

Analysis of Student Participation in Classroom and Bulletin Board Discussions in an EFL Context

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Abstract

The use of Information and Communication Technologies (ICT) to enhance the quality of English as a Foreign/Second Language programs has become increasingly important. This paper reports a study of an implementation of bulletin board discussions in an undergraduate English course in Turkey, with a focus on the following: (1) effect of ICT on participation levels; (2) student participation in online activities compared to participation in the classroom. Data collected via a questionnaire, recordings of classroom sessions, and logs of bulletin board discussions were analyzed for the frequency, size, and nature of turns. Results reveal that students take longer but fewer turns in bulletin board discussions, and that students who participate rarely in the classroom take more and noticeably longer turns in bulletin board discussions.

Keywords: Bulletin board discussions, classroom discussions, student participation, turns, turn construction unit, turn size

Introduction

The early tendency among educators was to use the Internet as a resource to supplement the teaching and learning of mathematics, science, geography, and other school subjects. This view paralleled the traditional approach to computer-assisted language learning, which took the computer to be one of many optional teaching tools (Warschauer, 1995; Peterson, 1997; Pakir, 1999). Today, information technology (IT) is a broader component of language teaching and learning, not an optional tool but a developing new method with its own benefits and drawbacks (Jonassen, Peck and Wilson, 1999; Goodyear, Banks, Hodgson and McConnell, 2004).

The researchers who favor the use of electronic communication suggest that the new technology provides ideal conditions for language learning. The central premise of this approach is that participation in networking is conducive to natural language use. The view has been influenced significantly by modern conceptions of language teaching and learning, which emphasize learner autonomy and communicative task-based models.

As opportunities for computer mediated communication (CMC) have expanded, the use of asynchronous and synchronous CMC has become a common feature of classroom activities; so much so that effective new models of non-traditional forums for academic exchange need to be developed. The possibility of students talking and writing to one another as well as to the teacher presents a topic for fruitful discussion of how best to use so-called discourse/non-traditional forums, which enable students to express themselves freely without the conventional restrictions time and

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space (Lee, 2002; Thomas, 2002). In traditional classrooms, the teacher usually determines what is appropriate and inappropriate discourse — i.e., teacher-centered classroom. Classroom activities take the form of group discussions, lectures, teacher-student conferences, written assignments, all of which require the learners to participate in written and spoken communication patterns mediated by the teacher (Cooper and Selfe, 1990). Such in-class communication may limit the students' understanding and effective use of language. For example, students may not find sufficient opportunities to participate in classroom discussions because of time restraints and other limitations. New modes of interaction in new forums are needed to help students improve their communication skills in a foreign language (Uysal, 2002).

CMC as a collaborative learning environment

Computer Mediated Communication (CMC) as part of *networked learning* (Goodyear et al., 2004, p. 1) releases education from the limitations of time and distance. CMC enables the participants to overcome problems of shyness, geographical distance, disabilities, and so on, which may at times hinder successful face to face communication. At least some of these advantages may be observed in synchronous interactions, when all parties need to be available at the same time, and in asynchronous interactions, which do not require participants to be available at the same time.

Networked asynchronous learning tools such as FirstClass, WebCT, and Blackboard allow the students to experience collaboration and dialog by participating in a learning community that permits collaboration and problem-solving, forms of authentic learning or situated cognition currently advocated by educational psychologists (Goodyear et al., 2004, p. 2). In contrast with the traditional role of the teacher in the classroom, CMC gives foreign language teachers an opportunity to distribute their attention evenly among students by acting as facilitators.

In her study of online tutors and students in an asynchronous CMC environment, Reed (1998) highlights the significance of bulletin board discussions, one of the asynchronous network learning tools. She claims that (i) they allow for thoughtful and reflective responses such that even novice users find conversational patterns and topics easy to follow; (ii) there are longer responses in bulletin board posts than in bulletin board chats, which allow more peer-to-peer interaction; and (iii) they can be used to discuss content, ask questions that require detailed answers, and so on.

