analysis procedure
The 30 reflective journals and reports of the students analyzed with bearing the constructs of motivation and autonomy in mind. After analyzing the reports and journals, the following subcategories of autonomy and motivational factors extracted, categorized and inferred:

- Employing autonomous and independent L2 learning skills and strategies or techniques
- Capability for decision making and capability for encountering the challenges and difficulties
- Making use of interdependence/ other regulation/ inter-mind in order to lead to independence/ self-regulation/ intra-mind
- Factors related to motivational issue and construct

At the end, a semi-structured interview designed and administrated to gain a deeper insight and to discover the relationship between website or weblog creation and L2 learning motivation and learners' autonomy with some students, project organizers, group organizer, and group members. The interview was non-intrusive and the students were allowed to speak without any limitation and intervention. They were asked some open ended questions in terms of what they felt they had learnt through website and weblog creation and whether it would be beneficial for them to develop their L2 language skills especially writing skill, enhancing their L2 learning motivation and their learning autonomy. The interviews were transcribed and used to support the analysis of the reflective journals and reports (See Appendix 3 for interview questions).

Findings and discussion
The analysis of the autonomy and motivational factors subcategories in the reflective journals and reports are depicted in the in Figures 1–4.

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Autonomous L2 learning Skills and techniques

As stated above, the analysis of the reflective journals and reports was divided into subcategories of autonomy and motivational factors. With respect to 'Autonomous L2 learning Skills and techniques', some sub-factors were identified as follows:

- Editing and revising skills
- Being active, eager and energetic as well as having interest in L2 learning
- Employing cognitive and meta-cognitive strategies and skills like purpose or objective setting, commenting and sharing opinions
- Writing and literacy skills
- Communication and interaction skills
- Searching and research skills

While the students considered *editing and revising skills*, *being energetic as well as having interest in L2 learning*, *writing and literacy skills*, and *communication and interaction skills* as important aspects of websites and weblogs creation (40 percent agreed that it assisted them to develop these skills), the greatest focus identified to be in the area of *employing cognitive and meta-cognitive strategies and skills like purpose or objective setting, commenting and sharing opinions*.

Matching with *searching and research skills*, which is considered as a part of cognitive strategies and skills, 65 percent- 20 of 30 of the learners asserted that that website or weblog creation will be fruitful in developing these sub-skills and sub-factors further for them. For instance, one of the students stated this comment during the interview:

Yes the weblog helped me to overcome my challenges… yes it assisted me in my writing development it was my responsibility that it is the first condition of learners that whatever you do, do with responsibility . . . (Learner A)

The initiative process of thinking taken by the students to think about the topics related to institutional and academic purposes, topics related to their interests and topics which enjoy gap in the ELT, seemed to have increased their L2 learning motivation and have assisted them to think independently or autonomously and implement the related ideas in practice. In the sense that, the autonomy and independence offered in determining their learning strategies, as well as the freedom offered to determine their desired topics and their possible or predicted outcome seemed to have motivated the learners to think and implement autonomously and independently (Crabbe, 1999; Dam, 1995). This fact also was evident in the following comments as mentioned during the interviews:

Somebody visited my weblog and it is benefited for me since it helped me for improving writing whatever I gained it is fruitful for my students and people . . . (Learner A)

Sometimes I needed a lot of assistance to do and revise my work now I can do it on my own independently . . . (Learner B)

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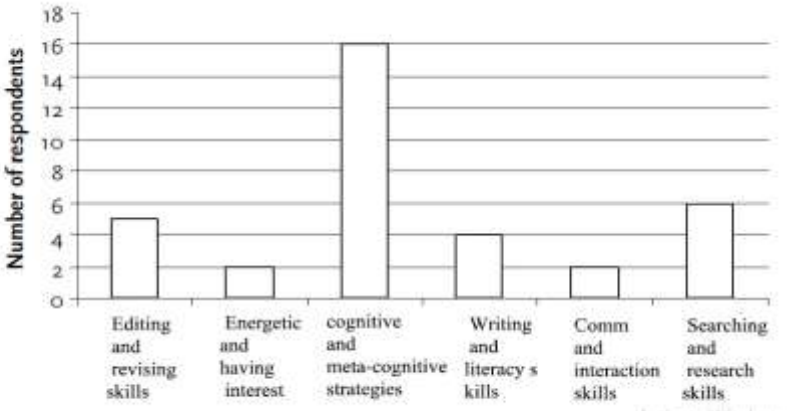


FIGURE 1
Autonomous second language learning skills and techniques

Capability for decision making and overcoming difficulties

In the analysis of reflective journals and reports, 'capability for decision making' and responsibility for that decision, are significant aspects of learners' autonomy. With respect to 'capability for decision making and overcoming difficulties', some sub-factors were identified as follows:

- Decision for Technique change
- Decision for Planning and programming
- Decision for meta-cognitive strategies of monitoring and execution
- Decision for taking initiative
- Decision for resource categorization and management and the overcoming the related difficulties

Regarding the last one, suitable decisions had to be taken by students as to how to overcome the difficulties and challenges related to resources. The process of article composition and website or weblog creation led the learners to enjoy new experiences and this led to coming up with various specialized and technical difficulties and problems. It is here that the focus went on the first sub-factor. In that a change occured in technique on the side of the students. This phenomenon is evident in the following comment made during the interviews:

Yes I was afraid working alone because I failed four or five times in opening my account so let us say six to seven times at least because I failed in something . . . to certain extent because you needed to go to Blogfa and I didn't know that . . .

