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**Introduction**

In this report, I will talk about the advantages of the usage of website and how it affects the poetry class. Later on, I will describe the website project itself and I will show the steps how a teacher provides for the students. In the last part, I will focus on the students’ motivation and how the website projects help them to increase their motivation.

**The advantages of Website Usage**

By website project, firstly students are more active than traditional learning of poetry. In the website, they can see each other’s poems and they can analyze them. They can answer some questions about the poems and they make comments on the poems. In addition to, they have chance to interact with each other. Also, I can say that students can follow the new technology and they can involve each activity. In terms of teacher, it is one of the good way to see all the participants at the same time, because she can be sure that each student do their task and she can easily follow their poems. She can give individual feedback and each student can be more eager to learn and read the poems. In my opinion, just reading and answering the questions about the poems in traditional way is not as effective as website usage.

**Project**

First of all, Mrs.Vignioti needs to create a website like Moodle or something. After that, she should create \_log-in\_ account for all the students. It can be a kind of blog page or wiki page that all the students can be the participants of the site. Then, she should find a computer lab and she should be uploading the task for the lesson (We know that the students are capable of using computers). At the beginning of the class, she introduces the task which is writing poem. Mrs. Vignioti wants students to search and write their own poems and post it on the selected website. By this way, each student should do the task and they can see each other’s poems. Later on, she wants the students to post some questions about their own poems and post them on the site again. Then, by order or name list order, each student answers a different poem’s questions and posts the answers on the website. In the middle of the class time, teacher wants them to read all information and wants them make comments on the poems, if necessary. In addition to this, teacher can want them to find suitable pictures for the poems. Then, in groups of 2 or 3, students can prepare easy and short vocabulary activities for each other such as matching, error correction or definition. At the end, to check pronunciation and correct usage of words, teacher wants them to record their voice and post as podcast activity on the website. So, it will be a good and useful class both for the teachers and students.

**Motivation**

Mrs.Vignioti can see all development when students begin to write and share information. Each student has chance to involve actively, so that this may increase their motivation. Also, when teacher gives feedback for each student separately, students feel that Mrs. Vignioti cares them and they begin to like the way they learn. When she is giving feedback, the teacher easily follows the students’ improvement and she can see if the course has impact on them or not. For instance, at the end of the activities, teacher can correct their mistakes and can see the answers of the questions. With the help of the activity part, she can decide that this way is helpful for students’ motivation and their overall understanding of poetry lessons or not. Each time, students do activities like this, they can be more eager to involve and they make them to like the poetry lessons more.