Turn-taking in Classroom and Asynchronous CMC

Sacks, Schegloff, and Jefferson (1974) in a systematic analysis of turn-taking mechanisms in an ordinary conversation state that

...one party talks at a time, though speakers change, and though the size of turns and ordering of turns vary; that transitions are finely coordinated; that techniques are used for allocating turns, whose characterization would be part of any model for describing some turn-taking materials; and that there are techniques for the construction of utterances relevant to their turn status, which bear on the coordination of transfer and on the allocation of speakership. (p. 699)

In the classroom environment, the turns are allocated by the teacher and seldom by the students themselves. However, in asynchronous CMC, turn allocation seems to be flexible; the participants may or may not decide to react to a turn initiated by the previous party. As compared to the traditional classroom setting, there is no face to face interaction in online discussions. Hence, some students who participate less frequently than their peers in classroom discussions are likely to participate more frequently in online discussion forums. In other words, like their more assertive classmates they would take advantage of opportunities to advance their own ideas and to comment on the ideas of others. In bulletin board discussions, online chat rooms, and similar asynchronous communication media, students have the time and space to go back and forth over their peers' ideas and respond to them. First, they check the teacher's introductory notes and discussion initiator; next they revise their thoughts in light of their peers' contributions, and then they respond. Responses might be brief or might state an opinion for or against the issue in question and provide related examples or evidence from previous knowledge or personal experience. They type up their part in the discussion as they would say it in a real time communication (see Appendix I).

The purpose of the present study is to explore the participation levels of students in asynchronous CMC and real time classroom discussions while focusing on the following issues:

1. ICT will have an effect on the participation levels of students in on-line tasks designed to teach English. It is expected that infrequent participants in classroom discussions will participate more in online discussions.
2. Students' participation levels will vary both in asynchronous CMC discussions and in regular classroom discussions.

Methodology

Background

This article takes the form of a descriptive case study which involves the examination of a case that requires the researcher to come up with a theoretical description that s/he will follow during the study (Berg, 2001). This type of research requires the researcher to gather information about a particular person, social setting, event, or group systematically for the purpose of understanding these and other closely related issues of interest.

The study takes place in an English language preparatory unit of a university, where students learn English as a foreign language before entering a degree program conducted in English.

Data regarding student profiles and the students' perceptions of classroom discussions and bulletin board discussions were obtained through a questionnaire administered prior to the start of the study. When the study started the students already had a semester long experience with web-based e-learning platforms – i.e., WEBCT bulletin boards.

Participants

Initially, a background questionnaire was administered in order to collect demographic information about the participants and appraise their computing skills. The participants of this study were 12 university students (three female, nine male) learning English in the language preparatory program of a private university in Turkey. Their proficiency level was upper intermediate/advanced. Their teacher introduced them to tasks requiring them to use bulletin board discussions as part of their course requirements. A background survey indicated that the average age of the 12 students was 19.25. Seven students reported that they were able to type up documents, surf on the Internet, send e-mails, and join discussions in chat rooms. Nine students said that they had been using a computer or a laptop for at least 3 years. Two students out of 12 had somewhat less experience with computers (8 months to 2 years). Even so, all the participants were computer literate.

The term “infrequent participant” used throughout this article refers to those students who prefer to keep a low profile in the classroom. They were identified by the teacher, who described them as the least willing to participate in classroom discussions.

The questionnaire also gave information about the students’ educational background. Eight participants reported that they were graduates of English-medium high schools. One had graduated from a Turkish-medium high school, two from German-medium schools, and one from a French-medium school.²

The question concerning the students’ acquaintance with the Internet outside the classroom revealed that most of the students had spent time on the Internet exchanging messages with their friends through the instant messaging platform “ICQ - Internet Chat Query”, surfing, doing research, writing and sending-mails, playing games, searching access sites, reading magazines, reading news (sports), and joining in with other modes of online entertainment.