When I was making the weblog at that time sometime I got problem how to connect with HTML how to connect HTML with weblog and then I got assistance from our group peers the problem that I encounter that how to upload own work in a different manner how to create own weblog and first time I created a weblog I encountered problem to opening . . . (Learner C)

About six individuals within groups decided to change their selected website or weblog host for website or weblog creation from Blogfa to Iranblog. Since they found it to be more convenient to deal with and

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endorses friendly atmosphere because the Iranblog offered the users with the unique facilities to chat, interact and share and upload pictures, videos and audios which was not feasible with Blogfa.

This phenomenon also meant that the students had to use *meta-cognitive strategies of programming and planning*, *monitoring*, and *execution* of a decision. The same groups also agreed that this was required when they decided to change the website or weblog host. In terms of *Decision for resource categorization, management and the overcoming the related difficulties* and the related comments made based on this, 26 percent- 8 out of 30 of the learners opined that the time, computer facilities and internet access was insufficient; however, they also asserted that despite existence of these restrictions, they completed their assigned project properly.

Many students mentioned that the process of website or weblog creation per se and the related specialized or technical challenges and difficulties were the main difficulties and challenges they encountered. 67 percent- 24 out of 30 of the learners claimed that they could overcome these difficulties appropriately. These claims and statistics are important and remarkable since as mentioned earlier, factors like risk taking in different the process of learning, teaching and educational situations and also accepting encountered difficulties and challenges are considered as inseparable and an integral part of the development of learners' independence and autonomy. Several students emphasized this issue during their interview:

it was a very breathtaking and challenging task but I was going to internet for something that time I read something on webblogs on Google and I visited many websites that helped me a lot and exciting it was possible to get lot of information when I made my webblog that time I felt really good because that time I will be able to publish on my blog and interact and communicate to the other . . . (Learner C)

So it was a kind of challenge I accepted it and I collected information from friends and I collected information you should do like this . . . (Learner A)

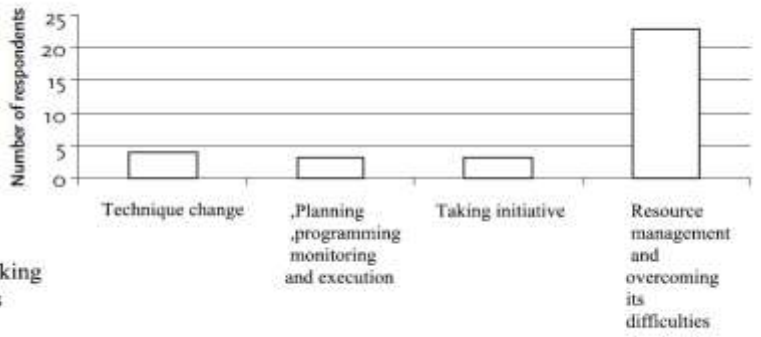


FIGURE 2
Capability for decision making and overcoming difficulties

Making use of and moving from interdependence toward independence

For analyzing the reflective journals and reports in terms of this factor, the researchers draw on the statements proposed by Little and Ryan (1994, 1991) that learners' autonomy does not necessarily endorse working on one's own but developing autonomous interdependence). Hence, we focused on investigating interdependence state and group collaboration, coordination and cooperation skills development that could lead to independent state or action. As stated above, the individuals were put into

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groups for this reason. Analysis of the reflective journals and reports demonstrated that learners enjoyed aspects like cooperation, interaction, collaboration, coordination, peer assistance, peer teaching, communication and peer evaluation within the groups. 56 per cent- 17 out of 30 of the students benefited group cooperation, interaction, collaboration, coordination and communication and many requested their peers for assistance.