Data Collection

The data collection methods of this study were:

1. A questionnaire concerning students’ perceptions of classroom discussions and bulletin board discussions;
2. Recordings and transcripts of three classroom discussion sessions (40 minutes each);
3. Seven logs recording bulletin board discussions.

Data Analysis

Classroom discussions and bulletin board discussions were analyzed in terms of the turn-taking mechanisms, turn size, frequency of turns, and nature of turns.

A “turn” is defined as any attempt to initiate an utterance. All the turns taken during the classroom discussions (40 minutes each) and the bulletin board discussions

² In Turkey, the medium of instruction is Turkish in many state schools, except for some Anatolian High Schools. However, in private schools, the medium of instruction can be English, German, French or Italian. In those schools, in addition to foreign language classrooms some school subjects such as math and sciences are taught in English, German, French or Italian.

were counted and totaled. The turns taken in both environments were then analyzed and compared session by session and student by student. Percentages per person and per session in each environment were calculated and compared.

A “turn construction unit” (TCU) is the most important segment of speech in a conversation (Sacks, Schegloff, and Jefferson, 1974). TCU contains a subject and a verb and, above all, expresses a complete idea or asks a question. The number of turns per person per session is called “turn-distribution.” “Turn size” is the total number of TCUs contained in a turn. It represents the number of TCUs created by a turn-taker or participant in a discussion. In the study, turn sizes for three classroom discussions and three randomly chosen bulletin board discussions were examined. Minimum and maximum turn sizes were counted for each session in both environments.

The Nature of the Discussions

The topics for the classroom discussions were “Smoking and Public Health,” “Baku-Ceyhan Pipeline and Bosphorus: Benefits and Drawbacks,” and “Social and Personal Implications of Civic Involvement Projects.”

During the classroom discussions, the teacher (T) gave two cards to each student and told them to throw a card on the floor to record their participation at least twice. In this way, the students were conditioned to contribute to every classroom discussion. Similar procedures were followed during classroom sessions and bulletin board discussions, except that the students did not deploy cards during the bulletin board sessions. T checked the minimum individual participation by simply asking the students if they had any cards left, and she checked participation in the bulletin board discussions by referring to the logs. Another way that T encouraged students to join in classroom discussions was by asking related or indirect questions. She also used her sense of humor to tempt them to talk. From time to time, students self-selected themselves to volunteer, and this formed the third category of turn-taking mechanism in the classroom discussions.

In the bulletin board environment, each discussion topic was introduced with an introductory message from T, such as “Hello everyone, the topic you have decided to discuss this week is ‘Is nationalism more or less important in today’s world than in the past?’ I am looking forward to your input and reading your contributions”.

The three discussion topics introduced in the bulletin board environment were “Globalization,” “Creativity and Education,” and “Nationalism.” The bulletin board software allowed the topics to be kept and sorted according to the subject of the message sent by the teacher, and the students’ messages could also be sorted according to the same categories. This, in return, created a systematized log of the entire electronic exchange.

The turns in the bulletin board discussions were taken by self-selection. In other words, each student had the opportunity to check what had been posted prior to his or her turn, and they had the option of responding to any postings they chose. Thus the turn-taking mechanism in the bulletin board discussions was only by self-selection.

A questionnaire about the discussion sessions provided data regarding

1. What the students thought about the classroom and bulletin board discussions;

2. What kinds of activities they enjoyed in the classroom and bulletin board environments;
3. Whether or not they enjoyed participating in the classroom and/or bulletin board discussions;
4. How often they enjoyed the classroom and bulletin board discussions;
5. Whether it was possible not to participate in the classroom and bulletin board discussions;
6. In what ways it was possible not to participate.

“Speaking-based activities” was rated to be the favorite activity in the classroom discussions (marked 10 times). This was followed by “writing-based” (marked three times) and “listening-based” (marked twice). When asked if they enjoyed and how often they enjoyed participating in the classroom discussions, two of the students said “all the time,” and seven said “most of the time.” Two students said “sometimes” and one student said “rarely.” It should be noted that the student who said “rarely” also wrote down her reasons: “because nonsense topics and I do not like this class and teacher.” This student was one of the infrequent participants, and she had zero turns in the three classroom sessions. The teacher had already indicated that she was having a hard time with this student.

Despite the fact that the student reflected a very negative attitude towards the class and the teacher, she sent a “thank you” message to the teacher during the second of the bulletin board tutorials, when all the students were asked to give their final thoughts and feedback on the course. The teacher attributed this response to the bulletin board environment, which offered the student room to respond while reducing the presence of an audience and an authoritative teacher.

There was only one student who said he enjoyed joining in the classroom discussions “all the time.” However, when this was compared to his level of participation during the three classroom discussions, he was found to be one of the infrequent participants. When his participation in bulletin board discussions was examined, he was found to be an active participant. He reacted to other participants’ opinions and met all the expectations of a fruitful bulletin board discussion. Surprisingly, he reported that he “rarely enjoyed” participating in the bulletin board discussions. In contrast to the student’s level of enjoyment, his level of participation jumped from 0.96% in the classroom discussions to 6.78 % in the bulletin board discussions.

Eight students reported that it was possible to hide during classroom discussions, whereas four indicated that it was not possible. Six students gave as their reason for not participating that they found the topics boring. Two students reported that they were often interrupted; one said “It feels/looks like we are fighting”; one said “It feels like/looks like we are playing a game”; one said “Other people already say something and I do not have anything to say”; and one said “I speak always.”

The students were also asked if they enjoyed the bulletin board discussions and, if so, how often they enjoyed participating. Half of the students indicated they “sometimes” liked the bulletin board discussions, two said that they “rarely” liked them, whereas one said “never” and one said “most the time.” Those who reported that they did not like bulletin board discussions listed the following reasons:

- BBDs are unfortunate simulations of real life discussions;
- Everyone gives their opinion online without any real life interaction with other people;
- People's opinions can be misunderstood as there is no immediate feedback they can get from their friends like in real classroom interactions.

Those who reported that they enjoyed BBDs listed the following reasons:

- BBDs are simulations of spoken interactions, such as chats;
- Participation in BBDs helped them to improve their L2 writing skills;
- During BBDs there are no interruptions while students are writing messages in L2;
- It is easy to follow other people's ideas and contribution to BBDs;
- The calendar/diary is very useful in understanding the development of BBDs.

As for the possibility of hiding and not participating in the bulletin board discussions, 10 students indicated that it was possible to hide in bulletin board discussions, whereas two said it was not. The highest-ranking reason was "I find the topics boring" (marked six times). This was followed by the options "Other people already say something and I do not have anything to say" (three out of 12); "It feels like/looks like we are playing a game" (three out of 12); and "other reasons," which were explained as "I forgot sometimes, always similar ideas" and "People say I agree" (two out of 12). None of the students marked "I get interrupted most of the time"; "I am afraid to talk"; or "It feels/looks like we are fighting." This last finding could be interesting with respect to the level of freedom and comfort each environment provides for different types of learners. The fact that the students think that they do not get interrupted, are not afraid to talk, and do not feel like they are fighting during the bulletin board discussions may be factors that enhance their participation. This suggests a need for further research.

Frequency counts of the total number of turns taken by the class and individually per student per discussion session were calculated for the classroom discussions and the bulletin board discussions. Turn-taking mechanisms were investigated to see what they revealed about the participation levels of students identified as infrequent participants by the teacher.

The frequency count of the whole class, which consisted of 13 students (only 12 had completed the questionnaire), showed that a total of 104 turns were taken during the three classroom discussions. The average number of turns per session in the classroom was 34.68 and in the bulletin board discussions the average was 16.85. This suggests that classroom discussions provide more room for more turns.