Comparing face to face interaction and web based interaction, in our case, issues regarding classroom stress or anxiety which might face to face teacher–learner/ learner-learner interaction endorse would be crossed out since here there is web based interaction within the context of websites or weblogs. This aspect of the project is evident in the following comments of the respondents made during the interviews:

Before starting I had some difficulties of how to create it but after that I get assistance from my friends then I become professional in terms of it . . . (Learner B)

Some technical difficulties and problems I overcome this problems with my peers I can do it on my own independently now . . . (Learner C)

Yes, I was afraid working alone because I failed four or five times I collected information from friends and I collected information you should do like this . . . (Learner E)

Interdependence, other regulation, cooperation, collaboration, coordination and peer assistance for learners seemed to have fostered learners' autonomy and the state of dependence and self-regulation and also fostered the capability to take independent decisions on their own in the future and at later stages. This could also be correlated to the development of cognitive strategies and skills and also linguistic skills, since being at the state of independence and self regulation and the ability to take independent decisions is concurrent with a certain level of motivation and confidence in the language.

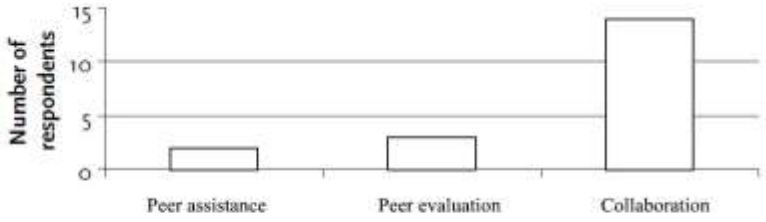


FIGURE 3
Making use of and moving from interdependence toward independence

Factors related to motivational issue and construct

At the outset, we hypothesized that the students were extrinsically motivated to utilize virtual tools for financial gain reasons that allow them to make money through distributing and post advertisements on their websites and weblogs.. However, analysis of the reflective journals and reports with respect to the 'factors related to motivational issue and construct' revealed a divergent trend. While 29 percent- 9 out of 30 of the learners asserted that they were influenced by extrinsic motivational factors such as: making money through distributing and posting advertisements on their websites and weblogs, gathering and creating a well-organized question bank for the exams, most of the respondents, approximately 67 per cent of them, were influenced and motivated by intrinsic motivational factors such as:

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- Attaining sense of achievement
- Becoming self-regulated
- Self-motivated
- Self-access to L2 learning and website or weblog creation
- Self-corrections
- Capability to go beyond website creation or weblog creation and do more innovative and creative actions independently

These claims are supported assertion proposed by Deci and Ryan (1985) and Dornyei (2001) that intrinsic motivation is a fundamental construct in the development of learners' autonomy, and website or weblog creation seems to assist in the development of such factors. For instance, the *attaining sense of achievement* that the learners stated and experienced in the process of website or weblog creation is repeatedly evident in the following comments of the respondents made during the interviews:

After I published the weblog I had a sense of achievement because I felt I can now do something . . . (Learner B)

Because you can earn money but I don't want to earn money but we can publish our opinions and people can see our ideas . . . I was worried let us say excited that what people will think of me . . . (Learner D)

I felt really good since that time I will be able to publish on my weblog and interact and communicate to the other . . . I enjoyed and share my own opinions . . . (Learner C)

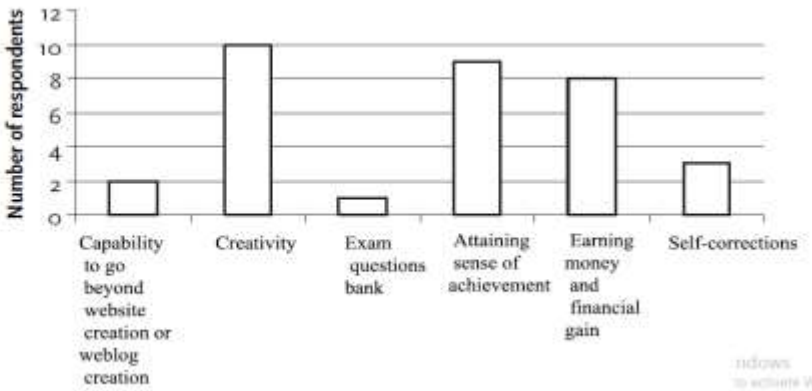


FIGURE 4
Factors related to motivational issue and construct

Limitations of the study

It merits mentioning some possible limitations of the study. Considering the time restriction as the main barrier of the present project, we could not monitor the ideas and comments that the students distributed and stated on the other students' websites or weblogs since the schedule of the project forced that it should be completed within a certain time period. This seriously hindered the process of potential data collecting significantly.

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Due to time limitations, the researcher also could not ask the learners to revisit, edit, revise and recompose their websites or weblogs material and creation procedures and make additions to them. Nevertheless, as was evident in the analysis of the reflective journals and reports and in the comments made in the interviews, the learners were highly motivated enough to work on their own independently and autonomy cultivated through website or weblog creation would make them revisit, edit, revise and recompose their websites or weblogs and improve upon them.