The students who were rated as infrequent participants by the teacher took 4.80% of total turns during the three classroom sessions. The total number of turns taken by four of the infrequent participants was five. However, in the bulletin board environment these students took more turns and participated more.

One of these students presented a unique case in the sense that she never once participated in the classroom discussions. However, her participation during the bulletin board discussions showed a major change. She took five of the 118 turns, 4.24% of the

overall turns taken during the seven bulletin board discussions.

The other infrequent participants were observed to take one, one, and three turns respectively during the three classroom sessions, 0.96%, 0.96% and 2.88% of the total turns taken. These participants also took more turns in the bulletin board discussions. Of the total turns taken during the bulletin board discussions 32.21% were taken by these infrequent participants compared to 4.80 % of the classroom discussions. What about students who were not identified as infrequent participants? After all the turns taken during the classroom discussions were listed and counted, it was observed that only one student out of 12 seemed to dominate. That student, coded as MS2 in this research, took the 26 of the total 104 turns, which is 25 % of all turns taken during 120 minutes of classroom discussions. MS1, MS3, MS5 and FS1 who took the 12.50 %, 10.58 %, 10.58 %, and 8.65 % of the remaining turns respectively (FS referring to female student, MS to male).

The minimum and maximum turn size of the classroom and bulletin board discussions were examined by counting the TCUs. It was found that the turns in the bulletin board discussions were larger compared to the size of turns in the classroom discussions. Table 1 and Figure 1 show the size of turns in both environments. It should be noted that three randomly selected bulletin board discussion sessions were used for this analysis.

As Table 1 indicates, the turn with the minimum number of meaningful TCUs taken during both class and bulletin board discussions was four. However the overall results for each category indicate that the students take longer turns in the bulletin board environment.

Table 1. Turn size during three discussions in classroom and WebCT Bulletin board environments

	Minimum Turn size		Maximum Turn size	
	<i>Classroom</i>	<i>WebCT</i>	<i>Classroom</i>	<i>WebCT</i>
1st	4	9	26	34
2nd	6	7	20	24
3rd	5	4	21	36

The total turn size covered during the first classroom discussion was 288. That is to say, the total number of TCUs for all students in the classroom was 288. The infrequent participants produced 26 TCUs or 9.02 % of the total. The other students in class covered 262 of 288 or 90.97 % of all turn size tallied during the first classroom

discussion.

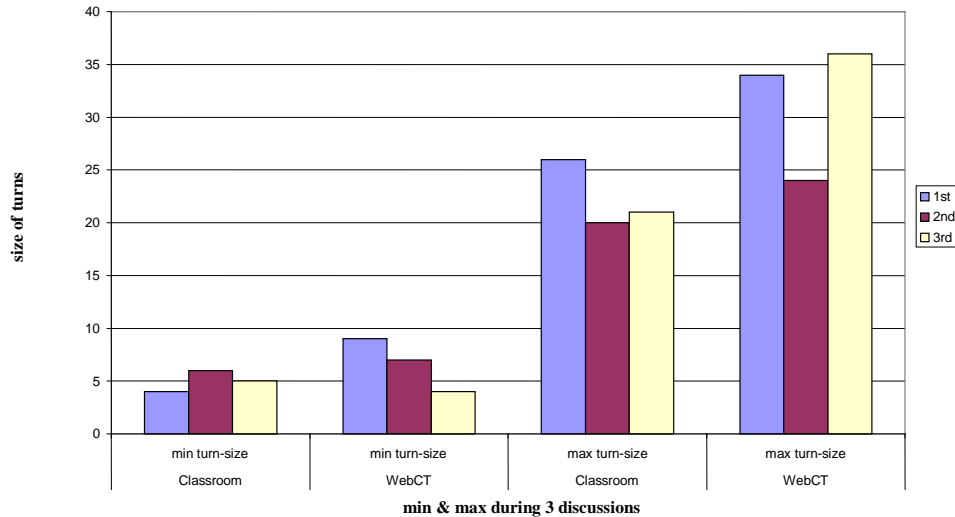


Figure 1. Turn sizes in the classroom and WebCT bulletin board environments

The total TCUs covered during the second classroom discussion was 322. The infrequent participants produced 16 or 4.96 % of the total. The other students in class covered 95.03 % of all turn size tallied during the second classroom discussion.

The total TCUs covered during the third classroom discussion was 268. The infrequent participants produced 17 or 6.34 % of the total. The other students in class covered 93.65 % of all turn size tallied during the third classroom discussion.

Results for the bulletin board discussions were quite different. The total of TCUs during first bulletin board discussion was 324. Infrequent participants produced 135 or 40.74 % of the 324 TCUs. The other students contributed 58.33 % of the turn size tallied in the first bulletin board discussion.

The total TCUs covered during the second bulletin board discussion were 300. The infrequent participants produced 127 or 42.33 % of the total. The other students in contributed 173 of 300 or 57.66 % of the turn size tallied during the second bulletin board discussion.

The total TCUs covered during the third bulletin board discussion were 230. The infrequent participants produced 99 or 43.04 % of the total. The other students contributed 131 of 230 or 56.95 % of the turn size tallied during the third bulletin board discussion.

As can be seen from these results, infrequent participants take less and shorter turns during classroom discussions whereas they take more and longer turns in the bulletin board discussions. Thus, the bulletin board acts as a communication facilitator for the infrequent participants. On the other hand, the bulletin board seems to challenge the students who dominate the classroom discussions, suggesting that they listen to their

peers before responding. Even so, the results of the questionnaire concerning student perceptions of the two discussion environments show a noticeable preference for classroom discussions as opposed to bulletin board discussions.

Conclusions

This study anticipated that the bulletin board would act as a facilitator to help the infrequent classroom participants to take a more active role in discussions. The responses to the questionnaire revealed a noticeable preference for classroom discussions as opposed to bulletin board discussions, a preference that was shared surprisingly by the infrequent participants. The analysis of turn-taking mechanisms showed that, in general, students took longer but somewhat fewer turns in the bulletin board discussions. Nevertheless, the hypothesis concerning infrequent participants was confirmed. These students took considerably more turns in the bulletin board discussions than they did in the classroom discussions and their turns were noticeably longer. By minimizing the presence of an audience, including an authoritative teacher, and by offering students ample time for deliberation, the bulletin board invites participation.

Implications for future research

This study analyzes communication in classroom discussions and bulletin board discussions with a focus on the participants' perceptions of the two environments and their levels of participation. Since the focus of the research was not the learning process itself, how student behavior might vary depending on the communication environment could be a topic for future research.

It would also be worthwhile to analyze the teachers' perceptions of both environments, issues of error correction and feedback, conversation dynamics in asynchronous environments, and the effects of bulletin board discussions on language skills. In effect, there is a need for further study of the effectiveness of bulletin boards and similar synchronous and asynchronous web-based environments in foreign language education.

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İngilizce'nin Yabancı Dil Olarak Öğretildiği Bir Ortamda Öğrencilerin Elektronik Forumlardaki ve Sınıf İçindeki Tartışmalara Katılımlarının İncelenmesi

Özet

Günümüzde yabancı dil eğitimi programlarında bilgi ve iletişim teknolojilerinin kullanımı yabancı dil eğitiminin kalitesini artırması açısından büyük önem kazanmıştır. Bu çalışma, bilgi ve iletişim teknolojilerinin Türkiye'deki bir üniversitede okutulan yabancı dil sınıfında kullanımı ile ilgili bir uygulamayı içermektedir. Bu bağlamda, öğrencinin derse katılımında elektronik forumlardaki ve sınıf içindeki tartışmalardan hangisinin daha etkin olduğu incelenmekte ve aşağıdaki araştırma sorularına cevap aranmaktadır: (1) Bilgi ve iletişim teknolojileri öğrencilerin derse katılımını nasıl etkilemektedir? (2) Öğrenciler sanal ve gerçek ortamlardaki derse ne ölçüde katılmaktadır? Çalışmada, veriler anket, sınıf içi ses kayıtları ve elektronik forumlardaki günlük kayıtları üzerinden toplanmıştır. Veriler sıklık analizi, konuşma sıralarının uzunluğu ve doğasının saptanması şeklinde incelenmiştir. Çalışmanın sonuçları öğrencilerin elektronik forumlara daha az sayıda ama daha uzun sürelerle katıldıklarını göstermiştir. Ayrıca sınıf içinde derse daha az katılan öğrencilerin elektronik forumlara hem daha sık hem de daha uzun süre katıldığı saptanmıştır.