Conclusion

In order to conclude the project, some points and findings are listed as conclusion:

- As stated before the main purposes of the study were to enhance learners' L2 learning motivation and develop their autonomy as well as to develop their language skills, especially writing skill by the means of website or weblog creation. Therefore, web based educational and instructional tools like website or weblog assisted L2 learning can enhance L2 learning motivation and as a result fosters learners' autonomy by developing students' language and also develops cognitive and meta-cognitive strategies, techniques or skills and helps them to make more independent, informed and desired choices about their decisions.
- Website or weblog creation enhances L2 learning motivation and can foster and develop process of autonomous and independent decision making strategies, techniques and skills and the capability to take autonomous actions and movements.
- Collaborative, cooperative, coordinative and interactive educational environments assist the process of learning and autonomy. In that, interdependence, peer interaction, peer evaluation and peer assistance can be creatively used to lead to autonomy, independence and self-regulation rather than cease it. This is true especially in the classrooms and educational situations where there are low resources and the students enjoy low proficiency pedagogic level.
- Extrinsic motivational factors such as advertising for gaining money and for financial gain seem to play an significant role as an initiative state, but in the case of the current project and in the case of website or weblog creation, seem to lead to the development of intrinsic motivational factors such as attaining sense of achievement.
- As it was evident, there sounds to exist a correlation between intrinsic motivation factors and learners' autonomy especially independent decision making that may lead to the capability to implement autonomous actions, thereby resulting in a development of language and cognitive strategies and skills.

In his statement, he asserts that 'emphasizing people's right to self direction also invests a certain trust in . . . their capacity to make wise choices and take wise actions' and justifies this claim by stating 'if people had a chance to give voice to what most moves and hurts them, they would soon show that they were only too well aware of the real nature of their problems and of ways to deal with these' (Brookfield, 1993, p.1) The question then boils down to how we can support this flow of movement or provide opportunities for learners' voices to be heard. Our assertion is that technology, web based tools and website or weblog creation seems to do exactly this in a creative and innovative way and could provide a meaningful purpose for triggering off attendant language learning constructs like L2 learning motivation, cognitive and meta-cognitive skills in an autonomous environment as well as other related cognitive, meta-cognitive and socio-affective factors and constructs related to L2 learning in the domain of ELT.

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Appendix 1

Attitudes to Autonomous Language Learning

Instructions:

Below are beliefs that some people have about autonomous language learning. Read each statement and decide if you:

(1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree

There are no right or wrong answers. I am simply interested in your opinion. Please **circle** your answer.

		Strongly disagree	*Disagree*	*Neutral*	*Agree*	*Strongly agree*
		1	2	3	4	5
1	To learn English successfully you need a good teacher.					
2	It is important for me to be able to see the progress I make.					
3	I need the teacher to tell me how I am progressing.					
4	I have my own ways of testing how much I have learned.					
5	Talking to the teacher about my progress is embarrassing for me.					
6	I like trying new things out by myself.					
7	I like studying alone.					
8	I have a clear idea of what I need English for.					
9	I like the teacher to offer help to me.					
10	I like to look for solutions to my problems by myself.					
11	I know when I have made an error in English.					

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		Strongly disagree	*Disagree*	*Neutral*	*Agree*	*Strongly agree*
		1	2	3	4	5
12	I like the teacher to set my learning goals.					
13	I like the teacher to tell me what my difficulties are.					
14	I like the teacher to tell me what to do.					
15	The teacher should make me work hard.					
16	I like the teacher to tell me how long I should spend on an activity.					
17	The teacher should always explain why we are doing an activity in class.					
18	I know what independent learning means.					
19	It is important to make decisions about one's own learning.					
20	As a course participant of , I have the opportunity to make decisions about my learning.					
21	Effective language learners make decisions about their own learning.					
22	Using English outside the classroom is important for developing good language skills.					

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Appendix 2- Guidelines for completing reflective journals

1. How did you outline, plan and schedule your project? (What did you do first? What next? Etc.)
2. What were the things you gained and learnt during the project? (Give examples of how you gained and learnt it. You can quote a particular event.)
3. What were the problems that you encountered? (Coordination problems? Lack of direction? Language problems? Specialized and Technical problems? Etc.)
4. How did you overcome and overpower those problems? (What did you do or what steps did you take to solve and overcome them?)
5. If given an opportunity, what would you do better next time?

Appendix 3- Interview questions

The individuals were asked some open ended questions as follows:

1. What did you feel when you were learning L2 through website and weblog creation?
2. What did you feel when you were creating website or weblog?
3. What did you feel when you were composing and writing articles on the web based environment and on the website or weblog compared with the writing on the paper with pen?
4. Was writing on the website or weblog beneficial for you to develop your L2 language skills?
5. Was writing on the website or weblog beneficial for you to develop your L2 writing skills?
6. Did using website or weblog motivate you in the process of L2 learning?
7. Did using website or weblog lead you to assist lesser from your teacher and peer and do the website or weblog creation and writing autonomously?

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