Anahtar sözcükler: Elektronik forumlar, sınıf içi tartışmalar, öğrenci katılımı, konuşma/katılım sırası, konuşma katılım birimi, konuşma katılım uzunluğu

APPENDIX I

*Example 1:***Subject Globalization and nationalism**

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Message no. 137 Posted by **Student A** on Sat May 05, 2001 23:29

I have agreed with *Student B* and *Student C* because both of them ended their discussion with the rhetorical questions that are related with that nationalism cannot work in 'global age'. In my opinion, none of the countries were individual. Yes I know that many countries got their freedom after the French Revolution, but I think this is a transition real empires to cyber empires. In the middle century, big empires such as Ottoman Empire through their army force dominated small countries. Now, the United States Empire controlled developing countries by the help of their technological and economic power. Therefore I personally believe that nationalism never exists, but many people consider that it was real. Can we identify yourself with a specific identity. I think we cannot do that because we always have relationships between countries can which can easily dominate our country in hidden ways. The most distinct example is our education system. Have you ever asked yourself why do we study in English instead of Turkish in this unique university or why are writing our notions in these discussions in English as I am writing now? Hey guys, this is my second year in a preparation class in order to learn English. If I had not lost two years, I would have been a sophomore student in this university. Do you think that it is necessary? Be a global citizen because we study in the university which was established by global people...

PS Perhaps, I am a little assertive, but I only want activate the discussion.

*Example 2:***Subject Global World or Nationalism**

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Message no. 139 Posted by **Student B** on Sun May 06, 2001 23:28

At first I want to ask to *Student D* what he wanted to mean with "Nationalism". Did you mean: "To separate your nation (or race) from others" or "To save your cultural values in the global world." If you meant racism, I agree with you. Global world is more important than nationalism. However, if you meant "to save cultural values", and I understood so, I strongly disagree with you.

As you mentioned, world is in the era of being a "Global village". People are getting closer and also nations are getting closer. This makes many cultures change. However, this change usually takes place in developing countries. Very rarely,

developed countries take a cultural value of a small country. Generally small countries imitate power countries because they want to look like them or they are dominated by these powerful countries. However, countries imitating powerful countries lose their cultural values, and also they lose their identify. There is an important point here. Such a cultural erosion does not make small countries lose their cultural values, also it makes world lose its important culture values. For instance, in terms of music, music listened in developed countries attracts young population of a developing country, and it make them be away from their folk music, also this make us be uninformed from a lot of wonderful melodies. I think that nationalism can prevent such an erasion. However, I am talking about “nationalism”, not “racism”. If we look from such a perspective, we can infer that nationalism is more important than globalisation.

Another point that I want to mention is the issue that why we are learning English or other foreign languages. Another foreign language is important for us to be successful in the world. People use a common language because they want to be closer or communicate easily. It can be claimed that it is a tool for global village. However, in today’s world, it is a necessity to know one or more foreign languages if you want to be successful.

In our education system we are learning a second language, generally English, because we are a part of the global world, but the main point is we must not lead this language to affect our language, so that we must try to protect our language. It can be stated as a sort of nationalism. It is a valid necessity for all nations in the world because language is the most important cultural value that makes people nation, andin such a perspective, again, nationalism is more important than global world.